

# CHAPTER ONE

## INTRODUCTION

This introduction part of the study entitled **An Analysis of the Textbook *Learning English*** includes general background, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

### 1.1 General Background

Education is the product of human intellectual capacity and generative faculty of mind. Aristotle (384-322 BC) also puts the similar opinion. What he says is 'education is the process of creating sound mind in the sound body' (as cited in Qurrantulain, 2007). Education evolved in the verge of human civilization in ancient Greece in about 400 BC. After that it developed in the different modes of human development and has approached in today's form. Education is the multifunctional tool of human development by which all round development of a person is possible. In this regard another philosopher, Rousseau opines 'plants are developed by cultivation and men by education' (Retrieved from <http://www.spaceandmotion.com/philosophy-of-education>).

Human being is endowed with unique property of language, so, is able to acquire education. Wayne (2007) says, "A language consists of symbols that convey meaning, plus rules for combining those symbols, that can be used to generate variety of messages "(Retrieved from <http://www.about.com>).

Similarly, Goldstein (2008) defines languages as "A system of communication using sounds or symbols that enables us to express our feelings, thoughts, ideas, and experiences"(Retrieved from <http://www.about.com>). Socio-cultural theorists take language as "an arbitrary tool for mediation for human beings to mediate themselves and the world or a tool for high level thinking and learning"(Mitchell and Myles,

2004, p.192). Though different scholars define language from different angles, the common point that all the scholars agree with is that language is such entity through which we express our thoughts, feelings, emotions, desires and inherent needs. It is the sole means of human communication and social interaction.

Teaching is a process of helping students to learn something. It involves interaction among many elements of whole education system such as teacher, learner, methods, teaching materials etc. Students and teachers both use different instructional material during the teaching learning process inside or outside the classroom to achieve the predetermined goals. Instructional material play vital role in enhancing the students' learning.

Instructional materials which are educational inputs are of vital importance to the teaching of any subjects in the school curriculum. Wales (1975) was of the opinion that the use of instructional resources (materials) would make discovered facts glued firmly to the memory of students. Savoury (1958) said that selection of materials which related to the basic contents of a course helps in-depth understanding of such a lesson by the students in that they make the lesson attractive to them, thereby arresting their attention and thus, motivating them to learn. (Retrieved from <http://www.unilorin.edu.ng>)

The materials may include chalk, board, textbook, pictures, relia, pocket chart, post card, flash cards and so on. Among different materials, textbook is thought to be the most friendly and genuine material for both teachers and learners. To support this view Hutchinson and Toress (1994) say," The textbook is an almost universal element of teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in various countries... No teaching learning situation, it seems, is complete until it has relevant textbook"(Retrieved from <http://www.academia.edu>).

This is true of language teaching as well. Textbooks, though, have become the inevitable element of teaching- learning, the selection of good and fruitful textbooks for a course has become a challenge for educators and/or teachers today.

## **1.2 Statement of the Problem**

Textbook is regarded as an integral part of whole education system in present day world. The success or failure of the educational programme is said to be affected by the qualities of the textbook selected or prepared for a programme to great extent.

Though, it is claimed that educators and/or authorities follow proper textbook selection process while designing a course, questions relating the relevancy of the selected textbooks in practical field are raised very often by different stakeholders in Nepal. So, this study endeavors to find out the strengths and weaknesses of the textbook focusing on peripheral as well as academic features.

In addition to this, English has the status of global as well as an international language. Different materials along with textbooks are made available in ELT field targeting either local or global scenario. A textbook fit for one situation may not be suitable for another situation. So, it is reasonable to have careful analysis of textbook to be chosen for a particular course, situation, level and scenario.

Present trend shows that teacher is no more only a teacher in the classroom; he is also course designer, facilitator, manager and so on in the classroom. The rationale behind this study is to find out not only the strengths and weaknesses of the textbook, but it is also assumed to promote teachers responsibility as course developer, manager and facilitator. Teachers therefore, need hands on experience on textbook analysis to make classroom learning effective.

### **1.3 Objectives of the Study**

The objectives of the study were as follows:

- a) To examine the quality of the textbook in terms of its peripheral and academic features.
- b) To suggest some pedagogical implications.

### **1.4 Research Questions**

The present study is intended to find out the answers of the following questions.

- a) What are the peripheral and academic features of the textbook?
- b) Does this book really follow communicative approach?

### **1.5 Significance of the Study**

This study is useful for teachers who are teaching compulsory English in B.Sc. first year. On the job teachers will find this study helpful to plan for the classroom session and to adopt necessary adaptations while using this textbook in the classrooms.

Similarly, it is equally important for textbook writers and evaluators. The study is also useful for administrators and authorities who find themselves in some kind of connection with education field.

Moreover, the study is beneficial to those personals who are directly/indirectly involved in ELT field and whose responsibility demands some kind of decision making regarding the ELT.

## 1.6 Delimitations of the Study

The study had the following limitations:

- a) The study was limited to examination of the quality of the book on the basis of its peripheral and academic features.
- b) I had utilized only secondary sources of data to come to the findings the study.
- c) The study was limited to the textbook *Learning English*.
- d) The assessment of the textbook was limited to my personal judgment and my own evaluation. The observation checklist is only the tool for data collection for this study. The checklists were prepared on the basis of framework provided by Harmer (2008), Cunningsworth (1995) and McDonough and Shaw (2003).

## 1.7 Operational Definitions of the Key Terms

**Content Analysis:** A qualitative method used to analyse contents of a particular piece of writing

**Framework:** Frameworks given by different scholar for textbook analysis.

**Textbook:** A book containing the subject matter to be taught in classroom setting for particular course and students.

**Textbook Analysis:** A scholarly activity for summarizing and asserting brighter and dark aspects of a textbook.

**Peripheral Features:** Peripheral Features refers to the cover page, title page, copyright page, paper quality, font size, references, bibliography, glossary, index, introduction, acknowledgement, preface of a textbook.

**Academic Features:** Academic features (internal content) includes aims and objectives, language items, sequencing and grading, language skills, grammar, methodology, instructions and illustrations, activities and exercises of a textbook.

## **CHAPTER TWO**

### **REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

The present chapter explains the existing literature and research related to the present study for the purpose of finding out what have been already been studied and how those research works become helpful to this present study. The relevant literature, and thesis related to specification grid have been reviewed in this section.

#### **2.1 Review of Related Theoretical Literature**

This sub heading discusses the theoretical aspects related to textbook and textbook analysis in details. The discussion starts with textbook and its importance in language teaching immediately followed by textbook and its importance in language teaching, types of textbook, communicative language teaching, significance of textbook analysis, theoretical bases of textbook analysis and introduction to the textbook *Learning English* respectively.

##### **2.1.1 Textbook and its Importance in Language Teaching**

Collins Cobuild Advanced Dictionary of English (2009) defines textbook as "a book containing facts about a particular subject matter". Similarly, Oxford Advanced Learner's Dictionary (7<sup>th</sup> ed.) defines textbook as "a book that teaches a particular subject and that is used specially in school and colleges".

Textbooks are the teaching learning materials which contain subject matter to be taught and learned. Although in some specific cases these two terms course book and textbook are separated, generally they are used interchangeably. To support this idea, Grant (1988, p.12) says:

We shall use the term textbook to apply to both course books, which typically aim to cover all aspects of the language, and supplementary

textbooks devoted to particular topics or skill areas. Unless otherwise specified, textbook is used to refer to course books.

Similarly, Tomlinson (2008, IX) mentions:

A course book is a textbook which provides the core material for a course. It aims to provide as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily use during a course. Such book usually includes work on grammar, vocabulary, pronunciation, functions and the skills of reading, writing, listening and speaking.

Thus, course books are prepared for teaching learning purposes. They are designed for academic purposes. Course book is prepared for a particular level of students presenting detailed information to achieve predetermined goals and objectives. It is widely used in academic studies. It is useful for both teachers and students. Today, though it is the era of science and technology, it will be very difficult to find the academic institution where textbook is not used as a teaching material to support the learning of the students.

The English language has become an inseparable part of the present day world because it has been used as a means of international communication. The use of English language in information technology, media, business, etc. has made it inseparable part of the present day world. Today English is not confined with its native speakers. It has become the language of the people who speak it and all the areas where it is spoken. "Since English is an inseparable part of life, the teaching of English emerged as a separate discipline. Now English is taught in private language schools and institutions all over the world" (Harmer, 2007, p.4).

The use of English language in the world is growing day by day. As a result the teaching of English is also growing fast with growth of its use. Regarding this fact, Richard and Rodgers (2010, p.1) say, "Whereas today English is the world's most widely studied foreign language, 500 years ago it was Latin, for it was the dominant language of education, commerce, religion and government in the western world".

In context of Nepal, English is said to have an entry since the first British Father Cray Brawl arrived here in 1628 A.D. However, officially it entered the country in 1854 A.D. when Durbar High School was established; it was at that time, only for the children of Ranas. The teachers were from Britain. Today out of the total, approximately 30 thousands primary to higher secondary schools, almost half the number are English medium ones. In such schools, except Nepali subject, all the other subjects are taught through English language and in government schools, it is a subject under the syllabus for primary to secondary level. Similarly, English is included as a compulsory subject at higher secondary level and first year of bachelor degree in all the faculties under T.U. This shows the growing interests and necessities of the English language teaching in the context of Nepal. Course books play a pivotal role in classrooms in all types of educational institutions. And it is not possible to deny the necessity of course book in language programmes as well. Highlighting the role of course book in language programmes, Richards (2001, p.1) writes:

Textbooks are a key component in most language programmes. In some situations they serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. ... basis for the content of the lesson, the balance of skills taught and the kinds of language practice the students take part in. ... For learners, the textbook may provide the major source of contact they have with the language apart from input provided by teacher. In



the case of inexperienced teachers textbooks may also serve as a form of teacher training- they provide ideas on how to plan and teach lessons as well as formats that teachers can use. ...

Therefore, there is a close relation between language teaching and course book. It provides content of lesson, balance of skills and the kinds of language as input to the students.

Ur (1996, p.183-195) also gives the following arguments in favour of the use of course books:

- A textbook is a framework which regulates and times the programmes.
- In the eyes of the learners, no textbook means no purpose.
- Without 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.

Similarly, Cunningsworth (1995, as cited in Richards 2008, p.251) talks following roles of course book in English language teaching:

- A resource for presentation materials (spoken and written)
- A source of activities for learner practice and communicative interaction
- A reference source for learners on grammar, vocabulary, pronunciation, and so on
- A source of stimulation and ideas for classroom activities

- A syllabus (where they reflect learning objectives that have already been determined)
- A support for less experienced teachers who have yet to gain in confidence

Thus, text book has become inseparable part of academic institution be it a general education or specific area of teaching as language teaching. "Course books play a vital role in achieving the objectives of the curriculum and have great importance in a country like Nepal where materials like TVs, films and computers are not sufficiently available"(Awasthi, 2006). He also adds that most of the English language teachers in Nepal are untrained, so, textbook in ELT classroom has become a universal element.

### **2.1.2 Types of Textbook**

We can find many types of textbooks that represent the categorizations based on audience, subject matter, purpose etc. in the literature. However, today being an era of Communicative approach, many scholars often differentiate between traditional and communicative text in the field of English Language Teaching. Grant (1987) also points out some differences between traditional and communicative textbook.

**Traditional Textbook:** Traditional textbooks are those which are traditional in their assumption about language learning, in the teaching items, and in their role of the teacher and students rather than the date when they are published. Traditional textbook, as influenced by behaviourism, maintains that language learning is habit formation; gives emphasis on writing and grammar. Their main aim is to help students learn grammar. Grant (1987, p.13) lists out the characteristics of a traditional textbook as follows:

- They tend to emphasize the forms or patterns of language more than the communicative functions of language; the jobs we do using, for

example, asking for information, making requests, apologizing, asking the way, etc.

- They tend to focus on reading and writing activities, rather than listening and speaking activities.
- They often make use of a great deal of Native Language.
- They emphasize the importance of accuracy.
- They tend to focus rather narrowly on a syllabus and examinations.
- They are often attractive to some teachers, because they are easy to use, and are highly examination oriented.

We also find traditional textbooks which are still popularly used. They are relatively easy to apply in classroom. Even in the modern time, we cannot discard the benefit of traditional textbooks. "They have great advantage that, generally speaking, a teacher can use them without too much difficulty" Grant (1987, p.13).

**Communicative Textbook:** Communicative textbooks are those which try to solve the problems created by the traditional textbooks by creating opportunities for the students to play with language in the classroom as in the real life. Consequently, they can be able to use the language in their real life authentically. The communicative textbooks are based on the belief that language is learnt by using the language rather than knowing the formal grammar system of it. They emphasis on acquisition of language skills; listening, speaking, reading and writing in students. So, the teaching items in the book includes ample of communicative activities in which different functions of language can be realized. Grant (1987, p.4) lists out some of very broad characteristics of communicative textbook as follows:

- They emphasize the communicative functions of language - the job people do using the language - not just the forms.

- They try to reflect the students' needs and interests.
- They emphasize skills in using the language, not just the forms of language, and they are therefore, activity based.
- They usually have a good balance among the four language skills, but may emphasize listening and speaking more than a traditional textbook does.
- They tend to be very specific in their definition of aims.
- Both content and methods reflect the authentic language of everyday life.
- They encourage work in groups and pairs, and therefore make heavier demands on teachers' organizational abilities.
- They emphasize fluency, not just accuracy.

Today, being an era of Communicative Language Teaching, all the books published in the field of English language teaching are supposed to follow communicative approach. Nevertheless, traditional books have not been totally replaced by so called communicative textbooks. Because book in one situation may be good, and simultaneously it will be bad for other. Grant (1987, p.188) has said a book should satisfy three conditions:

- a) It should suit the needs, interest and abilities of your students.
- b) It should suit you (the best book in the world won't work in your classroom if you have good reasons for disliking).
- c) The textbook must meet the needs of official public teaching syllabus or examination.

### **2.1.3 Communicative Language Teaching**

Communicative Language Teaching (CLT), an approach to foreign language or second language teaching came into existence in late 1960s (Richards and Rodgers, 2008, p.64).

The main purpose of language teaching in CLT is to develop communicative competence on the part of students. The experts in the field of CLT view the nature of language differently than those views prevalent in so called traditional approaches. Berns, (1981) says, "Language is interaction; it is interpersonal activity and has a clear relationship with society. In this light, language study to look at use of language in context, both linguistic context and its social or situational context"(Retrieved from <http://www.cal.org>).

Language learning is not taken as a form of habit formation which demands learners to memorize the language structures blindly. Language learning is communication itself but not learning to communicate.

Richards (2006, p.20) presents 10 core assumptions of CLT as follows;

- Second language learning is facilitated when learners are engaged in interaction and meaningful communication.
- Effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used, and take part in meaningful interpersonal exchange.
- Meaningful communication results from students processing content that is relevant, purposeful, interesting, and engaging.
- Communication is a holistic process that often calls upon the use of several language skills or modalities.

- Language learning is facilitated both by activities that involve inductive or discovery learning of underlying rules of language use and organization, as well as by those involving language analysis and reflection.
- Language learning is a gradual process that involves creative use of language, and trial and error. Although errors are a normal product of learning, the ultimate goal of learning is to be able to use the new language both accurately and fluently.
- Learners develop their own routes to language learning, progress at different rates, and have different needs and motivations for language learning.
- Successful language learning involves the use of effective learning and communication strategies.
- The role of the teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning.
- The classroom is a community where learners learn through collaboration and sharing.

Piepho (198, as cited in Richards and Rodgers, 2008, p.73) talks following objectives of communicative language teaching;

- a. Students will learn to use language as expression.
- b. Students will use language as a means of expressing values and judgments.

- c. Students will learn to express the functions that best meet their own communication needs.

In CLT, classroom activities are often designed to focus on completing tasks that are mediated through language or involve negotiation of information and information sharing. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio-lingual method of language teaching, which relies on repetition and drill, the communicative approach can leave student in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses.

Littlewood (1981, p.86) presents two most common activities found in CLT classes;

- Functional communication activities; ones aimed at developing certain language skills and functions, but which involve communication, and
- Social interaction activities, such as conversation and discussion session, dialogues and role plays.

Similarly, according to Richards (2006, p. 16) some activities like information gap, reasoning gap and jigsaw activities are paramount in CLT classroom. He also explains some other activities;

**Task-completion activities:** puzzles, games, map-reading, and other kinds of classroom tasks in which the focus is on using one's language resources to complete a task.

**Information-gathering activities:** student-conducted surveys, interviews, and searches in which students are required to use their linguistic resources to collect information.

**Opinion-sharing activities:** activities in which students compare values, opinions, or beliefs, such as a ranking task in which students list six qualities in order of importance that they might consider in choosing a date or spouse.

**Information-transfer activities:** These require learners to take information that is presented in one form, and represent it in a different form. For example, they may read instructions on how to get from A to B, and then draw a map showing the sequence, or they may read information about a subject and then represent it as a graph.

**Reasoning-gap activities:** These involve deriving some new information from given information through the process of inference, practical reasoning, etc. For example, working out a teacher's timetable on the basis of given class timetables.

**Role plays:** activities in which students are assigned roles and improvise a scene or exchange based on given information or clues.

Along with passage of time CLT also has gone some kind of reformation. This is why, two views regarding the CLT is found in the literature viz; weak (classic CLT) version and strong (current CLT) version. To support weak version, Littlewood (1981, p.1) states, "One of the most characteristic features of CLT is that it pays systematic attention to functional as well as structural aspects of language". Howatt (1984) describes weak version as 'learning to use English' and strong version as 'using English to learn it' (as cited in Richards and Rodgers, 2008, p.66).

#### **2.1.4 Significance of Textbook Analysis**

Course book analysis is a highly intellectual activity. It needs professionals who have sufficient knowledge about not only the subject matter but also the mechanics of textbook writing. Textbook analysis is not mere collection of haphazard steps. It is a systematic observation and assertion of brighter as well as darker facets of a text book. "It is through the evaluation of textbook



a teacher knows the content of the book, the style in which it is written, and its strength and weakness, which facilitate him/her to adapt it to suit the course aims, learners' needs and the teachers' beliefs" (Awasthi, 2006, p.5).

McGrath (2002) states material (textbook) evaluation is a cyclic process viz. pre-use, in-use and post-use evaluation. These three stages exhibit three different but interrelated goals of evaluation. Pre-use results in selection, in-use results in adaptation and post-use evaluation in institutionalization or rejection.

Though present trend shows the demand of teacher to be a material evaluator, it has not been practiced formally in Nepal. Certain authorities and decision maker are taken as the in charge of it. However, this does not mean teachers don't need to evaluate textbook. As Richard (2008) says all the textbooks may not be ideal for all the situations. So, teachers need to adapt the material and adaptation always presupposes some kind of evaluation.

Textbook evaluation also plays significant role in teacher education.

Esmæ'li (2013) says:

Textbook analysis can be a valuable component of teacher training (education) for it serves the dual purpose of making student teachers aware of important features to look for in textbook while familiarizing them with a wide range of published language instructional materials.

(Retrieved from <http://www.academia.edu>)

Thus, textbook analysis is not only important for the authorities who have responsibility of decision making, it is equally important for in service teacher and student teachers who are in verse of the completion of teacher education.

### **2.1.5 Theoretical Bases of Textbook Analysis**

Different scholars have given different theoretical frameworks. Some of them are as follows;

- a) Cunningsworth's criteria
- b) McDonough and Shaw's framework
- c) Harmer's considerations for textbook evaluation

#### **a) Cunningsworth's Criteria**

Cunningsworth (1995, as mentioned in Richard, 2008, p.258) proposes the following criteria of course book evaluation:

- They should correspond to learners' needs. They match the aims and objectives of language learning programmes.
- They should reflect uses (present or future) which learners will make of the language. Textbook should be chosen that will help equip students to use language effectively for their own purposes.
- They should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid 'method'.
- They should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.

He also presents broad categories as follows:

- Aims and approaches
- Design and organization
- Language content
- Skills

- Topic
- Methodology
- Teacher's books
- Practical considerations

## **b) Framework proposed by McDonough and Shaw (2003)**

McDonough and Shaw has presented the framework of textbook evaluation in three broad categories namely, external evaluation, internal evaluation and overall evaluation.

### **i) The External Evaluation**

According to McDonough and Shaw (2003, p.67) the organization of the materials in the book is examined as stated by author/publisher by looking at:

- 'The 'blurb', or the claims made on the cover of the teacher's/students' book
- The introduction and table of contents.

In this stage, "we also find it useful to scan the table of the contents page in that often represents a bridge between the external claim made for the materials and what will actually be presented inside the material themselves" (McDonough and Shaw, 2003, p.67). "From the 'blurb' and introduction we can normally expect comments on some/all of the following" (McDonough and Shaw, 2003, p.67):

- The intended audience.
- The proficiency level.
- The context in which materials are to be used.
- How the language has been presented and organized into teachable units/lessons.

While evaluating materials, 'There are some other factors that we believe it necessary to take into account at this stage as follows (McDonough and Shaw, 2003, p.71):

- Are there materials to be used as the main 'core' course or to be supplementary to it?
- Is a teacher's book in print and locally available?
- Is a vocabulary list/index included?
- What visual materials does the book contain (photographs, charts, diagrams) and is it there for cosmetic value only or is it integrated into the text?
- Is the layout and presentation clear or cluttered?
- Is the material too culturally biased or specific?
- Do the materials represent minority groups and/or women in a negative way? Do they present a 'balanced' picture of a particular society?
- The inclusion of audio/video material and reasonable cost. Is it essential to possess this extra material in order to use the textbook?
- The inclusion of tests in the teaching material (diagnostic, progress, achievement); would they be useful for your particular learners?

## **ii) The Internal Evaluation**

This is an in depth evaluation of the material. "The essential issue at this stage for us is to analyze the extent to which the aforementioned factors in the external evaluation stage match up with internal consistency and organization of the materials as stated by the author/publisher" (McDonough and Shaw, 2003, p.75). For the effective internal evaluation of the materials,

"We need to examine at least two units of a book or set of materials to investigate the following" (McDonough and Shaw, 2003, p.75):

- The presentation of the skills in the materials.
- The grading and sequencing of the materials.

While doing internal evaluation, according to McDonough and Shaw (2003) the following questions should be addressed:

- Where reading/'discourse' skills are involved, is there much in the way of appropriate text beyond the sentence?
- Where listening skills are involved, are recordings 'authentic' or 'artificial'?
- Do speaking materials incorporate what we know about nature of real interaction or are artificial dialogues offered instead?
- The relationship of tests and exercises to learners' needs and what is taught by the course materials?
- Do you feel that the material is suitable for different learning styles? Is a claim and provision made for self study and is such a claim justified?
- Are the materials sufficiently 'transparent' to motivate both students and teachers' alike, or would you foresee a student/teacher mismatch?

### **iii) The Overall Evaluation**

"At this stage we hope that we may now an overall assessment as to suitability of the materials by considering the following parameters" (McDonough and Shaw, 2003, p.77):

- The usability factor
- The generability factor

- The adaptability factor
- The flexibility factor

The textbook evaluator has to see the general use of the materials to integrate them with the total syllabus of the grade in question

**c) Harmer's Possible Areas for Consideration and possible Questions for Course Book Analysis**

Harmer (2008, p.154) Proposes the following possible areas for consideration and possible questions for course book analysis:

<b>Possible areas for consideration</b>	<b>Possible questions for course book analysis</b>
Price and Availability	How much does the course book cost? Will students have to buy any extra materials? Are all the components (course book, workbook, teachers' guide, audio etc.) available? What about other levels? Is this good value for money? How much does the whole package cost?
Add-ons and extras	Apart from a workbook, what other extras are offered with the course? Are there internet sites with extra material (exercises, texts, etc.), or with 'meeting places' for users? What else does the publisher offer to support the course? What value should we place on the extras that are available?
Layout and design	Is the book attractive? Is its design appropriate for a) students, and b) the teachers? Does the design of the book make it easy to follow?
Instructions	Are the instructions clear and unambiguous? Are they written in language that the students will understand? Can the course book be used by

	students working on their own, or is a teacher necessary to show them how to use it?
Methodology	What kind of teaching and learning does the course book promote? Is there a good balance between study and activation? How do the authors appear to think that people learn languages and do we agree with them?
Syllabus	Is the syllabus appropriate for our students? Does it cover the language areas (grammar, vocabulary, functions, pronunciation, etc) that we would expect? Do we and our students like the sequencing of language and topics, etc.? Does the course book build in a feeling of progress?
Language skills	Does the course book have the appropriate balance of skills? Is the skills work really designed to promote the skills (e.g. writing-for-writing, not writing-for learning)? Are there possibilities for both study and activation in the skills areas? Are the skills activities likely to engage students?
Topics	Does the course book contain a variety of topics? One balance, are the topics appropriate for the kind of students who will be using the course book? Are the topics likely to engage the students?
Cultural appropriacy	Is the material appropriate for the cultural situation that the students are in? Do the texts contain culturally insensitive material? Are the activities appropriate for the learning culture? Is the course book unprejudiced in the way it deals with different customs, ethnicities, races and sexes?
Teacher's guide	Does the course book have an accompanying

	teacher's guide? Is it easy to use? Does it explain things clearly? Does it offer alternative to the course book activities? Does it have all the answers that teachers and students need? Does it provide differentiated activities for fast and slow learners?
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Thus, the consideration/criteria given by different scholar seems more or less similar. As Richard (2008) says that none of the framework is complete in itself. We need to adapt the framework in some way and the other.

Situational factors (purpose, setting, level) demands careful adaptation in the framework utilized while analyzing a textbook.

### **2.1.6. Introduction to the Textbook *Learning English***

*Learning English* is a book by A Rama Krishna Rao (remarked as consultant in the cover page of the book). A Rama Krishna Rao is Professor and Head at the Department of Humanities and Social Science and Chairman at Board of Studies, JNTU and members of the Board of Studies (English), JNTU.

A brief information about the book 'Learning English: A Communicative Approach ' is given below:

#### **Extract No. 1: Publication details of the textbook**

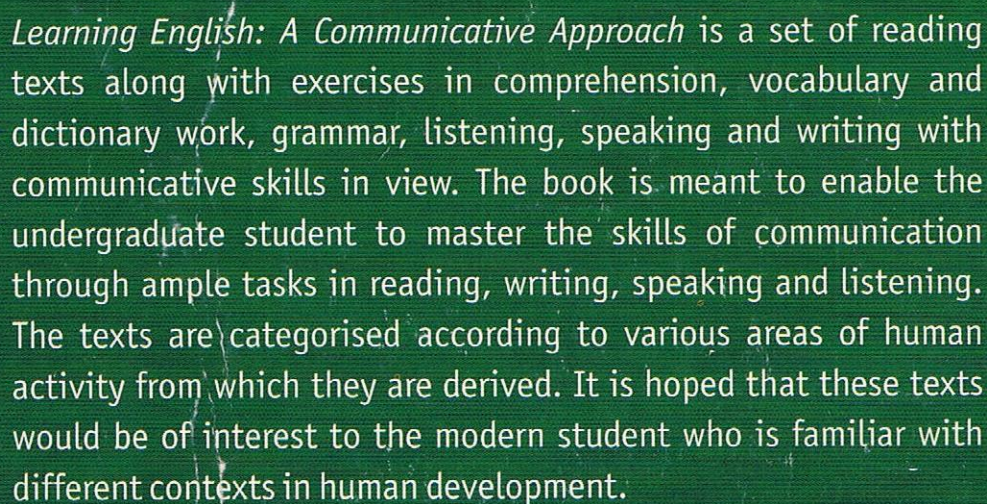
Name of book:	Learning English: A Communicative Approach
Writer:	A Rama Krishna Rao
Publisher:	Orient BlackSwan, Hyderabad, India (originally published by Orient Longman Private Limited)
Date of Publication:	First Edition 2005, 2006, 2007, 2008
Copy wright:	BlackSwan Private Limited
Price:	IC. 185



The book is originally designed for the B. Tech students who are in verge of completing their graduation under Jawaharlal Nehru Technological College.

Words from the publisher regarding the book that can be found on back cover page of the book are cited below:

**Extract No. 2: Words from the publisher**



*Learning English: A Communicative Approach* is a set of reading texts along with exercises in comprehension, vocabulary and dictionary work, grammar, listening, speaking and writing with communicative skills in view. The book is meant to enable the undergraduate student to master the skills of communication through ample tasks in reading, writing, speaking and listening. The texts are categorised according to various areas of human activity from which they are derived. It is hoped that these texts would be of interest to the modern student who is familiar with different contexts in human development.

The book now has a new student-friendly version of the CD with tracking facilities. This will be useful in the practice of the listening and speaking exercises in the book

The book was originally published by Orient Longman Private Limited as 'Reaching for the Stars'. The current version *Learning English: A Communicative Approach* is published by Orient BlackSwain Private Limited for JNTU, A.P. The publisher claims the textbook to be written following communicative approach.

The book consists of altogether nine sections. However, they are not clearly mentioned as units or chapter. Each unit includes a reading text followed by comprehension question, vocabulary, grammar, listening, speaking and writing activities and exercises.

According to Curriculum 2068, "It is one of the two books which have been prescribed by Tribhuvan University as textbook of course Scientific Communication for B.Sc (Four Year) first year".

## **2.2 Review of Related Empirical Literature**

Some research works related to text book analysis that I reviewed are presented below;

Dawadi (2004) carried out a research on "Analysis of Grade VII English Textbook" to examine physical and academic qualities and the relationship between the curriculum and the textbook. She used both primary and secondary sources of data in her study. She adopted purposive non – random sampling for the selection of sample. The questionnaire was the tool for collecting data from 30 secondary level teachers. She found that physical and academic qualities of the book were favourable and satisfactory and the relationship between the curriculum and the textbook was maintained.

Similarly, Subedi (2005) carried out a research on "Analysis of Grade Eleven English Textbook: Meaning into Words" to find out the quality of 'Meaning into Words' in terms of academic aspects. Both primary and secondary sources were utilized in the study. He collected primary data from teachers and experts using questionnaire. He found that the book contained more communicative activities. The content items provide new information to the students; there were no exercises for developing vocabulary power, content was graded from simple to complex format; exercises were graded in terms of difficulty level and pictures in the book are relevant.

In the same way, Upreti (2007) conducted a research on "An Analysis of Academic Encounters: Human Behaviour; A textbook for PCL II Year". The book was evaluated and analyzed on the basis of its physical and academic aspects. He collected data from primary as well as secondary sources of data. Questionnaire was the tool for collecting primary data. He found that the

printing was clear and clean. The book had interesting reading; data based factual information derived from native English culture.

Likewise, Dawadi (2007) conducted a research entitled, "An Analysis of New Headway Intermediate Students Book Prescribed for PCL First year". His main objective was to analyze the physical and academic aspects of the book. Primary and secondary sources of data were utilized in the study by him. He found that the book was appropriate in size and convenient in binding and carrying for the students. He also found that the book contained communicative activities.

Binadi (2008) conducted a research on "An Analysis of Textbook: Enrich Your English". His main objectives were to analyse the relationship between curriculum and textbook and to analyse the textbook in terms of physical aspect as well as academic aspect. He utilized primary and secondary sources of data and used questionnaire as tool for data collection. He found that the size of the book was suitable and the contents were sufficient and relevant and suitably selected, graded and organized. Similarly, he also found that there was close relationship between curriculum and the textbook.

In the same way, Khatiwada (2011) completed a research entitled, "An Analysis of Course Book; Reason to Write: Strategies for Success in Academic Writing". The main objectives of his study were to analyse the course book in terms of academic aspects and writing skills mentioned in the book. He utilized only secondary data to complete his study. He found that the book followed task based approach and took learner's role as active participator rather than as passive listener. He also found that some items prepared in the book did not match the local context of Nepal.

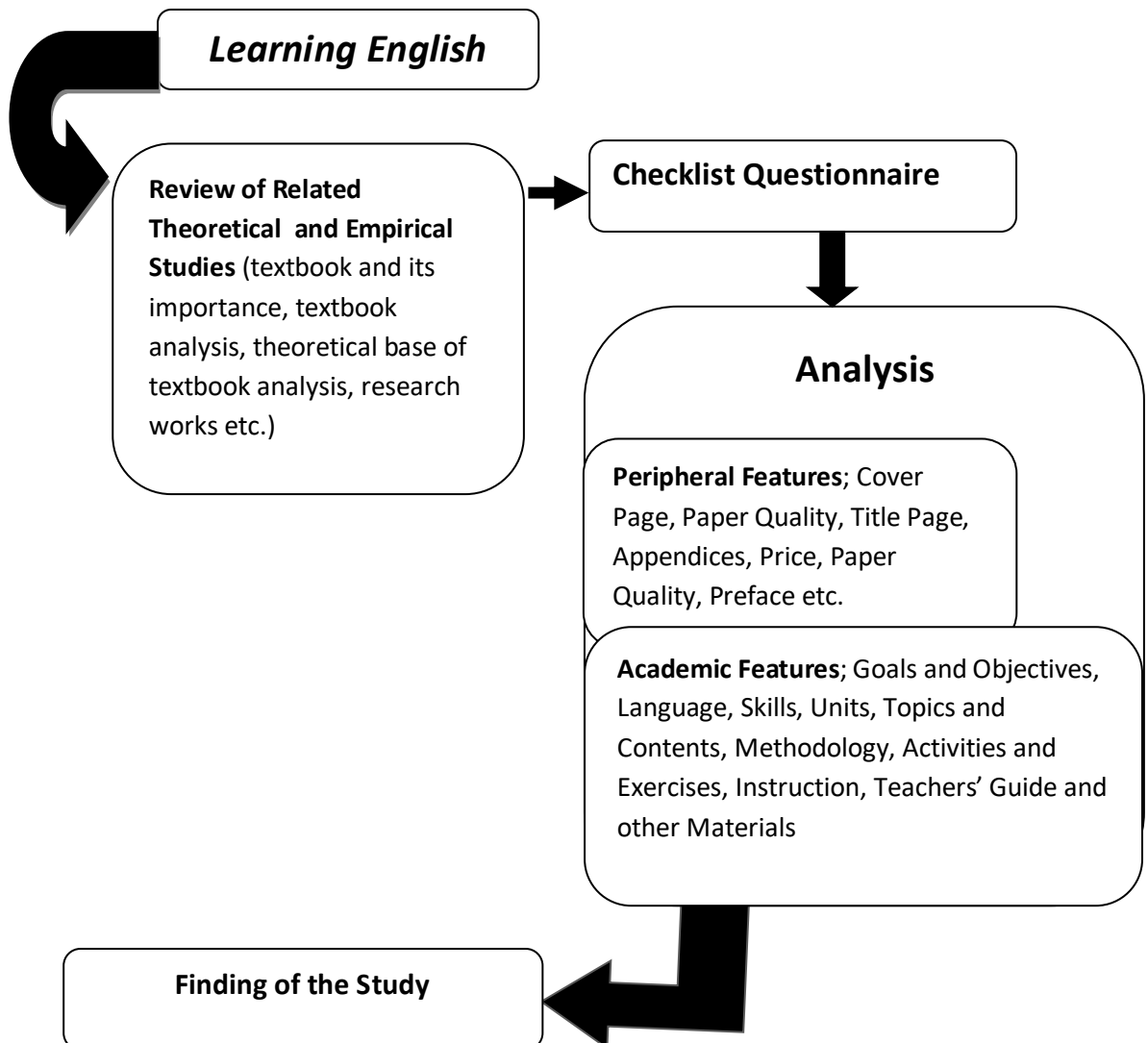
### **2.3 Implication of Review for the Literature**

Reviewing literature is a sine quo non in any kind of research works. It is supposed to be the preparation for the researcher to precede his/her study in right direction. Researcher collects different insights on the subject matter

and expands his knowledge on his subject of the study. Reviewing literature also helps the researcher to be familiar with technicalities, procedures, and practicalities of conducting research.

Keeping the importance of review of related literature in mind I observed Richard (2001), Richard (2008), Harmer (2008), Grant (1986), McDonough and Shaw (2003), Rao (2008), Cohen et al. (2010), related journals, articles, newspapers, websites, unpublished theses and so on. The observation took my eyes on in depth of the theoretical as well as practical aspects of conducting research and also helped me dig up different unseen realities regarding different aspects of textbook and textbook analysis. I particularly got input on sources of data and procedures of data collection.

## 2.4 Conceptual Framework



## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

Methodology part of this study includes survey research, sources of data, and secondary sources of data, process of data collection and interpretation and analysis of data. This part represents the planning and procedures of the study which were adopted.

#### **3.1 Survey Research**

Survey research a cross-sectional research. The main purpose of survey research is to find out opinion on certain issues, to assess certain educational programme, to find out behaviour of different professionals, to assess certain activity, to study certain trends at a single point of time, then, compare the finding with the standard ones. Finally, it involves forwarding some suggestions for improvement of the research area. Cohen et al. (2010) say:

... Surveys gather data at a particular point in time with the intention at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events.

Survey research is of two types namely; descriptive survey and analytic survey. Cohen et al. (2010) say, "Surveys can be descriptive or analytic (e.g. to examine relationships) ". "Generally, the result of the study is new in analytic study because the objective is to improve things to be used in the future" (Retrieved from <http://www.web.njit.edu>).

Within the survey, I had chosen content analysis as main method of for the textbook analysis. Content Analysis involves selecting content for analysis, units of content, preparing content for coding, weighting content and drawing conclusion.

#### **3.2 Population, Sample and Sampling Procedure**

Since the present study is about textbook analysis, the sampling population the study was the whole textbook *Learning English*. Among all the aspects of the textbook peripheral and academic features were taken as the sample and the sample was selected purposively.

### **3.3 Field of Study**

Textbook is regarded as a most popular and widely adopted instructional material in educational system. The present study aimed at analysing the quality of the textbook *Learning English* in terms of its peripheral and academic features. So, the field of study for this research was instructional materials in ELT.

### **3.4 Tools for Data Collection**

I prepared a checklist along with some questions on the basis of frameworks given by Harmer (2008), McDonough and Shaw (2003) and Cunningsworth (1995). I also added some questions as I thought to be necessary.

### **3.5 Process of Data Collection**

At first I studied the textbook "Learning English: A Communicative Approach" thoroughly many times. Then, I collected the data using observation check list prepared. As my study required me to collected data related to peripheral and academic features, I answered the questions prepared. The two very features were taken as sample for the study.

### **3.6 Data Interpretation and Analysis**

I analyzed the data collected descriptively and analytically (text analysis). Since, the study aimed at finding out the qualities of the textbook, categorical discussion were adopted in interpretation of the data.

## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

This chapter concerns on the results and discussion of the collected data. I analyzed the data gathered through observation checklist/open-ended questionnaire descriptively (using content analysis) and analytically.

#### 4.1 Results

The study went on analysing the data gathered through observation checklist and following were the finding of the study after analysing data descriptively and analytically.

- a) Cover Page of this textbook is colourful but it is not psychologically attractive so that it can attract the students' attention in some way.
- b) Size of the textbook is suitable to the level of students.
- c) Price of the book is reasonable compared to current market prices of the textbook and valuable for the subject matter included.
- d) Paper quality, binding, font size, printings are good. In some texts there is less spacing between lines so that the font type of this book is not suitable.
- e) Preface, Introduction, Appendices, Glossary, Index and Bibliography are not given in this textbook. These parts of the textbook, though are not obligatory in textbook, they may facilitate learners as well as teachers in some way and the other. Lack of these features may minimize the role of student as active participator.
- f) Objectives of the textbook are not given clearly in the textbook. That is why users of the textbook are likely to be confused with objectives in each section.

- g) There are nine sections in this book but these sections are not clearly mentioned as units. The sections are categorized as topics from different sectors of human life.
- h) Each section of the textbook contains a reading text followed by comprehension question, vocabulary, grammar, listening, speaking and writing activities respectively. There is three language games included in this book. Sequencing and grading of grammar and function are well managed.
- i) Reading text are derived from 9 different aspects of human experiences namely; astronomy, information technology, travel and transport, humour, health and medicine, environment, inspiration, human interest, media. Though these texts are from different sectors, the students from other streams than science may feel difficulty in grasping the content because the book was originally produced targeting the student of Bachelor of Technology in India.
- j) Theoretically, language skills learning occur at listening, speaking, reading and writing, this book does not follow the order.
- k) There is a DVD included with this textbook for practicing listening and speaking skills. However the textbook does not have cassette which can be economical than DVD and can increase the access of remote areas. Similarly, Colleges of the remote areas may find it difficult to use because of the lack of physical and technological infrastructure.
- l) Vocabulary selection of this book is according the topics and sectors from where they are derived from. Therefore, there is not any vocabulary selection criterion followed for writing this textbook.



- m) Language of the textbook is suitable according to intended learners except some. Because students of from general education background find some reading text difficult.
- n) The publishers' have not offered teachers' guide, students' book with this textbook. That is why teachers' who are untrained may find it difficult to use in practical situation. Since, the book follows the communicative approach teachers need to plan themselves without teacher's guide.
- o) In all the section, Language functions are included integrating in the dialogues of speaking activities.
- p) Pronunciation skill is not very much focused in this book.
- q) Answer keys are not given.
- r) As its name suggests, this book follows communicative approach. However, few lacking that are found in this book may interrupt the teacher to be a facilitator and learner to be active participator.
- s) Instructions given in this book are clear except some. Some of the pictures in the book seems odd according to the level of students.
- t) There is no any methodological information for teacher or students except in the cover page where publisher has mentioned that it follows communicative approach.
- u) There is not any culture biased and gender biased materials in this textbook.
- v) Reference Section for grammar is not given in this book.
- w) Listening materials are not authentic one rather they are artificial.
- x) Group work, pair work, conversation, essay writing, letter writing, comprehension questions, true false are some of the activities found in

this book. However, it lacks information gap activities, reasoning gap activities which are taken as most important activities in the communicative language teaching.

- y) Clear guidance is given for developing writing skills such as précis, essay, letter, resume writing and so on.
- z) The textbook is not weighty enough (content) to teach the student for the whole year.

## **4.2 Discussions**

This sub chapter of the study deals with detail explanations of the results/findings. Exemplification of the peripheral and academic features of the textbook *Learning English*, are the main concerns under this heading.

### **4.2.1 Peripheral Features**

Peripheral features of a textbook includes, cover page, binding, size, paper quality, designing of title page, references, bibliography, acknowledgements, introduction, index, glossary, table of contents etc. The discussion of peripheral features is presented in following sub headings.

#### **4.2.1.1 Cover Page, Binding, Size and Paper Quality**

As there is a saying “First impression is last impression”, the cover page of the textbook should be attractive. But attractiveness is not only confined to its colorfulness. The cover page should be designed in such a way that it does not only attract the attention of students, it also respects and encourages critical thinking, curiosity and creativity of the students according to the level of students. Regarding this book, though the cover page is very colorful, the layout is not very attractive. Because it does not have capacity to affect students psychologically that may encourage their critical thinking, curiosity and so on. However, paper quality of the book is good.

Binding and paper quality are two most important factors to ensure the durability of a textbook. To maintain the durability of this book has been side stitched. Similarly, this book has not left place for complaining about paper quality used inside the book.

Along with other factors the size of the book is very important for readers to develop interest in reading. The book should be of appropriate size, portable and interesting enough to be readable according to the level of students. The book 'Learning English' is of length 25cm and width 18.5cm. The thickness is 0.7cm. Therefore, the size of this book is appropriate. While the font size of the letters is suitable, line spacing is less in reading text according to the font type and/or style.

Thus, the size of the book, paper quality, font size in the textbook are good while the cover page though is colorful, it does not seem to be psychologically interesting.

#### **4.2.1.2 Title Page and Copyright Page**

Title page and cover page in a book always appears after cover page respectively. This book follows the same track. However the content's written on the pages differs from the others. The name of written as name of course consultant. Qualification and experience of the consultant are not given on Title page rather it is given on copyright page. Other information given on copyright page is mentioned below.

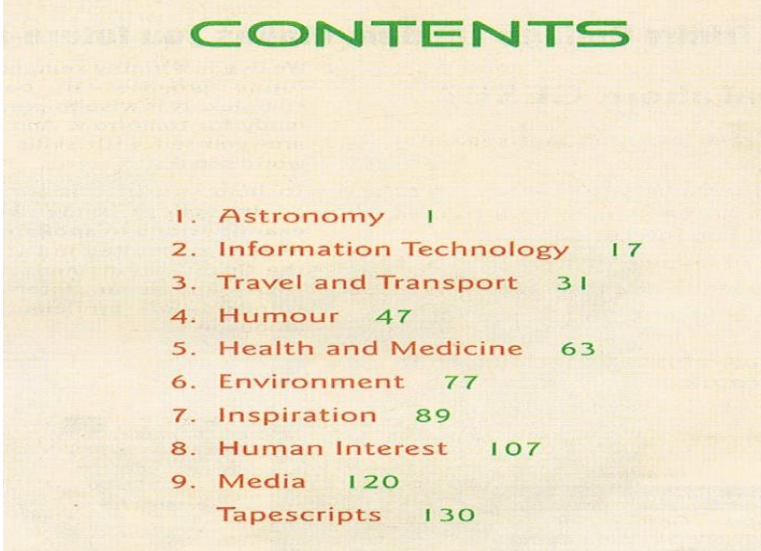
1. On the top of the page acknowledgement to the consultant is A Rama Krishna Rao is given.
2. The copyright of is limited on publisher.
3. The book was originally publisher as orient Longman Private Limited in 2005.
4. This edition is published by Orient Blackswan Private Limited. Hyderabad.
5. The contact Address of publisher is given at the end of the page.

Hence, the title page and copyright page of the textbook is not managed properly. The writer's and publishers' details also encourage learners' attraction towards the reliability of the materials.

#### 4.2.1.3 Table of Contents

The contents in the book learning English is not given in detail though different skills and aspects of a language in the book can be taken as the strengths of the book. The content is presented as below in the book.

#### Extract No. 3: Table of contents in the textbook



CONTENTS	
1. Astronomy	1
2. Information Technology	17
3. Travel and Transport	31
4. Humour	47
5. Health and Medicine	63
6. Environment	77
7. Inspiration	89
8. Human Interest	107
9. Media	120
Tapescripts	130

Thus, though textbook offers variety of language input such as grammar, vocabulary, speaking, listening etc., table of contents does exhibits any other information except reading text and page numbers.

#### 4.2.1.4 Index, Glossary, Bibliography and References

Index is list of words as phrases which are given at the end of book. These words phrases are taken from the main park of book. Index helps the readers to locate particular information in the book because these words are given along with the respective page numbers. Regarding the book *Learning English* index is not included.

Glossary is a list of vocabulary used in reading text with the meaning. This helps students to comprehend the given texts by providing meaning of words. Glossary is given either after at the end of the book as after every text. But, there is no glossary included in this book.

Bibliography is a list of materials that writer has consulted and as well as cited. It helps students and/or teacher for extending their knowledge in the related subject. Though bibliography in lower levels is not thought to be of great importance but in higher/advance levels as the learning autonomy flourishes, it is very necessary to provide learners opportunity for self learning and this can easily be encouraged by providing bibliography. However, neither bibliography nor references is given in this book.

Thus, a great weakness of this book is that references, bibliography, index, glossary are not given in the book. Lack of these things minimizes the role of learner as active participator.

#### **4.2.2 Academic Features**

Academic features of a textbook the internal contents of the textbook. It includes aims and objectives, unit and section, language items, language skills, presentation, sequencing and grading, integration of different skills, vocabulary selection, reading text selection, methodology and so on. The academic features of the textbook are presented below;

##### **4.2.2.1 Aims and Objectives**

Teaching and learning activation always have some predetermined goals to be achieved. To achieve these goals different materials along with textbooks are used as instructional materials. Therefore, textbooks are written keeping some objective in mind if the course is not fixed earlier. But if the course is fixed the textbook is written on the basis of course objective. Regarding this book objectives are not given clearly. A general objective of this book is to enable the undergraduate student to master the skills of communication

through ample tasks in reading, writing, speaking and listening. However, the objectives are not categorized unit wise. That is why students as well as teachers may not find clean guidance about their objective.

#### **4.2.2.2 Units, Sections and Topics**

Different item in a textbook are divided in different section so that learner get exposure collectively, sequentially and easily. Division of units/sections is always related with sequencing and gradation of teaching item.

Regarding the textbook learning English unit has not been clearly divided. Topics are presented units numbering which are quoted below as in the textbook. Though the sequencing of these topic does not exhibit any logic, the inclusion of varies topics within one is one of the main noticeable strengths of this textbook. Regarding the sequencing of language function and grammar it seems logical but four skills in this book does not follow the natural procedure i.e. listening, speaking, reading and writing.

#### **Extract No. 4: Topics/units in the textbook**

- 1) Astronomy – Our picture of the Universe
- 2) Information and Technology – Avery short history of computer ethics
- 3) Travel and transport – The climb to the Annapurna
- 4) Humour – The gold frame
- 5) Health and medicine – Save your liver
- 6) Environment – Water : The elixir of life
- 7) Inspiration – Reaching for the stars
- 8) Human interest – A service of love
- 9) Media – Freedom of interest.

Thus, in this book section and units are not clearly defined. In addition, the grammar and language functions are well incorporated in the book. But the language skills are not in natural order.

#### **4.2.2.3 Language skills**

Language use entails the use of four language skills i.e. listening, speaking, reading and writing. These four skills are equally important to learn to become a competent user of a language. Though previously teaching of listening skill was neglected, these days educator emphasize all of the four skills in the classrooms. Learners are supposed to master not only reading and writing skills but also listening and speaking skills in the second language. Accordingly, textbooks in such classroom get opportunity to compile all the skills within a single textbook.

In the book learning English all four skills are included. Each four skills are included in all the sections of the book. However, the activities does not follow the natural order.

##### **a) Listening skills**

Listening skill is included in each section of this textbook. And every section has a particular skill of listening to focus. Some of the sub skills of listening are given below;

- ❖ Recognizing sound in words
- ❖ Recognizing stresses in words and sentences
- ❖ Comprehending specific as general or general information

Listening text is given in a DVD. However, the audio format is not compatible in the cell phones directly. It needs some adaptation to use the listening text in the cell phones. Furthermore, these listening texts are not available on cassettes so that the textbook is not easily applicable in highly remote areas where electricity is not available. And more importantly the

activities in listening texts are not given in pre-while-post format. A listening activity is extracted below.

### **Extract No. 5: An example of listening Activity**

A. Listen to the words played for you on the tape by your teacher. For each word, indicate the syllable that is stressed by placing the accent mark (‘) in front of it in the corresponding printed word below (as, for example, in pre’veut).

- |            |                |
|------------|----------------|
| 1. baggage | 5. defect      |
| 2. demand  | 6. register    |
| 3. fifteen | 7. understand  |
| 4. possess | 8. disappoint. |

B. Listen to your teacher play four sets of words on tape. Indicate the stressed syllables in each case by placing the accent mark (‘) in front of it in the corresponding words given below.

- |             |                |               |                 |
|-------------|----------------|---------------|-----------------|
| 1. democrat | 2. demonstrate | 3. photograph | 4. bacteria     |
| Democracy   | demonstrative  | photographer  | bacteriology    |
| Democratic  | demonstration  | photographic  | bacteriological |

### **b) Speaking Skill**

Speaking skill is also included in all section. Speaking activities are presented with listening text. Each listening text is incorporated with dialogues and each dialogue presents at least one or more functions of English language. An extract of speaking skill is given below.



## **Extract No. 6: An activity for practicing speaking in the textbook**

### **Dialogue I (formal)**

(Vikram is filling in a form at a railway booking counter when his pen stops writing. He turns to a stranger standing next to him and requests her to him a pen.)

Vikram: I'm sorry to bother you, but I need your help. My pen is not writing. May I borrow yours, please?

Stranger: Certainly. Here, you can use this pen.

Vikram (uses the pen and returns it to its owner): I've completed filling in the form. Thank you very much.

Stranger: You're welcome.

### **Dialogue 2 (informal)**

(Vimala asks her friend Aman if he could get an application from the passport office.)

Vimala: Aman, could you do me a favour, please. I'd like you to pick up a passport application from for me on your way back from office.

Aman: Sure. I'll do that today.

Vimala: Hope it won't be a problem.

Aman: Of course not, No problem at all.

Vimala: Thanks.

Aman: Not at all.

Lata: Yes, that shouldn't be difficult to find. Thank you very much.

Passerby: You're welcome.....

The dialogue can be found in both formal and informal forms. Audio version of the dialogue can be found in CD attached with this textbook.

### c) Reading

Different sections have been divided in this book as there are included different reading texts in the book. These reading texts are extracted from different sources. Each reading texts is followed by comprehension question.

However, the reading texts in the book are not presented with pre-while-post reading format. Reading texts are categorized according to the areas from where they are derived.

Reading Texts in the forms of reports, stories, memoir and essays. The topics are from different aspects of human life (as given in Extract No. 4).

Thus, the reading texts are according to the target learner. However, the reading text is presented in pre-while-post format.

### d) Writing

Writing activities in the book follows speaking activities in each section. The writing section of this includes essay writing, resume writing and so on. The book aims at developing capacity of students on academic writing.

#### **Extract No. 7: An exercise in writing section**

You are Safety Officer in Badri Engineering Company Pvt. Ltd. One of the workers in the company fell from a moveable ladder and had to be hospitalized. The fall was caused by his own carelessness- he has used the ladder without placing wooden blocks at its foot. Send a memo to all supervisors in the company about instructing workers on the following:

- moveable ladders to be used carefully
- wooden blocks to be used to fix ladders
- workers to make sure legs are fixed before using ladder
- workers to check ladder instructions in the office.

Since, the book is targeted to undergraduate students the exercises given in the book is suitable for the students. Furthermore, for the convenience of the

readers, clear guidance is given in the book as a instruction for writing a particular piece of writing.

### **Extract No 8: Information for writing a resume**

Some Useful Points to Remember

- The resume, as the curriculum vitae is called an American English, is another term of a biodata and it is sent with a short letter of application for a jobor for admission to a course of study.
- It is brief account of your personal details, your education and the work experience that you have had.
- Your resume must be neatly printed or typed and appealing to the eye...

Hence, the textbook covers four skills of language and has been able to combine it in all the sections of the textbook which is a good feature of a communicative textbook.

#### **4.2.2.4 Integration of skills**

The four skills of language are not learnt in isolation, rather they are learned simultaneously. For example, speaking always presupposes some kind of listening. Therefore it is supposed better to integrate different skills within a single learn. Keeping this view in mind, listening and speaking are integrated in this book though speaking skills is focused in these activities.

### **Extract No. 9 An example of integration of skills**

Listen to the dialogues that your teacher will play for you on tape and also read their transcripts in your book. Pay attention to the italicised expressions in the transcripts. The dialogues present situations where an apology is called for.

Dialogue 1 (formal)

Asif Abdullah supplies material for a construction company. There is a delay in the delivery of a truckload of steel because of which the company had to lose three valuable days of work besides wages paid to the worker. ...

Hence, the book is capable of integrating different language skills within one exercise.

#### **4.2.2.5 Vocabulary, Grammar and Pronunciation**

Vocabulary teaching has been of a great importance in language teaching. Vocabulary is thought to be the flesh of a language. Vocabulary teaching incorporates four aspects of vocabulary i.e. meaning, form, grammar and use. In the textbook, all the aspects of vocabulary teaching have been emphasized and included. While vocabulary is thought to be the flesh of language, grammar is regarded as the skeleton of language. Recent trend in English Language Teaching field shows that communicative language teaching is the cry of the day. However, exclusion of grammar is very rare in ESL/EFL courses. The inclusion of grammar has become inevitable. So is the case with this book. The grammatical points in the book are listed below.

#### **Extract No. 10: Grammatical Items included in the textbook**

- Punctuation
- Articles
- Prepositions
- Finite/Infinite Verbs and Transitive and Intransitive Verbs
- Tenses (Past continuous, past simple, past perfect , past perfect)
- Sub ordinate Clause
- Conditional Clauses
- Reporting
- Complex sentences

Along with vocabulary and grammar, pronunciation is also very important in language teaching. The use of language becomes handicapped if the

pronunciation of a person is not comprehensible. The message could be sent and received easily if pronunciation is comprehensible between interlocutors.

Thus, pronunciation aspect of language in this book though is not totally neglected; they are not separately given whereas grammatical items and vocabulary items are well incorporated in the book.

#### **4.2.2.6 Language functions**

Language functions are the purposes for which we use language. These function these days are considered as very important teaching item to be included in language course. Different exponents are used to express a single function and vice versa. The selection of different exponents for a course depends on previous experiences and level of the learner. The language function in this book is presented as dialogues are speaking activities. All the functions used in the book are listed below.

#### **Extract No. 11: Language Functions included in the textbook**

- Greeting and Farewell
- Introducing
- Requesting
- Apologizing
- Invitation and responding to invitation
- Making Complaints
- Congratulating, Expressing Sympathy and Offering Condolences
- Making a suggestion, offer advice and persuading
- Expressing agreement or disagreement and interrupting someone

Since the book is intended for undergraduate, the exponents of a particular language function and the situations given are appropriate to the level of learner.

#### **4.2.2.7 Methodology**

Methods and techniques have great role to play in language teaching. Methodology implies the way teacher, student and other materials behave in the classroom. Previously though, teacher centred techniques were prevalent in ELT classroom these days learner centred techniques are becoming popular and more frequent in ELT classroom.

The selection of appropriate methodology determines the success in learning. That is why a textbook should be written in such a way that it could respect the target users and environment. In case of this the title of the book says that it follows communicative approach. In fact, language items included in the textbook also exhibit the same. The book equally focuses on four skills of language along with grammar, skill integration, and language games.

Thus, the book follows communicative approach. Within the CLT it follows weak version of CLT because the book directly deals with the grammatical items in each units.

#### **4.2.2.8 Instructions and Illustrations**

Instruction and illustration play vital role in delivering contents to learners effectively and easily. The importances of these qualities score high, if a textbook intends to promote self learning on the part of learners.

Instructions in this book are given clearly in all the units except some cases where teacher need to facilitate students. However, the illustration part of this has not been properly managed. Sometimes, pictures given in the book do not seem to be suitable to the level of learners.

## Extract No. 12 An example of illustration given in the book

- C. Write an essay on the topic 'The problem of city slums and possible humane solutions'. (Visit a library or use the Internet for information and views on the subject. Your teacher could help you organise your class into groups and hold a discussion. List the points that come up and make an outline with main points, sub- and sub-subpoints. Finally expand the outline into an essay.)

### Language games



Two trains have derailed, and their numbered coaches, starting with the engine, all lie scattered about. Search among each jumble of coaches and number them in ascending order. Connect with punctuation marks and use capital letters where necessary to rebuild the train.

1.

#### 4.2.2.9 Additional Materials (Teachers' Guide, Students' Book, CDs, Websites)

No other materials except a CD for listening activities, is provided with this book. In all the situations teachers do not have sufficient knowledge on methodology as well subject matter to be delivered. So, many books published today offer teachers' guide to help teachers for their effective teaching.

But there is not Teachers' Guide provided with this textbook. This is another weakness of the book.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND IMPLICATIONS**

This Chapter includes summary of the finding of the study, conclusions and the implication of the findings in policy level as well as practical level.

#### **5.1 Summary**

The present study consists of five chapters. The chapters incorporate different five phases that are followed during the study.

The first chapter consists of introductory part. It deals with general background immediately followed by statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitation of the study and lastly, operational definitions of the key terms.

Second chapter of the study contains review of the both theoretical and empirical literature. The chapter is divided into four sub-sections. First section puts lights on theories related textbook and its importance in language teaching, types of textbook, communicative language teaching, significance of textbook analysis and theoretical bases of textbook analysis. Second section deals with the related research works done in the field of textbook analysis and/or related field. Similarly, Third section of the chapter tries to present implication of review of the related literature; both theoretical and empirical works. Finally, a conceptual framework is presented derived from the literature review.

Methods and designs of the study are incorporated in the third chapter of the study. Under the methods and designs of the study, the chapter deals with design of the study, sources of data, tools of data collection and procedure of data collection. Lastly, this chapter discusses on data analysis and interpretation procedure.



Likewise, fourth chapter is second last part of the study which contains results and discussion. This chapter basically presents the collected data and the discussion on this. Since, the study was about to dig out the peripheral and academic features of the book, the features of the book are presented in the discussion section of this chapter.

Last but not the least, fifth chapter deals with summary, conclusions and implications of the study. Furthermore, implication section is divided into three sub categories i.e. policy level, practical level and further research.

## **5.2 Conclusions**

The present study entitled “An Analysis of the Textbook: Learning English; A Communicative Approach” aimed at finding out quality of the textbook in terms of its peripheral as well academic features. The study went ahead adopting secondary sources of data to come to its findings. Observation checklist and questionnaire were taken as the data collection tools in this study. The findings were derived from content analysis, a method of analyzing qualitative data.

Textbook analysis is a scholarly activity that demand expertise and in depth subject matter knowledge. It is also taken as a part of major educational reform. Any textbook should be used judiciously, since it cannot cater equally to the requirements of every classroom setting. So, textbook analysis is necessary while choosing and/or designing a course for particular level of students because textbook analysis is a systematic observation and assertion of brighter as well as darker facets of a textbook. Furthermore, textbook analysis is also important for teachers since changing roles of teachers’ need adaptation in all the aspects of his teaching according to the setting he has to work with.

The textbook *Learning English* is good in terms of its academic features except some lacking (for e.g. skills are not in natural order, objectives are not clearly defined etc) while peripheral features of this book are not well

remarked. Though, the textbook is claimed to be written by following communicative approach some minor lacking has become obstacles for textbook to be a communicative textbook. A communicative textbook promotes roles of the students to greater extent in the classroom but the textbook demands teachers' role to be greater than the students. Lack of unavailability of reference, technological instruments, and clear objectives can lead the minimization of student's role as active participator. Information gap activities, zigsaw activities are not included in the textbook, which are taken as paramount activities in the communicative textbook.

Furthermore, the textbook follows weak version of CLT. The textbook has been able to incorporate grammar as teaching items along with other aspects of language.

### **5.3 Implications**

Based on the major findings of the present study, the following suggestions and implications for different levels are proposed as follows:

#### **5.3.1 Policy Level**

- a) The textbook "Learning English" is not weighty enough in terms of its content for a whole year. There should be other supporting materials.

#### **5.3.2 Practical Level**

- a) The textbook "Learning English" demands teachers' role as facilitator and students to be active participator. So, it should be carefully used in classroom because classrooms in Nepal are not suitable for communicative method to be practiced in most of the cases.
- b) Since, the book was originally published targeting the under graduate students of B.Tech under JNTU, students from other stream than science may find it difficult to deal with.

- c) It is almost impossible to use this textbook in the colleges where technological equipments are not available.

### **5.3.3 Further Research**

The present study is limited to my personal judgment. The findings are derived by filling out the checklist/questionnaire I made. Moreover, the study resembles the pre-use evaluation of the textbook analysis. There, **in use evaluation** and **post use evaluation** can be done after this research.

Teachers who are responsible for practical use of this textbook in the classroom should analyse this on their own so that they can adapt the textbook in some way and the other according to their situation and setting.

Furthermore, the authority who has the right to update the curriculum and courses should conduct studies regarding the practicality of the textbook *Learning English*.

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## APPENDIX-1

### CHECKLIST QUESTIONNAIRE

#### 1.1 Peripheral Features

<i>Quality</i>	<i>Remarks</i>		
Cover page	rough	less attractive	✓ attractive
Size of the book	Clumsy	less appropriate	✓ appropriate
Binding	Sewed	✓ side stitched	stuck
Paper quality	good	✓ medium	not good
Title page		✓ given	not given
Copyright		✓ given	not given
Preface		Given	✓ not given
Introduction		Given	✓ not given
Table of contents		✓ given	not given
Index		Given	✓ not given
Glossary		Given	✓ not given
Appendix		Given	✓ not given
Bibliography		Given	✓ not given

1. How much does this book cost?

**Ans:** Indian Rupee; 185

2. Does the price of the book seem reasonable?

**Ans:** Yes.

## **1.2 Academic Features**

### **1.2.1 Aims and Objectives**

3. Are aims and objectives clearly mentioned in the book?

**Ans:** No

4. Are they comprehensible for both teachers and students?

**Ans:** No

5. Have they been divided unit wise separately?

**Ans:** No



### 1.2.2 Units, topics and contents

Grammar	✓ Yes	No
Vocabulary	✓ Yes	No
Listening	✓ Yes	No
Speaking	✓ Yes	No
Reading	✓ Yes	No
Writing	✓ Yes	No
Language games	✓ Yes	No
Pronunciation	✓ Yes	No
Language Functions	✓ Yes	No

6. How many units are there?

**Ans:** 9 units.

7. How are contents arranged?

**Ans:** A reading text is followed by comprehensive questions, grammar, Listening, Speaking, writing. Each unit is arranged in the same way.

8. How is the content sequenced?

**Ans:** Not Natural. Reading is given before listening and speaking.

9. Is the grading and progression suitable for the learners?

**Ans:** Yes.

10. Is there enough variety and range of topics?

**Ans:** Yes.

11. Is there any gender biased topics?

**Ans:** No.

12. Will the intended students be able to relate to the social and contexts presented in the course book?

**Ans:** Yes.

13. Does it cover the main grammar items adequate to the intended users?

**Ans:** No.

14. Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis place on vocabulary development, and strategies for learning?

**Ans:** No.

15. Is there any reference section for grammar?

**Ans:** No.

16. Is the coursebook unprejudiced in the way it deals with different customs, ethnicities, races and sexes?

**Ans:** No.

### **1.2.3 Language Skills**

17. Are all four skills equally covered?

**Ans:** Yes

18. Is there material for integrated work?

**Ans:** Yes

19. Are reading passages and associated activities suitable for intended student's level, interests?

**Ans:** Yes. Except some.

20. Are listening materials authentic or artificial?

**Ans:** Artificial.

21. Are listening materials well recorded?

**Ans:** Yes.

22. Are listening materials easily usable in the classroom?

**Ans:** No

23. Is material for spoken English well designed to equip learners for real life interaction?

**Ans:** Yes

24. What topics are incorporated to teach different skills?

**Ans:** Astronomy, Information Technology, Travel and Transport, Humour, Health and Medicine, Environment, Inspiration, Human Interest, Media

25. Are the skills activities likely to engage students?

**Ans:** Yes

#### **1.2.4 Methodology**

26. What methodology does this book support?

**Ans:** Communicative Method.

27. What role of teacher does this book demand?

**Ans:** Facilitator and Manager.

28. What role of learner does this book demand?

**Ans:** Active Participator.

29. How does this book demand to present other activities in the book?

**Ans:** Communicatively.

30. Does the methodology match the intended users' learning styles and expectations in Nepal?

**Ans:** Yes but some cases only.

### 1.2.5 Activities and Exercises

Dialogues	Yes√	No
Group Work	Yes	No√
Pair Work	Yes√	No
Conversations	Yes√	No
Information gap activities	Yes	No√
Reasoning gap activities	Yes	No√
Jigsaw activities	Yes√	No
Essay writing	Yes√	No
Letter writing	Yes√	No
Comprehension questions	Yes√	No
Answer key of the exercises	Yes	No√
True or False	Yes√	No

31. Are these activities in line with the objectives of the respective lesson?

**Ans:** Yes.

32. Are they appropriate to the level, interest of the intended groups?

**Ans:** Yes.

33. Does the book have photographs inside the book?

**Ans:** Yes.

34. Do these photographs just fill the space of the book or are they related with the topic?

**Ans:** No.

### **1.2.6 Instructions**

35. Are the instructions clear, unambiguous and written in language that the students will understand?

**Ans:** Yes.

36. Can the course book be used by students working on their own, or is a teacher necessary to show them how to use it?

**Ans:** No. In some cases they need help.

### **1.2.7 Teacher's Guide and other materials**

37. Does the course book have an accompanying teacher's guide?

**Ans:** No

38. Does it have all the answers that teachers and students need?

**Ans:** No

39. What (CD or cassette) has been included in the book for listening activities? Is it easy to use in the classroom?

**Ans:** DVD. Not easy to use in the classroom.

40. Does it have student's book?

**Ans:** No

41. Is student's book in accordance with objectives of the book?

**Ans:** No

42. Are all these materials easily available?

**Ans:** No

43. What else does the publisher offer to support the course?

**Ans;** Nothing except book.

### 1.3 Peripheral and Academic Features with Remarks

<i>Feature</i>	<i>Yes</i>	<i>No</i>	<i>Remarks</i>
Cover page	√		Colorful but psychologically not attractive
Size of the Book	√		Attractive
Binding	√		Side Stitched/Good
Paper Quality	√		Medium
Title Page	√		
Copyright Page	√		

Preface		√	
Introduction		√	
Table of Contents	√		Not clearly defined as units
Index		√	
Glossary		√	
Appendix		√	
Bibliography		√	
Price	√		Reasonable
<b><i>Academic Features</i></b>			
Aims and Objectives		√	Overall objective is given at back cover page. Specific Objectives are not given clearly and unit wise.
Grammar	√		
Vocabulary	√		
Listening	√		Skills are not given in natural order
Speaking	√		
Reading	√		
Writing	√		
Language games	√		
Pronunciation	√		Not focused

Language Functions	√		
Communicative Methodology	√		
Communicative Exercises and Activities	√		Less
Teachers' Guide		√	
Students' Book		√	
Listening CD	√		
Listening texts	√		Not authentic
Instructions	√		Students cannot understand all the instruction on their own.
Illustration	√		Not enough
Dialogues	√		
Group Work	√		
Pair Work	√		
Conversations	√		
Information gap activities		√	
Reasoning gap activities		√	
Jigsaw activities		√	

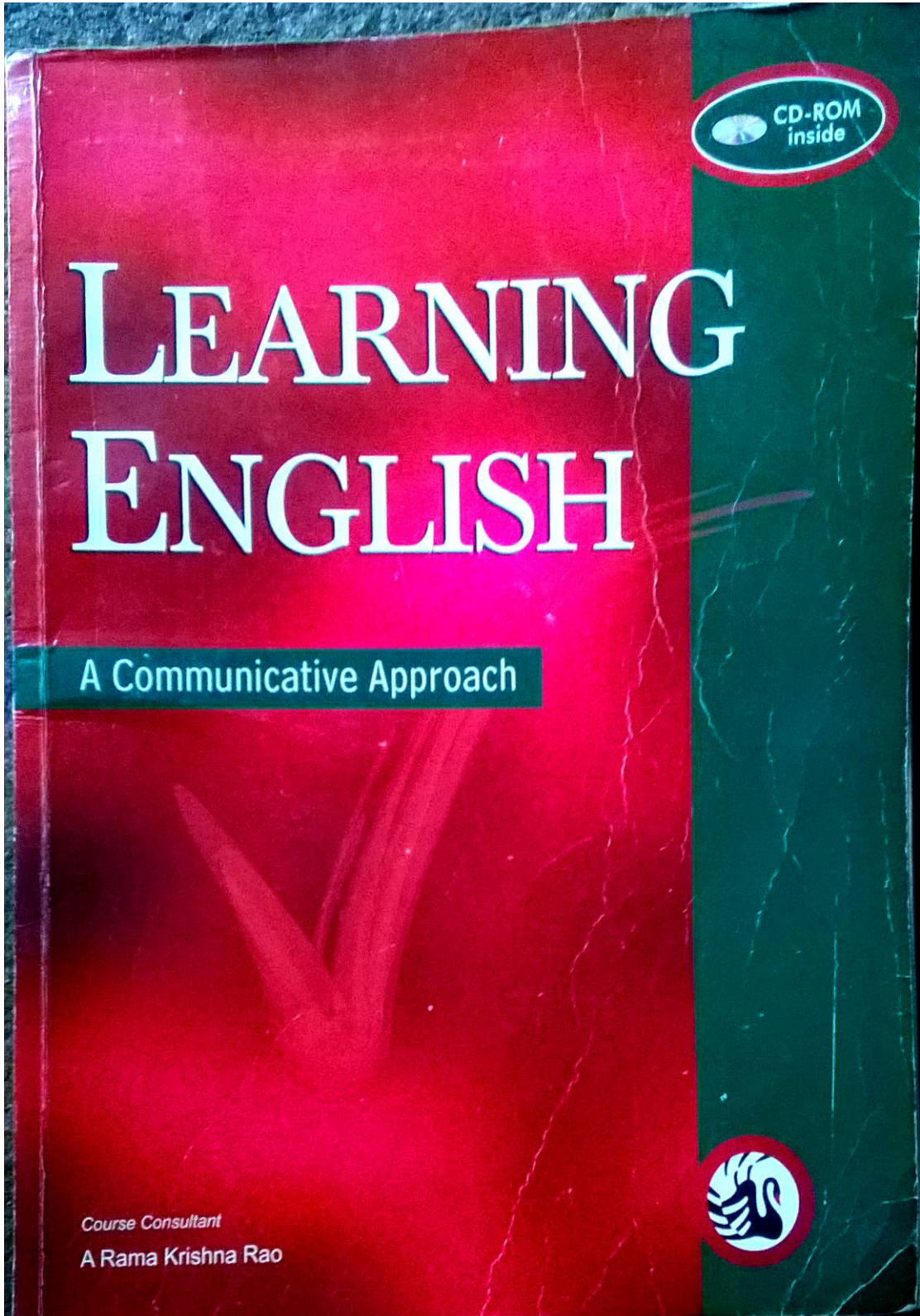


Essay writing	√		
Letter writing	√		
Comprehension questions	√		
Answer key of the exercises		√	
True or False	√		
Custom and Cultural Sensitivity			Focused to Indian culture. Native speakers' cultures are not considered.
Sources of reading Texts		√	No references. Not complete.
Gender Biasness		√	
Sequencing and Grading			Not natural sequencing. Not proper grading.
Methodological Information		√	No any methodological information is provided to teachers or students

APPENDIX-2

COVER PAGES OF THE TEXTBOOK

2.1 Front Cover Page of the textbook





## 2.2 Back Cover Page of the Textbook

