

CHAPTER-I

INTRODUCTION

1.1 Background of the Study

Human Beings have been realized the most wise creatures in the existing universe. No other creatures have proved their creativity and system of language communication throughout the world except the mankind.

English is a lingua franca for all. It has been a commonly used language in the global village. Happiness, feelings, Ideas, etc. are expressed by the use of language. That's why in absence of language living is impossible. English has occupied its large expanding circle.

It is taught as a compulsory subject in Nepal. Textbook has been the cheapest educational material to teachers and learners. English Grade Eight has been used in the piloting schools in Jhapa. The researcher has carried out this research to find out the attitudes towards the new textbook from the students and teachers. The researcher made questionnaires for the students and teachers. He used these questionnaires to get their attitudes towards the physical aspects and content aspects. The respondents were asked to express their attitudes regarding the subject matter, illustration, physical features of the textbook, exercises and language function and grammar. There were close ended questions for students and further open-ended types of questions were for teachers. The researcher carried out this research on the received attitudes regarding the textbook.

Ministry of Education Curriculum Development Centre (CDC) Sanothimi, Bhaktapur has been working for developing, designing, supplying, distribution and printing curriculums and text books and other related materials needed for the implementation of the designed curriculum. From class one to ten, the different text materials are served by the CDC. "English Grade Eight" is the

one designed by the CDC for teaching and the learning English at different private and public schools for grade eight readers.

Now, the book is in experiment as it is in the piloting project among 100 schools in Nepal. After one year's piloting research and experiment the book will get implemented in all schools of Nepal.

1.2 Statement of the Problem

"English Grade 8" is a new textbook implemented as a trial version among 100 schools in a piloting test from the running academic year 2070 B.S in Nepal. The researcher noticed that many teachers complained of many problems in dealing with this textbook. Some teachers criticized that this book is rubbish due to its low paper quality, its unclear printing and unfit layout and designing. Furthermore the researcher noticed that many students were not able to use the language properly and this may be due to its lack of glossary list, verb list and unclear print. So, the researcher has mentioned its weaknesses and strengths. Therefore, this textbook will be studied in terms of its quality as an educational material to give real recommendations for improvements and development. The findings of this study would be useful and beneficial for further studies and research in this field.

1.3 Objectives of the Study

The objectives of the study were as follows.

- i. To find out the attitudes of students and teachers towards English Grade Eight.
- ii. To suggest some pedagogical implications.

1.4 Significance of the Study

- i. The researcher has expected the attitudinal study of the book will become a useful informative guideline for the concerned teachers, CDC

officials, curriculum planners and designers so that the points of weaknesses could be avoided and well printed in the future.

- ii. This study will help the administrators at the ministry of education to develop new textbooks that truly satisfy the students' needs.
- iii. Teachers easily might notice the weaknesses in this textbook and reform their way of classroom instruction.
- iv. Planners haphazardly never prescribe so called immature textbooks in the academic time.

1.5 Delimitations of the Study

The research has been carried out to the attitudinal study on the text book 'English grade-8'. It is earlier mentioned that the t.b is in piloting state. It has not in amended condition. The publisher has used it as a trial version. Because of this reason the researcher has attempted to get attitudes on the text book towards its external features and some of its internal aspects. Whether the t.b.has covered language skills, language functions or not .Geographical and cultural meets, illustrations presented in the text book are its internal delimitations. Grammatical activities, glossary of inclusiveness and irregular verbs are its other delimitations of the study. Besides this text book's durability, paper quality, outer part or cover page, book's standard, its layout, print, design of the pictures and their accuracy are related scopes of the research study.

1.6 Operational Definition of the Key Terms

Attitudes:-Students and teachers opinions towards English Grade Eight textbook.

Textbook: -English Grade 8.

Sanothimi Bhaktapur:-The place where English for grade eight has been published.

Piloting project:-Government's trial for English Grade 8 textbook in Jhapa.

Lg. The English language.

Respondents:-selected teachers and students for questionnaires.

Academic Year:-the year for the implementation of the textbook in the schools.

B.S.:-Bikram Sambat signifies Nepali calendar.

T.U. Tribhuban University

Vocabs:-vocabularies

t.b.: Grade eight English textbook.

CHAPTER- II

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Theoretical Literature

Attitudinal study is carried out to identify strengths and weaknesses of the text; different scholars have their different models and views for the study and evaluation of the textbook.

Checklist models of textbook evaluation is more popular .Many authors offered checklist models to evaluate the textbook. Tucker (1975, p. 355-360) proposes external and internal criteria. Ur. (1996) and Sheldon (1988) have also proposed this models.

Cunningsworth (1995) said that the textbook evaluation should correspond to learners' needs. The evaluators should take account of students' needs as learners and should facilitate their learning processes.

Richards (2001) proposes to set questions of textbook evaluation keeping the particular situation in view around the main issues involved such as:

- **Program factors**-questions relating to concerns of the programme.
- **Teacher factors**-questions relating to teacher concerns.
- **Learner factors**-questions relating to learners concerns.
- **Content factors**-questions relating to the content and organization of the material in the book.
- **Pedagogical factors**-questions relating to the principles underlying the materials and pedagogical design of the materials, including choice of activities and exercises types.

Ur (2006, p. 184) mentions the following arguments infamous of using textbooks.

Framework: A textbook provides a clear framework; teacher and learners know where they are going and what is coming next, so that there is a sense of structure and progress.

Syllabus: In many places, a textbook serves as a syllabus; if it is followed systematically, a carefully planned and balanced selection of language content will be covered.

Ready-made texts and tasks: The textbook provides texts and learning tasks which are likely to be of an appropriate level for most of the class and this saves time for the teacher.

Economy: A textbook is the cheapest way of providing learning materials for learners. Alternatives, such as kits, set of photocopied papers or computer software, are likely to be more expensive relative to the amount of material provided.

Convenience: A textbook is a convenient package. It is bound, so its components stick together; it is light and small enough to carry around easily; it is of a shape that it is easily packed and stacked.

Guidance: For teachers who are inexperienced or occasionally unsure of their knowledge of the language, the textbook can provide useful guidance and support.

Autonomy: The learner can use the textbook to learn new material, review and monitor progress with some degree of autonomy. A learner without a textbook is more teacher dependent.

2.1.1 Advantages of Using a Textbook

Text book has a great role to the school going students who have to rely on long trek crossing ranges of hillock. Few are in facilitated class room in urban areas but many still depend on the text books except other materials like TVs,

films, computer, projector and so on. In such a situation text books have been the important learning materials to them.

Ur (1996) states the following arguments in favor of the use of text book:

- A text book is a frame work to regulate the programs.
- In the eyes of learners, no text books mean no purpose.
- Without text book, learners think their learning is not taken seriously.
- A text book provides ready-made texts and learning tasks.
- A text book is a cheap way of providing learning materials.
- A learner without a text book is out of focus and teacher dependent, and perhaps most important of all.
- For novice teachers a text book means security, guidance and support.

Thus, it is a main weapon while teaching; learning goes on in the classroom. In Nepal there are still classrooms under the shadow of Peepal tree. In such situation the importance of text book becomes prime concerned.

2.1.2 Criteria for Textbook Evaluation

Cunningsworth (1995) as cited in Richard (2001, p.4) proposes the following criteria of course book evaluation:

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

- v. The individual evaluators take these criteria in their own ways keeping in view the constraints (burdens) they have to work with it.

2.1.3 Course Book Evaluation Methods

Scholars have different ways for course book evaluation. They mostly evaluate its external and internal features of the text book. Some of the scholars' ideas have been presented.

As a trip to any current bookstore will reveal, there is a vast choice of ESL Course books available, all with competing claims to be 'communicative', focusing on real English' through 'stimulating activities', and so on. With such an *embarrass de richesses* Stern (1992,p. 352), it is important that teachers make informed and appropriate choices when selecting course books for their students, especially in today's computer age where sophisticated learners demand high standards in materials and presentation .In regard to these important choices teachers need to make, Nunan states, the selection process can be greatly facilitated by the use of systematic *materials evaluation procedures* which help ensure that materials are consistent with the needs and interests of the learners they are intended to serve, as well as being in harmony with institutional ideologies on the nature of language and learning. Nunan (1992)

Effective evaluation relies on asking appropriate questions and interpreting the answers to them. (Cunningsworth 1995). The creation of extensive evaluation checklists by leading experts provides criteria for detailed course book analysis. Cunningsworth's checklist for evaluation and selection contains 45 questions, covering criteria such as aims, design, language content, skills, and methodology, as well as practical considerations such as cost and obtainability. Sheldon (1988) provides an expansive checklist of 53 questions classified under 17 major criteria, which appraises content factors such as accessibility, content, layout and authenticity. Because of the wide variety of ELT course

books available, he advocates the use of evaluative measures, yet admits dissatisfaction with the “uneven quality” of these evaluative tools,” (Sheldon 1988,p.240) stating the lack of any standardized global checklist or approach to materials analysis. Extensive checklists such as these, as well as others adapted by Brown (1994), imply that designers are striving for comprehensiveness in evaluation procedures. Some has criticized this inclination, claiming that the more questions one asks of a set of teaching materials, striving for some kind of intricate discovery, the more likely one is to be disappointed. Rather, teachers should look at the evaluation process from a more subjective view (Sheldon 1988, Cunningsworth 1995) realizing that any checklist requires adaptation before being submitted to the personal requirements of individual teachers. As Cunningsworth (1995, p. 5) states, the selection procedure is intended as a “framework, not a straitjacket,” and any procedure should be modified to suit personal circumstances. Similarly, Sheldon explains that, “course book assessment is fundamentally a subjective, rule-of-thumb activity, and that no neat formula, grid or system will ever provide a definite yardstick.” (Sheldon, 1988, p. 245).

McDonough and Shaw (1993) provide a flexible two-stage model for the Comprehensive evaluation of course books. A brief external evaluation includes criteria which gives an overview of the organizational foundation of the course book, ‘as stated explicitly by the author/publisher’ through the cover, introduction and table of contents statements. Following this is an in-depth internal investigation of the course book, ‘to see how far the materials in question match up to what the author claims as well as to the aims and objectives of a given teaching program.” McDonough and Shaw (1993, p. 64).Unique in their coverage of criteria, their 22-point framework is designed both for teachers looking to select a course book, *a predictive evaluation*, as well as for those teachers looking to identify strengths and weaknesses in course books that they already used in working context. All the above

mentioned ways of text book evaluation focuses to keep up-to-date with current developments or to adopt/select materials for a given course.

For the purposes of attitudinal study on the text book English grade eight I followed the model provided by McDonough and Shaw. The model's procedural format and flexibility allowed me to fully assess the strengths and weaknesses of my materials. Furthermore, the evaluation gave me insight into the organizational principles of the materials, and application of the text book in the realistic ways of adapting in classroom.

2.1.4 Language Competencies Presented in Curriculum

English being an academic language course should help students of grade 8 to gain competencies at grammatical, discourse, sociolinguistic and strategic level. Hence, the following competencies have been derived from the linguistic areas.

- i. Listen and comprehend spoken English in a variety of personal, social and academic contexts.
- ii. Communicate in spoken English in a variety of personal, social and academic contexts.
- iii. Comprehend written English in personal, social and academic contexts.
- iv. Communicate in written English in a variety of personal, social and academic contexts.
- v. Develop skills and competencies to use English as a medium for further studies and a tool for obtaining information and enjoyment
- (vi) Learn to think creatively and critically to develop the language skills by promoting tolerance, inclusiveness and socio-cultural harmony.

2.1.5 Unit wise Expected Language Functions Expressed in the Curriculum

The English curriculum for grade eight has attempted to meet the following language functions.

Units	Functions	Languages
1	Asking formally for information	Excuse me; I wonder if you could tell me the way to the post office.
2	Asking for a repeat of information	Excuse me; I beg your pardon, sorry .could you please say it again?
3	Asking for and giving permission ,expressing obligation	Would you mind if I open the window? Am I Allowed to borrow the book?; you should come on time. I ought to go now.
4	Requesting and replying	Can you give me a hand please? I'm sorry; I've to go out right now. Can you please tell me how to solve this problem? Sure.
5	Identifying people, places and objects.	The man who was waiting here has gone .this is the house which I bought last year. The book that I need is on the self.
6	Inviting and replying.	How about coming for meal tomorrow? I wonder if you are free on Saturday; thank you very much but I 'm afraid that I need to finish my home work.

7	Getting things done	Can you make the radio work? She made Gopal stay in. I got/had my food prepared.
8	Reporting	He said that he wanted to go out .he told her to sit down. She asked me if I was tired hi asked me where I was going?
9	Describing people, places, objects and actions.	The children in red uniform are waiting for the bus. I've visited Chandan Nath temple twice. This is the place where I was born. They are doing Karate in the Dhangadi covered hall.
10	Expressing conditions.	If you go there, you can see Mt. Makalu .if the temperature falls, the plants will die. As soon as the bell rings, you can go .If I were the headmaster, I'd make the school a model.
11	Comparing	Mt Everest is the highest mountain in the world .Ahmad is much taller than his brother. Radhika is nearly as beautiful as Ramita.
12	Expressing degree of probability.	Certainly, may be, perhaps.

13	Expressing condolences.	I'm sorry that you were ill yesterday. I'm sorry to hear that your mother expired. Hard luck.
14	Expressing Likes /dislikes.	What would you like to do? Would you prefer to swim or play volley ball? I'd like to play volleyball. Are you interested in watching TV?
15	Stating intention/predicting	You must be feeling hungry! I'm off to work. I'm planning to visit Butwal next week.
16	Persuading and reminding	Do come. Don't forget to write! Remember to come next week.
17	Describing habits	I used to eat rice but now I eat noodles.
18	Expressing ability	I can speak English .I was able to buy a ticket.
19	Giving reasons	I came late because it was raining. I came by taxi in order to save time.
20	Answering in brief	I hope so. I hope not. So do I. I expect so. Not often. Sometimes .never, occasasionally, always.

2.2 Review of Empirical Literature

Attitudinal study of text book and evaluation has gradually gained importance over the last few decades, both from a practical (teaching) point of view and from a research point of view. It is highly significant to further edition and curriculum designing too. Here an attempt is made to review of related literature on the attitudinal study on text books done under the supervision of the department of English education at T.U.

Bastola (2002) has carried out a research on` An Attitudinal Study on Teacher's Guide for Grade IX English`. His objectives were to find out the attitudes of experts and teachers towards the TG for grade IX English and to compare the attitudes of teachers. He had carried out his research among forty five language teachers. He had used the questionnaires to get the attitudes. He has found that the techniques, approaches, procedures in the TG are good and suitable for both parties, teachers and students.

Poudel (2004) studied on Analysis of English Text book for Grade Six. The objectives of his study were to analyze the new English text book in terms of its physical features, subject matter, organization and presentation of the materials, language, illustrations and exercises. The researcher applied the research tools i.e. self reading the text book and applying questionnaires to the teachers and students. He has found out the strengths aspects of the text book and weak aspects of the text book during his research.

Sapkota (2004) studied on the topic 'The attitudes of teachers' Towards Grade Ten Teacher's Guide '.The objective of the study was to identify the attitudes of teachers towards grade ten teacher's guide. He had used his questionnaires to the forty English teachers of government schools. He has also found that the approaches methods techniques' and procedures in the teachers guide are suitable for both, teachers and students.

Subedi (2005) has researched on 'Analysis of Grade Eleven Text book Meaning into Words.' The major objective was to examine the quality of the book in terms of content, language exercise, and illustration and material organization. The researcher visited different higher secondary schools and applies the data collection techniques among twenty students and twenty language teachers. There he has found out the desired objectives in terms of strengths and weaknesses of the text book(Major Findings) and findings related to content, language exercises, illustration and materials organization(Specific findings).

Aryal (2006) has studied on ' An Analysis of Grade XII English Text book with Reference to the Curriculum'. His objectives were to analyze the contents of the text book with reference to the curriculum and find out the opinions of the teachers towards the text book. For the completion of his study, he applied the questionnaires among forty language teachers on different aspects of the text book. The researcher has presented his findings in points. All the findings are positive about the text book. He has also recommended some points to the concerned authority.

Kandel (2006) has studied on An Analysis of Text book: A Case of "Academic Encounters: Life in Society". The objectives of his study were to find out whether the materials for language skills used in the text book are enough to meet the objectives of the curriculum and examine the quality of academic aspects. He collected the data meeting thirty five language teachers of different colleges of Kathmandu valley and five other students who read the text. The data was collected using quota sampling procedure. The researcher found out that the textbook has met the objectives put in the curriculum.

Khanal (2006) studied on topic 'An Analysis of the Optional English Text book for Grade Five'. His objectives were to analyze the book in terms of its subject matter, language, illustration, exercises and organization and presentation of the materials. He has designed two sets of questionnaire for teachers and students. The respondents teachers were twenty and respondents students were

twenty five in his research. He has found out many strengths and weaknesses of the text book.

Budathoki (2008) has carried out research on 'Interrelationship among English Curriculum Text book of Grade Ten and S.L.C. Examination'. His objectives were to analyze the Interrelationship among curriculum text book and test items in the S.L.C examination 063 and find out the trainee teachers' perception about the linkage among them. He has collected the related data visiting different schools with the application of questionnaire. Questionnaires were used among forty two trainee teachers. He has found out over 80% test items were related to the text book and curriculum and 90% followed the grid. The purpose of the book evaluation was to find out the effectiveness of course content implemented among the students.

This research has many similarities with the previous researches as it has studied the attitudes regarding the physical aspects of the text book such as print, layout, durability, paper quality, binding, etc. The book is a new one used for a trial version among the schools and after the completion of piloting test it would be well implemented all over the country. Moreover, policy makers and textbook implementers would receive the required information after reading the thesis.

2.3 Implications of the Review for the Study

Attitudinal study on the Text book English Grade Eight has been selected for the research work. The researcher received the information during his research from the piloting schools of Jhapa district. This report will be beneficial for the CDC, textbook writers, language planners, teachers, DEOs and so on. The researcher has collected attitudes regarding some strengths and weaknesses of the textbook in his research. The review of the related literature has brought the following implications for the research study.

a. Gathering Ideas

The review of the related literature has gathered the ideas to complete the research. This idea is received for the designing of research, layout, front size, ideas for bibliography, body of the research, sampling process and so on.

b. Devotion for the Research

The review of the related literature itself has supported the researcher to be the devoted disciple in writing research. There is no research in absence of devotion.

c. Simplification for the Research

The review of the related literature has simplified the researcher to complete this research. It has been a clear pavement for the researcher to carry out the research.

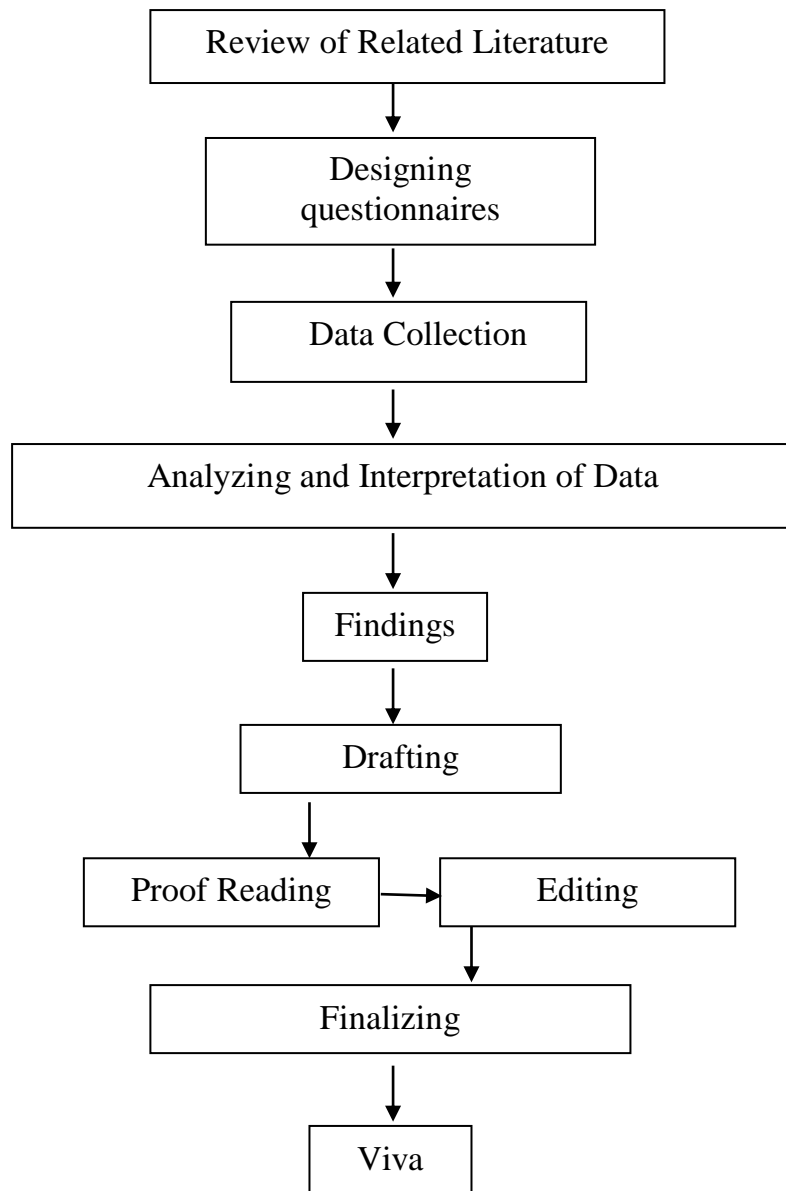
d. Consolidation of Thoughts

The researcher has consulted with the experts and read many related literature that has truly consolidated the thoughts and widened the research writing procedures.

2.4 Conceptual Framework

Attitudinal Study on The Textbook English Grade Eight' was selected to carry out the research work. For the systematic completion of the research the researcher used the following procedures. The diagram shows the framework of the research as follows:

Figure No. 1.
Conceptual Framework



CHAPTER-III

METHODS AND PROCEDURES OF THE STUDY

This chapter is devoted to the design and method of the study, population and sample and sampling strategy, study areas, data collection tools and techniques, data collection procedures and data analysis and interpretation procedure.

3.1 Design and Method of the Study

The purpose of this study was to find out the attitudes of students and teachers towards English Grade 8. The textbook was prepared by the CDC (Ministry Education) for the 8th grade students and used by some teachers during 2070 academic year. The sample of this survey study consisted of 8th grade students and teachers. The teachers were from a total of four Secondary Schools where the textbook was being taught during the 2070 academic year.

Researcher collected qualitative facts about the physical and content aspects of the English Grade Eight textbook. Respondents expressed their opinions about the textbook. Preliminary discussion was held before conducting the data collection process. The opinions were collected using the questionnaires.

Respondents were asked to present their attitudes towards the textbook which they used in the language class. The questionnaire was developed by the researcher. Questions used in the survey were based on the English Grade 8 textbook. A pilot study was conducted to assess the clarity of the questionnaire items. Survey data were analyzed using descriptive statistical techniques. Interviews were conducted with teachers. Questionnaires were given to them to fill up data and information was collected regarding their opinions about the textbook they used.

3.2 Population and Sample and Sampling Strategy

The researcher selected thirty students from his teaching school Shree Dhukurpani Higher Secondary School. Next respondents were the ten English language teachers who teach the piloting English textbook in their own schools.

The researcher decided to inform the respondents in advance then only the data could receive from them. They were requested to express their attitudes towards English Grade Eight textbook. The researcher had decided to thank the respondents for the completion of the questionnaires given to them.

3.3 Study Areas

The research writing was carried out to find out the attitudes of the respondents on the new piloting English textbook for grade eight.

The researcher tried to collect the attitudes from the respondents regarding the subject matter, illustration, physical features, exercises and language function and grammar. The other study areas were the lay out, print, pictures, vocabulary sufficiency or insufficiency, irregular verb list etc were its attitudinal study areas.

3.4 Data Collection Tools and Techniques

'Questionnaire' was major instrument for data gathering in this study. There were altogether forty questions. The modes of questionnaire were open-ended and closed-ended both. There were options to be selected for each close-ended question and the respondents were also requested to tick the option that suit their attitudes and views. For open-ended questions respondents were requested to give their own reasons for the given question in a sentence. However the researcher also used 'interview' as a tool for data collection.

3.5 Data Collection Procedure

The researcher followed the following procedure to collect the data for this study:

- At first he visited the selected area and built a friendly relationship with teachers and students.
- Then he selected 30 students from his own school and 10 teachers from the selected schools of Jhapa district.
- Then the researcher contacted the population in each school.
- After that the researcher used 'questionnaire' to explain the respondents.
- Finally, the questionnaire was given to students and teachers. Also the researcher asked questions on the basis of 'interview'. And the researcher noted down their responses.

Thus the researcher made them engage in discussion for eliciting their attitudes towards the textbook.

3.6 Data Analysis and Interpretation Procedure

Here the collected data are analyzed .There were altogether 40 questions which were asked to the students and language teachers where the textbook is taught .Basically there were two types of questions, closed ended questions and open ended questions. The number of closed ended questions were 35 and open ended 5. Closed ended questions were asked with three alternatives; 'Yes' or 'No' and 'Uncertain'.

CHAPTER IV

ANALYSIS AND INTERPRITATION OF RESULTS

This chapter deals with the analysis of data and interpretation of the results and summary of findings.

4.1 Analysis of Data and Interpretation of the Results

While analyzing the data respondents' answers were grouped according to percentage. The tools like percentage, diagram and tables have been used in the presentation of data. Both respondents' (Students and teachers) answer have been presented and analyzed procedurally in two headings as follows;

4.1.1 Closed Ended Questions

These closed ended questions were asked to the students and teachers. The closed ended questions were sub-divided on the five categories; these are separately analyzed here below.

4.1.1.1 Subject Matter

Six questions were asked separately to the language teachers and students regarding the subject matter. The table below represents the response of the respondents on the different questions of subject matter.

Table No 1
Respondents'' Response on Subject Matter

Students' response					Teachers' response			
S.N.	Questions	Yes	No	Uncertain	Yes	No	Uncertain	Comment
1	Does the subject matter represent Nepalese culture & geo. region?	30	-	-	10	-	-	
2	Is the content applicable to the day to day work?	26	2	2	9	-	1	
3	Does the lg. competency meet the students' level?	2	21	7	7	3	-	
4	Is the given vocabulary enough?	20	9	1	1	9	-	
5	Do you expect glossary at the last page?	27	3	-	10	-	-	
6	Does the subject matter cover the 4 lg. skills?	28	2	-	10	-	-	

Above on the six questions 30 students said that the subject matter represents the Nepalese culture and geographical region and so do the ten teachers. This

means 100% respondents agreed on the representation of Nepalese culture and geographical region by the text book.

Similarly on the 2nd question 26 students and 9 teachers agreed to the applicable content on the day to day work. Two students were not agreed on the second question and 2 more students were neither agree nor disagree on the asked questions and one teacher also became uncertain about its application on day to day work.

Third question was asked about the language competencies if it could meet the level of students' or not. Here just two students said 'yes' and 21 students said 'no' on the response column and 7 students' response remained uncertain about the matter. There on the same question 7 teachers said 'yes' and 3 said 'no'. Two teachers commented that the mentioned language on the text book has been high to the level of students.

The fourth question was related to the given vocabulary on the text book whether it is enough or not. There 20 students responded 'yes', 9 students said 'no' and one remained uncertain about the asked question. And just one teacher agreed to the given vocabulary but 9 teachers demanded the vocabulary. There 3 teachers commented that they need further vocabulary from chapter to chapter.

The fifth question was related again to the glossary at the last page if they needed or not. Here 27 students responded 'yes' and 3 students responded 'no' about the matter. Likewise, cent percent teachers expected glossary at the last page which has not been mentioned there.

Final sixth question was related about the language skills whether the subject matter cover all language skills or not. There 28 students' response was 'yes' and 2 students' response was 'no'. Similarly, 10 teachers' response was 'yes' about the language skills that the text book covers it.

The total respondents' response is expressed in percentage here below; related on the subject matter.

Table -2
Response in Percentage

Students' response				Teachers' response			
Que.no.	Yes	No	Uncertain	Yes	No	Uncertain	Comment
1	100%	-	-	100%	-	-	
2	86%	6%	6%	90%	-	10%	
3	6.6%	70%	23%	70%	30%	-	
4	66.6%	30%	3.3%	10%	90%	-	
5	90%	10%	-	100%	-	-	
6	93.3%	6.6%	-	100%	-	-	

Both teachers and students response on different questions about the subject matter seemed more or less similar.

4.1.1.2 Illustration

On the illustration there were six questions asked to the both respondents; teachers and students. Their responses have been shown here below in the table.

Table no.-3**Respondents' Response on Illustration**

<u>Students' response</u>					<u>Teachers' response</u>			
S. N.	Questions	yes	No	Uncertain	yes	No	Uncertain	Comment
1	Are the pictures well drawn?	-	28	-	1	9	-	
2	Are they accurate & real?	1	28	1	3	7	-	
3	Are the pictures colorful?	-	29	--	-	10	-	
4	Are they attractive to the learners?	3	23	24	-	9	1	
5	Are they in accurate size?	2	28	-	4	6	-	
6	Are they directly related to the lessons?	27	1	2	10	-	-	

In the above question no. one 28 students said 9 teachers said that the pictures on the textbook are not well drawn but a teacher responded it well. The teachers said that some pictures were hard to recognize and difficult to identify. The pictures are unclear to them.

Likewise, on the 2nd question 28 students and 7 teachers said the pictures are not accurate and real to the readers. They seemed nominal to them .But 3 teachers and a student liked the pictures.

On the 3rd question 29 students and 10 teachers responded the pictures are not colorful .They needed colorful pictures so that teaching learning could be effective.

Similarly on the 4th question 23 students & 9 teachers said that the designed pictures aren't attractive to the learners in learning point of view; just 3 students responded they are attractive to them but 4 students and a teacher remained uncertain about that matter.3 teachers commented differently on the accuracy of the pictures telling that they are to be colorful, they are not attractive and 50% pictures in the textbook aren't attractive.

Again, to the size of the pictures 28 students & 6 teachers said 'No' and 2 students and 4 teachers said 'yes'. It proved that majority of the respondents are not satisfied to the size of the pictures. Teachers commented the size of the pictures became very small to them and it truly not satisfactory to the lg learners. Last question was related to the relation of the pictures to the lessons. Here 27students and 10 teachers agreed to them but one student said that pictures aren't directly related to the lessons and 2 more students remained uncertain about the relation of the pictures to the lessons. The total respondents' response is expressed here below in %; related on the illustration.

Table no.-4
Response on Illustration in Percentage

Students' response				Teachers' response		
Que. no.	Yes	no	uncertain	yes	No	uncertain
1	-	93%	-	10%	90%	-
2	3%	93%	3%	30%	70%	-
3	-	96.6%	-	-	100%	-
4	10%	76.6%	13%	-	90%	10%
5	6.6%	93%	-	40%	60%	-
6	90%	3%	6.6%	100%	-	-

While analyzing the data in percentage 93% students and 90% teachers said that the pictures in the text book aren't well drawn .only 10%teachers believed the pictures are well.

And in question number two 3% students and 30% teachers said that the pictures are accurate and real to the learners but 93% students and 70% teachers disagreed about that matter.

In question no.3rd 96.6% students and 100% teachers said that the pictures aren't colorful in the learning point of view. They are unclear and small too; they commented.

Likewise for question no.4 very few 10% students agreed on whether the learners are activated by the pictures or not. There 77% students and 90%

teachers disagreed on the fourth question. They said the pictures aren't attractive to them but 10% teachers remained uncertain to that matter.

Similarly for question number 5, 93% students and 60% teachers remained disagree on the accurate size of the pictures. They said 'No' and few 6.6% students and 40% teachers believed that the size of the pictures is accurate to them.

And for the final 6th question 90% students and 100% teachers believed that the pictures are directly related to the lesions.

4.1.1.3 Physical Features

On the physical features there were 11 questions which were asked to the respondents and their respondents have been shown here below in the table.

Table no.5
Respondents' Response on Physical Features

Students' responses					Teachers' responses			
S.N.	Question	yes	no	uncertain	yes	no	uncertain	comment
1	Its binding is loose.	30	-	-	10	-	-	-
2	Is it durable?	17	12	1	-	10	-	-
3	Is the cover page attractive?	28	1	1	9	1	-	-
4	Is the book in international standard?	2	26	2	1	9	-	-
5	Is the book convenient in handling &	26	4	-	6	4	-	-

	carrying?							
6	Is its layout accurate?	1	27	2	1	9	-	-
7	Is the print neat & clean?	2	28	-	1	9	-	-
8	The highlighted part is unclear.	29	1	-	10	-	-	-
9	Paper quality is poor.	30	-	-	10	-	-	-
10	Is the cover page plastic coated?	-	29	1	-	10	-	-
11	Can the book easily last for years?	3	24	3	-	10	-	-

First question was asked regarding to the binding of the textbook .There 30 students and 10 teachers responded that its binding is very loose. Teachers commented that its binding is very loose and it is needed well binding.

Second question was related to the durability of the textbook. There 17 students agreed to the durability of the textbook but 12 students and 10 teachers didn't agree on it and one student neither agreed nor disagreed on its durability.3 teachers commented on the durability of the textbook. They said that the book isn't durable and it is very loose so the chances of book damage are high.

Question number third was related to the cover page whether it is attractive or not. There 28 students and 9 teachers said 'yes' but one teacher and one student said 'No' and one more student remained uncertain about that matter.

Question no.4 was asked whether the book is able to meet international standard or not. There 26 students and 9 teachers said the book doesn't meet the

international standard. Only two students and a teacher believed so but one student remained in uncertain position while giving response. Teachers commented that in international market it is like rubbish and it is just for Nepal's context.

Question no. 5 had reviled whether the book has been convenient in handling and carrying or not. There 26 students and 6 teachers agreed to the question and 4 from each groups were disagree to the asked question. Teachers commented telling that the book has been a bit big in its size and low quality paper has made the book inconvenient in handling and carrying.

Question no. six was about the layout's accuracy of the book. There 27 students and 9 teachers said that its layout is not accurate. There the respondents (teachers) said in many places its layout is inaccurate. But one student and a teacher agreed to that accuracy of the layout in the textbook. Again 2 students remained uncertain to the response.

Whether the print was neat and cleans to the respondents or not, it was analyzed through question no. 7. There 28 students and 9 teachers said the print is not neat and clean from its physical aspect. Only 2 students and 1 teacher said its print is neat and clean to them.

Question no. 8 was put forward to reveal whether the highlighted part was clear or unclear to them. There 29 students and 10 teachers said it was unclear to them but only a student said it was clear to him, which has a nominal response in the analysis.

Question no. 9 was asked to get information about the paper quality used in the text book. There all 30 students and 10 teachers said that the used paper and its quality is very low. A teacher has commented on it telling that they needed quality paper in the textbook.

Question no. 10 was asked if the cover page has plastic coated or not. There 29 students and 10 teachers said it has no plastic coated condition but one student remained uncertain to the response. Teachers felt that they needed plastic coated book. Whether the book lasts for years or not; it was analyzed and evaluated through the 11th question. There 24 students and all 10 teachers believed about the book couldn't last for years. Only 3 students agreed to the question but 3 more remained uncertain to the response. Teacher commented that it became the wastage of money as it hardly last for one year.

The respondents' response is expressed here below in percentage as follows:

Table no.6
Response on Physical Features on Percentage

Students' response				Teachers' response			
Que.no.	Yes	No	Uncertain	Yes	No	Uncertain	Comment
1	100%	-	-	100%	-	-	-
2	56.6%	40%	3%	-	100%	-	-
3	93.3%	3%	3%	90%	10%	-	-
4	6.7%	86.6%	6.7%	10%	90%	-	-
5	86.7%	13%	-	60%	40%	-	-
6	3%	90%	6.6%	10%	90%	-	-
7	6.6%	93%	-	10%	90%	-	-
8	96.6%	3%	-	100%	-	-	-
9	100%	-	-	100%	-	-	-
10	-	96.6%	3%	-	100%	-	-
11	10%	80%	10%	-	100%	-	-

While analyzing the data in percentage 100% students agreed that its binding is loose. The teachers' percentage was also same to the response of question no. one.

For question number two 56.6% students agreed to the durability of the textbook but 40% students and 100% teachers did not agree to the statement, 3% students remained uncertain to the same question.

Regarding question no. three 93.3% students and 90% teachers said that its cover page is attractive to them but 3% students and 10% teachers said 'no' about the same question and 3% students seemed uncertain to the response .

Question no. four was related to check the standard of the book in international level .There 86.6% students and 90% teachers said that the book could not meet the international standard. Just 10% teachers and 6.7% students believed that the book could meet the international standard and remaining 6.7% students seemed uncertain to the calculation.

Question number 5 was put forward whether the textbook is convenient in handling and carrying to the users or not. There in the response 86.7% students and 60% teachers agreed to the asked question and 13% students and 40% teachers remained disagree to the response.

Question number 6 was for testing the accuracy of the layout of the textbook. On that evaluation 90% students and 90% teachers said that its layout hasn't been accurate but 3% students and 10% teachers noticed that in accurate condition .Remaining 6.6% students seemed uncertain to the response.

Question number 7 was asked to check whether the print was neat and clean or not. There 93% students and 90% teachers responded that the print isn't clean. It seemed neat and clean only to the 6.6% students and 10% teachers.

Question number 8 was made forward to the respondents to evaluate whether the highlighted part was clear to them or not .There 96.6% students and

100% teachers responded positively in the response only 3% students seemed disagree to the response .

Question number 9 was asked to the evaluation of the paper quality used in the textbook. There 100% students and 100% teachers told that the paper quality used in the textbook was very low.

Question 10 was asked to the evaluation whether the cover page was plastic coated or not. In the response 96.6% students and 100% teachers responded that the book hasn't been made with plastic coated .but 3% students seemed uncertain about the matter.

Question number 11 was for the evaluation to the lasting of the textbook for years. There 80% students and 100% teachers said the book couldn't last for years. In the response 10% students said 'yes' and remaining 10% seemed uncertain in the response.

4.1.1.4 Exercise and Activities

Here on the exercise and activities there were six questions asked to the respondents and their responses have been mentioned and analyzed below.

Table no.7
Respondents' Response

Student response					Teacher response			
S.N	Question	Yes	No	Uncertain	Yes	No	Uncertain	comment
1.	Are the exercises enough?	27	1	2	9	1	-	-
2	Are they creative types?	28	-	1	10	-	-	-
3	Do the exercises develop lg skills?	30	-	-	10	-	-	-
4	Do they suit to the students' level?	15	10	5	5	5	-	-
5	Can they develop their lg competencies?	28	1	1	9	1	-	-
6	Are the exercises communicative ?	29	-	1	10	-	-	-

Above on the exercise question number one was designed to find out the attitudes whether the textbook had enough or not. There 27 students and 9 teachers responded that the textbook had enough exercises to the learners but one student and one teacher said that the exercises aren't enough to them and 2

more students remained uncertain about the matter. A teacher commented that the exercises mentioned in the textbook had been more to them.

Question number 2 was asked regarding to evaluate whether the exercises are creative or not. In the response 28 students and ten teachers said that the exercises are creative types to them but a student remained uncertain to express response.

Question number 3 was set to identify the attitudes whether the exercises develop lg skills or not. There all respondents from both sides agreed that the exercises develop all the lg skills. A teacher said that some exercises are vast to the pupils.

Question number 4 was designed to get the opinions if the exercises were suit to the students level or not. There 15 students and 5 teachers agreed to the asked question and 10 students and 5 teachers remained disagree. Likewise 5 students seemed uncertain to the response. Teachers commented that the exercises are very hard to the learners as they lack such lg base.

Question number 5 was for the evaluation of their lg competencies after doing the activities of the set exercises. There 28 students and 9 teachers said 'Yes' but one student and one teacher aside 'No' in the response and one more student seemed uncertain.

Question number 6 was for the evaluation whether the exercises were communicative or not. There 29 students and ten teachers agreed that the set exercises are communicative to the lg learners; but one student seemed uncertain in the response.

The mentioned exercises and activities in the textbook were evaluated in percentage is mentioned below.

Table No.8
Respondents' Response

Students' response					Teachers' response		
S.N.	Question	Yes	No	Uncertain	Yes	No	uncertain
1	Are the exercises enough?	90%	3%	6.6%	90%	10%	-
2	Are they creative types?	93%	-	3%	100%	-	-
3	Do the exercises develop lg skills?	100%	-	-	100%	-	-
4	Do they suit the students' level?	50%	33%	16.6%	50%	50%	-
5	Can they develop their lg competencies?	93%	3%	3%	90%	10%	-
6	Are the exercises communicative?	97%	-	3%	100%	-	-

In the analysis it was found that 90% students and 90% teachers were positive regarding the adequacy of the exercise in the textbook but 3% students and 10% teachers were opposite to the adequacy of exercises. There 6.6% students' response was uncertain found out.

Likewise in question number two 93% students and 100% teachers responded that the designed exercises in the textbook are really creative to them but 3% students' response was noticed uncertain.

Again 100% students and 100% teachers responded in question number 3 that exercises truly develop learners' all lg skills.

While analyzing question number 4 it was found out that 50% students and 50% teachers believed that the set exercises and activities suit to the students' level, but 33% students and remaining 50% teachers said that the exercises couldn't suit to the students' level. Here some teachers commented that the lg had been tough to the simple learners. There 16.6% students seemed uncertain to the response.

Likewise in question number 5 it was found that 93% students and 90% teachers believed that the exercises could develop the learners' lg competencies but 3% students and 10% teachers seemed opposite in the response telling 'No' and remaining 3% students seemed neither positive nor negative but uncertain in the response .

Finally question number 6 was related to evaluate whether the exercises were communicative or not. There 96.6% students and 100% teachers believed that the exercises are communicative to them; but 3% students seemed uncertain in the response.

4.1.1.5 Language Function and Grammar

Under this topic there were six questions. The respondents' responses have been presented below in the table.

Table no.9

Response Table on Grammar and Ig Function

Students' response					Teachers' response			
S.N.	Question	Yes	No	Uncertain	yes	No	Uncertain	Comment
1	Are the Ig function mentioned in the related chapters?	28	2	-	10	-	-	-
2	Does the grammar meet the level of students?	30	-	-	9	1	-	-
3	Does it cover the tense aspect?	27	2	1	10	-	-	-
4	Is the grammar communicative base?	27	3	-	10	-	-	-
5	Can the learners feel joy while doing grammar?	12	15	2	9	1	-	-
6	Do they need extra grammar book for more detail?	21	7	1	10	-	-	-

In the analysis of language function and grammar question number 1 was asked whether the lg. functions mentioned in the chapters were related or not. There 28 students & 10 teachers agreed to the question but 2 students responded 'No' in the response.

Question no. 2 was to evaluate whether the grammar met the level of students or not. There 30 students and 9 teachers responded positively but one teacher responded negatively.

Question no.3 was for the evaluation of tense aspect. There 27 students and 10 teachers said that the text book could cover the tense aspect in language learning procedures but 2 students responded 'NO' and one more student seemed uncertain while corresponding the response.

Question no. 4 was to evaluate whether the text book has communicative grammatical items or not. There 27 students and 10 teachers believed that the grammar is based on communicative approach, but 3 students' response seemed opposite.

Question no. 5 was asked to find out whether the students felt joy or not while practicing the grammar. There 12 students and 9 teachers responded positively but 15 students and one teacher responded negatively and two more students response was uncertain.

Finally question no. six was asked to evaluate whether they needed extra grammar book for more detail or not. Here 21 students and 10 teachers responded that they needed extra grammar book but 7 students response was 'NO' and one more student seemed uncertain during the questionnaire.

The respondents' response is expressed herein percentage

Table no.10

Response on lg Function & Grammar in Percentage

Students' response				Teachers' response			
Question number.	Yes	No	Uncertain	Yes	No	Uncertain	Comment
1	93%	6.6%	-	100%	-	-	..
2	100%	-	-	90%	10%	-	
3	90%	6.6%	3.3%	100%	-	-	
4	90%	10%	-	100%		-	
5	40%	50%	6.6%	90%	10%	-	
6	70%	23%	3%	100%	-	-	

While analyzing the responses in question number one the students' and teachers' response regarding the language functions in the related chapters were respectively 93% and 100% positive but very few 6.6% students' response was negative.

Similarly question number 2 was for the evaluation of grammar whether it met the level of students or not. There 100% students' and 90% teachers' response seemed positive whereas 10% teachers' response was negative.

And question number 3 was asked to analyze whether it could cover the tense aspect or not. 90% students and 100% teachers believed it could cover the tense aspect but 6.6% students seemed opposite to it and remaining 3.3% students were uncertain in the response.

Question number 4 was for the analyzing whether the exercises were communicative base or not. 90% students and 100% teachers responded 'yes' and just 10% students' response was 'No' to that matter.

Likewise question number 5 was for the analyzing whether the learners could feel joy or not while doing the grammatical activities. There 40% students and 90% teachers responded positively but 50% students and 10% teachers were negative in the response and 6.6% students seemed uncertain during the responses.

Last question was for the attitudinal study whether they needed extra grammar book for more detail or not. There 70% students and 100% teachers responded that they needed extra grammar book but 23% students' response seemed opposite and 3% students were uncertain in the response.

4.1.2 Open Ended Questions

There were altogether 5 questions designed to get the brief information from the language teachers where the textbook had been taught. The teachers' responses have been presented below at a simpler way of different questions.

Que. 1) please, make your overall impression about the textbook.

In this question a teacher said that the textbook is a supporting document of curriculum. This book must be revised and reformed in the following edition. 3 teachers said that the textbook was really interesting. The more activities could activate the students.

Again another 3 teachers said that the book was difficult to finish teaching in time as it has more activities. One of them said it had been lengthy to complete in time.

Similarly other 3 teachers said the words used in the passages had been tough to the government school's children.

Que. 2) What are the weaknesses of the textbook for grade eight?

Here the respondents presented similar types of weakness of the textbook. Six teachers responded that pictures are not so clear in the text book. A teacher commented that the size of the textbook has been a bit large. 5 teachers said that the paper quality used in the textbook has been very low. Likewise a teacher commented that the covering page of the textbook has not been so attractive. Another teacher said that the highlighted part in the textbook is very dark. About the print, two teachers said that it is not clear to understand. So far as the binding is concerned, 6 teachers said it is very loose. 3 teachers said that the layout of the textbook is not accurate. Two teachers said that the standard of the textbook is low. For its activities two teachers commented that the activities are difficult to complete. Similarly a teacher said that the text book has less grammar focused. 3 teachers informed about the vocabulary. They said that the textbook has lack of vocabulary. The language used in the textbook has been high to the 4 teachers. Again other 4 teachers said that the text book has many difficult words used in the passages. One of the teachers said that the volume of text book has been small to him.

Que. 3) In your opinion what other things have you expected?

The respondents responded their expectation regarding the necessity in textbook. Book has a bit difficult passages to the students; 2 respondents expressed their views .Hence, they needed that the passages are to be in the simplified way.

Next 3 respondents said that the book had to be made standard and qualitative so that it could be used even in the foreign and neighboring countries. Again 3 other respondents expected glossary at the last page so that the learners could feel easy in learning procedures. One teacher's views were a slight difference for the glossary. He expected it with phonetic description.

Similarly 2 more teachers expected irregular verbs at the last pages that are ever essential part in lg learning. Next one teacher's expectation was glossary and more grammatical activities had to be made available in the textbook.

Finally one teacher had expected that the book has to be re-written verifying its merits and demerits.

Que.4) If you have any suggestion and recommendations for the improving this trial version T.B. for Grade Eight, please kindly mention.

For the recommendation & suggestions 2 respondents said there should be simplified passages for the initial lg learners.3 other respondents suggested that there should be difficult words' dictionary at the last page.

Hence lg learning could be comfortable to the learners. Again one teacher recommended that the book has to be colorful so that learners could be attracted. Next one teacher said there should be revision of the T.B.to correct the errors. The book had to be qualitative. Here one teacher recommended the book has to be qualitative so that its standard would be measured.3 teachers recommended that the activities of the T.B. to be reduced therefore duly the lg teacher could finish teaching the textbook. One teacher recommended that the book has to meet the international market with its standard .Again a teacher recommended and suggested that there are to be verb's chart at the last pages. Level of students in government school is low hence a teacher suggested that the T.B. should meet the level of students. Finally one more teacher's suggestion was for the well use of this trial version T.B.in the lg. classroom.

Que.5) To what extent is the T. B. effective according to the level of learners? For the analysis of effectiveness of the T.B. according to the level of students 7 respondents said that it is the book having communicative based exercises. Hence, it is effective in the lg class. Likewise 3 respondents believed that the T.B. develops students' lg. skills as it has focused on all lg. skills equally .It has prioritized creativity too therefore 2 respondents believed that it also develops students' creativity by doing different lg. activities. Other 6 respondents believed that the T.B.is effective as it has focused on project work which is to be done by the learners .Activate yours elf, is another effective and essential part of this T.B.so 4 respondents supported in favor of this. It has activity based

lessons therefore 3 respondents said it has been very effective in the lg. classes. The book has covered lg. functions according to the curriculum so that 3 other respondents found out it more effective in teaching learning procedures. Similarly one respondent believed it has many grammatical units/items in the exercises. Lastly, there was one teacher who said that the T.B. became more effective as it covers Nepalese stories so it became easier to both lg. teachers and learners in the lg. class rooms.

4.2 Summary of Findings

The researcher found out strengths and weaknesses after the application of questionnaire asked to the respondents about the textbook. There were five categories of closed ended questions asked to the respondents.

The textbook has captured the Nepalese culture and geographical region which is the most essential part in the present contest. The content of the textbook is applicable to the day to day work. Majority of the students' response on language competencies found out as higher than their level. It is found out that respondents have expected glossary at the last pages that it becomes ease to the learners to understand the difficult word meanings. The textbook has covered the lg skills that are very essential factors to the learners. Pictures drawn in the textbook are not in accurate size. The color is also not satisfactory. The pictures aren't attractive to the learning point of \view but any how the pictures are directly related to the lessons. The binding of the textbook was found out loose so that there would be chances of tearing and removing the pages. So far as the durability of the textbook is concerned, majority of the respondents were in negative result. They said that the book could not last for years. The book could not meet the international standard .The textbook seemed to be easily carry able but it has great chances of damage soon on the way of carrying it by the students as it has lack plastic coated condition. The print is unclear and the paper quality used in the book is more degraded quality.

The exercises mentioned in the text book are found out enough for the lg learners and all those exercises were proved really creative types. Language used in the text book has been tough on the eyes of some teachers therefore they expected simple language to be used in the textbook in its next edition. The textbook has met the communicative language functions as it has prescribed many communicative activities. The text book could also cover the tense aspects. For doing grammatical exercises it is found out that they needed extra grammar book so that their learning could be effective by getting such help line.

Likewise in the open-ended questions respondents openly responses and the responses were analyzed. Respondents said that the text book has supported the curriculum document. And really the textbook has many creative activities which activate the learners in language activities. Some teachers have commented telling that the book has more activities and it has been lengthy to finish in time. And language used in the text book has been tough to the general learners.

The respondents has mentioned weaknesses of the textbook .They said that the text book has unclear pictures.50% respondents of open ended questions said the size of the book has been a bit large. Highlighted part is very dark. Likewise print of the textbook is not clear, its binding is loose. The textbook lacks meaning of the difficult words.

The passages of the textbook are found out difficult according to the level of students. Respondents has informed and commented to make the textbook standard and qualitative. They also expected glossary at the last pages. Similarly the textbook lacks the list of irregular verbs so the respondents urgently requested to mention those lists in the coming edition. Likewise the respondents recommended to the authorities to revise and rewrite the difficult passages in a simplified way along the use of difficult words'

dictionary at the last pages. They also recommend bringing the book in colorful print maintaining its standard.

The textbook has been found out effective in the eyes of learners as it has many communicative lg. patterns. The textbook has prioritized creativity of the learners. The textbook has also met the function of language in each chapter those were also addressed in the curriculum. The textbook has also been effective as it has met the culture and has covered the Nepalese stories and cultural diversity.

From the responses it is understood that the textbook has many merits and demerits. Certainly it is a new one. It has many amendable points which are hoped to be amended in the coming editions. The language teachers and lg. learners need to be more sincere while using the text book because the textbook has many difficult words so that they are to be very careful for finding out those meanings looking at the dictionary. The textbook lacks irregular verbs' list hence the lg. teachers need to inform and guide his/her pupils about those points. The print and layout are found out inaccurate so there should be active participation from both sides. Respondents said that the paper quality used in the textbook has been very low therefore the textbook users need to be more careful while handling and carrying the textbook. Again, there are many activities so that lg. teacher and learners both have to be very active to finish the course in time. If students' involvement seems constant type then that would be the chances of its unfinished condition.

This is the communicative age; the textbook has many communicative tasks. The lg. teachers have to involve their students in such communicative activities so that effective lg. function takes place. If the textbook has been made an international standard and qualitative then there would be chances of its application to the neighboring nations as it has many activities that surely activate the lg. learners to meet the global arena.

The written thesis has been summarized by the researcher. Its summary is done viewing the headings.

The research is carried out to find out the Attitudes on the textbook "English Grade8" that has been used as a piloting textbook among 100 schools from 2070 academic year.

The population of this study was the 30 students of Shree Dhukurpani Higher Secondary School and 10 lg. teachers of different schools of Jhapa district.

The sampling procedure was the judgemental sampling procedure.

Questionnaires were used to get the responses .However; the researcher had used the interview and observation as a tool for data collection.

Researcher visited the selected area and built a relationship with teachers and students. He used questionnaire to explain the respondents.

Finally, the questionnaire was given to students and teachers. Points were noted down while the interview was going on.

The total collected data were analyzed and interpreted along the use of tick mark with three alternatives; yes; no and uncertain. The collected data were analyzed on five different categories such as subject matter, illustration, physical features exercises and activities and language function and grammar.

Likewise there were open ended questions asked to the respondents. Regarding to the first question respondents said the text book has more activities and the book has been lengthy to finish in time.

On the second question, respondents told some of the weaknesses of the text book. Such weaknesses are loose binding, low paper quality, more activities, tough words used in the textbook and unclear highlighted part.

Some of the expectations of the respondents are presented in question no. 3. The respondents expected the text book in simplified way. The book needs to be standard. There should be list of irregular verbs and glossary they expected.

On the fourth question, some of the recommendations are presented there. Respondents recommended simplifying the hard passages mentioning the words dictionary at the last pages. They also recommended printing the text book in colorful way so that it would be standard to meet the outer part of the country.

Fifth open ended question talks about the effectiveness of the textbook. The respondents said the text book has many communicative exercises and creativity takes place among the students. Moreover, the textbook has covered the Nepalese culture and geographical region as well.

CHAPTER- V

CONCLUSIONS AND RECOMMENDATION

This chapter reveals about the conclusions and recommendation of the research.

5.1 Conclusions

'English Grade 8' is a new textbook for the grade eight readers in Nepalese formal educational settings. It has been implemented from the 2070 B.S. First it has been as a piloting text book among 100 schools in different districts of Nepal. After the piloting test the textbook will get compulsorily used in all schools throughout the country. CDC has said that the textbook would get revised and amended after the receiving suggestions from the concerned teachers in the workshops, the trainers Mrs. Rajani Dhimal and Mr. Hem Raj Khatiwada from CDC Sanothimi Bhaktapur said in Chandragadi. Such information was received from other districts too for the same matter.

The research has been carried out to find out the attitudes towards the textbook 'English Grade 8'. It is a new one to all. It has many strengths and weaknesses and those were tried to find out collecting the data from the respondents. The researcher visited the schools' teachers related to the textbook and interviewed with them for receiving the responses. He did phone contact too when the respondents were away. The received data are analyzed and discussed putting them in tables. Those interpretations would be the reliable outcomes to the lg. teachers, policy makers, textbook designers and even to the publishers. The publishers will amend the textbook if they have a look on this thesis. The language teachers and textbook writers will also be supported by reading the thesis. Language teachers basically will get idea to finish the textbook in time that would be beneficial after reading the document.

5.2 Recommendation

The research entitled “The attitudinal study on the textbook ‘English Grade 8’” has brought the following implications to the different line agencies. The book is used by various concerned bodies. Generally it has benefits to them is dealt below.

5.2.1 Policy Related

The attitudinal study of the textbook certainly brings the benefits to the policy makers. They can be sure to make the educational policies after studying the research. Textbook writers can get more ideas by looking at the research. Textbook designers also get information from the research. CDC can be influenced by the research work if it is read and implement the ideas in time. They would use the good paper quality, clear picture, accurate lay out, modifiable illustrations, standard publication and long lasting types of textbooks' publication.

5.2.2 Practice Related

The research has many advantages to the real language using environment. Language teachers can build their mind to finish the t.b.in time by reading this thesis document. They can be careful in the implementation of the t.b. Language teachers can also be alert in teaching the difficult words and passages by the help of dictionary use. Even the lg. learners would develop the habit of consulting the dictionary for tough words. Students will be activated to the creative tasks given in the t.b. Language teachers would be sure to familiarize the irregular verbs telling to the learners with the help of extra grammar book because the t.b. lacks such verbs. Students would be activated in the communicative tasks as the t.b. has focused on them in different exercises and the researcher has addressed such communicative lg. functions in the document.

5.2.3 Further Research Related

Its recommendations have a deep relation on the different sorts of further research activities. The new researchers would not have ideas to carry out any research regarding to the attitudinal study on any textbook. In such a situation this research would be the mile stone for the researchers to carry out his/her research work. The researcher has applied the prescribed methods of research writing of T.U. The researcher has followed the latest research writing model of the T.U. and the next researchers would get vast ideas in research writing procedures. Different headings and subheadings are dealt here therefore the new researcher would get information, ideas and knowledge if the research is read thoroughly.

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Appendix I

Questionnaires for Students/Teachers

Name of school..... Date.....

Student's/teacher's name.....

Teaching experience Training.....

Qualification.....

You are requested to give your opinions on each of the following question.

Please, indicate your views by the tick mark (√) on the response column.

Subject Matter

S.N	Statements/questions	Yes	No	Uncertain	Comment
1.	Does the subject matter represent the Nepalese culture and geographical region?				
2	Is the content applicable to the day to day work?				
3	Does the language competency meet the students' level?				
4	Is the given vocabulary enough?				
5	Do you expect glossary at the last page?				
6	Does the subject matter cover the four language skills?				

Illustration

S.N	Statements/ questions	Yes	No	Uncertain	Comment
1	Are the pictures well drawn?				
2	Are they accurate and real?				
3	Are the pictures colorful?				
4	Are they attractive to the learners?				
5	Are they in accurate size?				
6	Are they directly related to the lessons?				

Physical Features about Textbook.

S.N	Questions/ statements	Yes	No	Uncertain	Comment
1	Its binding is loose.				
2	Is it durable?				
3	Is the cover page attractive?				
4	Is the book in international standard?				
5	Is the book convenient in handling and carrying?				
6	Is its layout accurate?				
7	Is the print neat and clean?				
8	The highlighted part is unclear.				
9	Paper quality is poor.				
10	Is the cover page is plastic coated?				
11	Can the book easily last for years?				

Exercises (Activities)

S.N	Statements/ Questions	Yes	No	Uncertain	Comment
1	Are the exercises enough?				
2	They are creative types.				
3	Do the exercises develop their language skills?				
4	Do they suit to the students' level?				
5	Can they develop their language competencies?				
6	Are the exercises communicative?				

Language Function and Grammar

S.N.	Questions	Yes	no	uncertain	comment
1	Are the lg. functions mentioned in the related chapters?				
2	Does the grammar meet the level of students?				
3	Does it cover the tense aspect?				
4	Is the grammar communicative based?				
5	Can the learners feel joy while doing grammar?				
6	Do they need extra grammar book for more detail?				

Appendix-II

Questionnaires for Teachers

Please briefly give the information about the text book.

1) Please make your overall impression about the text book.

.....
.....

2) Please what are the weaknesses of the text book for grade eight?

I) -----II) -----
III) -----IV) -----
V) -----VI) -----

3) In your opinion what other things have you expected?

.....
.....

4) If you have any suggestions and recommendations for improving this trial version Textbook for Grade Eight, please kindly mention.

.....

5) To what extent is the textbook effective according to the level of the learners?

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