

# **CHAPTER ONE**

## **INTRODUCTION**

This study is on “An Analysis of New English Textbook for Grade Eight.” This chapter consists of background of the study, statement of the problems, objective of the study, research questions, significance of the study, delimitation of the study and operational definition of key terms.

### **1.1 General Background of the Study**

Language is a vocal system of communication gifted by the God only for the human being. Language is a social phenomenon used in the society to interact each other. It is the most important factor for the civilization. It is used to share the ideas, happiness, sorrows, wants, desires, likes and dislikes of an individual. It is also used to enhance the knowledge and the thoughts among the people. There are many languages being spoken all over the world. Among them English language is widely used and accepted as an international language.

According to Richards, (1999), “Language is the system of human communication which consists of the structured arrangements of sounds (or their written representation) into large units, e.g. morphemes, words, sentences and utterances.” It means language is a systematic vocal sound of communication used by human beings of all over the world. Our history, thoughts, feelings, literatures and knowledge all are transmitted by the means of language. According to Sthapit, (2002), “Language is a voluntary vocal system of human communication.” If there was no existence of language, nothing would be possible to record and perceive from the past. That’s why; language is assumed as the most important and essential factor for the human being.

English is a vehicle to transmit the modern civilization, culture, fashion and new technical innovations. It is a key to enter the library of knowledge in

modern technologies and scientific innovations as it has largest vocabulary and noblest bodies of literature and main medium of communication. Its demand has been rapidly increased hence the government has taken its utility as a serious concern. Therefore, English language has been taught from the beginner levels to higher so as to develop the English language competency. Nepalese government has also permitted English medium classes in the public schools so Curriculum Development Centre has provided an authority to develop the English medium textbooks for private publications and implemented in some of the public schools as an English medium class.

Textbook is an authentic source of knowledge designed by experts and prescribed by the government. Textbook is a well designed instructional material or a tool to handle teaching learning activities in the classroom. It is designed systematically on the basis of curriculum and developed by the experts as a guideline for the teachers. Textbooks play the vital role to achieve the goal of curriculum.

The textbooks have been developed and changed time to time according to the contemporary context and need of the generation. New textbooks should be written, checked and evaluated from the different perspectives such as external and internal quality. Textbook evaluation is necessary so that it can be reformed in the revised editions avoiding the deficiencies. The research works on textbook will help for the improvement of textbook So that learners can get the ideal knowledge that the curriculum and books aim to impart to learners.

## **1.2 Statement of the Problem**

This survey was an attempt to identify and indicate the strong and weak points as well as problems of the newly prescribed and implemented English textbook for Grade Eight. The teachers and students are the direct users of the textbook so they are directly affected and got knowledge and experiences from the new textbook. Therefore, this research is carried out to collect the views and

opinions, and by collecting data from the teaching professionals and the grade eight learners, and analyzing them.

Many research works and surveys have been carried out on textbooks. Those research works have identified and spread the light on textbooks providing the suggestions and recommendations. This research work was an attempt to point out the strengths and weaknesses of the new textbook to its purify and reform for the further editions.

The researcher was motivated to carry out the research work on the new English Textbook for grade eight since no research work has been carried out on that new book. That's why it is intended to find out the answers of the some questions which are revolving in the researcher's mind regarding the new textbook as:

- ) Is the book well prepared in term of the physical features?
- ) Does it contain all four skills to impart the language competency in the perspective of academic aspect?
- ) Do all the eighteen units contain four skills?
- ) Does this new textbook try to make students active and enthusiastic?
- ) Are all new exercises such as charts, graphs, interpretation, project works and the exercises in each unit are beneficial, fruitful or effective for the learners?

In order to address all these questions, research work is the best solution. Therefore, I was motivated to carry out this research on the newly prescribed textbook for Grade Eight.

This research work stated clearly the following problems into the investigation.

- ) Whether the different types of exercises included in the textbook are appropriate or not.

- ) Are the language functions, pictures and illustrations sufficient?
- ) Are the physical qualities of the textbook impressive, attractive and durable?
- ) What are the problems for the implication of the new textbook?

Moreover, this survey of the textbook examined the strong and weak points for the first time so that the concerned professionals will be benefitted in their field. After the completion of this study, the researcher found the answer of the stated problems.

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

Each study and analysis has its own objectives, so this research had also been specified on the following three objectives. They were:

- ) To analyze the textbook in terms of the strengths and weaknesses regarding the academic aspects from the perspectives of teachers and students.
- ) To indicate the strengths and weaknesses related to the physical aspects.
- ) To provide some suggestions for the pedagogical implications.

### **1.4 Research Questions**

The present research work addressed the following research questions:

- i) What are the strong and weak points of the recent textbook in terms of academic aspect?
- ii) What are the strong and weak points of the textbook in terms of physical aspect?
- iii) Is the new textbook appropriate and useful for the language learners?

## **1.5 Significance of the Study**

This study will be significant for the successful implementation of the grade eight textbook in teaching and learning activities. This study will be directly or indirectly significant to the people who are involved in teaching and learning activities. After the completion of this research work, it will provide some suggestions and recommendations on physical and academic aspects which can help to some extent to avoid the problems appeared in the textbook.

It is hoped that the study will be beneficial to the professionals, language practitioners, policy makers, textbook designers, Curriculum Development Centre, printing press, teachers and students. In this regard, the syllabus designers will be benefitted for the improvement and enhancement of the future publication of the book. Similarly, policy makers will get the clues for the next reformation of new policies. Printing press also will pay attention avoiding the weaknesses regarding the physical aspects of the book such as paper quality, printing, lettering and spacing, binding, etc. Students and teachers will be benefitted from the improvement of the book from the revised edition. In the same way, it will update them in various aspects regarding the academic aspects.

## **1.6 Delimitations of the Study**

This study was limited only to the following areas:

- ) It was limited to the English textbook of grade eight, first edition 2015 A.D. prescribed by CDC in terms of its physical (external) and academic (internal) features only.
- ) This survey was carried out only being limited to public and private schools in Dakshinkali Municipality, Kathmandu.
- ) It was also limited to the 40 students of grade eight as a sample population from different schools.
- ) It was limited to the 30 English teachers from the public and private schools as the respondent informants.

## 1.7 Operational Definition of the Key Term

In the process of conducting research, I visited the Public and private schools with self prepared open- ended and closed- ended questionnaires to collect primary data from the English teachers and Grade Eight students. In the close form of questionnaires, some of the key terms were frequently used in special sense. While conducting the research work, they were defined in the thesis report. The following key terms are mentioned below:

- Academic Aspects** : In this study, the term academic aspect refers to the quality of content, language functions and language exercises, used in the textbook.
- Physical Aspects** : Physical aspect refers to the quality of the materialistic properties used in the book.
- Basic Level** : Basic level refers to the 6-8 classes according to the 2069 curriculum.
- External** : It refers to the organization of the textbook how it physically seems.
- Internal** : It involves the contents, exercises, pictures, charts used in the textbook for the language learning.
- Informants** : The individuals, who provided the information and their views for the research, like students and teaching professionals.
- Teaching Professionals** : The individuals who are directly involved in teaching in school and provided their views for the research work

## **CHAPTER TWO**

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

#### **2.1. Review of Theoretical Literature**

This Chapter deals with different theoretical perspectives related to analysis of this textbook reflecting the objectives of the research.

English textbook for grade eight had been introduced from 2015 A.D. for grade eight on the basis of Basic Level Education Program of CDC from 2012 A.D. As a regular basis with an attempt, the textbook has been changed every ten year, according to the contemporary context and need of a new generation. Similarly, this new textbook had been changed from academic year 2072 B.S. It contained all four skills based activities on the communicative approach. In comparison to the previous textbook, the new textbook had added some effective and useful new texts to enable the learner in language learning through various new language functions.

Every research needs observation, analysis and study on the related subjects and the past studies. A number of research works have been carried out in different books analysis and text book analysis from almost all levels. But the analysis of new Basic Level English for grade eight which has been implemented since 2015A.D. was the new research, so no research work had been found. But some researchers had carried out in the previous English text books of different classes.

##### **2.1.1 Importance of English Language**

English is an international language. It is known as “lingua franca” because it links the people from different countries and communities. It is used as a link language in many countries of the world. It is universally accepted and has been one of the dominant languages. Due to the globalization, its significance

has been realized in different field by the people. Nowadays, Japan, Korea and china which used to give less emphasis on English language have also given emphasis on the English language education from the primary level by realizing that it is the prevention of isolation. It helps to keep the international relation in any academic field and society in the world.

To explore the knowledge of various disciplines, English is essential because important books are mostly written in English language and translated from other language books into English language. The new innovations and inventions have also been described in English and print media is also basically used in English. That's why all new generations have realized its significance and tried to learn English language at any cost, either for using computer, internet use or for travelling aboard.

English language has flourished in the world as a dominant language due to the development of those countries where English is spoken as a major language. The linguistic development went alongside the physical development and the use of the English language is widened all over the world. Crystal (1997) writes supporting this point:

English is used as an official or semi-official language in over 60 countries, and has a prominent place in further 20. It is dominant and well establish in all six – continents. It is the main language of books, newspaper, airports and air-traffic control, international business and academic conferences, technology, medicine, diplomacy, sports, international competitions, pop music and advertising, Over two thirds of the world's scientists were in English. Three quarters of world's mail is written in English.



Of all information in the world's electronic retrieval system, 80 percent is stored in English. People communicate on the internet largely in English. English radio programs are received by over 150 million in 120 countries. Over 50 million children study English as an international language at primary level; over 80 million study it at secondary level. This is why English is now one of the dominant language of the world (Belbase, 2015).

In this way, we find different uses and importance of the English language in the present era, so far, the use of language in international discourse is concerned; it has covered almost half of the total discourse in use. It has now become such a versatile part of life that the lack of the knowledge of English means the lack of the understanding of the world and world activities.

### **2.1.2 English Language Teaching in Nepal**

English language teaching has been an essential part of education. A person who doesn't know English, s/he will be as an ignorant and illiterate. English can show the light to explore in the darkness of the global education such as science and technology, literature, computer, etc.

In the context of Nepal, English language has been started to be taught since 1889 A.D. from Darbar High School (Bhanubhakta Secondary school) Ranipokhari. After the Janga Bdr. Rana's visit to England, English language was introduced to teach only for Rana's family members. Then in 1918 A.D, Trichandra College was established and English was started to be taught in higher education. After the restoration of democracy in 1950 AD, English education was provided for the general people (Sharma, 2001).

Furthermore, the National Education Commission (NEC) 1992 report (as cited in Sharma, 2005, p.129) English was introduced as compulsory subject in all schools of Nepal. In 1971 A.D, New Education System Plan (NESP) was implemented in education system of Nepal. It brought a great revolution in education. The textbooks were designed by the textbook designers and

introduced. English was taught as a compulsory subject from grade (IV-X) with 100 full marks for each grade. Nepalese experts wrote the new textbooks for the first time in Nepal since 1971 A.D. The Primary Level English Curriculum (I-V) has been introduced since 2003 A.D. with aims of comprehensive communicative competence, Primary English Curriculum, ( (2003) as cited in Bohora, (2004, p.4). Since 2003 A.D, English has been taught as compulsory subject from grade one. Nowadays, English has been taught from the beginning to the Bachelor level as a compulsory subject in the government schools and colleges in Nepal.

In this way, English education has been started to be taught from 1889. After the restoration of democracy in Nepal, English Language teaching has been given emphasis and gradually implemented in different levels. Nowadays, English has been an essential language for all and it has dominated as an international language. It has been widely used and globally accepted in the modern age.

### **2.1.3 Introduction of Textbook**

Textbook is a prescribed material for the teaching learning activities to achieve the goal of the curriculum of a nation which is based on course of study of a particular subject. According to Grant ( 1987, p.12), “ Textbook is used to refer to course books which typically aims to cover all the aspects of the language and supplementary textbooks devoted to particular topic or skill areas.” Thus text book is a guideline for the teaching learning activities.

Rai (1998) says, “A textbook can be seen from different angle, firstly what it contents and secondly what is its purpose or what is a function of a textbook?” Regarding this definition, textbook is a basic instructional authentic material that provides an idea for the teachers regarding the aspects of teaching language what to teach, how to teach and why to teach whom to teach etc.

Similarly, Dawadi (2004) quotes, “The textbook is special kind of book; it seldom expresses new knowledge for that it is not its functions. It’s essential function is rather to make the knowledge which does exist available to the students in a selected way.”

Textbook is a book giving instructions and information in a particular subject matter. It is the written or printed part of a certain message. Textbook is prescribed for study as a part of syllabus. Where a textbook is involved, there are several advantages for teachers and students.

Harmer (1997, p.257) says, “A good textbook often contains lively and interesting materials. They provide a sustainable progression of language items.” Textbooks clearly show what has to be learnt and even summarize what has been studied so that the students can revise the previous learning.

Textbooks systematically present the amount of vocabulary as well as structural items. It helps the students to study even outside the classroom in the absence of teachers’ guidance.

Good textbooks provide the teachers original materials enough for presenting the language items in question. Thus, they don’t need to think much about what to present in class. However, textbooks shouldn’t be used as the material complete in itself. If the teacher tends to be concentrating merely on the information of the textbook, it limits him as well as students’ creativity. The teacher relying too heavily on the textbooks often discourage the teacher to provide roughly tuned input as well as practice in the class. Textbooks also tend to follow one and the same format from the beginning to the end resulting to monotony.

#### **2.1.4 Importance of Textbook**

Textbook is an aid for making language learning teaching activities complete. Textbook has a pivotal role in teaching learning process for conveying the knowledge in different disciplines.

Hutchinson and Torres (1994) argue that the textbook has a very important and positive part to play in teaching and learning English. They state that textbooks provide the necessary input into classroom lessons through different activities, reading and explanations. Thus, they will always survive on the grounds that they meet certain needs (p.327).

Similarly, regarding the role of textbook in the language classroom, Richards (2001) states:

Any learning program may have no impact if it does not have textbooks as they provide structure and a syllabus. Besides, the use of a textbook can guarantee that students in different classes will receive a similar content and therefore, can be evaluated in the same way. In other words, textbooks provide the standards instruction. Moreover, they include a variety of learning resources such as workbooks, CDs, cassettes and videos, etc., which make the learning environment interesting and enjoyable for the learners. They do not only provide a framework for teachers in achieving the aims and objectives of the course, but also serve as guide to the teacher when conducting lessons. The content of English language textbook influences what teachers teach and learners learn (p.224).

This definition clarifies that the textbook is an entire plan, framework and a guide for the teaching learning process which includes aims, objectives, content and resources.

In Harmer's view (1997), "Teachers will have to work out the best to use their books: they should never let the textbook use them or dictate the decisions they take about the activities in which the students are going to be involved."

There are some vital reasons for using the textbooks which are as follow:

- ) Teachers can identify the contents and the order of their teaching.
- ) The students can know what they are learning and how the language items are sequenced.
- ) The textbooks indicate the methods of instruction to be applied in the class.
- ) The textbooks provide necessary materials attractively, neatly and economically.
- ) Textbooks save the teachers' valuable time so that they can devote it in other relevant activities.
- ) The textbooks works as a very useful learning aid for the students

### **2.1.5 History of the Textbook in Nepal**

Since 1971 A.D. the English textbooks were written in Nepal by the Nepalese writers and prescribed for teaching from grade IV-X. Then in 2003 A.D. English was taught in I-V. From this year English book was published by Janak Education Materials Centre Ltd. That book emphasized on reading and writing skill and grammar only. In 2053 B.S, the textbooks was reformed and published for grade VIII as a trial edition. Then since 2054 B.S the new textbook had been implemented in all schools for grade eight. In 2061 B.S the textbook was revised and implemented from 2062 B.S. As a regular basis of Curriculum development Plan, every 10 years textbook has been changed. In that time the size of the book was little larger, paper quality was better than now, and cover page and binding was durable. Language functions and exercises were appropriate for the level. Grammatical items were not sufficiently organized on communicative approach. All four skills listening, speaking, reading and writing had been included for the first time. The government allocated 75 mark in reading and writing and 25 mark was for listening and speaking. The final assessment was taken from District Education Office. Similarly, curriculum had been changed for VI-VIII in 2069 B.S.

According to that curriculum new textbooks had been annually prescribed for VI, VII AND VIII. In academic year 2072 B.S, all textbooks have been changed including English for grade VIII.

### **2.1.6 Objectives of the Textbook**

New English textbook was developed on the basis of revised CDC curriculum 2012 A.D (2069 B.S.) by incorporating the recommendations of various education commissions and feedback obtained from the workshops and seminars attended by English subject experts, teaching professionals, students and parents.

The textbook tried to include the language competencies based exercise in each unit to make the learners active and enthusiastic in language learning. It aimed of making the education objective- oriented, practical relevant and job oriented. It is necessary to instill the feelings of nationalism, national integrity and democratic spirit in students and equip them with morality, discipline and self reliance so as to develop in them social, personal skills and the basic competencies of language, science, occupation, information and communication technology, environment and health, and life skills. Education should help them appropriate and make them aware of arts and aesthetics; preserve and promote social norms, values and ideas; equip them aware with creative skills and have due respect for ethnicity, languages, religions, cultures, cultures, disabilities, regional diversity and human rights so as to make them capable of playing the role of responsible citizens.

### **2.1.7 The Need for Textbook Analysis**

Textbook evaluation is an important element of education system which can help to be reformed and recognized time to time. How is the textbook designed? Is it based on curriculum? Is the textbook well organized, physically and academically? Does it fit according to the level and context? These were all revolving questions for textbook evaluation. So, it is hard to evaluate the

textbook however it is useful and essential. To analyze the textbook, there are many approaches have been developed, some of them are mentioned below:

Similarly, Khaniya (2003, p.2) says, in our school education a single set of textbooks are presented in each course of study mostly the books being used were written by those writers who would win the competition for writing textbook. Furthermore he said the implication is that the books were not selected from among competent books. This textbook must have been approved by a group of competent people but it was not clear whether or not the books were examined before they were approved against a well- designed framework. It can be argued that the books could have been better if a computer framework was developed for the purpose of developing textbook against which the textbooks could have been examined.

Textbook is universally accepted as an integral part of teaching and learning. It is the basic component of curriculum in determining the learners' activities in the classroom. Rea- Dickins and Germaine (1994, p.4) state that "Evaluation is intrinsic part of teaching and learning". It reflects that evaluation is needed to examine the methods and values which must be matched the aim of curriculum.

There are two main approaches that have an important role for the purpose of selecting, improving and modifying materials to suit the needs of learners and teachers in a particular teaching/learning context.

These are called as macro approach and micro approach to evaluation of materials. A macro evaluation focus on an overall assessment of whether an entire set of materials has worked in relation to the needs identified. In a micro evaluation, however, the focus is on the evaluation of effectiveness of the task. A micro evaluation of a task can both show to what extent a task is appropriate for the particular group of learners

reveal certain weaknesses in the design of a task for future (Ellis, 1997, p, 42).

The quality and characteristic of a good textbook has been determined by some certain features. A good textbook has been evaluated by the acronym CATALYST as mentioned in the Grants' book (1987). The eight letters acronym word CATALYST represents the criteria to test the textbook by which we can decide whether a textbook is communicative. Are aims appropriate? Is it teachable? Are Add-ons available? Is the Level right? Is your impression overall on the textbook? Are students interested on the textbook? Are materials tried and tested? These are the key questions to evaluate the good textbook.

- C- Communicative (Is it communicative?)
- A- Aims (Is it suitable to achieve the set of objective?)
- T- Teachable (Is it teachable?)
- A- Add-Ons (Are the additional materials, workbooks etc. available?)
- L- Level (Is the level of book appropriate?)
- Y- Your impression (Is your impression good?)
- S- Students' interest (Does it meet students' interest?)
- T- Tried and tested (Has the book been tried and tested in real classroom?)

There are so many models and approaches for textbook analysis but the researcher has applied the model of Grant (1987) to evaluate the textbook related to the physical and academic aspects. The research work will be examined on the size, cover page, content, objectives, language, pictures charts and illustrations, etc.



### **2.1.8 Relationship Between Curriculum and Textbook**

There is an inter-relationship between curriculum and textbook. Curriculum is a total frame work of the textbook. It is a plan of the teaching learning activities. Curriculum is a backbone of the whole educational plan. It is a proper guide of educational program to achieve the goal of education.

Robertson (1971, p.566) says, “Curriculum includes the goals, objectives, content, process, resources and means of evaluation of all the learning experiences planned for pupils both in and out of the school and community through classroom instruction and related program.”

Curriculum guides the textbook writers, teachers and students towards the right track of textbook writing, teaching and learning respectively. “The curriculum includes the goal, objectives, content, process resources and means of education of all the teaching experiences planned for pupils both in and out of the school and community through classroom instruction and related program Ghimire (2004, p.17) states that curriculum is a package of different activities that can be organized in and out of the school environment. “Curriculum is the framework for textbook writing.”

A textbook is a coherent body of teaching materials and again it is the sole source of achieving the pre-determined objectives. Textbook is a prescribed material to achieve the goal of the curriculum for the teaching learning activities. It is an authentic material which can be used by teachers and students in the classroom daily. Therefore, the textbook and curriculum are supplementary and integrated to each other and there is a close relationship between them, so the curriculum and textbooks have inter-relationship. Textbook writers and curriculum designers should design the textbook and curriculum on the basis of their inter-relation according to the need, level and interest of students.

### **2.1.9 The Basic Level English Curriculum (6-8) 2012**

Before 2012, grade six, seven and eight were defined as lower secondary level. Class Eight final assessment systems was known as District Level Examination, therefore, it was called DLE too. When the new curriculum was implemented from 2012, it was addressed as a Basic Level Education for (1-8) grades. However, for (6-8) grade curriculum was developed separately. The government hasn't been successful to implement the Basic Level Curriculum plan 2012 completely all over the country. Some technical problems are still remaining in its implementation.

#### **2.1.9.1 Introduction**

Basic Level Education is known as class (1-8), it is defined by the government of Nepal. The curriculum has been revised and introduced by Curriculum Development Centre in different times in a regular basis. Similarly, in 2012 A.D. new curriculum was developed and introduced. After that, the new textbook had been designed and implemented in 18 districts as a piloting plan to examine and collect suggestions from the real consumers of the textbook. For an academic year 2012/13 A.D. the new textbook had been introduced for grade six, in 2013/14 for grade seven and in 2015/16 for grade eight in government and private schools all over the country.

English is a major international language, one of the six official languages of the United Nations and the means of international communication. It is taught from primary level to bachelor level as one of the compulsory subject. Besides Nepali language, English language can also be used as a medium of instruction in all schools as per the provision made by the education regulations. (Basic Level Education Curriculum, 2012, p.18)

The Nepal Educational policy commission (1992) laid a great emphasis on the regular updating and improvement of school curricula; hence this revision is

the result of this on-going process (Cited from Basic Level Education Curriculum, 2012, p.18).

Teaching English in schools has two main purposes.

- ) To exchange ideas with people of any nationality who speak or write in English.
- ) To expose them to vast treasures of knowledge and pleasure available in both printed and electronic forms.

Some of the important features of this revised curriculum are mentioned below:

- ) The four language skills: listening, speaking, reading and writing are carefully graded and sequenced.
- ) Common language competencies are set for basic level.
- ) Language functions are presented with the emphasis on using them for communication.
- ) Additional materials are sought for extensive practice.
- ) Subject matters to practice the language skills are prescribed in boarder spectrum.
- ) Students' evaluation is expected to be based on the objectives of language skills.
- ) A provision is made for alternative test items for differently capable students.

This curriculum presents core competencies for the basic level. The learning outcomes are derived from the core competencies for all grades and presented in sequential order. These learning outcomes are categorized in under language skills in gradual progression. A separate list of language functions for each grade has been presented with examples.

The next part presents the elaboration matrix which mainly focuses in the language functions. It provides possible teaching techniques, teaching materials

as well as students' assessment procedure. Being a competency based curriculum, it anticipates the assessment based on the learners' performance. The skills are divided into four areas listening, speaking, reading and writing, although in practice, it is impossible to isolate them in this way. Listening can be followed by speaking or writing, just as writing may follow listening or reading. Whatever may be the order; all language learning aspects are to be practiced in compliance with the needs of the learners (cited from Basic Level Education Curriculum, 2012, p.18)

### **2.1.9.2 Competence**

Basic Level Education Curriculum has carried the objectives to prepare the learners competent in English language. The learners can develop the receptive and productive skills so that they may use the language skills in their real life situation in future as well as for further study.

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

Hence, the following competencies have been derived from the above mentioned areas:

- ) Listen and comprehend spoken English in a variety of personal, social and academic contexts.
- ) Communicate in spoken English in a variety of social, personal and academic contexts.
- ) Comprehend written English in personal, social and academic contexts.
- ) Communicate in written English in a variety of personal social and academic contexts.

- ) Develop skills and competencies to use English as a medium for further studies and a tool for obtaining information and enjoyment.
- ) Learn to think creatively and critically to develop the language skills by promoting tolerance, inclusiveness and socio-cultural harmony.

This curriculum has designed on the basis of communicative approach which includes both receptive and productive skills of language competence.

Listening and reading skills lie under receptive skill. Speaking and writing lie under productive skill. It has included some learning outcomes for each skill to make the learners competent on all skills of the English language.

### ) **Listening Skills**

Listening skill is known as receptive and first skill of the language learning. Every person learns language by listening, without listening language learning is completely impossible. Listening includes the ability of understanding the speaker's accent, stress, pronunciation, grammar, vocabulary, etc. The new textbook has included the listening activities in every unit concerning the significance of listening skill.

### ) **Speaking Skills**

Speaking is a production of sounds by using the vocal cord naturally and automatically in a specific language to communicate each other. It is a productive skill which is essential and natural process of communication. It is the second skill for language learning. In every language curriculum, speaking activities have included prominently and developed different activities in the present curriculum as a learning outcome.

## ) **Reading Skill**

It is a multi complex and advanced skill. It includes vocabulary development and speech act. It deals with stress and intonation too. It is hard in that sense which can be tested by accuracy and fluency as well as pronunciation. To develop the reading skill of the language learner curriculum has compiled with comprehensive texts as reading texts.

## ) **Writing Skill**

Writing skill is the most difficult, advanced and complex skill among all four skills. It is also known as productive skill. It deals with coherence and cohesion. It also deals with vocabulary punctuation and arrangements of words in sequential order. It is also a production of graphic symbols. It is constructive form of language in phonological, grammatical and semantic systems. This curriculum has given priority on writing skill through different writing exercises.

### **2.1.9.3 The Content Presented in Curriculum**

The curriculum instructs and shows the ideas for the teachers, what to teach and how to teach in the language class. It provides the language function and language structure and the estimated period for each language function in sequential order so that the language class won't be haphazard and unsystematic. The teachers and students will be confused and doubt in teaching and learning activities without any framework so the curriculum experts design the language items .Thus it has provided both scope and sequence (Cited from Basic Level Education curriculum 6-8, 2012).The content is included in appendix.

## ) **Learning Resources**

Each student must have a textbook. Each teacher should consult to the Teacher's Guide. School should have access to the audio cassette/ CD

developed by CDC for listening practice. Provision of additional reading materials, computers and multimedia projector will enhance and motivate pupils' learning. Use of visual aids like flash cards, pictures and chalk board should be part and parcel of teaching. (Cited from Basic Level curriculum, 2069, p.29)

## J **Assessment**

Assessment is considered as an integral part of learning for grade eight too. However, there will be a final terminal test as per the provision made in the table of specification grid. Oral comprehension test as well as dictation also is used in addition to the usual exercise provided in the textbook. The use of pictures will prove to be highly motivating for composition work (describing persons, places, things, objects and actions, etc) both for discussion and dictation for writing. Serious attention should be given to differently able students by designing assessment tools such students.

### i) **Assessing Listening and Speaking**

Listening and speaking should be assessed by using language games, oral activities like discussion, interview as well as activities sheets and supervising students' pair and group work.

### ii) **Assessing Reading and Writing**

Reading aloud as well as silent reading should be assessed. Reading aloud should be assessed in order to measure students' pronunciation, rising and falling tones (statements, questions, etc) and with correct stress pattern achieved by the end of Grade Eight. Written work should be assessed as per the written exercises in the text books. Spelling mistakes and punctuation mistakes should be carefully considered and necessary correction should be done.

## 2.1. 10 Specification Grid for Grade Eight

Curriculum includes the system of evaluation of the learners. For evaluation different types of questionnaires, marking system and allocated mark in different skills etc. are essential factors. Basic Level Curriculum has also given a glimpse of evaluation for Grade Eight in the Specification Grid.

### The Specification Grid for Grade Eight

Listening (10)	Speaking (15)	Reading(40)	Writing(35)
<p><b>Question Type:</b></p> <p>1. Multiple choice</p> <p>2. Fill in the gaps</p> <p>3. True/ False</p> <p>4. Tick the correct answer</p> <p>5. Ordering</p> <p><b>Materials:</b></p> <p>1. cassette/ Monitors' voice</p> <p>2. Pictures, maps, diagrams etc.</p> <p><b>3. Note:</b> The monitor plays listening text and provides any types of questions mentioned above each carrying 5 marks</p>	<p><b>Question types:</b></p> <p>1. Interview- 5marks</p> <p>2. Describing person, pictures charts, a sequence of events or retelling a story- 10 marks.</p> <p><b>Materials:</b></p> <p>Questions for interview, pictures, maps, diagrams, etc.</p> <p><b>Notes:</b></p> <p>The monitor/ teacher require to relate the language functions while assessing students' speaking performance.</p>	<p><b>Question Types:</b></p> <p>a) Short- answer questions</p> <p>b) Ordering</p> <p>c) True/ False</p> <p>d) Matching</p> <p>e) Multiple choice</p> <p>f) Fill in the blanks</p> <p>1. Two seen texts (10+10) 20 marks</p> <p><b>Note:</b></p> <p>Short- answer questions can be asked from both seen and unseen texts. However, the other types of questions should not be repeated. Vocabulary items can also be asked in matching, fill in types.</p>	<p><b>Question Types</b></p> <p><b>1. Guided writing</b> <b>2x5=10 marks</b></p> <p>Ask any two questions.</p> <p>Interpreting chart and diagrams dialogues, biographies, news stories, leaflet</p> <p><b>Free writing</b> <b>1x15=15 marks</b></p> <p>Personal letter or letter of apology, essay: (150 words)</p> <p><b>3. Grammar 10 marks</b></p> <p>Tense, preposition, article, relative pronouns, reported speech, sub-verb agreement, question tag and connectives</p> <p><b>Type of Questions:</b></p>



			Fill in the gaps, Multiple choice, transformation There will be 10 questions carrying 1 mark
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**(Cited from Basic Level Education Curriculum 2012)**

There will be district level examination at the end of educational session of grade eight in which 25% mark is allocated to listening and speaking skills and 75% mark is allocated to reading and writing skills. For differently able students, alternative students can be asked depending on the condition of the students. Students should obtain pass marks 40% separately for listening/ speaking and reading/ writing to pass the examination.

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

This sub section is an attempt to review the related studies, articles and reports. The literature review is an important part of analysis that contributes a valuable role during the process of research work. The most important role of a review is to generate and collect the ideas from the previous studies in the related literature as evidence to the present study.

Lamichhane (1999) carried out the research work entitled “An Analysis of New English Textbook Grade Six.” The main objective of the study was to find out the language material used in the textbook are sufficient to meet the objectives set out in the curriculum for developing spoken and written skills. His findings were: the textbook was appropriately designed from gradation point of view and vocabulary items used in the textbook. It was designed for developing communicative skills as mentioned in the curriculum. The textbook was based on psychological principles. The materials had been organized systematically from simple to complex and shorter to longer ones.

Dahal (2002) carried out a research work on the topic, “English for Grade X” a textbook analysis. His objective was to examine in both physical and academic aspects of the textbook for Grade X. His research work showed that cover page design of the textbook was not seemed to be attractive and durable. Binding of the textbook was weak, the hand drawn pictures of the textbook could not clarify abstract concepts, the textbook lacked drills and the textbook had not provided any model of postcard writing, curriculum had stated that students would be able to produce a variety of authentic text type.

Similarly, Bohora (2004) carried out a research on “A Descriptive Study on the English Textbook for Grade I.” The textbook was for the beginners, so he evaluated only on the vocabulary items and sound. He found 217 vocabulary items in the text but the textbook presents a list of only 183 vocabularies. Only the cardinal numbers (one to ten) are found in the textbook. The vowel sound /u/ and the consonant sound /z/ are not found in the language used in the textbook. But this study didn’t care about the appropriateness of language sufficiently of other exercises.

Similarly, Dawadi (2004) carried out a research work on the topic “Analysis of Grade Seven English Textbook.” She analyzed on two aspects: physical and academic aspects using the random sampling procedure of data collection with the objectives to examine the relationship between the curriculum and the textbook. She aimed to provide the suggestions for the improvement of the textbook. She found some strength on both academic aspect and physical aspect. She also pointed out the weaknesses regarding to physical and academic aspects such as lack of attractive and durable cover design. Few reading exercises, an inadequate content, and irrelevant listening exercises were also found. She made ten recommendations for the improvement on the above aspects regarding to paper quality, cover page, pictures, illustrations, listening exercise etc.

Likewise, Khanal (2006) carried out a research work entitled by “An Analysis of Optional English Textbook for Grade Five.” The main objective of his study was to analyze the textbook in terms of its academic features e.g. subject matter and their organization and presentation, language, illustration and exercises. His findings revealed that the book had got both strengths and weaknesses in academic aspects. He had stated sixteen strong points and thirteen weak points of the textbook.

Similarly, Rana (2008) carried out the research work on ‘An Analysis of English Textbook’ “Meaning into Words” for Grade XII. He evaluated the textbook in terms of peripheral aspects of the textbook, such as cover page design, size, paper quality and price etc. He also evaluated the academic aspects of the textbook using checklist. He pointed out the eleven strengths in peripheral features and fourteen strengths in academic features. He pointed out twelve weaknesses in peripheral feature and eight weaknesses on academic features. Similarly, he had provided eleven recommendations regarding the paper quality, size, price, language function etc.

Similarly, Chaudhary (2015) carried out a research work on the topic “An Analysis of New Spark English Reader for Grade Six.” He found more strength points in comparison to weakness which could be found in government prescribed books. He got 70% positive response on the Spark textbook regarding the both aspects content and physical aspect ( cover page, printing, binding, language, lessons, grammatical structures, graphs, charts, and pictures as well). He found the Spark English Book was based on interactive pedagogical approaches: participatory method and activity oriented classroom techniques through pair work and group work, role play, information gap activities and task -based learning activities are sufficient for the students to provide the meaningful and contextual communication practices. It aimed to consolidate and enhance their knowledge in English grammar and vocabulary. It also aimed to develop a greater sensitivity among the learner towards language, literature, people, society, and their environment too.

Likewise, Belbase (2015) carried out the research on “An Analysis of the Textbook Writing Skill: a Problem Solving Approach.” His purposes were to analyze English textbook for BBS in external, internal and overall evaluation. He evaluated the textbook by using the principle of MC Dnough and Shaw (2003). He applied the qualitative analysis and judgmental method of non probability sampling procedure. He used the unstructured tools by using primary and secondary sources of data collection. He found some strengths of the textbook. The textbook was found more advanced and contextual, logically organized with attractive cover page etc. The presentation on writing skill was based on problem solving approach as the strength of the textbook

He also pointed out the weakness of the textbook: the textbook was more advanced than the level in the context of Nepal. It ignores the reading activities. There were inadequate materials for practice and no clear pictures and illustrations found in the textbook.

He recommended for the policy level and practice level to avoid the weaknesses and improve the textbook for the further editions.

A number of researches have been carried out in connection with textbook analysis at the Department of English Education, T.U. Kirtipur. But no research work has been carried out to analyze and evaluate Basic Level English Textbook for Grade Eight. This research was also different from others, as it attempted to analyze the textbook to find out strengths and weaknesses of the book so that all the concerned authorities would be benefitted.

### **2.3 Implications of the Review on the Study**

I found the theoretical implications for my research when I reviewed the above mentioned research works. I gained the knowledge from the research carried out by Sthapit, Khanal, Dawadi, Bohora, Chaudhary, Rana and Belbase. I implemented the data collection tools and techniques as well as data collection

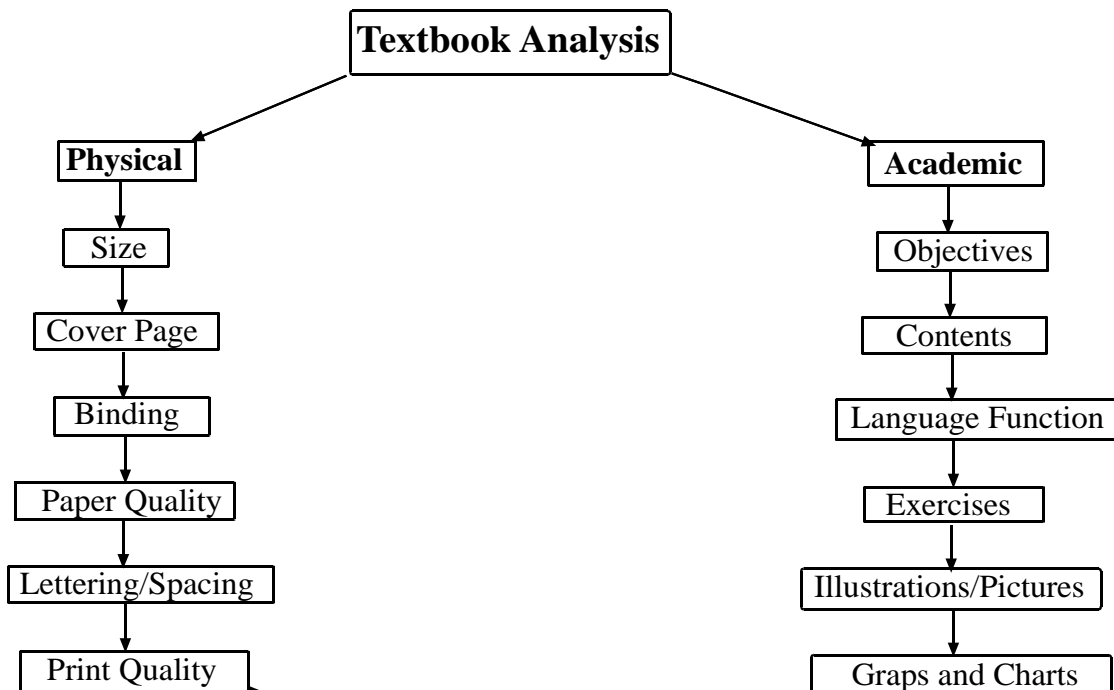
procedure based on physical and content aspects of the textbook analysis. I applied some of them on my research according to its need.

After reviewing all those research works, I updated myself and with research process, research tools and procedures which were useful and beneficial to conduct my survey research. I got some ideas and methodologies from the above mentioned research works .The questionnaires for data collection had been used in the previous research as a research tool, I also implemented in my own research.

## 2.4. Conceptual Framework of the Analysis

A conceptual framework is the representation of understanding of the theories by the researcher and their own conceptualization of the relationship between different variables. This qualitative analysis was related to physical and academic aspects based on the following conceptual framework.

The conceptual framework of the study is presented below:



## **CHAPTER THREE**

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

Analysis and the evaluation of the textbook is a challenging job because there are different criteria and systems for analyzing the text book. But the researcher used the general criteria being based on the Grant (1987) model for analyzing textbook are: physical and academic analysis. The first one physical analysis consisted of external features of the text book such as binding, printing, paper size, price, etc. The next, academic analysis included internal items such as the language functions and exercises based on CDC curriculum.

This study was an attempt to evaluate the English textbook for grade eight. Teachers and the students were the real and direct consumers of the textbook therefore the researcher collected the views from them using the questionnaires and checklist to make the research authentic.

The questionnaires were prepared focusing on the following topics:

- ) Academic Aspects: objective, contents, language, language functions, exercises, pictures and illustrations and charts.
- ) Physical Aspects: size, cover, binding, paper quality, lettering and spacing, printing and availability.

#### **3.1. Design and Method of the Study**

The study is descriptive analysis in terms of mixed research design depending upon the theoretical framework related to academic aspects (objectives, contents, exercises, language and illustrations). Similarly, it analyzes the physical aspects (size, cover, page, paper quality, lettering and spacing and print) of the textbook. The researcher collected primary data by preparing the questionnaires being based on the Grant (1987) book for the analysis.

### **3.2. Population, Sample and Sampling Strategy**

It is based on a survey research design which demands a large number of population. The sampling population was selected from both private and public Schools of Dachhinkali Municipality, Pharping, Kathmandu. The sample consisted of Basic Level and Secondary Schools. I selected 30 English teachers of both private and public schools as the sample population and forty students from grade eight from the different schools in Pharping.

Sampling strategies are essential to carry out the research so I selected the population as respondent informants from different schools. Teachers were selected in quota sampling procedure and students were selected by using non-random sampling procedure.

### **3.3. Study Area/Field**

The study area was the both private and public schools in Dakshinkali Municipality, Kathmandu. In order to collect the primary data, 30 teaching professionals and 40 students were selected for the study.

### **3.4. Data Collection Tools and Techniques**

The researcher used both primary and secondary data as a research tool. Regarding the need of data collection and to analyze the study, the researcher prepared the questionnaires, opinionnaires and checklist to collect the views and opinions from the respondents.

In order to collect the data, the researcher prepared two sets of questionnaire related to physical and academic aspects of the textbook. I also prepared a set of opinionnaire for the teaching professionals. I prepared the checklist for the language learners in terms of both physical and academic analysis of the grade eight new English textbook.

### **3.5. Data Collection Procedures**

The researcher used the both primary and the secondary sources to collect data. The researcher visited the library to collect the materials regarding the textual analysis as secondary sources of data collection procedure. The textbook itself and curriculum were used for the process of analysis. The researcher collected data from various sources and studied to evaluate the textbook regarding the both physical and academic aspects.

After the determination of prerequisites and to collect primary data and make them authentic, I visited the selected different schools of Dakshinkali Municipality and established rapport with the respective Head teachers. I clarified the purpose and approval. Then I met the English subject teachers and handed over the questionnaires and requested them to complete it within a week as per the constrained time. Then, I collected the questionnaires from them for analyzing.

The researcher visited the different schools in Dakshinkali Municipality for the data collection from the students. I established the rapport with the Head teacher and English subject teacher, and then I clarified the purpose of the visit and asked permission to collect data from the Grade VIII students. After that, I entered the class and distributed the administered questionnaires to the students to give their view. Finally, I collected the paper and I thanked them for their help.

The researcher used both primary and secondary data as the research tool.

#### **i) Primary Data**

- ) Two sets of closed-ended questions on a three point scales and five open-ended questions were provided for the teaching professionals.
- ) Twenty closed-ended questions of two point scales were provided for the students.



**ii) Secondary Data**

- ) Basic level curriculum (CDC, 2012), English Textbook.
- ) Unpublished previous thesis, related books, articles etc.

**3.6. Data Analysis and Interpretation Procedure**

Generally, survey researches can be qualitative and quantitative in nature. It was also a survey research. It had the characteristics of both qualitative and quantitative analysis. The collected raw data were administered by applying the checklist of Grant (1987) model. The data were analyzed using the appropriate descriptive and simple statistical method. The theoretical and conceptual framework was used to evaluate the textbook being limited to the physical and academic aspects.

First of all, the researcher examined and analyzed the responses provided by the teaching professionals in terms of physical aspect. It evaluated the external materials of the book such as, size of the book, cover page, binding, paper quality, lettering and spacing and print quality. Then the researcher evaluated the academic aspect of the book that consisted of objectives, language, exercises illustrations and charts/pictures. Similarly, the researcher evaluated the textbook by using the checklist for the collection of views from the students in terms of physical and academic aspects. The researcher collected the opinions and analyzed on the strengths and the weaknesses of the book. Some recommendations were made to the concerned authority.

## CHAPTER FOUR

### ANALYSIS AND INTERPRETATION OF RESULTS

This chapter deals with a descriptive analysis of the textbook and interpretation of the obtained data from the respondents based on physical and academic aspects, strengths and weaknesses in both aspects of the textbook was also analyzed. The collected data were both qualitative and quantitative in nature. Quantitative data were analyzed using the simple statistical method in percent (%). The qualitative data were analyzed descriptively.

This chapter deals with four different sub sections. The first part deals with descriptive information and analysis of the textbook, the second part was the analysis and interpretation of the obtained data from the teaching professional on the related aspects. The third part deals with the analysis and the interpretation obtained data from the learners. The last part of this section deals with the discussion of findings in related to the both aspects being based on outcome from the both respondent informants and researcher's own interpretation.

#### 4.1 A Descriptive Analysis of the Textbook

<b>Book:</b>	English, Grade Eight
<b>Book Writers:</b>	Bishow Raj Joshi Narendra Raj Paneru Dhruba Kumar Neupane
<b>Publisher:</b>	Government of Nepal, Ministry of Education, Curriculum Development Centre, Sanothimi, Bhaktapur, Nepal.
<b>First Edition:</b>	2015
<b>Price:</b>	Free for the Gov. Students
<b>Total units:</b>	18
<b>Binding:</b>	Side stitching

**Average Margin:** 1.5 cm (top), 2.5 (bottom), 2 cm (left), 1cm (right)

**Total Pages:** 191

The Grade VIII English textbook was published in 2015 by the Government of Nepal, Ministry of Education, CDC. The book was implemented in private and public schools for the first time from academic year 2072 B.S. The three writers, Bishow Raj Joshi, Narendra Raj Paneru and Dhruva Kumar Neupane had contributed to prepare the textbook.

#### **4.1.1 Analysis of Textbook**

There are various approaches and research designs for textbook evaluation. Three-staged model of MCDonough and Shaw (2003): external, internal and overall evaluation is also popular. Here, the researcher adopted the model of physical and academic aspect of the textbook analysis, being based on Grant (1987) CATALYST acronym criteria for textbook evaluation. Thus, the textbook was analyzed in two categories.

#### **4.1.2 Academic Aspects**

The content and exercises used in the book is called as academic aspect. It is known as soul of the book that includes objective, contents, language function, language exercises for all skills, Language games, illustrations, charts and pictures, etc. This new textbook tried to make students competent in all four language competencies through variety of language activities. Here, academic aspect has been categorized in different topics; these are mentioned below:

##### **i) Objectives of the Book**

Every curriculum and textbook carried their aims. This textbook has also the objective to make the learners competent in all four language skills through variety of language function, grammar, lexical words, new vocabulary, etc. It aimed for basic competencies on science and technology, occupation, communication, health and environment. So there are reading exercises related

to these subjects. Similarly, it has also aimed for inclusiveness, integrity, national unity, patriotism and norms and values of culture, religion, and ethnicity. Hence, this new textbook seems appropriate according to the need of the nation and contemporary context.

## ii) Contents

The textbook contains eighteen units with seven different language exercises. Each unit consists of reading activity in the beginning. After that, grammar, listening and speaking and writing activities are presented. These are all well sequenced according to pre, while and post based activities. Then project work as a practical and field based activity is also added as a new exercise in each unit. Pictures and illustrations are also presented for discussion but they are not clear. Charts, diagrams and tables are added as a new exercise to interpret, but print quality is not clear and good. Finally, exercises for fun like poems, riddles, language games, etc. are also used to entertain the students. These all exercises are briefly mentioned here.

### ) Table of Contents for Grade Eight English

In this sub section, the title of reading exercise, grammar, and language function with page number have been tabulated. There are 18 units; each unit has seven types of language activities. Each unit consists of different language functions and grammatical items. They are presented below:

Units	Unit title	Reading	Grammar	Language function	Page
1	Travelogue	A memorable journey from Terai to the Hill	Articles	Asking for information/ Asking for the repetition	1
2	An expedition	A visit to Godawari	Modals	Asking for direction / Giving direction	11
3	Business and Commerce	An interview with a local business person	Present tense	Requesting	23

4	Biography	Ganesh Man Singh The Iron Man	Relative clause 'who'	Describing a person	35
5	Festivals	Holi	Preposition	Suggesting and advising	47
6	Technology	A computer and its parts	Causative verbs	Getting things done	57
7	Journalism	The First Man on the Moon is No More	Reported speech	Reporting	69
8	Danger of Junk Food	Junk food should be banned	Conditional sentences	Expressing condition	80
9	Moral Stories	The Foolish sage and the Jackal	Past tense	Comparison	90
10	Habits and Behaviour	Good habit	Probability modals	Expressing degree of probability	100
11	Games and Sports	Games and Sports	Subject- verb agreement	Expressing likes and dislikes	111
12	District Profile	Dadeldhura District	Connectives	Giving reasons	121
13	Childhood Memories	Who makes a difference	Habitual Past "used to"	Past habits	131
14	Graphs and Charts	Bar chart, pie chart and graph	Expressing abilities	Expressing abilities	140
15	Lincoln's Letter	Lincoln's Letter	Voice	Persuading/ reminding	152
16	Fairy Tales	A beggar's dream	Reflexive pronouns	Stating intention/ predicting 162	162
17	Forms and Cheques	Bank Account Opening Form	Relative clause: thing place	Answering in brief	170
18	Dictionary	Finding words in a dictionary	Imperatives	Giving and following instructions	180

(Cited from CDC textbook, 2015)

### **iii) Language Function**

Language is the chief component of the textbook. Language function is the structure of sentence how we use according to the situation. To make the learner competent in English language, the textbook must provide varieties of language functions. There are 18 different types of language functions being used in this textbook, e.g. Asking for information and asking for repetition in unit one, comparison in unit 9, giving and following instruction in unit 18, etc.

### **iv) Exercises**

The activities or the tasks which are provided to the learners for their practice are known as exercises. In fact, these exercises are used in varieties of language functions. The more exercises the more practice, that makes the learner competent therefore this grade eight textbook has seven exercises with pre, while and post activities in each unit. These are the strengths of the text book. These are presented below:

### **) A Brief Report of Unitwise Exercises**

This book contains seven activities in each unit, they are presented below:

1. Reading Activities:
  - a) Pre-Reading Activities: (Engage Yourself, complete the table and discussion about the picture)
  - b) While Reading Activities: Study (Reading passage)
  - c) Post –Reading Activities: (Exercise for vocabularies, question -answer, re- order, fill in the gaps etc.)
2. Grammar:
  - a) Engage Yourself: (Warm- up activities)
  - b) Study: (Fill in the gaps with grammatical item)
  - c) Activate yourself: (self practice activities)

3. Listening:
  - A) Pre-Listening Activities:
    - a) Discussion
    - b) Picture discussion
  - B) While-Reading Activities:
    - a) Complete the table
    - b) Listening comprehension
4. Speaking:
  - A) Engage Yourself:
    - a) Question Answer and discussion
  - B) Study:
    - a) Reading exercise
    - b) Group work
    - c) Practice exercises
  - C) Activate Yourself:
    - a) Pair works
    - b) Individual work
5. Writing:
  - A) Engage Yourself:
    - a) Discussion
    - b) Question Answer
  - B) Study
    - a) Reading exercise
    - b) Writing exercise
  - C) Activate Yourself:
    - a) Parallel writing
6. Project Work:
  - A) Field Visit
    - a) Collect information / data
    - b) Taking interview
    - c) Making list of information
7. Enjoy Yourself:
  - a) Poem
  - b) Riddle
  - c) Picture
  - d) Vocabulary games
  - e) Puzzle

#### **v) Illustrations /Pictures**

Illustrations and pictures represent the event. In language learning, picture description is used as a speaking assessment for evaluation of the learners' language skill. In the context of the grade VIII textbook, illustrations have been included in each unit and most of the exercises they should be clear to pass the message but they are not clear.

#### **vi) Graphs/ Charts**

Graphs and charts, tables and diagrams are also the representation of information. That provides data and numerical information. They are effective and appropriate in the present context. The language learner should have knowledge to interpret them in respective language. Considering this issue, the textbook has included bar diagrams, charts and table to interpret in unit 14 from this year. But they were only found in nine and ten textbooks. The graphs and charts must be clear enough for interpretation so that there may not be wrong while interpreting. This textbook contains little dim and dark unclear graphs and charts.

### **4.1.3 Physical Aspect**

The body or external part of a book refers to the physical aspect. It is thought that physical part should be strong and durable so that the learner can use during their academic year confidently. The attraction of the textbook is depended upon the appearance and outer part or the physical quality of the book. The school children enjoy when they have got the book with colorful and attractive cover page and good quality of paper with varieties of pictures and strong binding etc. This aspect is analyzed as follows:

#### **i) Size**

The size of the book is appropriate according to the level of the students. It is easy to keep in the bag and easy for handling. The old textbook and new both



are same in size. The length of the book is 24 cm, width is 17.5 cm and its thickness is 1.cm. The left margin of the book is 2 cm, right margin is 1 – 1.5c.m, top margin is 1.5 cm. and bottom margin of the book is 1.5- 2 cm. The margin of the book is not consistent.

## **ii) Cover Page**

Cover page is an outer part of the book as if it is the dress of the human body. The attraction of the book relies on the cover of the book for children because they don't focus on inner part of the book, since they are less conscious about it. The attractiveness and colorful cover page of the textbook can admire the school level students. Thus, the appearance of the book should be good looking, colorful, attractive, smooth and plastic coated. The plastic coat can make the book safe from the water even in rainy season. However, the prescribed books don't have such quality, instead cover page is rough and looks faded in pink.

## **iii) Binding**

Binding is an organization or unification of the book by stitching; it should be strong for making durable. It depends on its pages and size too. The new English textbook has 190 pages with left side with two stitch bindings. Most of the textbook got the cover page peeled out due to carelessness.

## **iv) Paper Quality**

Paper is an important factor for preparing books. The physical or external quality of book depends upon the paper, its color, smoothness and weight, etc. Regarding the grade VIII textbook, the paper used in the textbook is rough and blackish like the newspaper. The paper is not durable as well. Some of the pages were found torn when they were distributed to the students. Some books even had been found uncut to the right side.

**v) Lettering /Spacing**

Letter size of the textbook should be appropriate according to the level or age of the reader therefore the book publishers should realize on it.

The font size used in the book is found little small for the weak eye sight students and it was difficult to read at night. As we know, there is no access of electricity in all places; the font size should be increased to the readable size. Similarly, space between the words seemed tight thus students feel difficult to read.

**vi) Print Quality**

Quality of print must be neat and clean otherwise the students don't prefer to use the book. Ink should not be spilt over the pages. The thin or thick use of ink makes the book dirty and scribbles therefore the book publishers should care in the quality of book. Fine print quality makes the book standard in physical aspect. The VIII class books didn't have such thing; it had dim print in some pages and thick in other pages. There was not neat and clean printed pages found in any book. The text found invisible in most of the pages: page no. 2, 12, 14, 18, 153 etc.

**4.1.4 Teachers' Responses on Academic Aspects**

Regarding the academic aspect of the textbook, a set of questionnaire was developed and distributed to the teaching professionals for the collection of information. Academic aspect is the most important and impressive part of the textbook for the teaching learning activities. The researcher collected the information on the related topics: objectives, contents, language functions, exercises, illustrations and pictures and graphs and charts.

**Table 1****The Lists of Responses Made by Teachers on Academic Aspect**

S.N.	Statement	Agree	Disagree	Neither agree nor Disagree
1.	The statement matter is sufficient to achieve the objectives of the basic level curriculum.	66%	17%	17%
2.	The subject matter is appropriate for the physical and social environment.	60%	20%	20%
3.	The subject matters give new information in different varieties.	78%	10%	12%
4.	The language fits the students' intellectual level.	66%	10%	24%
5.	The vocabularies content in the book is well developed.	66%	10%	14%
6.	The exercises are sufficient and appropriate for the students' level.	53%	20%	27%
7.	Listening and speaking exercises are sufficient.	62%	16%	22%
8.	The reading texts are comprehensible and interesting for students.	62%	16%	22%
9.	Writing exercises and grammar are appropriate according to the level.	72%	10%	18% %
10.	Charts and pictures are clear and sufficient enough	23%	62%	15%

The teachers made positive responses on academic aspects. The table presents the good quality of the internal part of textbook. The objective of the textbook has matched with its objective and 66% of the teachers agreed on the objective but 17% disagreed. Hence, content of the textbook has got 60 % agreement from the respondents which proved that the contents used in the book are interesting and suitable to the level of the students. Similarly, 66% of the respondents have agreed that the language functions used in the book are appropriate for the grade eight students whereas 20% disagreed on this view. The next aspect, exercises used in the book got 53% positive responses with 20% disagreement and 27% with neutral. So far as skills are concerned, 62% teachers viewed positively and 16% disagreed especially on listening exercises

as they haven't got any materials to conduct listening activities and have been found that the listening exercises have been avoided in the classroom. Difficult lexical words have been provided in the glossary, which received 66% positive responses from the teachers whereas 10% disagreed and remaining in neutral.

To conclude, regarding the views provided by the teachers as respondents, it can be said that the physical quality of the textbook is not satisfactory except size aspect. Another positive aspect of the textbook is academic quality regarding the content except charts and pictures it has got good responses. But the pictures and charts in the book are not well presented so that they have got 62% negative view as disagreement which should be taken positively for improvement in further publication.

#### **4.1.5 Teachers' Response on Physical Aspect**

The researcher had prepared a set of closed-ended ten questions which included six different aspects of the textbook on physical aspects. The questionnaires were provided to the teaching professionals as the respondent informants with three options: agree, disagree and neither agree or disagree. The respondents had made their responses in the related subjects which have been tabulated in terms of simple percentage method.

**Table 2****The List of Responses Made by Teachers on Physical Aspects**

<b>S.N.</b>	<b>Statement</b>	<b>Agree</b>	<b>Disagree</b>	<b>Neither agree nor Disagree</b>
1.	The size of the book is appropriate for the grade eight students.	96%	4%	0%
2.	It is easy in handling and carrying.	96%	4%	0%
3.	The cover page is attractive and durable.	17%	65%	20%
4.	The printing is neat and clean.	13%	70%	17%
5.	It is free from errors.	70%	10%	20%
6.	The spacing between the words & paragraph is appropriate.	36%	28%	36%
7.	The size used for texts and captions are appropriate.	36%	28%	36%
8.	The binding is sufficiently durable.	17%	60%	23%
9.	The quality of the paper is good and durable.	10%	73%	17%
10.	The teacher's guide, audio & visual aids are available.	0%	98%	2%

This table reveals the responses made by teaching professionals in terms of physical aspects of the textbook. They have made strong positive opinions on the size of the textbook. Around 96% teachers agreed on the view that the size of the book is suitable and easy to handle. Despite this view, 63% of the teachers pointed out drawbacks of the textbook relating to the cover page, with opinion that it is not attractive and durable.

Hence, 73% disagreement was made on the quality of the paper. Similarly, in lettering and spacing, only 36% teacher responded positively, it meant lettering and spacing is not satisfactory. Regarding to the binding of the textbook, 60% disagreement had been found, so it is needed to take seriously in the further publication. One of the important aspects of the book is printing of the book but 70% of the teachers agreed that the printing of the book is not clear and visible. The teachers disagreed the unavailability of the teaching materials, teachers guide, audio and visual aids is of 98% and only 2% of teachers have given their opinion on neither agree nor disagree.

In this way, except the size of the book, all other five aspects: cover page, binding, paper quality, lettering and spacing and print quality could not get good responses.

#### **4.1.6 Analysis of Open- Ended Questionnaires**

While analyzing anything, analyzing only the closed- ended questions can't provide sufficient ground and information. Even to the analysis of the this book, the researcher has the same regard and prepared five open –ended questions and received the responses from thirty teachers from the public and private schools of Dakshinkali Municipality. The open- ended questions that the researcher has included are as follows:

1. What are the strengths you have found on the new English textbook for grade eight?
2. What are the weaknesses you have found on the new textbook for grade eight?
3. What are your suggestions for the improvement of the new English textbook for grade eight?
4. What type of exercises did you feel useful and interesting for the students?
5. What types of exercises did you feel hard and boring for the students?

With the help of the responses provided by the teachers regarding to the strengths, weaknesses, usefulness of the exercise, hard and boring exercises and suggestion for the improvement of the textbook, the researcher has reached the following findings. The question wise findings through the responses are as follows:

##### **i. Strengths**

The question no. 1 dealt with the strong points of the textbook was “What are the strength you have found on the new English textbook of grade eight?”

Regarding to this question or the strengths of the textbook, the respondents have expressed their view like this:

- ) Covers all four skills
- ) Communicative approach based
- ) Inclusive type of reading text
- ) Related with other subjects
- ) Appropriate content for physical and social environment
- ) Contextual passage
- ) Interesting and practicable texts
- ) Useful for life
- ) Having students centered activities
- ) Interactive
- ) Varieties of exercises
- ) Comprehensive texts
- ) Project works
- ) New topics
- ) Every topic has grammar item
- ) Suitable pictures for the text
- ) Interesting poems
- ) Reading text having knowledge from different areas
- ) Vocabulary exercises
- ) Enhancing IQ test
- ) Facilitating to SLC exam
- ) Inspiring and motivating texts
- ) Appropriate size
- ) About 33% teachers did not feel any hard and boring aspects in the textbook.

## **ii. Weaknesses**

The question no. 2 dealt with the weak points of the textbook was “What are the weaknesses you have found on the new English textbook of grade eight?” Regarding to this question or the weaknesses of the textbook, the respondent teachers have expressed their view like this.

- ) Poor paper quality
- ) Less attractive and interesting cover page
- ) Less interesting and attractive pictures
- ) Poor printing quality
- ) Grammar is not deeply illustrated
- ) Not well selected vocabulary
- ) Difficult project works
- ) Pre- grammar knowledge is not provided
- ) Smaller font size
- ) Unable address modern issues
- ) Some advanced texts
- ) Few conversation practice
- ) Quite advanced language
- ) Poor layout
- ) Tape script is not available
- ) Weak bindings
- ) About 77% of teachers have found some hard and boring aspects to some extent in the textbook.

## **iii. Suggestions**

The question no. 3 which dealt with the suggestions for improvement the textbook was “What are the suggestions for the improvement of the new English textbook of grade eight?” Regarding to this question or the suggestions



for the textbook improvement, the respondent teachers have expressed their view like this.

- ) Grammar illustration and rules should be included.
- ) Guided and free writing should be added.
- ) Speaking and listening exercises should be added.
- ) Better paper quality should be used
- ) Font size should be increased.
- ) Printing quality should be enhanced.
- ) Language should match the level of the students
- ) Short and simple words should be used.
- ) Listening materials/ script should be provided.
- ) Topic related to tourism and foreign employment should be included.
- ) All the tough word meanings should be given in the glossary.
- ) More vocabulary practices should be added.
- ) Project work should be simple and easy.
- ) Font size should be big enough to be read.
- ) Funny chats should be included.

#### **iv. Useful and Interesting Exercises**

The question no. 4 which dealt with the useful and interesting exercises of the textbook was “What types of exercises did you feel useful and interesting to the students on the new English textbook of grade eight?” Regarding to this question or the usefulness of the textbook, the respondent teachers have expressed their view like this.

- ) Competency based exercises
- ) Listening exercises
- ) Poems
- ) Project works

- ) Enjoy yourself
- ) Reading texts
- ) Moral stories
- ) Engage yourself
- ) Chant
- ) Dialogues
- ) Comprehensive exercise
- ) Text related with biography
- ) Role play
- ) Group work
- ) Describing pictures
- ) Riddles

**v. Hard and Boring Exercises**

The question no. 5 which dealt with the hard and boring exercises of the textbook was “What types of exercises did you feel hard and boring to the students on the new English textbook of grade eight?” About 77% respondents have found hard and boring aspects to some extent in the textbook. Regarding to this question or the hard and boring aspects of the textbook, the respondent teachers have expressed their view like this.

- ) Long comprehensive passage.
- ) Listening exercises having no tape scripts and listening aids
- ) Some project works are hard to conduct
- ) Speaking activities
- ) Solving puzzle
- ) New vocabularies
- ) Religious types of exercises
- ) Observe and guess exercises
- ) Some grammar items

) Some comprehensive questions

#### 4.1.7 Responses Made by Students

**Table 3**

**The Response Made by the Students on Physical and Academic Aspects.**

S.N.	Statement	Yes	No
1.	The size of book is very easy to carry.	95%	5%
2.	The cover page is attractive.	37%	63%
3.	The quality of book is good.	52%	48%
4.	Listening exercises and its materials are sufficient.	30%	70%
5.	Pictures and Illustrations are presented.	40%	60%
6.	Interesting reading exercises are included in the book.	80%	20%
7.	The quality of paper and binding is durable.	20%	80%
8.	The project works are useful and applicable.	67%	33%
9.	The lessons are based on inclusiveness in terms of religion, cultures and regions.	80%	20%
10.	The letters and spacing are appropriate.	57%	43%
11.	The listening aid is available for the given exercises.	13%	87%
12.	Workbooks and visual aids are used properly.	25%	75%
13.	The exercises are suitable for your level.	75%	25%
14.	The writing exercises are difficult for you.	47%	53%
15.	The project works are interesting to carry out.	65%	35%
16.	Vocabulary items are found in the dictionary.	95%	5%
17.	New vocabularies are given in the glossary.	100%	0%
18.	The exercises for grammar are easy.	67%	33%
19.	There are varieties of knowledge included in the book.	80%	20%
20.	Graphs & charts are clear for interpretation.	62%	38%

The table presents the responses of the students on various topics regarding the textbook. Out of 20 questions, 95% the students pointed out the views on the strong points of the size, cover page and vocabulary items used in the glossary. About 80% of the students have given their view that the text and exercises in

the book are inclusive and interesting. Similarly, the remarkable percentage of students responded positively on the academic aspect such as language functions, exercises, level of difficulty, grammar and new exercises like graphs and charts interpretation. News story writing has been found interesting for most of the students whereas only few students have felt difficulties on them. All the respondents i.e. 100% have agreed that the meanings of the new vocabularies are given in the glossary. The issue availability of the listening aid for the given text is agreed only by the 13% of the respondents.

However, there were some weak aspects also found on both aspects. Paper quality and binding of the book was not found durable. 80% students gave negative responses on it so it should be considered seriously in term of physical aspects. Similarly, in term of visual and audio materials haven't been used yet. It was not available in the textbook. 87% respondents gave negative responses on it. Moreover, the academic aspect of the textbook has got positive response on most the topic. The objectives, subject matters, contents, language, grammar, skills based on exercises and vocabulary etc. were found satisfactory from the student respondents. Moral stories had been taken as interesting part by the students as well as teachers. Students had given negative responses in regard to listening texts as the tape script was not available and students did not get chance to listen them. Teaching materials, workbooks etc. are also lacking. Charts/ pictures are not clear and well presented due to the poor paper and print quality.

#### **4.1.8 The Responses Made by the Researcher**

In the process of the textbook analysis, the researcher studied the textbook and analyzed on the physical quality of the textbook. Although physical quality is a significant for textbook publication, it is not found to be seriously taken. The paper quality, cover page were not attractive durable. Binding was also not strong enough. Most of the pages of the book found torn. Print quality seemed to be frightening and some pages had deem print others had more dark and

unclear and invisible paragraphs. Pictures and illustrations were also not clear. But the size of the book was easy to handle.

In response to academic quality of the textbook, the researcher found the textbook well designed and systematically organized than the previous textbook. It had matched with the objectives of the curriculum, textbook. The textbook is based on communicative approach, task based and students centered activities are included in each units. Different language function, grammar and reading texts are presented. There are varieties of reading text in different disciplines such as business (p. 23), journalism (p.69), biography (35), festival (p.57), computer (p.57), Lincoln's letters (p.152), fairy tales (p.162), form and cheque (p.170) and use of dictionary (p.180). Glossary has also been included from page no 188 to 191 with the word meaning of new and tough vocabularies used in the book.

Speaking exercise made good impression on the students but listening exercises has disheartened the students as they didn't contain listening aids.

Similarly, as a new exercise project work: interview of business man, social worker etc. are the practical and field based activity on which students had positive impression as they had fun and extra taste on doing them. But some of the shy students felt hard and boring to carry out the project work.

The last section, enjoy yourself had contained fun, mind spinning, and inquisitive exercises which not only give fun but also enhance students creative thinking and speaking.

## **4.2 Discussion of Findings**

The research found both the strengths and weaknesses of the textbook related to academic and physical aspects. After interpretation of data, some of the findings have summed up as follows:

### **4.2.1. Strengths of the Textbook**

The researcher collected the information from the data collection. The data was collected from the teacher and students. The data were analyzed and interpreted. After the interpretation and analysis of the textbook, the researcher found some strength on academic aspects and physical aspects. They are as follows:

#### **) Strengths on Academic Aspect**

- The subject matter of the textbook is interesting and suits the level of the students.
- The subject matter meets the requirement of good, average and weak students.
- The content and exercises follow the curriculum in a rational manner.
- Vocabulary exercises are well presented.
- Pictures and illustration are beneficial to facilitate to comprehend the texts/ lessons.
- Reading texts have been presented in the perspective of inclusiveness in terms of geography, religions, gender, castes etc.
- The exercises cover the different areas of occupation: tourism, journalism, business, science, and technology etc.
- The textbook has exploited the inspiring and motivating texts like moral stories, fairy tales, poems etc.
- Uniformity in organization of contents of the textbook.
- Fun exercises have been added to inspire for speaking, critical thinking.
- The language used in the textbook is correct, colloquial and appropriate to situation and context.
- The vocabulary and structures are well selected.
- The texts included in the textbook are related and useful to the life.

- The exercises are based on communicative approach and task based approach.
- The skills are presented in natural order.
- Reading texts are comprehensive with new selection.
- Varieties of exercises are included in the textbook.
- Content and vocabulary are related to Nepalese context.
- Projects works have been included in order to enhance students' active participation and field work for their life skills.
- The dialogues are realistic and real life situation.
- The practice of individual skill is integrated into the practice of other skills.
- Pictures and illustrations are helpful for individual and group discussion.
- Vocabularies are given in the glossary with word meaning.
- The contents of the textbook are also related with other subjects.
- The contents and exercises are directed to equip students for SLC exam.
- The 'Enjoy yourself' section also enhance students IQ capacity.
- Errors and mistake in printing are hardly found in comparison to old textbook.
- Every exercise is oriented on pre, while and post activities.
- Exercises include group work, pair work and individual work, which can be effective for all kinds of intellectual diversity.

) **Strengths on Physical Aspect**

- The size of the book is appropriate.
- The size of the book is easy to handle

#### **4.2.2 Weaknesses of the Textbook**

The researcher also has found some weaknesses on the textbook after analyzing the data achieved from the teachers and students. The study found some weaknesses on both academic and physical aspect. They are as follows:

##### **) Weaknesses on Academic Aspect**

- Pre- grammar activities are ignored.
- Grammar exercises have been less emphasized.
- Some tough vocabularies are not included in the glossary.
- Enough writing exercises are not provided in the textbook.
- Some project works have been hard to conduct from the students side.
- Some pages (29, 30, and 31) are repeated in some books.

##### **) Weaknesses on Physical Aspect**

- The cover page of the textbook is not attractive and durable.
- Binding of the textbook is weak with two stitched only.
- The pictures and illustrations are not attractive and clear.
- Lettering and spacing are small and tight.
- Paper quality is not used good and smooth.
- The quality of the print is not neat and clear to comprehend.
- The use of inking is not equally balanced.
- Tape scripts and tape are not provided for conducting the listening activities.
- Workbooks and teacher manuals are not available.
- Graphs and charts are not clear to interpret.



## **CHAPTER FIVE**

### **CONCLUSION AND RECOMMENDATIONS**

This chapter presents the conclusion of the study and suggestive recommendations for the policy level, practice level and further researcher.

#### **5.1 Conclusion**

The conclusion is systematically accumulated in this section in terms of grade eight English textbook analysis. The main purpose of the study was focused on physical and academic aspects of the textbook. Almost all physical aspects of the textbook were found weak for example: cover page, paper quality, binding, lettering, spacing, print etc. The size of the book was appropriate. In comparison to physical aspects, the academic aspects of the textbook were found well designed, systematic, useful and appropriate for the learners. Most of the exercises were interesting, object oriented, interactive, task based and students centered. The language used in the textbook fits the level of the students. The contents were systematically arranged and it has uniformity. They were contextually fit for the learners. The language functions used in the textbook were applicable in the everyday life.

In conclusion, the textbook was analyzed from the response collected from the real consumers (30 teachers and 40 students). More positive responses were found in the academic aspects rather than in the physical aspects. It proved that the textbook was academically fit and appropriate for the learners. However, physical quality of the textbook should be considered regarding the recommendations for the next editions. Suggestions and recommendations are oriented to the different levels of implication. Mainly, three levels are mentioned here. They are policy level, practice level and research.

## **5.2 Suggestions and Recommendations**

The result and the findings through the analysis of the internal and external aspects of the textbook have been already mentioned. Here, the researcher has attempted to make some suggestions and recommendations which can be beneficial for pedagogical implications for policy level, practice level and for the further researchers. They are presented separately as follows:

### **5.2.1 Policy Level**

Policy is a plan or rule to systematize the activity of the people belonging to the particular field. There are many policies have been administered by the government in educational institutions and organizations. The policies are taken in the practice and reformed time to time according to the needs and situation. Similarly, the design of the curriculum has been set up in the policy level with the pace of time. The government can formulate the policy regarding the recommendation accumulated from the research and implement them in the forthcoming publication.

- In general, policy makers should analyze the needs and interest of the learners according to the time and situation in the language education.
- Physical appearance of the textbook is not satisfactory. Paper quality, font, prints, lettering and spacing should be considered seriously.
- Pictures/ charts and illustrations are to be made clear and visible.
- Instructional materials should be made available.
- Cover page design should be attractive and durable.

### **5.2.2 Practice Level**

The implication of the findings of the research study in the practical field is categorized under practical level. The finding of the study can be directly related to the practical field of the English language teaching. The process of

language education involves many elements often learners considered as the center and teachers as facilitator both of them will be benefited by this research study.

- It is hoped that this research work will provide insight of the textbook to the language teachers and learners.
- It is based on task based approach to develop the language skills which should be seriously taken from both teacher and students in the classroom.
- Listening materials and aids should be provided and used in the classroom.
- Concerned authority should conduct the orientation programs to familiarize and handle the textbook.

### **5.2.3 Further Research**

This research will be beneficial to the future researchers of the textbook analysis. There are many researches done on various books. They have used different frameworks for evaluation of the textbooks but this present study is based on the physical and academic quality of the textbook. This research can be exploited to do other research on other textbooks. The research criteria were given preference to the teacher and students' responses related to the textbook. The present study will be helpful for further research on textbook analysis .

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## QUESTIONNAIRE

Dear Sir/Madam,

As a student of M.Ed. second year with major English the researcher is carrying out a study on the textbook analysis of Grade VIII.

The questionnaire is presented to you for providing the information from your experience about the textbook of Grade VIII English. The fruitfulness of the study will depend on your unbiased and accurate responses.

Thank you for your co-operative.

Researcher

Rama Devi Basnet

Department of English Education

University Campus, Kirtipur, Kathmandu

## Appendix-A

### QUESTIONNAIRES FOR THE TEACHERS

Name:

School's Name:

Qualification:

Experience:

Training:

Gender:

*You are requested to give opinions on each of the following statements. The right answer is your opinion; please indicate your opinion by putting tick on the response.*

A. *Items related to Physical Aspects:*

1. The size of the book is appropriate for grade eight students.  
a. Agree      b. Disagree      c. Neither agree nor disagree
2. It is easy in handling and carrying.  
a. Agree      b. Disagree      c. Neither agree nor disagree
3. The cover page is attractive and durable.  
a. Agree      b. Disagree      c. Neither agree nor disagree
4. The printing is neat and clean.  
a. Agree      b. Disagree      c. Neither agree nor disagree
5. It is free from errors.  
a. Agree      b. Disagree      c. Neither agree nor disagree
6. The spacing between the words and paragraphs is appropriate.  
a. Agree      b. Disagree      c. Neither agrees nor disagree
7. The type size used for texts and captions are appropriate.  
a. Agree      b. Disagree      c. Neither agree nor disagree
8. The binding is sufficiently durable.  
a. Agree      b. Disagree      c. Neither agree nor disagree
9. The Quality of the paper is good & durable.  
a. Agree      b. Disagree      c. Neither agrees nor disagree
10. The teacher's guide, audio & visual aids are available.  
a. Agree      b. Disagree      c. Neither agrees nor disagree

*B. Items related to Academic Aspects:*

1. The subject matter is sufficient to achieve the objectives of the basic level curriculum.  
a. Agree      b. Disagree      c. Neither agree nor disagree
2. The subject matter is appropriate for the physical and social environment,  
a. Agree      b. Disagree      c. Neither agree nor disagree
3. The subject matters give new information in different varieties.  
a. Agree      b. Disagree      c. Neither agree nor disagree
4. The language fits the students' intellectual level.  
a. Agree      b. Disagree      c. Neither agree nor disagree
5. The vocabularies content in the book is well selected.  
a. Agree      b. Disagree      c. Neither agree nor disagree
6. The exercises are sufficient and appropriate for the students' level.  
a. Agree      b. Disagree      c. Neither agree nor disagree
7. Listening and speaking exercises are quite sufficient.  
a. Agree      b. Disagree      c. Neither agree nor disagree
8. The reading texts are comprehensible and interesting for the students.  
a. Agree      b. Disagree      c. Neither agree nor disagree
9. Writing exercises and grammar are appropriate according to the level.  
a. Agree      b. Disagree      c. Neither agree nor disagree
10. Charts and pictures are clear enough and sufficient.  
a. Agree      b. Disagree      c. Neither agree nor disagree



C. *You are requested to write your views on the basis of the following questionnaires which are asked about the New English Textbook for Grade Eight.*

1. What are the strengths you have found on the new English textbook for grade eight?

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.....  
.....  
.....

2. What are the weaknesses you have found on the new textbook for grade eight?

.....  
.....  
.....

3. What are your suggestions for the improvement of the new English textbook for grade eight?

.....  
.....  
.....  
.....

4. What type of exercises did you feel useful and interesting for the students?

.....  
.....  
.....  
.....

5. What types of exercises did you feel hard and boring for the students?

.....  
.....  
.....  
.....

## Appendix-B

### QUESTIONNAIRE FOR STUDENTS OF GRADE EIGHT

Name:

Sex:

School's Name:

Age:

*Tick the right Answer ( )*

1. The size of the book is easy to carry. (a) Yes (b) No
2. The cover page is attractive. (a) Yes (b) No
3. The quality of the book is good. (a) Yes (b) No.
4. Listening exercises and its materials are sufficient. (a) Yes (b) No.
5. Pictures and illustrations are well presented. (a) Yes (b) No.
6. Interesting reading exercises are included in the book. (a) Yes (b) No.
7. The quality of paper and binding is durable. (a) Yes (b) No.
8. The project works are useful and applicable. (a) Yes (b) No.
9. The lessons are based on inclusiveness in terms of religions, cultures and regions. (a) Yes (b) No.
10. The letters and spacing are appropriate. . (a) Yes (b) No.
11. The listening aid is available for the given exercises. (a) Yes (b) No
12. Workbooks and visual aids are used properly. (a)Yes (b) No
13. The exercises are suitable for your level. (a) Yes (b) No
14. The writing exercises are difficult for you. (a) Yes (b) No
15. The project works are interesting to carry out. (a) Yes (b) No
16. Vocabulary items are found in the dictionary. (a) Yes (b) No
17. New vocabularies are given in the glossary. (a) Yes (b) No
18. The exercises for grammar are easy. (a) Yes (b) No
19. There are varieties of knowledge included in the book. (a) Yes (b) No
20. Graphs & charts are clear enough for interpretation. (a) Yes (b) No

### Appendix-C

## THE LIST OF SCOPE AND THE SEQUENCES OF THE CURRICULUM

S.N.	Function	Language	Est.p
1.	Asking formally for information	Excuse me. I wonder if you could tell me the way to the post office.	5
2.	Asking for a repeat of information	Excuse me. I beg your pardon .sorry. Could you please say it again?	5
3	Asking for and giving permission, expressing obligation	Would you mind if I open a window? Am I allowed to borrow your book? You should come on time. I ought to go now.	10
4	Requesting and replying	Can you give me a hand please? I'm sorry; I have to go right now. Can you please tell me how to solve this problem? Sure.	5
5	Identifying people, places and objects	The man who was waiting here has gone. This is the house which I bought last year. The book that I need is on shelf.	10
6	Inviting and replying	How about coming for meal tomorrow? I wonder if you are free on Saturday ? Thank you very much but I'm afraid that I need to finish my homework.	10
7	Getting things done	Can you make the radio make? She made Gopal stay in. I got/had my food prepared.	
8	Reporting	He said that he wanted to go. He told her sit down. She said me if I was tired. He asked	10

		me where I was going.	
9	Describing people, object, places, objects and actions	The children in red uniform are waiting for the bus. I've visited Chandan Nath temple twice. This is the place where I was born. They are doing karate in the Dhangadi covered hall.	15
10	Expressing conditions	If you go there, you can see Mt. Makalu. If the temperature falls, the plants will die. As soon as the bell rings, you can go. If I were the headmaster, I'd make the school a model.	10
11	Comparing	Mt. Everest is the highest mountain in the world. Ahmad is much taller than his brother. Radhika is nearly as beautiful as Ramita.	5
12	Expressing degree of probability	Certainly, may be, perhaps	5
13	Expressing condolence	I'm sorry that you were ill yesterday. I'm sorry to hear that your mother expired. Hard luck!	5
14	Expressing likes/dislikes	What would you like to do? Would you prefer to swim or play volleyball? I'd like to play volleyball. Are you interested in watching TV?	10
15	Stating intention /	You must be feeling hungry! I'm off	10

	prediction	to work. I'm planning to visit Butwal next week.	
16	Persuading and reminding	Do come. Don't forget to write! Remember to come next week.	10
17	Describing habits	I used to eat rice but now I eat noodles	10
18	Expressing ability	I can speak English. I was able to buy a ticket.	10
19	Giving reasons	I came late because it was raining. I came by taxi in order to save time.	10
20	Answering in brief	I hope so. I hope not. So do I. I expect so. Not often. Sometimes. Never. Occasionally. Always.	10

(Cited from Basic Level Education Curriculum, 2012)

## Appendix–D

### The list of the Teachers and their school involved in data collection.

S.N	Name of Teacher	Name of the School	Qualifications	Teaching Experience
1.	Rudra Prasad Adhikari	Arunodaya H.S.School,Satikhel	M. Phil.	17 years
2.	Binod Bidari	Shree Krishna S.School,Chhaimale	B. Ed	16 years
3.	Sunita Rayamajhi	Arunodaya H.S.School,Satikhel	B.Ed	13 years
4.	Gajendra K.C.	Setidevi S.School,Daure Chhaur	M. Ed	19 years
5.	Ram Chandra K.C.	Pharping H.S.School,Pharping	M.A.	25 years
6.	Mahesh Sharan Joshi	Khokana Jana S.School, Tauthali	M. Ed	2 years
7.	Nabaraj Karki	Khokana Jana S.School, Tauthali	B. Ed	19 years
8.	Bidur K.C.	Panchakanya S.School,bhandhar kharka	B. Ed	20 years
9.	Shyam Bdr. Balami	Panchakanya S.School,bhandhar kharka	M.A.	23 years
10.	Laxman Pande	Champadevi S.School,boshan	M.A.	7 years
11.	Amit Lama	Shikharapur Community School	M.A.	7 years
12.	Sarita Bhomjan	Shree Krishna S.School, chhaimale	I.A.	2 years
13.	Jayaram Shrestha	Setidevi S.School	B.Ed	5 years
14.	Dinesh Ramtel	Arunodaya H.S.School	B.Ed	4 years
15.	Hindu Waiba	Shree Panchakanya S.School	B.Ed	12 years
16.	Ashok Balami	Setidevi S.School	B.A.	22 years
17.	Rabina Balami	Pharping H.S.School	B.A.	5 years
18.	Sanam Kumari Tamang	Shree Indrayani Lower S.School	BBS	5 years
19.	Indira Subedi	Pharping H.S.School	B.Ed	25 years
20.	Maya Poudel	Arunodaya H.S.School	M.A.	8 years
21.	Rama Nepal	Seti Devi S School, Vanjyang	M.A.	5 years
22.	Jaya Ram Shrestha	Seti Devi S School, Vanjyang	B.ED	5 years
23.	Rama K.c.	Arunodaya H.S School	B.A./B.Ed	15 years
24.	Nabin Amatya	Tribhuvan Adarsha	M.A.	10 Years

		H.S.School		
25.	Madhuri Shrestha	Tribhuvan Adarsha H.S.School	B.A.	15 years
26.	Shreejana Poudel	Cardinal International B. School	M.A	10 Years
27.	Siddhi Karmaacharya	Green Hill S.B School	M. Ed	18 years
28.	Raghunath Subedi	Green Hill S. B. School	BA.	7 Years
29.	Kiran Nepali	Chalnakhel L.S. School	M.A.	12 years
30.	Lalit Narayan Shah	Kalidevi Lower Secondry School	M.Ed	2 years

## Appendix-E

### List of Students and their schools involved in Data Collection

S.N.	Name of Student	School's Name	Age(in years)	Sex
1.	Susan Lama	Arunodaya H.S.School	14	M
2.	Sakar sunuwar	Arunodaya H.S.School	16	M
3.	Susan Nagarkoti	Arunodaya H.S.School	14	M
4.	Akriti Lama	Arunodaya H.S.School	13	F
5.	Arun Nagarkoti	Khokana Janamavi S.School	14	M
6.	Sandesh Chhetri	Khokana Janamavi S.School	14	M
7.	Dikshya K.C.	Khokana Janamavi S.School	14	F
8.	Sumitra Thakur	Khokana Janamavi S.School	14	F
9.	Salochana Thapa	Indrayani Lower S.School	14	F
10.	Susmita Khadka	Indrayani Lower S.School	14	F
11.	Jibida Thapa	Indrayani Lower S.School	13	F
12.	Pranita Shrestha	Shikharapur Community School	14	F
13.	Jasmine Kaliraj	Shikharapur Community School	14	F
14.	Dipen Acharya	Shikharapur Community School	14	M
15.	Devashish Balami	Shikharapur Community School	14	M
16.	Manoj Tamang	Shikharapur Community School	16	M
17.	Ranjana BAlami	Setidevi S.School	15	F
18.	Asmita Balami	Setidevi S.School	13	F
19.	SanukanchhaTamang	Setidevi S.School	15	M
20.	Junkri Rumba	Panchakanya S.S	16	F
21.	Parbati Bhomjan	Panchakanya S.S	15	F
22.	Smriti Sangtan	Panchakanya S.S	15	F
23.	Sujata Thapamagar	Kamadhenu S.S	14	F
24.	Bebi Secchry	Kamadhensu S.S	14	F
25.	Samridhi Khanal	Kamadhan S.S	13	F
26.	Sujata Magar	Pharping H.S.S	15	F
27.	Surya Bdr. Praja	Pharping H.S.S	18	M
28.	Isana Magar	Pharping H.S.S	15	F
29.	Laba Karki	Champadevi.S.S	13	M
30.	Rubina Sundash	Champadevi S.S	14	F
31.	Ritika Magar	Champadevi S.S	14	F
32.	Shisham K.C.	Setidevi S.S	14	F
33.	Amesh Maharjan	Setidevi S.S	15	M



34.	Reetika Basnet	Setidevi S.S	13	F
35.	Bhim Bdr. Bhomjan	Shreekrishna S.S	14	M
36.	Gaurav Bhattarai	Shreekrishna S.S	13	M
37.	Sarina Lama	Shreekrishna S.S	13	F
38.	Nawadeep Basnet	Green Hill Boarding School.	13	M
39.	Chandani Maharjan	Green Hill Boarding School.	14	F
40.	Sandesh Lama	Green Hill Boarding School.	13	M