

CHAPTER ONE

INTRODUCTION

1.1 General Background

The present study entitled "An Analysis of *Style: A Textbook for BBS First Year* " is about a textbook analysis. English is a compulsory subject up to Bachelor Level. This research mainly intends to find out relevancy of the textbook *Style* in view of language learning and development. Sapir (1921, as cited in Varshney, 1998, p.2) states, "Language is a means of human communication through which we can express our feelings, thoughts, emotions and desires." It can also be taken as a social phenomenon happening in our society to establish a good relationship among human beings. Language is the most common gift that makes the human beings different from the rest of other living beings. It is the greatest success of human civilization. It is means by which we can perform several things such as thinking, creating, expressing our ideas and feelings.

We cannot think any academic, social and artistic activities without language. It is the most significant asset of human life. Wardhaugh (1998, p.1) defines it stating " A language is what the member of a particular society speaks ". There are thousands of languages in the world. These are the tools for human beings to communicate with each other. Among them English is the most widely and entertainingly used language in the present day world.

Nepal is a multilingual country. Regarding the institutional background of English language in Nepal, it used to be taught as compulsory subject (but limited) since the establishment of Durbar School by the Prime Minister Janga Bahadur Rana in 1853/54. Then it was retained as a compulsory subject till the introduction of National Educational System Plan (1971, as cited in Ghimire & Panthi 2014, p.554). English language was taught through literature and literature was taught through ' Grammar Translation Method '. Finally "English has been a second language taught in all schools in Nepal and the medium of teaching and learning at higher level".

1.1.1 Defining Textbook

Generally a textbook is a book prescribed for a class by a legal authority on the basis of curriculum. According to Rai (1998, p.23) a textbook is a book used by the students and teachers for particular course of study in particular branch of knowledge. It is the means of curriculum or a Principal course of study material which is systematically selected and organized. Textbooks are said to be those kinds of books that deal with a particular subject and which are used in formal education. The textbook is a document that reflects the objectives and teaching items set in the syllabus. A book helps in achieving and realizing objectives specified through themes that are presented according to the mental and psychological requirement of the students.

There are different views on textbooks expressed by different scholars and institutions. Good (1959,p.567) defines textbook as “a book dealing with a definite subject of study, systematically arranged, intended for use of a special level of instruction, and use as a principal source of study materials for given course”.

Grant (1987, p.12) says " The textbook is used to refer to course book which typically aims to cover all aspects of the language, and supplementary textbooks devoted to particular topic or skill areas". According to Oxford Advanced Learners' Dictionary (2005, p.1587) “A text book is a book especially used for giving instruction in a subject”.

Similarly, Dimkovic (2004, p.3) writes "A contemporary textbook deals with the language in use. The chosen textbook should be authentic, very often simplified accounts, but always of different types. The principle of variety should also be applied to task/exercises/activities as well as to all other contents of the book of great importance are diagrams, tables, figures and graphs. Likewise, in the words of Janet as quoted in Sharma (1995, p.5) " A textbook acts as an aid to the process of learning and teaching it is one of the most commonly and widely used instructional aids in schools, colleges, universities and even at home. It is equally important for the teachers since it defines and delimits the content of teaching and proves most helpful in planning and conducting his task ".

From the above definitions it can be concluded that a textbook is a book prepared on the basis of the curriculum and syllabus that facilitates teaching learning process. It is used by the students and teachers for the particular course of study in a particular branch of knowledge. In other words a textbook is a book dealing with a definite subject of study systematically arranged, intended for the use at a specified level of instruction and use as a principal source of study material for a given course incorporating exercises and illustrations. Moreover, a textbook plays a significant role in developing effective instructional procedure and evaluating the change of behavior. It is systematically arranged content to be taught and learnt.

1.1.2 Types of Textbooks

According to Rai (1998, p24), in the field of language teaching and learning, there are two types of textbooks in practice. They are traditional textbooks and communicative textbooks. The traditional textbooks are based on the traditional syllabuses and convention. Most of the prescriptive grammar textbooks and other language textbooks which do not emphasize on language functions are known as traditional textbooks. On the other hand communicative textbooks emphasize communicative or functional aspect of language. They provide students with adequate opportunities to use the language in classroom.

1.1.2.1 Characteristics of the Traditional Textbooks

According to Grant (1987, p.7), traditional textbooks possess the following characteristics.

- a) They tend to emphasize the forms or patterns of language more than the communicative functions.
- b) They tend to focus on reading and writing activities, rather than listening and speaking.
- c) They often make use of a great deal of L¹
- d) They emphasize the importance of accuracy.
- e) They tend to focus rather narrowly on a syllabus and examination.
- f) They are often attractive to some teachers because they seem easy to use and are highly examination oriented.
- g) The course content is organized in a logical order.

- h) They are full of rules, illustrations, visual representation and learning exercises.
- i) Learners' individual differences are not taken in to consideration.
- j) They are not provided with adequate reinforcement and remediation.
- k) They focus on learning about language rather than language use.
- l) Textbooks and teachers are thought to be authorities of learning materials.

1.1.2.2 Characteristics of Communicative Textbooks

Grant (1987, p.8) has mentioned the following characteristics of the communicative textbooks.

- a) They emphasize the communicative functions of language.
- b) They are to reflect the students' needs and interest.
- c) They emphasize skills in using language, not just forms of language, and they are therefore activity based.
- d) They usually have a good balance among the four language skills but emphasize listening and speaking more than reading and writing.
- e) They tend to be very specific in their definition of aims.
- f) Both content and methods reflect the authentic language of everyday life.
- g) They encourage work in groups and pairs and therefore make heavier demands on teachers' organizational abilities.
- h) They emphasize fluency, not just accuracy.

The present study 'An Analysis of *Style: A Textbook for BBS First Year*' mainly intended to find out the strengths and weaknesses of the book *Style* in terms of physical and academic aspects. Communicative aspect is an important part of academic analysis. Therefore, there was the intention of seeing communicative aspect of the book *Style*. It supported with maximum of characteristics of communicative textbook. It provides various ways of presentation of information. Developing individual style, fluency and accuracy is certainly the aim and objective of communicative textbook which is even given in the T. U. Syllabus (2014) as present in objective of the book *Style*. It has emphasized all four languages skills. Therefore the book *Style* is based on communicative functions.

1.1.3 Quality of a Good Textbook

Textbook is the most important teaching tool because it can determine not only what will be taught but also how it will be taught. It always facilitates teaching and learning process. It presents the body of knowledge in a systematic way. Textbook is said to be that kind of material which deals with a particular subject and is used in formal education. It gives instruction in a branch of learning.

Textbook is written on the basis of syllabus. It contains different kinds of reading materials such as stories, poems, letters, advertisements etc. A textbook is a special kind of book. It always provides new knowledge in the process of teaching and learning. It is a guide for a teacher since textbook is so important for classroom teaching. It must be of high quality. The quality of good textbook can be mentioned as follows:

a) Objectives

The textbook should be written on the basis of the objectives set in the curriculum. For this, it is better to quote the definition of Rai (1998,p.23), “we can define a textbook as a document that reflects the objectives and teaching items set in the curriculum. He further says syllabus sets the objectives, selects the teaching items to achieve the objectives, mentions the methods to be used to teaching those teaching items and tells the evaluation procedures to be adopted to measure the students’ achievement.”

From this definition, it is clear that a good textbook always meets the objectives of the curriculum. So it is the first quality of a good textbook.

b) Content

Khaniya (2003,p.6) says that the content should be carefully selected, developed and organized. The content should describe potential problem, conditions and provide related technical and scientific knowledge to help the learners to solve the problems. It should have the provision of learners’ participation. The content of the text should stimulate children’s interest in reading the text.

c) Language

The language of the textbook should be correct, colloquial and textual, appropriate to the situation or context. There should be well selected new vocabularies and enough communicative activities. The language structures should be well selected and presented in a graded form depending upon the level of the students. For this, Khaniya (2003,p.7) says, “ The text should use simple language, be easy to process and be interesting.”

d) Exercises

The exercises of the textbook should encourage the students to work in pairs and groups. They should be adequate in number. They should help to develop the language skills and their instruction for the teachers and students should be clear. The exercise should be graded in terms of difficulty level in a systematic format and they should help the learners to provoke their thinking. Each exercise must be clear to the students and teachers about what objectives are to be achieved through the lesson. Khaniya (2003,p.7)says, “The text materials should follow learning psychology according to the age and level of the learners. The text should include adequate activities to involve the learners actively. The matters should be presented in an organized way.

e) Illustration

The picture in the textbook should be clear. They should be attractive, real and adequate in number. The symbols should encourage the students to work in pairs and groups and to solve the problems of students. Khaniya (2003,p.7) says, “The illustrations should be suited to the interest and age of the learners. These illustrations should be linked with the contents of the book and appropriately placed.” Besides, a good textbook should contain other different qualities which are mentioned bellow.

A good textbook keeps a good harmony between a physical aspect and its contents. For this, it is better to quote Bhattarai (2001,p.1) where he says, “ Two broad criteria used for evaluating a textbook are : its physical aspect and its contents. The first one is like our body and second one is like our mind. An ideal (perfect) textbook

establishes a good harmony between the sound body and sound mind.” Here, by physical aspect, we mean the visible components like paper quality, cover, binding, illustration, printing, the statistical calculation and distribution of units, lessons, exercises etc. this means the paper quality of a textbook should be good, cover page should be attractive, binding should be durable and picture should be well drawn. By content aspects, we mean the inner quality of a textbook such as selection, gradation and presentation of materials. The selected subject matters should be presented and graded properly. The contents of a book should be systematically presented. It should fulfill the objectives of the curriculum. It should give the flavor of an original text.

1.1.4 Importance of Textbook

Textbook is very important for classroom interaction. Textbooks show the way to achieve the objectives set out in the syllabus. They determine the subject matter and in many cases the methods of teaching also. Textbooks direct both the teachers and learners by giving them proper direction of what they ought to do during the lesson hour.

Harmer (1977, p.257) states, “It has obvious advantage for both teachers and learners. Good textbooks often contain lively and interesting materials. They provide a sensible progression of language items clearly showing what has been studied show that the students can revise the grammatical points that they have been concentrating on.”

Similarly, Seaton (1982, p.40 as cited in K.C. 2005) argues, “A textbook is necessary as it acts as a visual record of progress and can thus be a psychological support to the student. It is also useful as a memory aid and for consolidation of class work at home at the same time, textbooks can be a syllabus for the teacher.”

From the above definitions, we know that textbooks are very important tool. Undoubtedly, they are the core source to fulfill the objectives of curriculum. Textbooks play a vital role in a country like Nepal where the teachers rely on the prescribed textbooks. They are authentic materials to present the learning materials in the classroom because they are especially prepared for that purpose and they are economical, portable, and easily available. They widely used tools of education. They have been the source of teaching and learning materials. Effective learning is not

possible without the combination of teaching learning materials and trained teachers. Of all teaching learning materials textbooks are instantly used tools.

1.1.5 Introduction of the Term 'Style'

A very common view of Style, according to Haynes (2014, p.1), is that it is a matter of the careful choice of exactly the right word or phrase, *le mot juste*. Style is a particular way of doing something. Oxford Advanced learners Dictionary (2005, p.1527) defines "Style is the particular way in which something is done". Similarly Encarta dictionary defines style as "a way of doing something, especially a way regarded as expressing a particular attitude or typing a particular period". In fact style refers to a particular way of using language. The style may destroy the standard grammar and may create another new grammar or style.

Regarding the use of language, Abrams and Harpham (2008,p.127) define style as "the manner of linguistic expressions in prose or verse-as how the speakers or writers say whatever it is that they say". From these definitions, an immature concept regarding style can be made. It is an individual, and then a common way of using language in linguistic to literature, from psychology to social theory and from art to architecture.

1.1.6 Introduction to the Textbook *Style*

The book entitled 'Style' is one of the four books prescribed, others being Flax Golden Tales, Effective Academic Writing: The short Essay, and Write to be Read: Reading, Reflection and writing. This book is lean and thin in comparison to other books in the sense that it covers only 64 core pages and has only 15% weightage of the complete paper " Business English". Yet this is a very important book as it gives the readers "a taste of what writers on style do, and of the different tactics they may adopt" (Haynes, 2014, p.1) It encourages and enriches readers to develop an interest in and sensitivity to words ad structures" (ibid). The book is a package of twelve units, and each unit is developed and arranged devoting to a particular aspect of style.

The textbook prescribed for BBS has been selected from one of the internationally renowned publication and the writer, Rutledge and John Haynes, respectively. The

book is a special Nepal Edition. It has been selected in line with bachelor level English curriculum. The main objective of this book is to develop the individuals' writing style. There are twelve units having different exercises where the average number of pages covered by a unit is 5. There are 54 questions in the textbook. Among 12 units, the researcher went through all the units and among them 1,3,10 and 11 is found to be more interesting and useful. So was the opinion of most of the respondents. The following table shows general description of the book.

Table 1: Content coverage of the textbook.

S.N.	Titles	Page No	Average page per unit	Average marks per unit	Average Exercises per unit
	Acknowledgements	VI	5.083	1.25	4.5
	Introduction	1			
1	Choosing <i>le mot juste</i>	3			
2	Following and Flouting conventions	8			
3	Live and dead metaphors	13			
4	Patterns of words in a text	18			
5	Pattern of Description of respondents grammar in a text	23			
6	The textual orchestration of patterns	29			
7	The effects of the medium	35			
8	Sequences of words and events	41			
9	The selection of significant detail	48			
10	Personal attitude, involvement and emotion	54			
11	Style and ideology	59			
12	A note on the poetic	63			
	Further reading	68			
	Appendix: texts used in the units	72			
	Suggestions for projects	78			
	Index	86			

(Source: Haynes, 2014, *Style*)

As mentioned above, there are 12 units in this text book. The researcher simply went through all the units. Among them unit 1,3,10 and 11 are more interesting than other units since they represent the whole text clarifying the title *Style*. A very common view of style is that it is a matter of the careful choice of exactly the right word or phrase, le mot *juste*. The common ways of looking at this are: in terms of synonyms, in terms of formality, in terms of economy, matter of focus, metaphoric use and tenor. For example: glasses-spectacles, terrorist-opponents, dung- excrement, UK-United Kingdom, a car-a Toyota, car- old banger, speaking- writing, respectively.

The study of style is the study of finer shades of meaning within a more general commonness. Haynes (2014, p. 91) states “Style is a clear, lively and authoritative introduction to the subject of language choice and variation”. Unit three deals with metaphors, which is understood as the way in which words maybe used in text and context where they are not familiar or expected, though with usage they may become, as it were, naturalized to these new homes. Unit ten deals with the ways in which the attitude of the speaker or writer gets in to the verbal structures he or she uses, their emotional involvement or detachment, their point of view and ideology. For example: hooligans-demonstrator, protestor-activist. In unit eleven we look at some of the ways in which, consciously or unconsciously, a writer’s or speakers’ general view of life, their values, attitudes, emotions and prejudices permeate a text. We can observe that the style of a text is affected by what the speaker or writer is trying to do in writing or speaking, by who is being addressed and in what tone and by the medium. We generally look at the effect of ideology, the wider conception of life and values which seem natural to the speaker or writer.

FORMAT OF THE BOOK

Size of the book:	24*17*0.8cm
Printing of the book:	offset printing
Writer of the book:	John Haynes
Series Editor:	Richard Hudson
Printed by:	ROUTLEDGE
Price:	IC- Rs. 80
ISBN	0-415-10396-7
Binding of the book:	Glued
Publisher of the book:	Routledge, 11 New Fetter Lane, London EC4P 4EE
Margin of the book:	2cm top, 1.9cm bottom, 5cm right and 1cm left
Total pages:	Inner page 90+10
First edition:	1995 A.D.
First Nepal edition:	2014 A.D.
Total Unit:	12
Coverage of BBS course:	15%

(Source: Haynes, 2014, *Style*)

1.1.7 The Major Objectives of the Syllabus of BBS

The BBS program including Business English specially attempts to:

- a) Equip the students with the required conceptual knowledge of business and administration to develop general management perspective in them.
- b) Develop required attitudes, abilities and practical skills in students, which constitute a foundation for their growth into competent and responsible business manager.
- c) Encourage entrepreneurial capabilities in students to make them effective change agents in the Nepalese society.
- d) Develop necessary foundation for higher study in management and thereafter take up carriers in teaching, research and consultancy. (T.U.syllabus,2014,p.6)

1.1.7.1 Major Objectives of the Book 'Style'

- a) To teach students to use correct pronunciation, spelling and vocabulary
- b) To increase students' confidence and fluency in speaking
- c) To improve accuracy to enable clear communication of ideas.
- d) To focus on students' personal needs and objectives.
- e) To introduce students to the key areas in the study of style
- f) To give suggestions for project works. (TU Syllabus, 2014,p.9)

1.1.8. Language Skills

At the end of teaching and learning this textbook of English for BBS and BBM, students should be able to integrate receptive and productive activities in four language skills (listening, speaking, reading and writing) (T.U.syllabus,2014,p.9)

A. Listening skill

Student should be able to respond a variety of authentic listening text. They should be able to:

- a) listen to spoken text, understand the gist and retrieve specific information from it.
- b) make a short note and summary from the main point of spoken message.
- c) respond the spoken direction or instruction appropriately. (T.U. Syllabus, 2014, p. 9)

B. Speaking Skills

Student should be able to speak fluently and correctly in a variety of authentic situation. Specifically they should be able to:

- a) speak intelligibly without the structural and lexical obstructions in accordance with the university level curriculum.
- b) communicate appropriately in a variety of formal and informal situation.
- c) engage effectively in formal and informal spoken discourse using all devices (eg, pause, tags, stress, intonation, question, hedges etc)

- d) engage in group discussion expressing ideas and arguments with appropriate style.
- e) convey required messages.
- f) produce and respond to different question types. (T.U. syllabus, 2014, p.10)

C. Reading Skills

Student should be able to apply different features and techniques in order to comprehend a variety of authentic text given. Especially they should be able to:

- a) read texts intensively for detail information.
- b) read texts extensively for general understanding.
- c) Show understanding of underlining themes and ideas of texts.
- d) Show understanding of an argument.
- e) Retrieve specific information from texts by means of reading techniques.
- f) Anticipates the likely continuation of interrupted texts. (T.U. syllabus, 2014, p. 10)

D. Writing Skills

Students should be able to produce variety of written text. Specifically students should be able to

- a) introduce the techniques of Stylistic analysis.
- b) Examine a variety of texts, spoken or written.
- c) Express ideas in clear, grammatically and stylistically correct English,.
- d) Plan, organize and develop arguments.
- e) Use a variety of styles appropriately.
- f) Produce a variety of authentic text types.
- g) Produce notes and summaries based on texts. (T.U. syllabus, 2014, pp. 10 & 11)

1.1.9 Importance of Textbook Analysis

Textbook analysis is an important work by which the revision of a textbook can be carried out. The textbook revision is not a random and haphazard process. The

prescribed textbook should regularly be examined because without analyzing a textbook, we are not able to know the feasibility of the textbook. Obviously most of our textbooks are not frequently tested. According to Els et al (1983,p.307), "Research into the use of textbooks in schools and their effects on teaching and learning can play important role in textbook evaluation". This definition shows the necessity of textbook analysis. Khaniya (2003, p.2) says, "In our school education, a single set of textbooks is prescribed in each course of study. Mostly the books being used were written by those writers who would win the competition for writing textbooks. The implication is that books were not selected from among competent books. The books must have been approved by a group of competent people but it was not clear whether or not books were examined before they were approved against a well designed framework. It can be argued that the books could have been better if a competent framework was developed for the purpose of developing textbooks against which the books could have been examined." Similarly, following Awasthi (2006,p.3), " It is through the textbook analysis a teacher knows the content of the book, the style in which it is written, and its strength and weaknesses, which facilitate him/her to adapt it to suit the course aims, learners' needs and the teachers' belief".

All these definitions indicate that reading text should necessarily be examined regularly. Even after they are used in classroom teaching, they need continuous evaluation and investigation into their effectiveness in accomplishing the objectives so that the necessary revision of a textbook could be made. In our context, most of textbooks are prescribed for the classroom purpose. But they are not regularly examined to know whether the textbook are appropriate to fulfill the objectives or not.

Today, almost all the books focus on communication as everyone pronounces the word 'communicative'. Obviously we produce a large number of textbooks but they are not assessed empirically. There is great need for a number of standard textbooks for the implementation of curriculum and for communicative knowledge. The systematic analysis and evaluation of the textbook is considered to be an important task by the researchers as the textbooks analysis directly affects the improvement of education system of a country.

1.1.10 Internal Criteria of Evaluating Textbooks

According to Grant (1987, p.9), the following criteria are measured in initial evaluation.

- a) Communicative? (Is it communicative?)
- b) Aim? (Is it suitable to achieve the set objectives?)
- c) Teachable? (Is it teachable/ comfortable?)
- d) Available- add- one? (Are additional materials such as work books, materials available?)
- e) Level? (Is the level of the book appropriate?)
- f) Your impression? (What is your overall impression of the book?)
- g) Students' interest? (Are students likely to find the book interesting?)
- h) Tried and tested? (Has the book been tried and tested in real classroom?)

1.2. Statement of the Problem

In the case of Nepal, the statistical fact of the last decade's SLC result shows that English is one of the most difficult subjects for common students. English is being taught at schools and colleges as a compulsory subject. In this regard, particularly for the higher level education of Nepal, Tribhuvan University has designed courses. Of the various courses, English as a compulsory course for BBS is recently designed and implemented. However, its formal evaluation has not been done officially. In particular, one of the English textbooks prescribed for this level is the 'Style' which seems well from the general appearance. The fundamental problem of this study is to know how it is being taken by its true users in Nepalese context. To the present researchers the principal question in mind is, 'How is *Style* in the view of the users?'

1.3 Rationale of the Study

In formal language teaching and learning, textbooks play an important role. Therefore selection, gradation and analysis of textbook are a must. This can be done only with the analysis and evaluation of the prospective textbook. Therefore the researcher has tried to analyses the textbook style.

1.4. Objectives of the Research

The objectives of the present study were:

- a) To explore and analyze the textbook *style* in terms of its physical and academic aspects.
- b) To evaluate the textbook in terms of the strengths and the weaknesses.
- c) To present the users' impressions and attitudes toward the textbook.
- d) To suggest some pedagogical implications

1.5. Research Questions

A. How is the textbook Style being considered by the teachers and students in Nepalese context?

B. Subsidiary Research Questions

The following were the research questions.

- a) What physical and academic aspects are involved in the textbook?
- b) What impressions and attitudes do teachers and students have towards the book Style?
- c) What are the strengths and weaknesses of the book?
- d) What pedagogical implications can be suggested with the analysis of the textbook?

1.6 Significance of the Study

Textbook analysis is a complex process, since the work has been carried out for long. It is a part of university education, especially in language teaching and learning. It is a kind of review and revision of a textbook. The textbook analysis or revision is not a random and haphazard process. The selected textbook should be minutely and consistently examined without which we are not able to know the feasibility of a textbook.

1.7 Delimitations of the Study

The following will be the delimitations of the study.

- a) This study will be confined to all BBS running campuses of Biratnagar, Morang.
- b) Only Twenty five students of BBS first year of the concerned campuses, fifteen teachers and experts will be included as the sample population of the study.
- c) The primary Data of this study will be collected from the questionnaire.
- d) The appropriateness of the textbook will be seen
- e) The study will limit only the faculty of management.
- f) This study will assess and evaluate physical and academic aspects of the book 'Style'

1.8 Operational Definition of the Key Terms

Textbook	- book giving instruction in a subject.
Analysis	- study of something by examining its parts and their relationships.
BBS	- Bachelor of Business Studies and Bachelor of Business Management.
Style	- manner of writing or speaking / manner of doing anything
Attitude	- one's thinking and feeling towards something / somebody
Prevalence	- status of something happening generally
NESP	- National Education System Plan

CHAPTER TWO

REVIEW OF THE RELATED LITREATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of the Related Literature

Textbook analysis has gained the commonality and importance over the last few decades from pedagogical point of view and from research point of view. On textbook analysis, many researches have been carried out. In the recent years same types of researches have been repeated to become the flood, which has become discouraging, however an attempt has been made. While reviewing the research works carried out under the supervision of the Department of English Education, the majority of works are in the field of error analysis and few are in the textbook analysis of secondary and higher secondary level and very rare in University level. Some research works which have been carried out in the related field of this study are as follows:

Lamichhane (1999) carried out a research on "An Analysis of the New English Textbook for Grade VIII. The objective of this study was to find out the extent to which the objectives set out in the curriculum related to two skills: speaking and writing. He concluded that the textbook is appropriate and based on psycholinguistic principles, however it lacks some contents of curriculum and the exercises are not sufficient.

Bhattarai (2001) made an evaluation report of the existing English Textbook for Grades VI- X which is based on the textbook analysis in brief. His work gives a short glance of benefit monitoring and evaluating program (BMAE) this report has shown some defects on physical, psychological, academic and pedagogical aspects. In the history of Nepalese academic publication, for the first time Dr. Bhattarai has published an analytic diagnosis of English textbook for Grade six to ten. Dr. Bhattarai has provided a sweet capsule for the fundamental base and criteria for evaluating textbooks.

Dahal (2002) carried out a research work on topic "English for Grade X: A textbook analysis". He has analyzed the textbook in terms of physical and sequential or organizational aspect. He has concluded that the total outcome of the book is satisfactory and suggested to add some literary texts.

Ghimire (2003) carried out a research work on the topic " An Analysis of the Link English: course for PCL first year and Grade Eleven ". The objective of the study was to analyze the "Link English " in terms of its physical as well as adequacy of the contents. He concluded that the physical aspect as well as communicative aspect is not suitable.

Bohora (2004) conducted a research work on the topic "A Descriptive study on the English Textbook for Grade one." The objective of the study was to analyze the new English textbook for Grade one in terms of physical as well as academic aspects. He found out that some vocabulary items are missing in the textbook. Only the ordinal numbers are found in the book. The verb pattern: linking verb + noun has the higher frequency among all the structures. The order of presentation of language functions in the textbook is not found according to the curriculum. Some pictures are found very small in the book. Similarly, he found that the printed letters are a bit dark and bold and binding of the book is not attractive.

Dawadi (2004) studied the English textbook for Grade Seven. She has carried out the study to analyze the quality of the textbook in terms of its physical and academic aspects. The findings of her study have been listed under the strengths and weaknesses headings and some recommendations have been made on the basis of the findings.

Tiwari (2004) carried out a research work on "An Analysis the vocabulary used in the English Textbook for Grade IV" His study is an attempt to analyze vocabulary items used in the English text book for grade IV. To analyze the total corpus, all the vocabulary items were categorized in to four different groups, viz. word forms, contracted forms, abbreviated forms and conventionalized multiword forms. He found that the whole corpus is made up of 4407 vocabulary items, 546 different vocabulary items are used in the textbook and the auxiliary verb 'is' has the highest number of frequency of occurrence.

Subedi (2005) carried out a research on 'Analysis of the Grade eleven English Textbook meaning into word'. The main purpose of the study was to examine the quality of *Meaning into Words* in terms of academic aspects. The population of the study was all the higher secondary English teachers teaching in Grade Eleven and the higher secondary level students who have just finished Grade Eleven in Kaski districts. The researcher randomly selected Twenty English with at least one year's teaching experience in Grade Eleven and Twenty students. In order to collect the data, two sets of questionnaire were prepared. The main findings of the study were that the textbook contains communicative activities, the exercises and the pictures of the textbook encourage students to work in pairs and groups, the text book lacks pronunciation and vocabulary aspects of language and the content items of the textbook are interesting because they provide new information to the students.

K.C. (2005) carried out research work on the topic "Analysis of the New English Textbook for Grade Nine". The objective of the study was to analyze the textbook in terms of physical as well as academic aspects. He concluded that the book was appropriate in size, printing and double page spreading; that were fit for mental level of the student, having colloquialism, systematicity with illustrations. However, it lacks adequate drill, clarity and sufficiency in exercise and communicative activities.

Gandharba (2006) carried out a research on 'An Analysis of English Textbook: A Case of B.Ed. General English'. He attempted to find out whether the material for reading and writing skills used in the textbook are sufficient to meet the objectives set out in the curriculum. He randomly selected three subject experts, ten subjected teacher who have teaching experience of at least a year and twenty students who have been studying in B.Ed. first year. He administered three separate sets of questionnaire for them each. After his study, he found that contents were well organized, natural, easily understandable and interesting, the language used in the textbook who was favorable, reading and writing materials were sufficient to meet the objectives set out in the curriculum and the textbook lacked literary texts.

Khanal (2006) conducted a research entitled 'An Analysis of the Optional English Textbook for Grade V'. The main objectives of the study were to analyze the optional English Book –E (5) in terms of its physical feature, subject matter, illustrations, exercise etc. The data for the study were collected from 30 practicing teachers in

Terhthum district and 20 Sixth graders studying at Ratna Secondary school, who had studied the present book in grade five. He sampled the population randomly. The major findings of the study were that the subject matter is suitable to the mental level of students, the book contains many communicative activities, the illustration to do the exercises are too long for the students, the words in the glossary are not arranged in alphabetical order, the contents of the book are not sufficient to achieve the objectives stated in the curriculum and the some of the picture are not visible, clear, realistic, and attractive enough.

Kandel (2006) did his research on 'An Analysis of Textbook: A Case of Academic Encounters: Life in Society'. He aimed at finding out whether the materials for reading and writing Skills used in the Textbook are sufficient to meet the objectives set out in the curriculum and examining the physical and academic aspects of the textbook. He randomly selected ten English with at least one year's teaching experience at PCL and 20 students studying in the same class from different campuses affiliated to TU. Two sets of questionnaire were prepared separately for teacher and students. The crucial findings of the study were that the size of the textbook is not easy to handle, it does not pay much attention towards conversational language, it lacks varieties in exercise, the subject matter are free from gender-bias and are according to the mental level of the learners, the book contains only a few grammatical exercises, the reading materials and exercises given are systematical and the subject matter provides new information to the students.

Similarly, Giri (2009) undertook a M.Ed. thesis work on 'An Analysis of Symphony for Grade Five ' He attempted to analyze the physical, academic and other aspects of the Textbook . From this study, he found that the subject matter of the textbook was interesting and understandable able to the students, the exercises encouraged to learn more, pictures helped the learners to make the study long lasting.

2.2 Implication of the Reviewed Literature

Literature review provides guidelines for the further study. It makes us re-internalize the established knowledge and principle. Reviewed literature indicates that there are different aspects, perspectives and measures to analyze textbooks. They provide us information on different sectors of knowledge. Reviewed different studies are to some

extent similar to my study. After reviewing these works I have got lots of ideas regarding any new textbook analysis. I could develop confidence as well as theoretical concept on my study.

2.3. Theoretical Framework

Language property is a precious gift of nature to humans. Language is the most advanced and powerful means of human communication. It is species specific and universal medium to express human thoughts, feelings, ideas and emotions. Most of the activities of the world are carried out through language such as giving information, transmitting human civilization, literature, political and diplomatic activities and human achievements. There are many languages in the world. Among them English language is most widely entertained one. It is an international lingua-franca. Through English one can explore most of the world's knowledge in language, literature, art, architecture, technology, economics, politics, civilization, history, geography or whatever it is. For any research work a particular theory and method should be followed. Here the researcher has followed the following theoretical and conceptual framework.

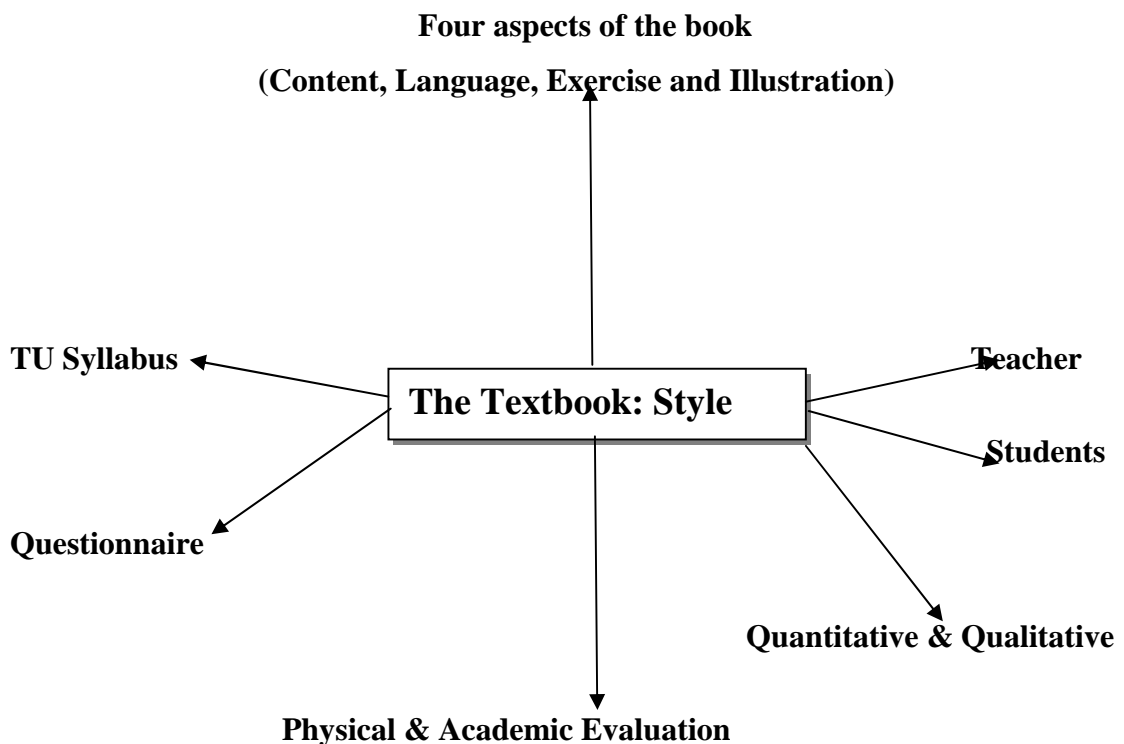


Fig 1: Theoretical Framework

CHAPTER THREE

METHODS AND PROCEDURE OF THE STUDY

3.1 Design of the Study

This study has mixed methodological design: Quantitative and Qualitative. It studied the situation, problem, attitude and contemporary issues. The researcher tried to analyze and evaluate the textbook of English for BBS and BBM using different sub-methods suitable to this study. In order to carry out this research, the researcher used both primary and secondary sources of data. It attempted to be useful in obtaining an overall picture of the statement of the research.

3.2 Methods

Following methods and sources of data collection were employed to carry out the present study.

3.2.1. Primary Sources of Data

This research work was primarily based on field work. The primary source of data for this research was 25 BBS level students and 15 teachers involved in all BBS running campuses in Biratnagar Sub-metropolitan city, Morang. (See Appendix C & D)

3.2.2. Secondary Sources of Data

For the collection of data, the secondary sources like various journals, NELTA (2006), Bhattarai (2001), Dahal (2002), Dawadi (2004), K.C. (2005), articles and some previous research studies, books- Grant (1987), Palmer (2001), Haynes (2014) and other documents were used.

3.2.3. Population of the Study

The population of this study was the students and the teachers who have been studying and teaching the textbook *Style* of BBS first year under T.U. throughout Nepal.

3.2.3.1. Sample Population

The study population for the purpose of this study was included only twenty five students of BBS of all the campuses of Biratnagar, Morang and fifteen teachers involving there in teaching English. (See Appendix C & D)

3.3 Sampling Procedures

The study population for the purpose of this research work was included fifteen teachers and twenty five students of all BBS running campuses in Biratnagar. (See Appendix C & D) The teachers were purposively chosen whereas students were sampled using simple random sampling procedure. They were systematically selected using simple random sampling procedure. One or two teachers of each campus were requested. Similarly three students of each campus were given the questionnaire. But some of the teachers and students didn't return, therefore there are unequal numbers of respondents of them.

3.4 Data Collection Tools

The main tool for collecting the data was a set of questionnaire. It consisted of 74 close ended and 12 open ended questions. (See Appendix A)

3.5 Data Collection Procedure

At first, the researcher visited the selected campuses and requested the concerned authority for the permission to carry out the research. He explained the purpose and process of the study. He consulted the subject teachers and students for cooperation. The researcher designed a set of questionnaire. The students and teachers were provided with the necessary information and ideas. They were requested to put on their opinions by the number-5, 4, 3, 2, and 1. In the questionnaire there were two parts : quantitative and qualitative or close-ended and open-ended questions' parts. Both parts were compulsory for teachers but not for students. (See Appendix A)

CHAPTER FOUR

RESULT AND DISCUSSION

This chapter deals with the analysis and interpretation of the data obtained from the respondents. The data obtained have been analyzed and interpreted descriptively using percentage and diagrams.

4.1 Results

From the analysis and interpretation of the data, the finding of present study is summed up as follows.

4.1.1 Physical and Peripheral Aspects

Regarding physical and peripheral aspects, the researcher asked twelve questions to the respondents. According to their perceptions, the book has following strong and weak points on its physical and peripheral aspects.

Strong Points

-) The size of the book is appropriate for the campus level students.
-) It is easy and light enough for handling and carrying.
-) The cover page of the book is attractive
-) The printing of the book is neat and clean.
-) The printing has balanced inking.
-) The page of the book is attractive and durable.
-) The paper quality of the book is very good.
-) The spacing between words, lines and paragraphs is suitable.
-) The font size used for cover page, titles, sub-titles, and the text of the book is satisfactory.
-) The book opens flat easily.

Weak Points

-) The binding of the book is not as strong as it needs to be, it is only side-glued.

-) The size of the book is not as good as the students of campus level expect it to be.

4.1.2 Academic Aspect

Regarding academic aspect, the researchers asked 62 questions altogether to the respondents. According to their perception, the textbook has the following strong as well as weak points.

Strong points

-) The title is new and attractive.
-) The themes of the book are in accordance with the mental and emotional level of the campus students.
-) The themes are free from gender bias.
-) The presentation of materials is standard.
-) The language used in textbook is highly standard.
-) It is correct and contextual.
-) The language is suitable to the level of the class.
-) All units are new and interesting.
-) The vocabularies in the book are new and interesting.
-) The language structures are well organized and presented in a graded form.
-) The exercises used in the text forces the learners to work in groups and discuss the issues.
-) The exercises are organized in to systematic order.
-) They are graded in terms of difficulty level.
-) The exercises attempt to develop students' overall comprehension skills.
-) There is a good connection between reading text and exercises.
-) They are used to inform students about new concepts, ideas and ways in stylistics.
-) The writing exercises used in the textbook are appropriate according to the age and level of the students.

4.2 Bases of Analysis and Interpretation of the Responses

Since the teachers and students have better acquaintance with textbook than other people, the researcher thought it is reliable to collect information from them on the quality of textbook. So, he collected their views through questionnaire. The qualities of a textbook are based on two broad categories: Physical and academic aspects. Academic aspect represents the intrinsic quality and physical aspect represents the extrinsic quality of a textbook. Both should be well managed while preparing the textbook. Both of these have been divided into sub-headings. For analyzing the respondents' responses, frequency, percentage and simple diagrams are used as analytical tools. All closed-ended questions had five degree and three point likert scale: 'agree', 'neither agree nor disagree/undecided' and 'disagree'. The rating scale number: 5 and 4 represent agree, number 3 represents neither agree nor disagree and number 2 and 1 represent disagree.

If the response to the statement was above 80%, it is analyzed as very strong agreement or disagreement, if it is 60 to 80%, it still is considered to be strong, but if the response is 40 to 60 %, it is taken as neither good nor bad and below 40% is consider as weak aspect.

4.2.1 Quantitative Analysis

On the basis of these criteria, and the objectives set; analysis and interpretation has been done placing information in the tables, and giving appropriate titles, headings and sub-headings to them. All the physical and academic aspects of the textbook are tabulated and interpreted in the following sections. Inside the table 'N' indicates the number of respondents and 'P' indicates the percentage.

4.2.1.1 Physical and Peripheral Aspects of the Textbook

Physical aspect of the textbook is an outlay of the book. Here, the physical aspect of the book is measured on the basis of the cover page, size of the book, printing quality, type size, binding and paper quality.

A. Physical and Peripheral Aspects

Regarding physical and peripheral materials, twelve questions were asked which are tabulated below with number and percentage of respondents' perception.

Table 2 Opinions on Physical and Peripheral Aspects

S.N	Statements	Agree (5,4)		Undecided (3)		Disagree (2,1)	
		N	P	N	P	N	P
1.	The size of book is appropriate for bachelor level student	23	57.5	8	20	9	22.5
2.	It is easy and attractive for handling	18	45	3	7.5	19	47.5
3.	The cover page of the book is attractive	27	67.5	7	17.5	6	15
4.	It is durable	28	70	6	15	6	15
5.	The printing is neat and clear	29	72.5	5	12.5	6	15
6.	It is free from errors	32	80	2	5	6	15
7.	The spacing between the words, lines and paragraph is satisfactory	31	77.5	6	15	3	7.5
8.	The type used for cover page, title and sub-title is appropriate	30	75	9	22.5	1	2.5
9.	The binding is suitable and durable	26	65	6	15	8	20
10.	The book opens flat easily	27	67.5	6	15	7	17.5
11.	The quality of paper is appropriate	26	65	4	10	10	25
12.	Different linguistic activities are sufficiently given	16	40	10	25	14	35

The above table 2 shows that the book has many strong points regarding physical and peripheral materials. The size of the book is appropriate for bachelor level students as 57.5% of the respondents agreed on this point. The cover page of the book is attractive, it is durable, and printing is neat and clean, free from errors as respondents agreed on these points by 67.5%, 70%, 72.5% and 80%, respectively. The spacing

between the words, lines and paragraphs is highly satisfactory, binding is suitable and durable, the book opens flat easily and the paper quality is good as the respondents agreed on these points by 77.5%, 75% ,65%, 67.5% , respectively.

B. Academic Aspects of the Textbook

Under academic aspects of the textbook, different areas are focused. The areas are content, language, exercise, illustration and material organization.

a. Content

Content refers to the themes included in the textbook. Contents are selected to fulfill the objectives of the curriculum. Altogether ten questions were asked from this aspect. The following table shows this.

Table 3 Opinions on Content

S.N.	Statements	Agree (5,4)		Undecided (3)		Disagree (2,1)	
		N	P	N	P	N	P
1..	The number of pages in each unit is appropriate	29	72.5	8	20	3	7.5
2.	The subject matter gives new information to the learners	28	70	4	10	8	20
3.	The subject gives up-to-date information	14	35	13	32.5	13	32.5
4.	The presentation of title is suitable to the text	29	72.5	5	12.5	6	15
5.	The presentation of materials are simple for teachers and students	11	27.5	9	22.5	20	50
6.	There is variety in the selection of information	21	52.5	11	27.5	8	20
7.	The information is useful to the curriculum and students' interest	17	42.5	9	22.5	14	35
8.	The presentation of the content in each unit is logically appropriate	19	47.5	9	22.5	12	30
9.	The information on the topic is coherent	17	42.5	11	27.5	12	30
10.	The content is applicable to everyday work	10	25	4	10	26	65

From the table 3, we know that almost all the respondents have expressed their positive view regarding the contents of the textbook. The strong points on content are themes which are free from any kind of biasness since 80% respondents agreed with this point. The presentation of the title is suitable as 72.5% of them showed their agreement on it.

The negative point is that the theme does not take care of good, average and weak students. The presentation of materials is not simple and interesting to the students. Most of the points remain weak as on the up to date information, simplicity of material presentation, usefulness of information, logicity of content, coherence of information and applicability of content, the respondents express their views by 35%, 27.5%, 42.5%, 47.5%, 42.5% and 25%, respectively.

b. Language

Altogether five questions were asked from language aspect. They are presented in the table and interpreted after it.

Table 4 Opinions on Language

S.N.	Statements	Agree (5,4)		Undecided (3)		Disagree (2,1)	
		N	P	N	P	N	P
1.	The language used in the textbook is standard	33	82.5	3	7.5	4	10
2.	The language fits students' intellectual level	20	50	9	22.5	11	27.5
3.	It is appropriate to the need of students'	15	37.5	7	17.5	18	45
4.	It has an acceptable balance between the subject matter and the knowledge of the student	10	25	14	35	16	40
5.	The book contains enough communicative activities	11	27.5	8	20	21	53.5

On the basis of the table 4, it can be said that the textbook has many good points regarding language because the language presented in the textbook is standard, correct and errorless as 82.5% of the respondents showed their strong agreement on standard language but it is shown that the language does not fit students' interest and intellectual level as only 37.5% of the respondents showed their agreement on this aspect. The language structures are well organized and graded. The book contains enough communicative activities but students cannot comprehend it as only 27.5% of the respondents showed agreement on this aspect. Most of the students did not accept that the book has balance between the subject matter and their knowledge as only 25% of the respondents agreed on this point.

c. Exercise

From the point of view of exercise, 7 questions were asked and they are mentioned in the following table with the number and percentage of the respondents' perception.

Table 5: Opinions on Exercise

S.N.	Statement	Agree (5,4)		Undecided (3)		Disagree (2, 1)	
		N	P	N	P	N	P
1.	Instruction on how to do the exercises is clear	17	42.5	7	17.5	16	40
2.	The exercises encourage students to solve the problem	15	37.5	10	25	15	37.5
3.	There is uniformity in the number of exercises in the textbook	23	57.5	10	25	7	17.5
4.	Exercises are sufficient in developing language skills	9	22.5	7	17.5	24	60
5.	The exercises are developed or distributed proportionately	14	35	13	32.5	13	32.5
6.	They encourage students to discuss issues and find solution	19	47.5	4	10	17	42.5
7.	They are organized systematically and coherently	20	50	8	20	12	30

The table 5 exhibits that out of 7 areas on the aspect of exercise, 5 areas have strong support whereas 2 areas have weak support. The strong point is that the exercises are organized systematically and coherently as 50% of the respondents showed their agreement on this point. Similarly, there is uniformity in the number of exercises as 57.5% agreed on this point. Regarding the instruction, it is not clear as 40% of the respondents disagreed and 17.5% were undecided. On the other hand, most of the teachers and students disagreed that there are sufficient exercises in developing language skills as 60% of the respondents showed their disagreement on this aspect. They are not suitable for pair and group works. So this is the weakest feature of exercises in the textbook. Even the teachers are neutral on some features of exercises. The result does not clearly say whether the number of exercises help the teachers to diagnose the difficult area and the students to go ahead

d. Materials Organization

Material organization includes points on subject matter as well as vocabulary organization. Five questions were asked from this aspect which are mentioned in the following table with the respondents' responses.

Table 6: Opinions on Materials Organization

S.N	Statements	Agree (5,4)		Undecided (3)		Disagree (2,1)	
		N	P	N	P	N	P
1.	The materials are interesting to the students.	11	27.5	9	22.5	20	50
2.	The glossary of difficult words is provided.	9	22.5	5	12.5	26	65
3.	The selection and gradation of the materials are appropriate.	13	32.5	11	27.5	16	40
4.	The materials engage students through a variety of activities.	14	35	11	27.5	15	37.5
5.	There is development of summary for each part of materials.	14	35	6	15	20	50

The table 6 shows that the materials provided in the textbook regarding subject matters are not interesting enough as only 27.5% of the respondents agreed on this point. . The glossary of difficult words is not provided as 65% of the respondents disagreed on this point. The selection and gradation of the materials are standard. However, it lacks the materials to engage the students through a variety of activities as only 35% of the respondents agreed on this point. The content does not provide the conclusion and summary.

e. Illustration

For the appropriacy of illustrations in the textbook, five questions were asked. They are mentioned in the following table. (See Appendix A, Q. No. 5-10)

Table 7: Opinions on Illustration

S.N.	Statements	Agree (5,4)		Undecided (3)		Disagree (2,1)	
		N	P	N	P	N	P
1.	Enough pictures and diagrams are provided	8	20	6	15	26	65
2.	They are attractive and realistic	11	27.5	5	12.5	24	60
3.	The use of icons and symbols are appropriate	14	35	10	25	16	40
4.	They are colorful and attractive	6	15	3	7.5	31	77.5
5.	They are technically good for print	17	42.5	9	22.5	14	35

The table 7 shows that the illustrations in the book have very few strong supports. The book lacks pictures and diagrams as 65% of the respondents disagreed on this point. Few diagrams are provided which are not attractive and realistic as 60% of the respondents disagreed on this point. There is the absence of icons and symbols only 35% of the respondents agreed on it. Therefore, there is no matter of colorfulness and attraction. Besides, other things like drawing of the picture, adequate number of picture, size and printing of them have weakest points.

f. Materials for Four Language Skills

Listening, speaking, reading and writing are the important skills of language teaching and learning. Under the heading of materials for four language skills nine questions were asked. They are given in the following table. The opinions of teachers and students on four language skills regarding nine questions are presented here with number and percentage.

Table 8: Opinions on Materials for Four Language Skills

S.N.	Statements	Agree (5,4)		Undecided (3)		Disagree (2,1)	
		N	P	N	P	N	P
1.	There are enough distribution of listening and speaking material.	9	22.5	8	20	23	57.5
2.	There are enough communicative activities for the students to practice.	12	30	7	17.5	21	42.5
3.	The content develops students' overall comprehensive skills.	22	55	5	12.5	13	32.5
4.	All reading materials are interesting and suitable.	10	25	10	25	20	50
5.	There is good connection between the reading text and exercises.	21	52.5	9	22.5	10	25
6.	Instruction on how to write exercise are clear to the teachers and students.	21	52.5	5	12.5	14	35
7.	Writing exercise are linguistically suitable in term of grammar and vocabulary.	20	50	9	22.5	11	27.5
8.	They are appropriate to develop writing skills.	21	52.5	10	25	9	22.5
9.	They are suitable to develop creative writing with original style.	26	65	7	17.5	7	17.5

The above table 8 shows that the listening and speaking materials in the textbook ‘Style’ has weak support. It has little distribution of listening and speaking materials as 22.5% of the respondents agreed on this point. Though the curriculum emphasizes communicative activities for the students to practice, only a little communicative activities are provided as only 30% of them agreed on it. Most of the teachers and students disagreed that reading materials are interesting and suitable as only 25% of them agreed on it. Writing exercises are linguistically suitable in terms of grammar and standard vocabulary as 52.5% of them agreed on it. They are suitable to develop creative writing with original style 65% of them agreed on it. Yet the textbook lacks varieties of creative writing exercises. Finally it is seen that listening, speaking and reading skills are under shadow whereas writing skill is highly emphasized, although this book aims to focus on communicative abilities of the students.

C. Analysis and Interpretation of Mixed and Miscellaneous Academic Aspects

For this area, 21 questions were asked which are tabulated with number and percentage of respondents’ perceptions as given below:

Table 9: Opinions on Mixed Academic Aspects

S.N.	Statements	Agree (5,4)		Undecided (3)		Disagree (2,1)	
		N	P	N	P	N	P
1.	The title of the book is demanding	28	70	9	22.5	3	7.5
2.	The subject matter gives new information to the users	31	77.5	4	10	5	12.5
3.	The organization of units is sequential	18	45	17	42.5	5	12.5
4.	The theme of the title is appropriate	28	70	6	15	6	15
5.	The information of the thematic title is sufficient	15	37.5	16	40	9	22.5
6.	The theme and information are appropriate to teachers and students	19	47.5	11	27.5	10	25

7.	There are varieties in selection of themes	18	45	6	15	16	40
8.	The presentation of the content in each unit is logically appropriate	17	42.5	9	22.5	14	35
9.	The contents are applicable to everyday work	11	27.5	9	22.5	20	50
10.	The information addresses the emotional academic demand of student and teachers	16	40	9	22.5	15	37.5
11.	The contents are drawn from our locality	9	22.5	5	12.5	26	65
12.	The contents cover the stylistic aspect for the learners	27	67.5	4	10	9	22.5
13.	The contents are free from any kind of biasness	23	57.5	10	25	7	17.5
14.	The language used in the textbook is appropriate	28	70	6	15	6	15
15.	The language fits students' intellectual level	19	47.5	3	7.5	18	45
16.	It has an acceptable balance between the knowledge and practice in using the language	22	55	6	15	12	30
17.	The exercises given are easy to handle	12	30	8	20	20	50
18.	The exercise are interesting	13	32.5	10	25	17	42.5
19.	The instruction given to do exercise is clear	19	47.5	5	12.5	16	40
20.	Reading text is sufficient for the student	12	30	7	17.5	21	52.5
21.	The standard of thematic content is suitable	16	40	6	15	18	45

The above table 9 exhibits that the respondents' perception on this area is neutral. Some of the points have strong supports whereas some of them have weak support. The title of the book is highly demanding as 70% of the respondents showed their agreement on this point. Similarly, it provides a clear cut idea on style and most of the units try to address the emotional and academic desire of teachers and students as they showed their agreement on these points by 77.5%. The language use in the book is highly standard, however, it is not easy enough to motivate and convince the students that it is comprehensible as only 40% of the respondents showed their agreement on this aspect. The exercises are not easy enough to handle, the reading texts are not sufficient to clarify and simplify the subject matter of style as they showed their agreement by 30%, 32.5% and 30%, respectively. Similarly, the contents are not drawn from our locality. It is found that the subject matter presented in this book is not suitable for the students of BBS as they showed their agreement on these points by 22.5% and 40%.

4.2.2 Qualitative Analysis

4.2.2.1 Overall Comments and Suggestions

For the qualitative analysis and interpretation, the following twelve open-ended questions on different aspects were asked as follows:

A. On Satisfaction Level of the Textbook

Regarding the satisfaction level of the respondents towards the book, the following question was asked.

1. Are you satisfied with the book 'Style?' why/why not?

One of the respondents expressed the following opinion towards this question:

No, because the language used in this book cannot be understood, there is little thing to do in real life.

Most of the responses for this question are negative. It means respondents disagreed on the point of satisfaction. Few teachers showed their satisfaction but many teachers

and almost all students could not get satisfaction from the book. They expressed that there is less thing to utilize in real life and it is difficult to comprehend.

B. On Applicability of the Textbook

Regarding the applicability of the textbook, the following question was asked.

2. Can we really apply this book in our everyday life? How and why?

One of the representative opinions towards this question is:

No, we can't because the language is complex and the reality is different from the fact.

From the above representative response it is known that it is vast to understand. That is why it is really difficult to apply in real life. However, the title 'Style' itself is good but it is complex inside the text to comprehend and apply in real life.

C. Opinion about a 'Complete Book'.

Regarding the completeness of the book, the following question was asked.

3. Is there any book perfect and complete? Which one?

One of the representative opinions towards the question is:

I don't think we find such a book. To some extent, "Write to be Read, Academic Writing and Flax Golden Tales."

Many teachers and students expressed their opinion that there are so many books that can be able to completely convince the readers but regarding 'Style' it is incomplete in the sense that it is difficult to comprehend, it is beyond their interest and not straight forward according to their field of study. As they expressed, to some extent, Academic Writing, Write to be Read and Reading, Writing and Creative Thinking are better.

D. On Preference of the Textbook

Regarding the preference of the book, the following question was asked.

4. What type of book do you prefer?

One of the representative answers towards the question asked is:

A book that provides practical knowledge with logical, intellectual and creative text having sufficient exercises.

For this question, most of the respondents expressed their opinions that the book which has more practical and useful exercises with lots of listing materials is liked by all.

E. On Understanding the Textbook 'Style'

Regarding this the following question was asked.

5. What did you really mean by the term 'Style'?

One of the representative opinions towards this question is:

The best way of presentation that fits you, it is the stylistic variation in language use.

A particular way of doing things in life is style. It is choice of appropriate words in language use to be original keeping in mind the environment, audience and purposes.

F. On Interest

Regarding the interest of the students towards the reading items of the book, the following question was asked.

6. What type of items should be included to meet the interest of the students?

One of the representative opinions towards this question is:

Creative, innovative, curriculum based with global issues.

The respondents suggested that the items according to faculty, the field of study and future necessity which most have practical language use in daily life. Some items should be provided for the development of business letter writing, application writing

for official purpose and document preparation. Additionally, some suggested to include materials related to multimedia and global issues.

G. On Contribution of the Book

Regarding the contribution of the book the following question was asked.

7. How well did the book 'Style' contribute to the teachers and students achieving the goals and objectives?

One of the representative opinions towards this question is:

It contributes more to teachers and less to students.

Most of the teachers took it more positively that the book 'Style' contributes a lot but almost all students expressed that it did not have any contribution to the students because it is vast different from the level and interest of them.

H. On Interconnectivity of Units

Regarding the interconnectivity of the units in the textbook, the following question was asked.

8. Do you find all the units in the book interconnected? How?

One of the representative opinions towards this question is:

Yes, I find the units are to the great extent interconnected.

It is found that most of the units are interconnected. All of them try to deal with the title topic. More than 80% respondents agreed that they are interconnected.

I. On Most Interesting Unit

Regarding the interesting unit, the following question was asked.

9. Which unit did you find most interesting? Why?

One of the representative opinions towards this question is:

Choosing *Le mot juste*, Styles and ideology.

Regarding this question there is the mixed result that majority of the respondents found- unit 1, and 11 interesting while other respondents did not find any interesting units, however, as the researcher went through, unit 1, 3, 10 and 11 are more interesting than others.

J. On Usefulness of Units to BBS Students

Regarding the usefulness of units given in the book, the following question was asked.

10. What type of units are useful to the students of BBS/ BBM?

One of the representative opinions towards this question is:

Which includes writings like applications, notice, advertisement, business letters etc.

For this question almost all respondents suggested to include lessons related to business, modern technology, management and official works. Few of them suggested for more grammatical and literary texts. Additionally, report writing, minute writing, editing, notice writing and advertisements should be included so that they can be used for everyday life because such items are not included in the book.

K. On Importance of Thinking and Reasoning

Regarding the importance of thinking and reasoning, the following question was asked.

11. What is the importance of thinking and reasoning? Do they have any significance in regarding the book 'Style'?

One of the representative opinions towards this question is:

Thought handles style. So thinking and reasoning is important.

The respondents expressed that thinking and reasoning are important aspect of human mind. They shape our mind with full of knowledge. Student's competence may

increase. But so far as students of commerce are concerned, they don't take it so seriously, however, thinking and reasoning support them to be creative.

L. About Suggestion

12. Please! Suggest regarding the textbook `Style` how it should have been?

*It should have been more descriptive having many more practical exercises.
Simplify it in the context of Nepal.*

According to the respondents, it should have been with practical exercises and many more examples. More communicative activities should be included. Content should be related to everyday life. Ideas should have been presented in simple languages and sentences. Varieties of examples representing individual-style should be provided. The text must be more descriptive. Context and level of language must match the average Nepali students. The text must be more informative. More conjugal sentences create complexity.

4.3. Comparison Between Quantitative and Qualitative Analysis

The researcher aimed to see the result of qualitative and quantitative analysis comparatively. So, there comparatively result is given here.

4.3.1 Result of Quantitative Analysis

The result of comparison between quantitative and qualitative analysis is given under the headings of strengths and weaknesses of the book *Style*.

a. Strengths of the Book

- a) The Textbook *Style* for BBS first year is appropriate in shape and size to handle and carry.
- b) The printing of the book is neat and clean.
- c) The type size and spacing is quite good.
- d) The paper quality is good.
- e) The binding of the book is suitable.
- f) The book opens flat.

- g) The language used in the text is highly standard.
- h) It is correct and contextual.
- i) The language structures are well selected, graded and presented.
- j) The titles are new that provide new concepts, ideas and styles.
- k) They are organized into systematic order .
- l) They try to encourage students to work in groups.

b. Weaknesses of the Book.

- a) The binding of the book is suitable to open, it is not so much durable.
- b) The pictures and diagrams are not sufficient.
- c) The textbook lacks varieties of exercises.
- d) It does not sufficiently provide materials for listening and speaking skills.
- e) It lacks varieties of model writings.
- f) It lacks to present the relevant subject matter to students.
- g) The new English textbook *Style* for BBS is not perfect and complete in terms of its physical and academic quality.

4.3.2 Result of Qualitative Analysis

The researcher emphasized on open ended questions to see the attitude of the teachers and students the result is as follows:

- a) The satisfaction level of the informants towards the book is low.
- b) Though the thematic title and topics are interesting, inside contents are not interesting and sufficient for the students of BBS.
- c) The informants understood the title *Style* but the total presentation inside is difficult to understand.
- d) The applicability of the book in real life is less.
- e) The book lacks something to be complete and perfect.
- f) The informants stated that they prefer the book which provides practical knowledge and creativity that it lacks.
- g) They suggested providing material on global issues that it only deals with a vast linguistic term.
- h) The book contributes to the teachers but not much to the students.

- i) Only a few units like 1, 3, 10 and 11 are interesting.
- j) This textbook is less useful to the students of BBS but will be more useful to the students of Linguistics and Literature.
- k) Thinking and reasoning are always important for the creative readers.
- l) The book *Style* should have been more descriptive with varieties of practical exercises.

4.4. Analysis and Interpretation of the Textbook on the Basis of Theoretical Framework

Seaton (1982, p.40, as cited in K.C, 2005), states, “The book should be written by someone with linguistic knowledge so that attention is paid to the principle of selection: for example; staging, grading, restriction and repetition. The situation should relate to the students’ needs, the language should be natural, useful and interesting .There should be provision for practice of all skills; revision should be built in and the textbook should be attractive and easy to read.”

From the above description, we can say that a textbook should possess simple, correct and colloquial language. Contents should the interest and level of the students. They should reflect the objectives of the curriculum. The exercises should bring the learners to participate in pair or group work and they should sufficiently be provided. The textbook should give equal importance to all language skills, and the layout of the book should be attractive and durable.

In this section, the researcher presents the analysis of the textbook by going through all the units but mostly choosing four units from it. The units are: unit 1,3,10 and 11.On the basis of theoretical framework, the researcher made the evaluation of the textbook. Since it was not possible to analyze the whole book minutely, the researcher thought that only four sample units of the textbook can reflect the quality of textbook.

The researcher concluded that the view given by teachers and students except some points, is acceptable regarding the physical aspect of the book. So, he tried to analyze mostly the academic aspect of the book. As mentioned earlier, academic aspect of the book includes contents, language, exercises, illustrations and materials organizations. The curriculum is set out on the basis of four language skills, specially emphasizing

writing skills. In this section, he analyses the content, languages exercise and illustrations on the basis of theoretical framework choosing the four units: unit 1,3,10 and 11.

4.4.1 Content

Khaniya (2060, p.6) says that content in the textbook should be carefully selected, developed and organized. This should stimulate students' interest. It should be related to individual and social development goals. The materials should contain information about national and individual development program. It should involve the students for maximum time and it should give knowledge to the learners related to scientific and technical things as well.

This Theoretical framework helps to identify some strong and weak points of the textbook.

Strong Points

-) The themes of the textbook seem interesting and new to the students. For example: the reading texts 'CHOOSING LE MOT JUSTE', 'LIVE AND DEAD METAPHORS', 'PERSONAL ATTITUDE, INVOLVEMENT AND EMOTIONS' and 'STYLE AND IDEOLOGY' are really interesting, informative and theme justifying.
-) The textbook caters high class definition of style, most of the students are interested in perceiving the definition of style.
-) The themes attract the readers since authentic texts are incorporated.
-) Unit 1, 3, 9, 10 and 11 are applicable for the improvement of our language standard and style. Students can use these language forms and functions in their performance.
-) The organization of contents seems appropriate since the students are provided with some ideas and knowledge and they are asked to perform some activities on the related topic.
-) The themes give new and useful information to the teachers and students in the area of stylistics.

-) The title theme as well as other topics, tries to specify the stylistic area of language.

Weak Points

-) The subject matter seems insufficient to achieve the objective of the curriculum to some extent.
-) The textbook does not include the lessons related to more communicative approach.
-) The explanation to justify the topics and convince the readers is insufficient.
-) No sufficient illustrations and examples are provided to clarify the topics.

4.4.2 Language

Khaniya (2060, p.7) says that the text should content simple language. The language should be easy and interesting. It should be correct, colloquial and appropriate to the context and situation. On the basis this framework, the textbook has the following strong and weak points.

Strong Points

-) Most of the units contain many new vocabularies with lots of alternatives and synonyms such as: *le mot juste*, excrement, rodent operative, flouting, innocuous etc. They are well selected according to the nature of the lesson. For example: rodent operative and mouse trap corresponds to metaphor and synonym.
-) The language seems appropriate to the theme and contents, situation and context.
-) The textbook emphasizes for increasing students' vocabulary and stylistics.
-) As the authentic texts are selected for reading comprehension, their language is correct, standard and stylistic.

Weak Points

-) As the texts included in the book contain highly standard language, most of the sentences look difficult because of their length as well as unfamiliarity for example: you undisciplined bloody spendthrift.
-) Sentences are long and complex with many conjunctions. They are beyond the level, area and interest of students. For example: sometimes the difference between synonyms will be related to the kind of text in which they occur, as when a horse is termed grey by those who habitually live and work with horses, but white by an outsider. (unit one, page no. 3)

4.4.3 Exercises

Khaniya (2060, p.7) says that the text materials related to exercises should follow according to the age, interest and level of the students. The text should include adequate activities to involve the learners actively. The exercises should strengthen the skills and abilities already achieved. According to this, the strong and weak points of the book on exercises are as follows.

Strong Points

-) The exercises encourage the learners work in groups with discussion. Most of the exercises focus on high creative language skills. So they are helpful for developing speaking and writing skills.
-) The exercises are helpful in developing students' thinking and reasoning as they emphasize their creativity.
-) The exercises are better for aspiring students and practitioners.

Weak Points

-) The instruction on how to do exercises is not clear to the students.
-) No exercises are provided for pair works, role play, dialogue and conversation.
-) There is no uniformity in the number of exercise in each lesson of the textbook since 12 units consist of 54 exercises.
-) The exercises are really difficult to cope with by the students.

-) The exercises are not adequate in number.
-) The exercises, especially grammar, vocabulary and conversation, are not adequate in number.
-) The textbook lacks exercises on practicing pronunciation.

4.4.4 Illustration

Khaniya (2060, p.7) says that the text should have clear and understandable picture. They should suit as much as possible to the age and interest of the learners. These illustrations should link with the contents of the text. They should be well sketched and adequate in number. On the basis of this framework, the strengths and weaknesses of the points of illustrations are as follows:

Weak Points

-) Only a single diagram is provided even which is difficult to relate the text. (unit-8, page no. 42) It would be better if the reading text had at least one picture or diagram.

CHAPTER FIVE

SUMMARY, CONCLUSION AND IMPLICATION

5.1 Summary

This chapter includes the final opinions and impression of the respondent teachers and students on physical as well as academic aspect of the book. Strong and weak points and recommendations of the book are other points to have been included in this section.

Majority of the informants suggested that the book is not suitable for the students of management but it may be more suitable for the students of arts, literature and linguistics. This is because the language used in the textbook is of high standard, stylistic and embedded which might be the better material for the students of language and linguistics, not for technical and commerce students.

The main purpose of this study was to analyze the physical and academic aspect of English textbook for BBS in order to determine the strengths and weaknesses of the book 'Style'. In addition to this, the study was carried out to find out the attitude of teachers and students towards it and to suggest some pedagogical implications.

5.2 Conclusion

The total percentage and degrees representing opinions of teachers and students on the qualities of the textbook *Style* are as follows:

Out of total forty informants including teachers and students, 47% showed their positive attitudes towards the physical and academic qualities of the book, 19% seemed to be un-decided and 34% of them showed their disagreement on the qualities of it. First 47% represents 169°, 19% of indecisive response represents 68° and 34% of disagreement represents 128° in the pie chart.

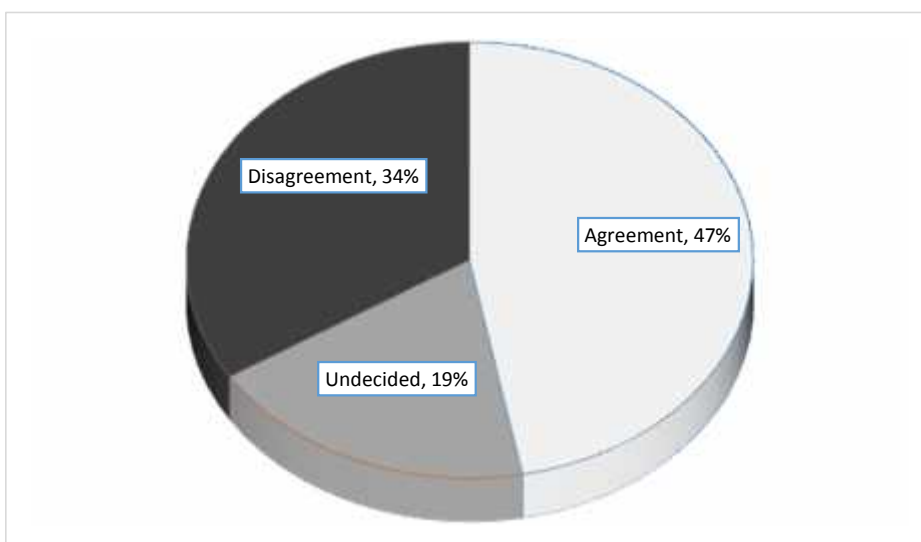


Fig 2: Result of Interpretation

On the basis of overall judgment and evaluation, it can be said that the new English textbook ‘STYLE’ for BBS is appropriate in terms of physical and peripheral aspects but weak and inappropriate in terms of academic aspects. It has many good points and some drawbacks as well. Though it intended to develop communicative aspect, it is not fully able to satisfy the users. The main objectives of the book are to teach students to use correct pronunciation, spelling, vocabulary, to increase students’ confidence and fluency in speaking, to improve accuracy to enable clear communication of ideas, to focus on students’ personal needs and objectives, to introduce students to the key areas in the study of style and to give suggestion of project work. It means students are expected to communicate with correct pronunciation spelling and vocabulary. However, the textbook seems to emphasize on writing skills with users’ individual style. A lot of new vocabularies are found in the textbook but the method and symbols for their pronunciation seem to be lacking. Only a little material is provided for speaking and conversation. Therefore this aspect is seen to be a bit neglected.

The perspective of the title topic seems to be very much appropriate for the development of fluency, accuracy and personal style but the findings did not prove that it has many things to justify it. In the case of language- standard, grammar, sentence structure, title topics, theme etc. are excellent.

5.3 Pedagogical Implications and Recommendation

5.3.1 Implications

Finally, the summary of the study will be written on the basis of results, then the conclusion of the study will be encapsulated point wise. After that the implications of the study will be recommended for the following level:

- a) At policy level: The curriculum developer, the syllabus designer and the text book writer and compiler under the Ministry of Education and T.U. would have selected the books which have a bit clear cut idea on the targeted subject and theme. They should have selected the book which has more professional materials in a simple language. The students of commerce and management showed their tendency of preferring the books which have models of business letter writing, drafting, application writing, advertising, marketing etc.
- b) At practical level: This research work has shown that the book *Style* has less things to practice in commercial and professional everyday life. That's why some other practicable materials related to day to day activities should be added. Some more field based practical exercises and activities should be included.
- c) For further research: The researcher has just tried to simply see the book whether it is physically and academically appropriate to the students of BBS. This research work has found that the book *Style* is not so much fruitful to the students of management, but it does not confine the limitation and further study on it. The researcher hopes that it will be a starting point and a simple base for the aspirant future researchers. A book can be analyzed in different ways, angles and aspects. The door is open for everyone who wants to analyze and evaluate this book on so many other areas.

5.3.2 Recommendations

On the basis of the findings given above, the following recommendations have been made.

- a) The study has found that the textbook does not contain the sufficient reading materials. So, common and significant reading comprehension text should be added.
- b) Special attention should be given to the selection of variety of reading materials to clarify the title topics.
- c) The new English textbook 'Style' for BBS is not perfect in terms of its physical as well as academic quality. So, the binding of the book should be durable, the size of the book must be appropriate to fit the mental and emotional condition of the students. More practical exercises and model writings should be added.
- d) Pictures and diagrams must be sufficiently provided.
- e) The more communicative exercises should be provided.
- f) The textbook should provide model writings for CVs, Bio data, Letters and applications.
- g) The textbook lacks the linguistic portion which makes students engage doing them. Without linguistic activities stylistics aspect may not be matured
- h) Report writing, daily dairy writing, official document preparation etc. should be adequately provided.
- i) The textbook lacks the grammar portion. So, the exercises and rules on grammar should be added in the textbook.

REFERENCES

- Abrams, M.H and Harpham, G (2008). *A glossary of literary terms*. New Delhi, India: Cengage Learning.
- Awasthi, J. R (2006). *Textbook and its Evaluation*. Journal of NELTA, 11, 4-5.
- Bhattarai, G.R. (2001). *Evaluating Textbooks. English for grade VI-X*. Kathmandu: Ratna Pustak Bhandar , Nepal.
- Bohora, P.B. (2004). *Textbook analysis of English for grade I* An Unpublished Thesis of M.Ed., Tribhuvan University, Kathmandu.
- C.D.C. (2014) *BBS level curriculum*. Kirtipur : T. U.
- Dahal, M.N. (2002). *English for grade X: A textbook analysis*. An Unpublished Thesis of M.Ed., Tribhuvan University, Kathmandu.
- Dawadi, S. (2004). *Analysis of Grade Seven English Textbook*, An Unpublished Thesis of M.Ed, Tribhuvan University, Kathmandu.
- Els, T.V, Extra; B. G, OS, V.V; Mieke, A & Dieten, J.V. (1983). *Applied linguistics and learning and teaching of English language*. London : Edward.
- Gandharba, R.K. (2006). *Analysis of English textbook: A case of B.Ed. general English*. An Unpublished thesis of M. Ed, Tribhuvan University, Kathmandu.
- Ghimire, B. (2003). *An analysis of the link English for PCL First Year and Grade Eleven*. An Unpublished thesis of M.Ed., Tribhuvan University, Kathmandu.
- Ghimire, M.P. & Panthi, B.P. (2014). *School supervisor*. Kathmandu : Goodwill Publication.
- Giri, R. (2009). *An Analysis of symphony for grade Five*. An Unpublished thesis of M.Ed, Tribhuvan University, Kathmandu.
- Good, C.V. (Ed.). (1959). *Dictionary of education*. New Delhi: McGraw Hill Book Company, INC.
- Gordana Dimkovic – Telebacovic, G. (2004). *Creating textbooks* (Paper presented).
- Grant. S.N. (1987). *Making the Most of Your Textbook*. New York: Longman.
- Harmer,J.(2001). *The Practice of English Language Teaching*. London: Longman.
- Haynes, J. (2014). *Style (1st Nepal Ed.)*. London, UK: Routledge.
- Hornby, A.S. (2005). *Oxford Advanced Learners' Dictionary (7th Ed.)*. New Delhi, India: Oxford University Press.
- Kandel, R. (2006). *Analysis of textbook: A case of academic encounters: Life in*

- Society, An Unpublished thesis of M.Ed, Tribhuvan University, Kathmandu.
- KC, T.P. (2005). *Analysis of the new English textbook for grade nine*. An Unpublished thesis of M.Ed Tribhuvan University. Kathmandu.
- Khanal, I.P. (2006). *Analysis of the optional English textbook for grade V*. An Unpublished thesis of M.Ed, Tribhuvan University, Kathmandu.
- Khaniya, T.R. (2003), *A framework for effective reading materials*. PABSON Review. Lalitpur : Millennium Publication.
- Kumar, R. (1999). *Research methodology*. New Delhi: Sage publication.
- Lamichhane, P.B. (1999). *Analysis of the new English textbook for Grade VIII*. An Unpublished thesis of M.Ed, Tribhuvan University, Kathmandu.
- Poudel, G. (2005). *An analysis of English textbook for grade VI*, An unpublished thesis of M.Ed, Tribhuvan University, Kathmandu, T.U.
- Rai, V.R.(1998), *ELT materials and practices*. Kathmandu : Bhundipuram Prakasan,
- Sharma, K.P.(1995). *A critical evaluation of Nepali government textbook of Nepali language*. An unpublished Ph.D. Thesis, Kathmandu : T.U.
- Subedi, Y.(2005). *Analysis of grade eleven English textbook : Meanings into words*. An unpublished thesis of M.Ed. Kathmandu : T.U.
- Tiwari, H.P. (2004). *Analysis of vocabulary used in the textbook for Grade V*. An Unpublished thesis of M.Ed. Kathmandu : T.U.
- T.U. Syllabus (2014). *BBS 1st year*. Curriculum Development Centre, T. U. : Kirtipur.
- Ur,P. (2005). *A Course in Language Teaching: Practice and Theory*. India: Cambridge.
- Varshney, R.L (1998, P.2). *An introductory textbook of linguistic and phonetics*. Bareilly: Student Store.
- Wardhaugh, R. (1998). *An introduction to sociolinguistics*. Massachusetts: Blackwell Publication Inc.

APPENDIX A

You are requested to respond the following statements and questions. Indicate your opinion by marking: 5,4,3,2 or 1 which represent your opinion on the statements as: strongly agree = 5, agree = 4, undecided = 3, disagree = 2, and strongly disagree = 1.

Name of the respondent: Qualification:

Name of the campus:..... Experience:

Sex: Training:

Questionnaire on Physical and Academic Aspects

A. Questions on Physical and Peripheral Aspects

S. N.	Statements	Responses
1.	The size of book is appropriate for bachelor level students	
2.	It is easy and attractive for handling	
3.	The cover page of the book is attractive	
4.	It is durable	
5.	The printing is neat and clear	
6.	It is free from errors	
7.	The spacing between the words, lines and paragraph is satisfactory	
8.	The type used for cover page, title and sub-title is appropriate	
9.	The binding is suitable and durable	
10.	The book opens flat easily	
11.	The quality of paper is appropriate	
12.	Different linguistic activities are sufficiently given	

B. Questions on Academic aspects**a. Content**

S. N.	Statements	Responses
1..	The number of pages in each unit is appropriate	
2.	The subject matter gives new information to the learners	
3.	The subject gives up-to-date information	
4.	The presentation of title is suitable to the text	
5.	The presentation of materials are simple for teachers and students	
6.	There is variety in the selection of information	
7.	The information is useful to the curriculum and students' interest	
8.	The presentation of the content in each unit is logically appropriate	
9.	The information on the topic is coherent	
10.	The content is applicable to everyday work	

b. Language

S. N.	Statements	Responses
1.	The language used in the textbook is standard	
2.	The language fits students' intellectual level	
3.	It is appropriate to the need of students'	
4.	It has an acceptable balance between the subject matter and the knowledge of the student	
5.	The book contains enough communicative activities	

c. Exercise

S. N.	Statements	Responses
1.	Instruction on how to do the exercises is clear	
2.	The exercises encourage students to solve the problem	
3.	There is uniformity in the number of exercises in the textbook	
4.	They are sufficient in developing language skills	
5.	The exercises are developed or distributed proportionately	
6.	They encourage students to discuss issues and find solution	
7.	They are organized systematically and coherently	

d. Materials Organization

S. N.	Statements	Responses
1.	The materials are interesting to the students	
2.	The glossary of difficult words is provided with instruction	
3.	The selection and gradation of the materials are appropriate	
4.	The materials engage students through a variety of activities	
5.	There is development of summary for each part of materials	

e. Illustration

S. N.	Statements	Responses
1.	Enough pictures and diagrams are provided	
2.	They are attractive and realistic	
3.	The use of icons and symbols are appropriate	
4.	They are colorful and attractive	
5.	They are technically good for print	

f. Materials for four language skills

S. N.	Statements	Responses
1.	There are enough distribution of listening and speaking materials	
2.	There are enough communicative activities for the students to practice	
3.	The content develops students' overall comprehensive skills	
4.	All reading materials are interesting and suitable	
5.	There is good connection between the reading text and exercises	
6.	Instruction on how to write exercise are clear to the teachers and students	
7.	Writing exercise are linguistically suitable in term of grammar and vocabulary	
8.	They are appropriate to develop writing skills	
9.	They are suitable to develop creative writing with original style	

C. Questionnaire on Additionally Overall Academic Aspect

S. N.	Statements	Responses
1.	The title of the book is demanding	
2.	The subject matter gives new information to the users	
3.	The organization of units is sequential	
4.	The theme of the title is appropriate	
5.	The information of the thematic title is sufficient	
6.	The theme and information are appropriate to teachers and students	
7.	There are varieties in selection of themes	
8.	The presentation of the content in each unit is logically appropriate	
9.	The contents are applicable to everyday work	

10.	The information addresses the emotional / academic demand of student and teachers	
11.	The contents are drawn from our locality	
12.	The contents cover the stylistic aspect for the learners	
13.	The contents are free from any kind of biasness	
14.	The language used in the textbook is appropriate	
15.	The language fits students' intellectual level	
16.	It has an acceptable balance between the knowledge and practice in using the language	
17.	The exercises given are easy to handle	
18.	The exercises are interesting	
19.	The instruction given to do exercise is clear	
20.	Reading text is sufficient for the student	
21.	The standard of thematic content is suitable	

D. Overall comments and suggestions

1. Are you satisfied with the book 'Style?' why/why not?
.....
.....
2. Can we really apply this book in our everyday life? How and why?
.....
.....
3. Is there any book perfect and complete?
.....
.....
4. What type of book do you prefer?
.....
.....
5. What did you really mean by the term 'Style'?
.....
.....

6. What type of items should be included to meet the interest of the students?
.....
.....
7. How well did the book 'Style' contribute to the teachers and students achieving the goals and objectives?
.....
.....
8. Do you find all the units in the book interconnected? How?
.....
.....
9. Which unit did you find most interesting? Why?
.....
.....
10. What type of units are useful to the students of BBS?
.....
.....
11. What is the importance of thinking and reasoning? Do they have any significance in regarding the book 'Style'?
.....
.....
12. Please suggest regarding the textbook `style` how it should have been?
.....
.....

APPENDIX C

Description of respondent-teachers

S.N.	Name of respondent-teachers	Name of Campuses	Qualifications	Experience (Years)
1	Achut Raj Kattel	Mahendra	MA	15
2	Amina Poudel	Lord Buddha	MA	14
3	Arjun Mukharjee	Applied college	MA	15
4	Bimal Shrivastav	Himalaya	MA	15
5	Dipesh Kumar Bhagat	Merryland	MA	12
6	Dorna Bahadur Kafle	Birat Campus	M.ED	7
7	Ganesh Dulal	Mahendra	M.ED	4
8	Ghamchandra Nepal	City College	MA	24
9	Ishwari Rijal	Birat Multiple	MA,B.ED	7
10	Jivan Koirala	Nihareeka	MA,B.ED	5
11	Keshav Lamsal	Birat Model	MA,B.ED	8
12	Rabindra Ghimire	Aims College	MA,B.ED	10
13	Subas Bista	Himalaya	MA	1
14	Tika Dhakal	Nihareeka	MA	1
15	Yubraj Bhandari	Koshi Campus	M.ED	3

APPENDIX-D

Description of respondent-students

S. N.	Name of respondents	Name of Campuses	Qualifications	Experience (Years)
1	Asmita Basnet	Applied College		
2	Ujjwal Ghimire	Applied College		
3	Sheshnath Jha	Birat Campus		
4	Sanam Magar	Birat Campus		
5	Chandramani Nepal	City College		
6	Niraj Neupane	City College		
7	Bikram Rajbanshi	Edenburg College		
8	Dipendra Uraw	Edenburg College		
9	Sarita Ghimire	Koshi Campus		
10	Rojina Koirala	Koshi Campus		
11	Murlidhar Agrawal	Merryland College		
12	Saileja Sharma	Merryland College		
13	Mina Thapa	Merryland College		
14	Bikram Mandal	Himalaya Darshan		
15	Rakesh Fuyal	Himalaya Darsha		
16	Sashmita Dahal	Himalaya Darshan		
17	Pujan Ojha	Himalaya Darshan		
18	Priyanka Shah	Mahendra Campus		
19	Nirmal Khadka	Mahendra Campus		
20	Surendra Malla	Mahendra Campus		
21	Asmita Kambang	Nihareeka College		
22	Bibek Dahal	Nihareeka College		
23	Adarsha Raut	Nihareeka College		
24	Mandella Walling	Nihareeka College		
25	Rejina Dhakal	Nihareeka College		