

**AN ANALYSIS OF PARAGON ENGLISH READER
BOOK-6**

**A Thesis submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

Submitted by

Medani Prasai

T.U. Regd. No.: 9-2-207-0027-2011

Second Year Exam Roll No.: 2040017

Faculty of Education

Kanakai Multiple

Campus Surunga, Jhapa,

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T.U. Regd. No.: 9-2-207-0027-2011 Date of Approval of the Thesis

Second Year Exam

Proposal:

Roll No.: 2040017

Date of Submission

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Medani Prasai** has prepared the thesis entitled **An Analysis of Paragon English Reader Book-6** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 07-04-2019

.....

Rabindra Subedi (Supervisor)

Assistant Lecturer

Department of English Education

Kanakai Multiple Campus

Surunga, Jhapa, Nepal

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee:**

Signature

Hari Prasad Timsina

.....

Lecturer

Chairperson

Head of Department of English Education

Kanakai Multiple Campus, Surunga, Jhapa

.....

.....

Department of English Education

Expert

Tribhuvan University,

Kirtipur, Kathmandu

Rabindra Subedi (Supervisor)

.....

Lecturer

Member

Department of English Education

Kanakai Multiple Campus, Surunga, Jhapa

Date:.....

DEDICATION

This thesis is affectionately dedicated to
my parents **Krishna Prasai and Bishnu Maya Prasai**

DECLARATION

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 07-04-2019

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Medani Prasai

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ABSTRACT

The research entitled ‘**An Analysis of Paragon English Reader Book 6**’ is carried out to find out the strengths and weaknesses of English reader book of grade six of private schools. The objectives of the study were to analyze the textbook in terms of physical, academic and communicative aspects and provide some pedagogical implications. In order to achieve the objectives, primary data was collected and self observation method was used. The data was collected from 20 different ELT teachers teaching the textbook in different private schools of Shivasatakshi Municipality. Then, the data was analyzed. The major findings of the study showed that the overall physical aspects are excellent. Similarly, the textbook is communicative due to its emphasis on language functions and language skills i.e. listening, speaking, reading and writing. Likewise, the contents include in the book are appropriate to foster the creativity and interactive ability in the learners. The book too had the negative sides like it lacked the representation of Nepalese culture and geography and neglected the advocacy for human rights.

This thesis has been divided into five chapters. The first chapter is introduction that includes general background of the study, statement of the problem, objectives of the study, research questions, significance and delimitations of the study. The second chapter is related to the review of related literature and conceptual framework that includes theoretical and empirical literature review and conceptual framework of the study. The third chapter is about the methodology that contains design and method of the study, population sample and sampling strategy, study area, data collection tools and techniques, procedures, data analysis and interpretation procedures. The fourth chapter deals with analysis and interpretation of results and the fifth chapter is related to conclusions and recommendation. The recommendation is for policy related level, practice related level and further research related level.

Medani Prasai

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CHAPTER-ONE

INTRODUCTION

General Background of the Study

Language is a means of communication. Language is one of the components that distinguishes human beings from animals. Sapir (1921, p.8) defines it as, “Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols.” It is a voluntary vocal system of human communication. According to Bloch and Trager (1942, p.5), “A language is a system of arbitrary vocal symbols by means of which a social group co-operates.” Language is the most powerful tool for civilization. Language helps to develop culture, literature, technology, social groups and international relations. Language is a creator of knowledge and through it knowledge has been passed on from generation to generation. Language is solely helpful for the entire human progress. Language has eased the communication process for the humans.

English is a widely spoken language in the world which is used as one of the lingua francas for international communication; others being Chinese, Russian, Spanish, and Japanese etc. It used to be the language of the whites in the past but has become a global language at present. ‘English has been globally used and so the monopoly of native speaker of English over its stock of knowledge has become a myth. Its role has undergone a sea change from colonial contexts to post colonial context, from the top down approach to bottom up approach, from rulers’ language to everybody’s language. Relating the standard of English with native speaker is like demeaning the widened space and value of English. Now eight distinctive varieties of world English are globally accepted and practised. These are British, American, Canadian, Australian, Caribbean, African, South Asian and East Asian. Nepal being a part of South Asia uses ‘South Asian standardized English’ (Bhattarai and Gautam 2005, p. 2 as cited in NELTA Journal volume 11). At present English is language of language

of science and technology, commerce, business, civil aviation, hotel management, tourism, media, communication, advertisement, diplomacy and internet. It is the voice of progress and modernization (Dr. Sharma 2006: NELTA Journal vol. 11). Knowledge of English language has a power to make drastic change in the lives of anyone and it helps to live prestigious life. Regarding the value of learning English Malla (1977, p. 24) writes, “We shall have to learn English, not because of its prestige value but because of its practical utility, particularly in the face of our own limitations-material as well as non-material.”

So far the history of official entry of English language in Nepal is concerned; it is with the establishment of the first modern school Durbar High School in 1854 AD. It was particularly established for the children of the Ranas and had the objective of making the Rana sons know English and thereby the Rana rule in Nepal would have easy access to British Empire. The Ranas had seen unless they pleased the British Empire, their rule in Nepal would not be safe. Thus the introduction of English in Nepal had a deep vested interest of the Rana autocrats. From 1854 AD to 1947 only 13 secondary schools were opened (Gopinath 2000: p.117 as cited in NELTA Journal vol. 11). There was no college and university for higher education in Nepal until Tri Chandra College was opened in 1918. English for higher level was introduced with the opening of Tri Chandra College. However, there was no provision for teacher training. ELT in Nepal started in 1971 with the implementation of national Education System Plan (NESP) and the same year Tribhuvan University started B.Ed programme in English education (Awasthi 2003, p.22).

English used to be taught from grade four until 2060. After that English started to be taught from grade one as a compulsory subject in the public schools whereas it had been taught from pre-primary level in all the private boarding schools. At present, English language in Nepal is taught from grade one to bachelor level as a compulsory subject with higher priority to it compared to other subjects. Recently, most of the public schools too have changed the

medium of instruction from Nepali to English. This vividly explains the power and position of English in Nepalese society. Moreover, in our Nepalese context the mastery of English language determines the academic success of students to a great extent.

English language is taught as a second language in Nepalese schools which is a little more complication than learning the first language. To overcome the complexities of teaching English as a second language many different approaches, methods and techniques have been introduced and practised. Curriculum, textbooks, reference books are also made for the excellent learning of English. 'Curriculum and textbooks have been revised and improved; still the learning of English has not been satisfactory. Curriculum Development Centre (CDC) of the government of Nepal, in view of communicative approach changed the curricula of primary level, lower secondary level and secondary level' (Dr. Sharma 2006, p.26: NELTA Journal vol.11). The present revised curriculum includes language functions, grammatical knowledge, competencies, learning outcomes, skills in content areas, a scope and sequence chart specifying the allocation of periods for each unit. It also entails the principles of teaching English, learning resources, classroom activities, assessment of different skills etc. The curriculum has aimed at developing all the skills and aspects of English in pupils.

Textbooks based on this curriculum are the body of knowledge. They carry the subject matter specified by curriculum. It is a tool to deliver the knowledge to the ground level. So these textbooks need to be evaluated time and again to find out their strengths and weaknesses. It helps to make some essential modifications in the textbooks. This study is aimed at analyzing the textbook of English to check it is developed as per the curriculum and the level of the concerned grade students.

Statement of the Problem

If we look back at the history of teaching English in Nepal, a number of strategies and of teaching English and for increasing students achievement in English. Still the scenario has not been improved as much as expected. The learning outcome of English is dreadful. English subject has obstructed the academic path of students.

While analyzing this situation, we come to know that some problems still exist. The problem may be on curriculum, textbook or teaching procedure. A number of textbooks have been published being based on the objectives of teaching English of the concerned grade. In this regard, it is very essential to evaluate the textbooks from different angles to find out their strengths and weaknesses. This study is focused on the issues that if the textbook is appropriate to the concerned level, if the lessons and exercises given in the textbook will give children enough opportunities for learning English, whether or not curricular objectives are reflected in the textbook, if the whole textbook is communicative or not, if the physical aspects like paper quality, cover page, pictures, illustrations, size of the book, printing, binding are fine or not. These above mentioned issues caused me to carry out this study.

Objectives of the Study

The objectives of this study are as follows:

To analyze Paragon English Reader book 6 in terms of:

- a. Academic aspects (contents, organization and presentation, exercises, language, illustrations etc.)
- b. Physical aspects (printing, binding, size, paper quality, cover page etc.)
- c. Communicative aspects (language functions, language skills etc.)
- d. To suggest some pedagogical implications of the study

Research Questions:

This study is the analysis of Paragon English Reader book 6. The study has attempted to cover some internal as well as external aspects of the book. The analysis was done in terms of different variables. The study was carried out being on the periphery of some questions. The following research questions were tried to solve:

- a. How is the book Paragon English Reader book 6 designed in terms of physical aspects?
- b. How much contents are contained to fulfill to fulfill the objective of grade six English curriculums?
- c. What amount of contents is comprehensible to the students of grade six?
- d. What sorts of communicative exercises or texts are provided to foster the communicative ability of the learners?

Significance of the Study

The research was carried out with the intent of analyzing the book, 'Paragon English Reader grade 6' of private boarding schools with the perspective of its physical aspect, academic aspect, focus in communicative aspects and to suggest some pedagogical implications. This study will be significant for providing feedback to the teachers teaching the textbook. The study will also help to provide an insight and information to the textbook writer and materials producer. It will help in preparing the teaching manual, the teacher's guide and students' workbook. It will also be helpful for those who want to carry out similar types of researches in the future because the study is an attempt to analyze the different aspects of the textbook which are essential things to carry out any research work on textbook. Likewise, this study will be useful to all the concerned people who are directly or indirectly related to this textbook.

Delimitations of the Study:

The following were the delimitations of the study:

- a. The study was limited to the textbook 'Paragon English Reader Book 6' approved by Curriculum Development Centre and published by Sangam Books Publication Pvt. Ltd.
- b. The study was limited to the physical (printing, binding, size, paper quality, cover page), academic and communicative aspects.
- c. The study was limited to the researcher's own observation and study.
- d. The study was carried out only with the help of secondary sources of data.
- e. Twenty English teachers teaching this textbook were taken as sample population.
- f. The study was limited to Shivasatakshi Municipality only.

Operational Definition of the Key Terms

NELTA: Nepal English Language Teachers Association

CDC: Curriculum Development Centre

NESP: National Education System Plan

TU: Tribhuvan University

Open Ended Question: A type of question allowing free opinions of the respondents

Closed Ended Question: A type of question with certain options and not allowing free expression of the respondents

CHAPTER-TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Review of Theoretical Literatures

This section includes the review of some of the available and related theories. The theories are taken from different sources like books, journals, articles etc. Here in this study, the researcher will review and mention introduction of curriculum and textbook, importance of textbook analysis, an introduction to Paragon English Reader Book 6 and the general and specific objectives of teaching English of grade 7.

Introduction of Curriculum and Textbook

The term ‘curriculum’ refers to the purposes, contents, activities and organization of the educational program created in schools by the teachers and learners. The term ‘curriculum’ is derived from the Latin word ‘curricula’ which means the race course (Niure 2012). It means curriculum is a race course in which total education system goes on. It is the totality of the contents to be taught in a particular level along with the ways to teach and learn as well as for evaluation and assessment. All the planned learning opportunities offered by the organization to the pupils are entailed in the curriculum. The activities of all the teachers’ daily lives are based on curriculum.

In the general sense, it is the planning for the practice of some educational programs. In more specific sense, it is an educational document which contains the objectives of such project, totality of contents, methods of practice and finally the evaluation techniques. In the words of Cunningham (1945:66), “Curriculum is the tool in the hands of the artist (teacher) to mould his material (the students) in accordance with his idea in his studio (the school).

Allen (1984:61) defines “.....Curriculum is a very general concept which involves consideration of the whole complex of philosophical, social and administrative factors which contribute to planning of an educational program.”

Curriculum is based on the needs and demands of the nation. It tries to meet the national objectives of curriculum.

Oxford Advanced Learner's Dictionary defines textbook as "A book that teaches a particular subject and that is used especially in schools and colleges." Textbook refers to the material mainly used by the students and teachers which is designed by incorporating the content, activities, exercise and tasks as directed by the contents of the curriculum. Based on McGrath (as cited in Sharma, 2012) textbook is perceived to be a number of things such as a recipe, a compass, a supermarket, or a survival kit.

Grant (1987:12) says, "The textbook is used to refer to course book which typically aims to cover all aspects of the language, and supplementary textbooks devoted to particular topics or skill areas."

A textbook is the body of knowledge. It is organized and simplified purpose of learning. It is the most important tool because it can determine not only what will be taught but also how it will be taught.

Textbook and curriculum are inseparable to each other. A textbook is prepared by incorporating the contents to fulfill the curricular objectives. So, a textbook doesn't exist without curriculum. In the same way, the textbook too plays pivotal role to support the curriculum. Through books, the curricular objectives are fulfilled as the books work as a means to transfer the contents to the ground level (students). Textbook includes the contents and simplifies the items to be taught and learnt which is directly related to the effectiveness of curriculum.

Importance of Textbook Analysis

Textbook analysis is done to find out the positive and negative aspects of a certain textbook. According to Ells, Bingers, Jenson & Deaden (1983, p.307), "Research into the use of textbooks in schools and their effects on teaching and learning can play important role in textbook selection." This view emphasizes the evaluation of language textbooks.

According to Awasthi (2006, p.3), “It is through the textbook analysis a teacher knows the content of the book, the style in which it is written, and its strengths and weaknesses, which facilitate him/her to adapt it to suit the course aims, learners’ needs and the teacher’s belief.”

Textbook analysis is a significant endeavor which assists for the revision of the textbook. Textbooks are the means to cater the needs and demands of the society. The needs and demands of the society keep changing. In order to meet the changed requirements, textbook analysis has to be carried out making some necessary modifications. A textbook has a relation with curriculum. Failure and success of textbook has a lot to do with the failure and success of curriculum. Therefore, a textbook should be regularly examined because without analyzing textbook, we cannot find out the appropriateness and effectiveness of a textbook as well as curriculum.

A thorough evaluation enables the managerial and teaching staff of a specific institution to discriminate between all of the available textbooks. Furthermore, it provides a sense of familiarity with a book’s content thus supporting educators in identifying the particular strengths and weaknesses in the textbook already in use. This would go a long way ultimately assisting teachers with making optimum use of a book’s strong points and recognizing the weaknesses of certain exercises and whole texts.

Teacher development and professional growth is another beneficial reason highlighting the necessity of textbook analysis. Textbook evaluation assists the concerned teachers to achieve useful, accurate, systematic and contextual insights into the overall nature of textbook material.

Textbook evaluation, therefore, can potentially be a worthwhile means of conducting action research as well as a form of professional empowerment. Similarly, textbook evaluation can also be valuable component of teacher training programs for it serves the dual purpose of making student teachers

aware of important features to look for in textbooks while familiarizing them with a wide range of published language instructional materials. The authorities also get some feedback from the textbook evaluation since it shows usefulness and drawbacks found in the textbook and need to revise the textbook with adequate reforms.

An Introduction to Paragon English Reader Book-6

The book is originally written by Professor Jiblal Sapkota, M. S. Saud and Kumar Bahadur Rai. It is approved by curriculum development centre and published by Sangam Books Publication Ltd. Its first edition was published in 2011 and forth revised edition was reprinted in 2018. It has total 192 pages. The book presents all the language skills including sub-skills in an integrated way. Altogether there are thirteen units in the book. All the units begin with 'Listening' as it is the first step to learn in the language learning process. The language functions or grammatical items are practiced and consolidated in all the language skills: Listening, Speaking, Reading, Writing and Grammar section. Pronunciation practice has been included in every chapter to foster and develop the learner's faculty of accurate pronunciation. Similarly, every unit includes Reading for pleasure that encourages learners to enjoy literature and boost their level of critical reading as well as creative thinking. Each unit ends with Check your general knowledge with the key at the end of the book. It equally aims at equipping the learners with necessary English vocabularies and Grammar. Moreover, every unit focuses on at least four learning objectives. It is practiced in private schools as an additional English book.

Competency of Basic Level English Curriculum

The following competencies have been presented in Basic level curriculum of English:

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

- c. Comprehend written English in personal, social and academic contexts.
- d. Communicate in written English in a variety of personal, social and academic contexts.
- e. Develop skills and competencies to use English as a medium for further studies and a tool for obtaining information and enjoyment.
- f. Learn to think creatively and critically to develop the language skills by promoting tolerance, inclusiveness and socio-cultural harmony.

Learning Outcomes of Grade Six English

Present Basic Level curriculum has set grade wise learning outcome for class 6-8. The learning outcomes of class six English mentioned in the present curriculum are as follows:

a) Listening skill

- i. Listen and carry out a short and simple set of instructions.
- ii. Listen and distinguish minimal pairs.
- iii. Listen to short dialogue/simple text from teacher/electronic media and discuss it.
- iv. Listen to a simple oral presentation/story and demonstration comprehension through verbal/non-verbal responses.
- v. Listen to a formal or informal text and do various types of listening comprehension exercises.

b) Speaking skill

- i. Communicate verbally or non-verbally mainly at home and school environment.
- ii. Receive/make phone call in informal situations
- iii. Describe a picture cartoon or object orally
- iv. Use simple words/phrases to ask/respond to questions.
- v. Speak with correct stress and intonation, especially for questions and statements.
- vi. Engage in short dialogues/group discussions.

- vii. Retell short stories.

c) Reading skill

- i. Read public notices or instructions and follow them.
- ii. Read silently and make notes of important information from the text.
- iii. Guess the meaning of unfamiliar words by its position and context
- iv. Develop basic skills to use a monolingual dictionary.
- v. Understand simple timetables, labels, charts, graphs, simple notices, price-lists, maps, tickets.
- vi. Follow simple written instructions correctly.
- vii. Read text and transfer information(reading comprehension activities)
- viii. Read and enjoy poems, short stories in printed as well as electronic form.

d) Writing skill

- i. Use punctuation marks(capital letters, full stops, questions, exclamation)
- ii. Fill up a form(admission forms)
- iii. Write a short request, invitation or thank you note to a friend
- iv. Write short dialogues
- v. Write simple directions
- vi. Describe a picture/real objects using 'and', 'but', 'because'.
- vii. Describe a short sequence of events or actions.
- viii. Write/design posters
- ix. Revise or edit one's own writing with pair/teacher support.

Review of Empirical Literature

Lamichhane (1999) carried out a research work entitled “An Analysis of the New English Textbook for Grade Eight.” He analyzed the textbook on speaking and writing skills designed in the grade eight English textbook. He used two sets of questionnaire as the main tool for data collection. He found that the materials and exercises are organized on the basis of psychological principles and practices are prepared on the basis of maxim of teaching. He concluded that there is lack of sufficient exercises.

Dahal (2002) carried out a research work on the topic “English for Grade X: A Textbook Analysis.” In which, he analyzed the textbook in terms of two aspects: academic and physical. His study concluded that the cover page design of the textbook is not attractive and durable. Binding of the textbook is weak. The hand drawn pictures of the textbook do not clarify abstract concepts. The textbook lacks drills and the textbook has not provided any model of post card writing, bio-data, notices and advertisement although the curriculum has stated that students will be able to produce a variety of authentic text type.

Bohora (2004) carried out a research entitled ‘Textbook Analysis of English for Grade one.’ His study primarily intended to evaluate the English textbook for grade one in terms of language skills, sentence types, vocabulary items, language functions, materials and physical aspects. The research counted the entire vocabulary item and tabulated them to find their word class, number of frequency, number of syllable, pronunciation, consonant cluster etc. Similarly, the research counted and listed all the sentences of the textbook according to their types, verb pattern schemes and functions. Lastly, the researcher has analyzed the physical aspects of the textbook descriptively.

Uprety (2007) carried out a research entitled “An Analysis of Academic Encounters Human Behavior”, a textbook for PCL 2nd year TU. Analysis of the textbook in terms of the physical aspects, academic aspects and focus in four different language skills was the major objective of his research. According to his conclusion, the physical aspect of the textbook is satisfactory, the book

incorporates interesting readings, data based factual information, it has abundant use of formal and academic language, though it doesn't contain communicative function, colloquial, figurative and literary use of language.

Giri (2009) conducted a research on Analysis of Symphony for grade five. His study was focused to analyze the textbook in terms of physical and academic features. He conducted the research on 80 students reading in class five in private boarding schools and ten teachers. He also used open ended questionnaires to collect the data. He found that the content of the book is interesting and understandable to the students. He found that subject matter and exercises given in the textbook are not sufficient to make the learners practice.

Bhattarai (2013) conducted a research entitled, "A Textbook Analysis of Symphony: An English Book Five." The main objectives of her study were to analyze the textbook in terms of its physical aspects, language skills focused, adequacy of contents etc. She carried out the research with 20 primary level English teachers of different private school. She also made use of questionnaire with close ended and open ended questions. She concluded that the physical aspect of the book is error free. It has been prepared meeting almost all criteria. The book focuses on developing the four language skills with plentiful opportunities to practice listening, speaking, reading and writing skills through different exercises. The contents of the book are communicative and make the students able to communicate in target language. But the content doesn't give knowledge applicable for day to day work.

Basnet (2016) carried out a research work entitled "My English Book-Grade Four: Textbook Analysis" with the major objectives of analyzing the textbook in terms of its physical and academic aspects, opinions of the teachers and students related to strengths and weaknesses of the textbook. For data collection the researcher sampled 20 students studying in the respective classes and 10 teachers who were teaching the same English textbook. He provided the questionnaires to the teachers and students with close ended question to tick the right alternatives for each statement. He found out the textbook is easy for

handling and carrying. Its printing is praiseworthy. The pages are durable but its binding is not strong enough. The contents are well organized; subject matter is according to the level of students. But the textbook doesn't include sufficient exercises for the practice of grammar. Some of the vocabularies are very hard as per the level of the students.

Implications of Review for the Study

Regarding this study, the above reviewed literature helps in the following in the following implications:

- a. The review of the related literature helped to gain insight into setting the objectives for the research study.
- b. The literature review helped to determine the study area on the selected topic.
- c. The review of the related literature helped to know different methodologies and procedures of carrying out text evaluation.
- d. The review of the related literature supported to identify the different aspects inside physical, academic and communicative aspects of a textbook.
- e. The review of the related literatures helped to be familiar with the possible problems of conducting research and ways to solve them.

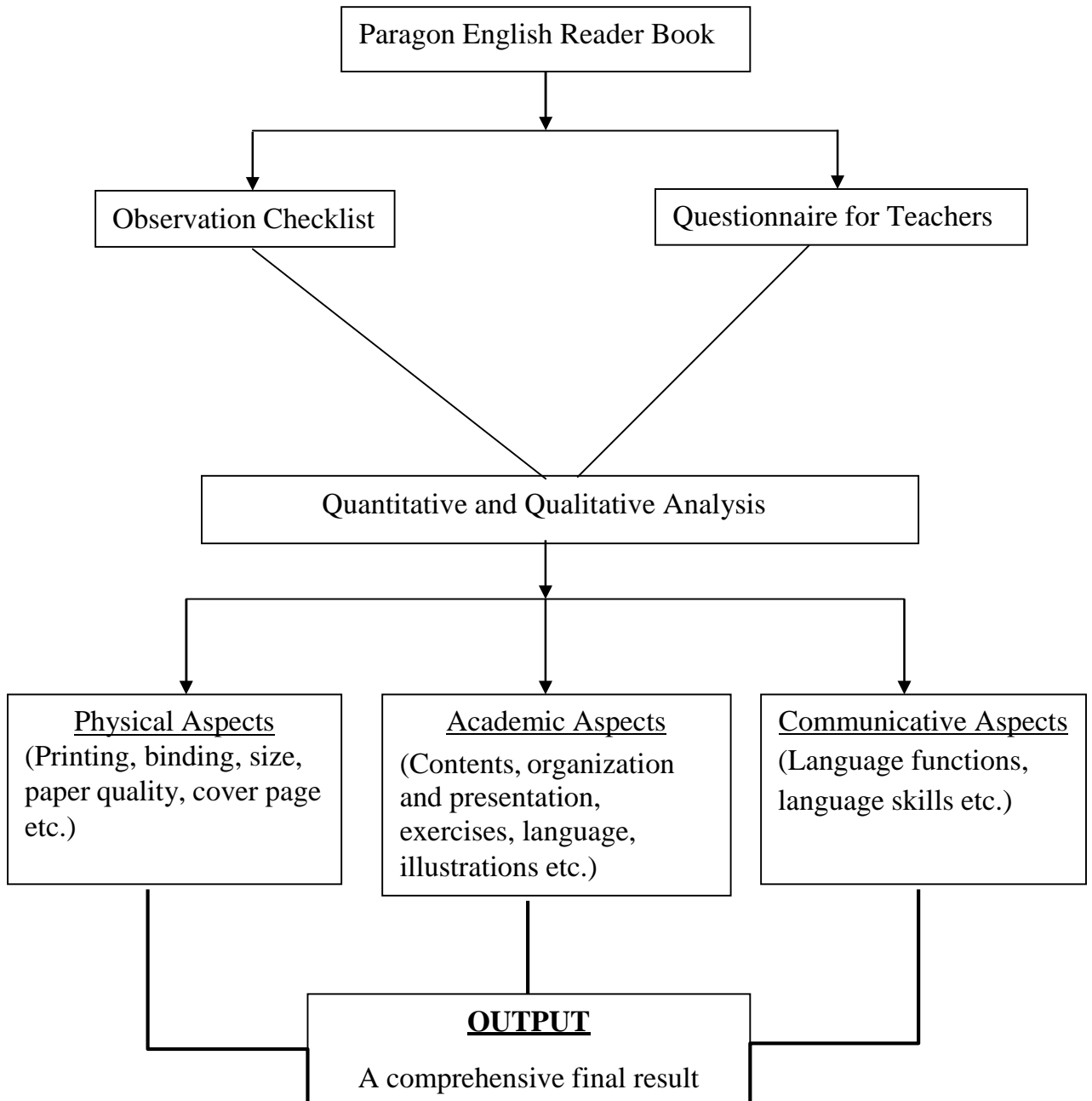
Theoretical/ Conceptual Framework

A good textbook forms with the combination of sound physical, academic and communicative aspects. So, the analysis of these aspects is very important.

Success or failure of any textbook depends largely on the relevance of physical, academic and communicative aspects. The analysis of a textbook is not a random task that can be done without combining the essential aspects. While analyzing a textbook, it should be analyzed paying much attention to physical, academic and communicative aspects. These three aspects can be evaluated using observation checklist and questionnaire for teachers. Using these two types of tools qualitative and quantitative analysis can be done.

Based on the above mentioned discussion, the following conceptual framework has been used in the study.

Figure No. 1 Conceptual Framework of Textbook Analysis



CHAPTER-THREE

METHODS AND PROCEDURE OF THE STUDY

Design and Method of the Study

This is a survey research. In this research, the researcher studied the academic, physical and communicative aspects of the ELT book of grade six using qualitative and quantitative method for collecting the required data. Though both were used, it is closer to qualitative method. Twenty ELT teachers were sampled and the information required was gathered. The study was carried out with the help of two data collection tools; questionnaire for teachers and the self observation checklist. The findings of both studies were tabulated. The comprehensive final result was derived.

Population, Sample and Sampling Strategy

The study is targeted to evaluate a single ELT textbook of grade six. A single ELT textbook of grade was both the population and sample for the research study. Besides, twenty teachers were taken as a sample population for this study for finding out the relevance of the physical, academic and communicative aspects of the textbook. Regarding the sampling strategy, the researcher selected purposively. So, the sampling strategy was non random sampling.

Study Areas/ Field

This study is carried out on one of the areas of English education. It is related to English language. An ELT textbook of grade six has been selected. A lot of things can be studied of this textbook. But this study has primarily focused on physical, academic and communicative aspects.

Data Collection Tools and Techniques

The tools for collecting data were researcher's own study of the textbook and two sets of questionnaire for twenty English teachers of Shivasatakshi Municipality. Regarding the data collection process, the researcher went through the text thoroughly on the basis of the theoretical framework presented. I observed the physical, academic and communicative aspects from various

angles. After that, the researcher prepared some questionnaires and gave to respondents to tick on the one which closely reflects their opinion of the given alternatives for each statement. The questionnaires were of two types including open ended and close ended questions. The researcher also provided open ended questionnaire to write their comment. When the data were collected, they were analyzed using simple statistical tools, such as table, percentage etc.

Data Collection Procedures

The study was qualitative and quantitative study. For both types of study, data were collected using observation checklist and questionnaire. I followed these procedures to collect data for this study:

- a. The textbook was studied in depth and different physical aspects, academic aspects and communicative items were separately checked.
- b. The findings of these aspects were presented in the checklists.
- c. Then, the sampled teachers were visited.
- d. The researcher established rapport and gave the questionnaire to the sample teachers.
- e. When they are done with the fill up activity, I will collect them.
- f. Then, the answers were analyzed.

Data Analysis and Interpretation Procedures

Since the study was both qualitative and quantitative study, the researcher followed both statistic and descriptive procedure to analyze and interpret the collected data. Mode and content analysis procedure were applied.

CHAPTER-FOUR

ANALYSIS AND INTRPRETATION OF THE RESULT

Analysis and Interpretation of the Teachers' Responses

Since the teachers are the persons who practice the textbook in the ground level, they have often better knowledge and understanding of the appropriateness and qualities of the textbook they have taught. For collecting the teachers' responses, the researcher has made a set of closed ended questionnaire with three options (yes, no and uncertain) and provided to the respondents. The teacher respondents had to choose the one that best matched their observation among the options.

The researcher tabulated the responses of the teacher respondents in terms of simple percentage method for their analysis. The book's qualities have been evaluated in terms of four categories: very good, good, average and poor. In terms of percentage, above 75% is very good, below 75% and above 50% is good. Similarly, below 50% and above 25% is average. The quality on which below 25% of the respondents agree has been categorized as the poor aspect of the textbook.

The analysis of various aspects of various aspects of the book on the basis of the teachers' response is presented as follows.

Physical Aspects

Regarding the physical aspect of the textbook, a questionnaire with ten different aspects' information was prepared and the responses were collected. This is presented as follows:

Table 1
Physical Aspects

S.N.	Questions	Responses in percentage		
		Yes	No	Uncertain
1.	Appropriateness of the book to the concerned level	70	30	0
2.	Decency of the paper quality	100	0	0
3.	Easy opening of the book	100	0	0
4.	Durability of the binding	60	25	15
5.	Paragraph spacing	90	10	5
6.	Suitability of the font size	80	10	10
7.	Appropriateness of the word spacing	75	10	15
8.	Neatness of printing	100	0	0
9.	Hardness and attractiveness of the cover page	85	15	0
10.	Error freeness of printing	95	5	0

According to table no. 1, the book has eight very good physical aspects. Cent percent respondents agree that the paper quality is good. The same percent also agree that the book opens easily and the printing is neat and clean. 90% of the respondents have agreed that the spacing between paragraphs is satisfactory. 80% respondents believe that the font size used suitable. The printing is free from errors is agreed upon by 95% respondents and 85% of the respondents agreed that the cover page is strong and attractive.

The book seems to have two good qualities in terms of physical aspect. The size of the book is appropriate to the students of grade six is agreed by 70% respondents. Similarly, 60% respondents have agreed that the binding of the book is durable.

As the physical aspect of the book is full of very good and good qualities, it doesn't possess any average and poor qualities.

Subject Matter (Academic Aspects)

For collecting the respondents response on the academic aspects of the book, a set of questionnaire including 6 different sub aspects were prepared, and the information was gathered. As in the physical aspect, the researcher has presented the responses in tabulated form in terms of percentage and analyzed them as follows.

Table 2
Subject Matter

S.N.	Questions	Responses in percentage		
		Yes	No	Uncertain
1.	Suitability of the subject matter to the mental level of the students	50	25	25
2.	Interestingness of the contents	60	30	10
3.	Presentation of new information by the content	80	15	5
4.	Applicability of the contents to day to day life	70	20	10
5.	Communicability of the contents	100	0	0
6.	Reflection of the curricular objectives	85	15	0
7.	Inclusion of factual information	65	20	15
8.	Meeting the requirements of good, average and weak students	50	30	20
9.	Relevance of the contents	60	25	15
10.	Representation of Nepalese culture and	25	50	25

	geography			
11.	Freedom from gender biasness	100	0	0
12.	Advocacy of human rights	20	50	30

As it is shown in table no. 2, the book has got four very good qualities regarding the subject matter. 80% of the respondents agreed that the subject matter gives new information. 85% of them believed that the contents have reflected the curricular objectives. Cent percent respondents agreed that the contents are communicative and the same percent also agree that the content is free from gender biasness.

In the same way, the text book has six good qualities in terms of contents. Half of the respondent agreed that the subject matter suits the mental level of the students. 60% of them believed that the content is interesting to the students. The content is applicable to day to day life is agreed upon by 70% of the respondents. The fact that the content includes factual information is agreed by 65% of the respondents. Similarly, 50% of the respondents believed that the content meets the requirements of good, average and weak students. 60% of the respondents have agreed that the contents of the book are relevant to the students.

Regarding the content of the book it has got one average and one poor quality. Only 25% of the respondents have been positive that the content represents Nepalese culture and geography and 20% of them believed that the content advocates for human rights.

Organization and Presentation

Table 3
Organization and Presentation

S.N.	Questions	Responses in percentage		
		Yes	No	Uncertain
1.	Division of the content into suitable units and sub-units	90	0	10
2.	Comprehensibility of the presentation of the contents	75	10	15
3.	Highlight of key vocabularies	0	100	0
4.	Recurrence of previous lesson concepts	40	40	20
5.	Provision of pre and post reading activities	100	0	0
6.	Perfect matching of topics and the reading texts	100	0	0
7.	Presentation of the content in graded difficulties	60	15	25
8.	Suitability of the presentation in accordance with content	80	0	20
9.	Presentation of glossary at the end of lesson	100	0	0
10.	Simplicity presentation for teachers to understand	90	0	10

As it has been displayed in table no.3, there are more than half very good qualities of the book in terms of organization and presentation. 90% of the respondents agreed that the contents are divided into appropriate units and sub-units and the same percent also believed that the presentation of the content is simple for teachers to follow and use. 75% respondents have agreed that the presentation of the content is easily understandable. Similarly, cent percent respondents agreed that the pre and post reading activities are related to the reading texts. The same percent also agreed that there is appropriate matching

between the topics and the reading texts and glossary is given at the end of every lesson. 80% respondents have believed that the presentation suits the nature of the content.

In terms of organization and presentation aspect, the book has a single good aspect because 60% respondents agree that the reading materials are presented in graded difficulties. Key vocabularies highlighted in each unit is the poor quality of the book because no respondents supported this idea. It has one average aspect i.e. 40% respondents agreed that the concept of previous reading text recurred in the following chapter.

Exercises

Table 4
Exercises

S.N.	Questions	Responses in percentage		
		Yes	No	Uncertain
1.	Clarity of instructions for exercises	90	0	10
2.	Systematic organization of the exercises	80	5	15
3.	Appropriateness of the exercises	100	0	0
4.	Usefulness of exercises to diagnose student's learning difficulties	70	20	10
5.	Helpfulness of exercises in developing student's creativity	80	15	5
6.	Gradation in terms of difficulty level	60	40	0
7.	Motivation for interaction and discussion	85	5	10
8.	Uniformity in the number of exercises in each lesson	100	0	0
9.	Reflection of the content of the lessons	90	10	0
10.	Sufficiency for adequate practice	90	0	10

Regarding the exercise, as the table exhibits, there are many very good aspects of the book. 90% of the respondents agree that the instructions for exercises are clear. 80% of the respondents have agreed that the exercises are organized systematically organized and the exercises are helpful in developing the creativity of the students. Cent percent respondents agreed that the exercises are appropriate as per the level and the same percent too agreed that there is uniformity in the number of exercises in each reading text. 90% respondents agreed that the exercises reflect the subject matter of the lessons.

The same percent of them also agreed that the exercises are sufficient for adequate practice for the students.

The textbook does have two good qualities in regard of exercises. 70% of the respondents have agreed that the exercises help teachers in diagnosing the students' learning difficulties.

Language

Table 5
Language

S.N.	Questions	Responses in percentage		
		Yes	No	Uncertain
1.	Aptness of the language for student's level	60	30	10
2.	Simplicity of the language to teach	65	35	0
3.	Presentation of new vocabularies for students	90	0	10
4.	Communicability of the language items	85	10	5
5.	Suitability of the language structures for the level	50	50	0
6.	Integrative presentation of all language skills	100	0	0
7.	Well gradation and selection of the vocabularies	80	15	0
8.	Aptness of the vocabulary items in enhancing students vocabularies	90	0	10
9.	Use of academic language	85	5	10
10.	Well definition of key vocabularies	70	20	10

The table shows that the book has many very good and good aspects. Cent percent respondents have agreed on the fact that the textbook has presented all four language skills in an integrated way. 90% of the respondents have admitted that vocabulary items are helpful in increasing students' vocabularies and the language helps to present the new vocabularies for students. Similarly,

85% of the respondents have agreed that the language is presented communicatively and the same percentage also agree that the language is used is academic. Another very good quality is vocabularies are well graded and selected i.e. 80% have gone with yes answer to this.

It is evident from the table that the language of the book has four good qualities regarding language. Language appropriate as per the students' intellectual level is agreed by 60% of the respondents. 65% respondents agreed that the language of the book is easy and interesting to teach. Half of total respondents have agreed that the structures suit the level of the students. In the case of key vocabularies, 70% of the respondents agree that the key vocabularies are well defined.

There are no average and poor aspects of the language aspect in the book. It clearly demonstrates the strength of the book.

Illustrations

Table 6
Illustrations

S.N.	Questions	Responses in percentage		
		Yes	No	Uncertain
1.	Clarity of pictures	100	0	0
2.	Usefulness of illustrations to concretize the abstract concepts	70	10	20
3.	Aptness of the illustrations	80	10	10
4.	Highlight of the important language	40	40	20
5.	Attractiveness of the illustrations to motivate the learners	90	0	10
6.	Encouragement to work in groups and pairs	100	0	0
7.	Inclusion of games and puzzles	20	80	0

8.	Aptness of the colour and size of the pictures and figures used in the lessons	90	10	0
9.	Comprehensibility of the illustrations for teachers to teach	60	20	20
10.	Reflection of the lesson's content	85	5	10

Regarding the illustration, as the table exhibits, the book has many very good qualities. 100% respondents agreed that the pictures in the book are clear and illustrations encourage learners to work in pairs and groups. 80% of these respondents agree that the illustration is appropriate. In the same vein, 90% of respondents believed that the illustrations are attractive to motivate the learners and the same percent also agreed that the pictures and figures used in the texts are of appropriate size and color. 85% respondents have come to agree that the illustrations reflect lesson's content.

The book in this regard, has two good qualities. 70% respondents have agreed that the illustration helps to concretize the abstract concepts. 60% of them agree that the illustrations are systematically presented and understandable to teachers to teach. The text highlights the important language is the average aspect as 40% respondents only agreed to this aspect. The book has just one poor quality in terms of illustrations. Only 20% respondents go with the view that the puzzles and games are included in the textbook.

Ancillary Qualities

Table 7
Ancillary Qualities

S.N.	Questions	Responses in percentage		
		Yes	No	Uncertain
1.	Overall impression of the book	80	15	0
2.	Completion possibility of the book in a session	90	10	0
3.	Suitability of the cover page to the students	85	5	10
4.	Attractiveness of the book for the students	70	20	10
5.	Biasness in terms of religion, community, ethnicity etc.	0	100	0
6.	Development of academic ideas in students	80	5	15
7.	Easy availability of the textbook	95	5	0
8.	Enthrallment of the contents to read	100	0	0
9.	Fitness of the book to the classroom situation	60	30	10
10.	Regularity of the revision of the book	100	0	0

Regarding the ancillary qualities of the textbook, it has seven very good qualities. 80% respondents agreed that the book is overall impressive and the same percent also agreed that the book is capable of developing academic skills in the learners. 90% respondents believed that the book can be completed within an academic year. Similarly, 100% of them agreed that the contents are interesting to read and the book has been timely revised. 95% agree that the book is easily available. 85% went with the view that the cover page is suitable to the students.

The book has two good qualities. The book is attractive for the students, is agreed by 70% respondents. 60% of respondents viewed that the book fits the

classroom situation. 100% respondents disagree that the textbook has any bias in terms of religion, communities, ethnicity etc.

4.1.3 Communicative Aspects

Regarding the criteria of the communicative aspect of the textbook, Alan Cunningsworth (1995) has mentioned some of the criteria that make a textbook communicative in his book 'Choosing Your Coursebook'. Taking help from his book, some of the following criteria have been included in the teachers' questionnaire for collecting the information about the communicative aspects of the book:

4.1.8 Communicative Aspects

Table 8
Communicative Aspects

S.N.	Questions	Responses in percentage		
		Yes	No	Uncertain
1.	Presence of communicative aspects in the book	70	20	10
2.	Reference to communicative methodology	80	15	5
3.	Stimulation for using language creatively	75	0	25
4.	Sensitivity of the book to different learning styles	50	40	10
5.	Selection of the content according to structures, functions, situations and topic	60	30	10
6.	Sufficiency of materials of genuine interest to learners	65	30	5
7.	Adequate coverage of all language items	95	0	5
8.	Deal of units with discourse aspects	60	20	20
9.	Meaningful setting of listening materials	90	10	0
10.	Well design of spoken materials for learner's real life interaction	70	20	10

11.	Focus on developing reading skills and strategies	85	5	10
12.	Well emphasis of writing skill in all units	100	0	0
13.	Sufficiency of language functions	95	0	5
14.	Use of inductive method to teach new items	65	25	10
15.	Inclusion of materials for pronunciation work	100	0	0

As shown in the table no. 8, the textbook has possessed seven very good qualities in terms of communicative aspects. As per the table, 80% respondents have agreed that there is reference to communicative methodology. Similarly, 95% of the respondents have agreed that all four language skills are adequately covered and the same percent also agree that language functions are sufficiently included. According to the table, 90% of respondents have agreed that the listening material is set in a meaningful context. Cent percent respondents have gone with the view that writing skill is well emphasized in all units and the units include materials for pronunciation work. As in the table, 85% respondents have absolutely agreed that there is focus on the development of reading skills and strategies.

From the table it is also clear that the book has seven good qualities in regard of communicative aspects. As the table shows, 70% respondents have agreed that the book has communicative activities and 75% believe that learners are encouraged to use language creatively. Similarly, 60% of the respondents have agreed that the contents are selected according to structures, functions, situations and topics and the same percentage also have agreed that the units deal with some aspects of discourse. The table presents that 65% respondents have agreed that there is sufficient material of genuine interest to learners. The same percent have also believed that the new items are taught through inductive method. 70% have agreed that the listening material is set in a meaningful context.

As there are more very good and good qualities of the communicative aspects of the textbook, it has only one average and is nil in poor aspect. 50% of the respondents have agreed that the book is sensitive to different learning styles and can accommodate them.

Analysis and Interpretation of the general opinions of the Teachers

To find out the bright and dark aspects of the textbook teachers' opinions play very crucial and authentic role. Three questionnaires were made and the opinions of teachers were collected. On the basis of the frequency of the responses, they are divided into different themes and presented in the table below:

1. What are the most impressive aspects of the book? Please mention.

Most Impressive Aspect of the Book

Table 9

S.N.	Responses	Frequency
1.	Optimum use of language functions	40%
2.	Clarity of pictures and exercises	30%
3.	High emphasis on developing language skills	20%
4.	others	10%

The table shows that 40% of the respondents viewed optimum use of language as the most impressive aspect of the book. 30% of them responded that clarity of pictures is the most impressive aspect. 20% believed that high emphasis on language skills development is the most impressive aspects. Responses with less frequency are 10%.

2. What are the weak aspects of the book? Please mention.

Weak Aspects of the Book

Table 10

S.N.	Responses	Frequency
1.	Lack of Nepalese cultural and geographical representation by content.	70%
2.	Use of more advanced language	25%
3.	others	5%

As displayed in the above table, 70% respondents believed that Lack of cultural and geographical representation as the weak aspect of the book. Similarly, 25% opined that use of more advanced language is the weak aspect of the book. The less frequent responses are kept under other heading which is 5%.

3. What are your suggestions for further improvement of the book?
Please mention them.

Suggestions for Further Improvement

Table 11

S.N.	Responses	Frequency
1.	Games and puzzles need to be included	50%
2.	Addition of domestic cultural and geographical aspect in the content	40%
3.	Others	10%

The table above shows that 50% of the teachers mentioned that the inclusion of games and puzzles help for further improvement of the book. 40% believed that addition of domestic cultural and geographical aspects in the content is the best one. The less frequent responses are 10%.

Analysis and Interpretation on the basis of the Observation

Checklists

The researcher studied the textbook deeply from different angles and collected the information required using observation checklists for different aspects separately. The researcher has presented and analyzed the information as follows:

Physical Aspects

Table 12
Physical Aspects

S.N.	Criteria	Rating Scale		
		Very good	Good	Poor
1.	Size of the book	✓		
2.	Paper quality of the book	✓		
3.	Easy opening of the book	✓		
4.	Binding durability		✓	
5.	Spacing between paragraphs		✓	
6.	Spacing between words	✓		
7.	Font size of the book		✓	
8.	Neatness of printing	✓		
9.	Durability and attractiveness of the cover page			✓
10.	Printing free from errors		✓	

As shown in table no. 12, the size of the book, paper quality, easy opening of the book, spacing between words and neatness of printing are the very good physical aspects of the book as per the observation of the researcher.

The researcher has found four good qualities in terms of physical aspects of the book. Durability of binding, spacing between paragraphs, font size used in the book, and durability and attractiveness of the cover are the good aspects as shown in the table 9. The researcher has detected only one poor criteria of the book in terms of physical aspects.

Contents (Academic Aspects)

Table no. 13
Subject Matter

S.N.	Criteria	Rating Scale		
		Very good	Good	Poor
1.	Subject matter suit the mental level of the students		✓	
2.	Subject matter interesting to the students		✓	
3.	Subject matter gives new information	✓		
4.	Content applicable to day to day life			✓
5.	Communicative content	✓		
6.	Contents design as per the curricular objectives		✓	
7.	Content includes factual information			✓
8.	Contents meeting the requirement of all levels of students			✓

9.	Contents representing Nepalese culture and geography			✓
10.	Subject matter free from gender biasness	✓		
11.	Contents advocate human rights			✓

As shown in table no 13, the researcher has found three very positive or good aspects of the textbook in terms of subject matter. Subject matter gives new information, communicative contents and subject matter free from gender biasness are the very good aspects. Similarly, subject matter suits the mental level of the students, subject matter interesting to students, contents include factual information and designs of the content as per the curricular objectives are the good qualities as per the observation of the researcher.

The table has shown that there are only four poor criteria of the book in terms of subject matter. Contents applicable to day to day life, contents meeting the requirements of all levels of students, contents representing Nepalese culture and geography and contents advocate human rights.

Organization and Presentation

Table 14
Organization and Presentation

S.N.	Criteria	Rating Scale		
		Very good	Good	Poor
1.	Contents divided into appropriate units and sub-units	✓		
2.	Presentation of the subject matter easily understandable		✓	
3.	Key vocabularies highlighted in each unit			✓
4.	Concept of previous reading activities recur in the following chapter			✓

5.	Provision of pre and post reading activities	✓		
6.	Appropriate matching between the topics and the reading texts	✓		
7.	Presentation of reading materials in graded difficulties		✓	
8.	Presentation as per the nature of content		✓	
9.	Glossary at the end of every lesson	✓		
10.	Simple presentation of the content for teachers to follow		✓	

So far as the organization and presentation aspects of the book concerned, the researcher has put forward four very good aspects of the book. Contents divided into appropriate units and sub-units, provision of pre and post reading texts, appropriate matching between the topics and the reading texts and glossary at the end of every lesson are the very good qualities related to organization and presentation aspects of the book found out from the deep inspection of the book by the researcher.

Similarly, the table exhibits four good criteria of the book regarding organization and presentation aspect of the book. Presentation of the subject matter easily understandable, presentation of reading materials in graded difficulties, presentation as per the nature of content and simple presentation of the content for teachers to follow are the good qualities. The researcher has detected two poor qualities of the book in this regard. They are; key vocabularies highlighted in each unit and concept of previous reading texts recur in the following chapter.

Exercises

Table 15
Exercises

S.N.	Criteria	Rating Scale		
		Very good	Good	Poor
1.	Clear instructions for exercises		✓	
2.	Exercises organized systematically		✓	
3.	Appropriateness of exercises as per the level	✓		
4.	Usefulness of exercises for teachers to diagnose the students' learning difficulties			✓
5.	Usefulness of exercises in developing the creativity of the students		✓	
6.	Gradation of exercises in terms of difficulty level		✓	
7.	Exercises encouraging students interaction and discussion		✓	
8.	Uniformity of exercises in each reading text.	✓		
9.	Exercises reflecting the subject matter of the lessons	✓		
10.	Sufficiency of the exercises for adequate practice for the students			✓

In terms of exercises, the table 15 shows that the researcher has found three very good, five good and two poor qualities of the book. Appropriateness of the exercises as per the level, uniformity of exercises in each reading text and exercises reflecting the subject matter of the lessons are the very good aspects in terms of exercises. Similarly, clear instructions for exercises, systematic

organization of exercises, usefulness of exercises in developing the creativity of the students, gradation of exercises in terms of difficulty level and exercises encouraging students' interaction and discussion are the good qualities of the exercises aspect of the book as shown by the table.

The table above shows the researcher has identified merely two poor qualities of the book in regard of exercises. Helpfulness of exercises for teachers to diagnose student's learning difficulties and sufficiency of the exercises for adequate practice for the students are the poor qualities exercises aspect.

Language

Table 16
Language

S.N.	Criteria	Rating Scale		
		Very good	Good	Poor
1.	Appropriateness of language for students' intellectual level			✓
2.	Language easy and interesting to teach		✓	
3.	Language provides new vocabularies	✓		
4.	Presentation of language items communicatively	✓		
5.	Language structures suit the level of students			✓
6.	Presentation of four language skills in an integrated way		✓	
7.	Vocabularies well graded and selected		✓	
8.	Usefulness of vocabulary items in increasing students' vocabulary	✓		
9.	Use of academic language		✓	
10.	Well definition of key terms		✓	

As shown in table no. 16, the researcher has found three very good qualities of the book in terms of language. Language provides new vocabularies, presentation of language items communicatively and usefulness of vocabulary items in increasing students' vocabularies are the very good aspects. In the same way, language easy and interesting to teach, presentation of four language

skills in an integrated way, vocabularies well graded and selected, use of academic language and well definition of key vocabularies are the good qualities of the language aspect of the textbook according to the researcher's personal observation.

He has found two weak or poor qualities in this regard. Appropriateness of language for the students' intellectual level and language structures suit the level of students are the poor language aspects of the book.

Illustrations

Table 17
Illustration

S.N.	Criteria	Rating Scale		
		Very good	Good	Poor
1.	Clarity of pictures	✓		
2.	Contribution of the illustration to concretize the abstract concepts		✓	
3.	Suitability of the illustrations		✓	
4.	Highlight of the important language			✓
5.	Attractiveness of the illustrations to motivate the learners		✓	
6.	Illustrations encouraging learners to work in pairs and groups		✓	
7.	Inclusion of the puzzles and games in the textbook			✓
8.	Appropriateness of the pictures and figures in terms of size and colour	✓		

9.	Systematic presentation of the illustrations		✓	
10.	Comprehensibility of the illustrations for teachers to teach	✓		
11.	Illustrations reflect the lesson's content		✓	

In terms of illustrations aspect of the book, clarity of the pictures, appropriateness of the pictures and figures in terms of size and colour and comprehensibility of the illustrations for teachers to teach are the very good qualities detected by the thorough observation of the researcher. The researcher has also found some good qualities of the illustration aspect of the book as shown by the table 17. Contribution of the illustration to concretize the abstract concepts, suitability of the illustrations, and attractiveness of the illustrations to motivate the learners are the good qualities of the book in this regard. Some other good qualities are illustrations encouraging learners to work in pairs and groups, systematic presentation of the illustrations and illustrations reflect the lesson's content.

The table shows only two poor aspects that the researcher has pointed out from the illustration aspect of the book. Highlight of the important language and inclusion of puzzles and games in the textbook are the poor aspects shown above.

Ancillary Qualities

Table 18
Ancillary Qualities

S.N.	Criteria	Rating Scale		
		Very good	Good	Poor
1.	Overall impression of the books		✓	
2.	Possibility of completion of the book within an academic year		✓	
3.	Suitability of the cover page to the students			✓
4.	Attractiveness of the book for the students		✓	
5.	The textbook free from any bias in terms of religion, communities, ethnicity etc.	✓		
6.	Possibility of developing academic skills in the students		✓	
7.	Availability of the book	✓		
8.	Containing interesting contents		✓	
9.	Quality of the book fitting the classroom situation			✓
10.	Timely revision of the book	✓		

As shown in the table 18, the researcher has detected three very good qualities of the book in terms of ancillary qualities. They are; the textbook free from any bias in terms of religion, communities, ethnicity etc, easy availability of the book and timely revision of the book.

Similarly, in terms of the same regard, there has been presented five good qualities. Overall impression of the book, possibility of the completion within an academic year, attractiveness of the textbook for the students, potentiality of developing academic skills in the students and containing interesting contents are the good qualities. The researcher has found only two poor qualities regarding the ancillary qualities viz suitability of the cover page to the students and quality of the book fitting the classroom situation.

Communicative Aspects

Table 19
Communicative Aspects

S.N.	Criteria	Rating Scale		
		Very good	Good	Poor
1.	Inclusion of communicative activities		✓	
2.	Reference to communicative methodology			✓
3.	Encouraging learners for creative use of language		✓	
4.	The course book sensitive to different learning styles			✓
5.	Selection of contents as per the structures, contents, situations and topics	✓		
6.	Sufficiency of materials of genuine interest		✓	
7.	Adequate coverage of all four language skills as per the course aims and syllabus requirements	✓		
8.	Units dealing with any aspects of discourse		✓	

9.	Setting of the listening material in a meaningful context	✓		
10.	Design of spoken materials to equip learners for real life interactions		✓	
11.	Focus on the development of reading skills and strategies	✓		
12.	Well emphasis on writing skill in all units	✓		
13.	Sufficient inclusion of the language functions		✓	
14.	Use of inductive method to introduce new items			✓
15.	Provision of materials for pronunciation work in all units	✓		

The table no. 19 exhibits that the researcher has detected six very good qualities regarding the communicative aspects of the textbook. According to him selection of contents according to structures, functions, situations and topics, adequate coverage of all four language skills, setting of the listening materials in a meaningful context, focus on the development of reading skills and strategies, well emphasis on writing skill in all units and provision of materials for pronunciation work in units are the very good aspects of the textbook.

In the same manner, he has also presented six good qualities of the book in terms of communicative aspects. As the table shows, inclusion of communicative activities, encouraging learners for creative use of language, sufficiency of materials of genuine interest to learners are the good qualities. Some other good qualities are; units dealing with any aspects of discourse, design of spoken English materials to equip learners for real life interaction and sufficient inclusion of language functions.

Since the book has more very good and good qualities in terms of communicative aspect, it has only a few poor qualities. They are; reference to communicative methodology, the coursebook sensitive to different learning styles and accommodate them and use of inductive method to introduce new items.

Summary of Findings

The researcher has come to the following findings:

a. Physical Aspects

- i. The paper quality is good, the size is appropriate and the binding is durable.
- ii. The printing is neat and clean and free from errors.
- iii. The cover page is strong and attractive and words and paragraph spacing is satisfactory.
- iv. The book is easy in handling.

b. Content

- i. The contents are interesting to the students and they give new information.
- ii. The contents are communicative and are applicable to day to day life.
- iii. The contents are designed so as to meet the curricular objectives and they meet the requirements of good, average and weak students.
- iv. The contents provided are completely free from gender biasness.
- v. The contents of the book don't represent Nepalese culture and geography.
- vi. The contents lack advocacy for human rights.

c. Exercises

- i. The exercises are optimally helpful for developing the creative spirit in the learners.
- ii. The exercises are systematically organized and graded in terms of difficulty level.
- iii. The exercises foster communicative ability of the learners and are sufficient for practice.
- iv. The exercises are evenly presented in each unit and are clearly instructed.
- v. There is enough exercise for grammar practice.

- vi. The exercises don't seem to be able to fully help teachers in diagnosing students' learning difficulties.

d. Language

- i. The language used in the textbook is academic and appropriate for students' intellectual level.
- ii. There is emphasis on communicative functions of language and the language structures are familiar.
- iii. The language skills: listening, speaking, reading and writing are presented in an integrated way.
- iv. A number of new words are evenly distributed in each reading text.
- v. The language used is not comprehensible to all levels of students.

e. Organization and Presentation

- i. The whole unit is divided into six distinct and separate sections:
Listening and Speaking, Reading for Comprehension, Grammar, Writing, Pronunciation and Reading for Pleasure.
- ii. The contents are simply presented for teachers to follow and use.
- iii. Glossary with well definition of the words is given at the end.
- iv. The pre and post reading activities are provided in every chapter.
- v. Appropriate matching between the topics and the reading texts can be found.
- vi. The concepts of previous reading texts rarely recur in the following chapter.
- vii. The key vocabulary in each unit is not highlighted.

f. Illustrations

- i. The pictures are clear and the illustrations are appropriate.
- ii. The pictures and figures used in the text are of appropriate size and in colour and they are attractive to motivate the learners.
- iii. The illustrations encourage the learners to work in pairs and groups.
- iv. The illustrations are helpful to concretize the abstract concepts.
- v. There is exclusion of games and puzzles.
- vi. The important language of the text is not highlighted.

vii. The illustrations are directly related to the lesson's content.

g. Communicative Aspect

- i. The textbook includes communicative aspects and reference to communicative methodology.
- ii. The four language skills: listening, speaking, reading and writing are aptly distributed as per the course aims and syllabus requirements.
- iii. Spoken material is well designed to assist learners for real life interactions.
- iv. Every unit includes a language function.
- v. Pronunciation has been given due emphasis.
- vi. The contents are selected according to structures, functions, situations and topics.
- vii. The book encourages learners for creative use of language.
- viii. The course book is not sensitive to different learning styles.
- ix. High emphasis is given to developing reading and speaking skills.

CHAPTER-FIVE

CONCLUSIONS AND RECOMMENDATION

Conclusion

This study is entitled “An Analysis of Paragon English Reader Book 6”. This study analyzed Paragon English Reader, an ELT textbook of grade six with objectives of evaluating the physical, academic and communicative aspects of the book. The sources for the required data were the ELT textbook of grade six and twenty ELT teachers teaching the textbook in different private schools of Shivasatakshi Municipality. After making complete analysis of the textbook from the targeted angles, the findings were listed out. For collecting the data required, checklists and questionnaires were used. The opinions of twenty teachers teaching the textbook were gathered through questionnaires. The findings of this study would be merely useful for this textbook. To get the findings the raw data collected were presented in lists and tables and were analyzed using the statistical tools i.e. mode and descriptive tool i.e. content analysis. Based on the finds derived, some recommendations would be presented related to policy level, practice level and for further researches. In this way, the study was carried out and completed. As a single study cannot cover all the aspects of any field, the study may have some limitations. The study is only limited to few aspects. So many other studies can be carried out in different aspects and issues. This is not a perfect one in the study of textbook. The limitations of this study can be fulfilled from other studies. It will be helpful for those researches.

Recommendation

On the basis of the research findings, the following recommendations are made at the different levels.

Policy Related Level

- i. While selecting the content, a large number of contents representing Nepalese culture and geography need to be included.
- ii. The contents advocating human rights should be given priority.
- iii. The textbook writers have to bring variety in the exercises so as to help teachers in diagnosing students' learning difficulties.
- iv. Comprehensible language should be used.
- v. Games and puzzles engage students in interaction and develop the spirit of learning by doing. So, games and puzzles suitable to learner's level should be included in the different lessons.
- vi. The textbook should be designed keeping in mind the different learning styles of the students.
- vii. While making policy for the curriculum, teachers' perceptions also need to be addressed to some extent.

Practice Related Level

- i. The schools where the textbook is practised should manage the teacher's book and the teachers should take help from it for systematic and easy teaching.
- ii. While teaching this book, English teachers should create and use the games and puzzles that best suits the lesson's nature.
- iii. The school administration has to manage the audio CDs and cassettes coordinating with the publishers for emphasizing listening activity.
- iv. Before starting any chapter, the concerned ELT teacher should enlist the major difficult or new vocabularies and deal with their meanings.
- v. School administration has to facilitate the meetings and discussions of the ELT teachers to figure out the different techniques to different lessons of the book.

Further Research Related Level

As the area of ELT is too vast, a single research is not sufficient for any topic aspect of it. A lot of further researches can be carried out in the same aspect/field. The present study is also not completely sufficient. It has got several delimitations. More delimitation creates more chances for further researches. A textbook covers a number of general and specific aspects. A single study is quite inadequate for overall ideas. This study has only covered physical, academic and communicative aspects. Thus, further researches can be possibly carried out on this book. The other studies on this book might be the analysis of the mechanics of the book, effectiveness of its language to promote communicative competence in the learners, study on the representation of the local culture and geography by the book, effectiveness of exercises for diagnosing learning difficulties, appropriateness of the pictures, analysis of the proper sequencing of the contents etc. These studies may vary in purposes. Still, this thesis will direct and support them. This will be of a little significance to these possible future researches.

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Names of the Respondents and Schools

S.N.	Teacher's Name	Qualifications	School's Name
1.	Pratima Dahal	B.Ed.	Mechi English Boarding school
2.	Rishav chahar	B.Ed.	Mechi English Boarding school
3.	Sangita Poudyal	B.Ed.	Red Rose Academy
4.	Bishal Sapkota	M.Ed.	Dhurbatara Residential School
5.	Akash Pathak	+2	The Narayan Education Foundation
6.	Daisy Shrestha	B.Ed.	Dhurbatara Residential School
7.	Sheetal Rai	+2	Cambridge Boarding School
8.	Bhumika Prasai	+2	The Narayan Education Foundation
9.	Milan Basnet	BA	Red Rose Academy
10.	Dhurba Pandey	M.Ed.	Seven Seas Eng. Boarding school
11.	Sancha Prangden	BA	Pratibha Eng. Boarding School
12.	Khom Rajbansi	B.Ed.	Pratibha Eng. Boarding School
13.	Suman Basnet	+2	Paragon Academy
14.	Bhakta B. Tamang	MA	Chetana Eng. Boarding School
15.	Sharmila BK	BA	Bhupu Sainik Sec. School
16.	Dheeraj Rai	B.Ed.	Sagarmatha Eng. Boarding School
17.	Kiran Kharel	M.Ed.	Bhupu Sainik Sec. School
18.	Nisha Bista	B.Ed.	Pashupati Eng. Boarding School
19.	Tirsana Chamlagain	+2	Pashupati Eng. Boarding School
20.	Dirgha Bimali	B.Ed.	Seven Seas Eng. Boarding school

Appendix A
Questionnaire for Teachers

Closed ended questions

Teacher's Name..... Experience in Years.....

School's Name..... Training.....

Qualification.....

You are requested to give your opinion on each of the following statements. Please indicate your opinion by putting tick mark (...) on the response column.

Physical Aspects

S.N.	Questions	Responses in percentage		
		Yes	No	Uncertain
1.	Appropriateness of the book to the concerned level			
2.	Decency of the paper quality			
3.	Easy opening of the book			
4.	Durability of the binding			
5.	Paragraph spacing			
6.	Suitability of the font size			
7.	Appropriateness of the word spacing			
8.	Neatness of printing			
9.	Hardness and attractiveness of the cover page			
10.	Error freeness of printing			

Appendix B
Subject Matter

S.N.	Questions	Responses in percentage		
		Yes	No	Uncertain
1.	Suitability of the subject matter to the mental level of the students			
2.	Interestingness of the contents			
3.	Presentation of new information by the content			
4.	Applicability of the contents to day to day life			
5.	Communicability of the contents			
6.	Reflection of the curricular objectives			
7.	Inclusion of factual information			
8.	Meeting the requirements of good, average and weak students			
9.	Relevance of the contents			
10.	Representation of Nepalese culture and geography			
11.	Freedom from gender biasness			
12.	Advocacy of human rights			

Appendix C
Organization and Presentation

S.N.	Questions	Responses in percentage		
		Yes	No	Uncertain
1.	Division of the content into suitable units and sub-units			
2.	Comprehensibility of the presentation of the contents			
3.	Highlight of key vocabularies			
4.	Recurrence of previous lesson concepts			
5.	Provision of pre and post reading activities			
6.	Perfect matching of topics and the reading texts			
7.	Presentation of the content in graded difficulties			
8.	Suitability of the presentation in accordance with content			
9.	Presentation of glossary at the end of lesson			
10.	Simplicity presentation for teachers to understand			

Appendix D
Exercises

S.N.	Questions	Responses in percentage		
		Yes	No	Uncertain
1.	Clarity of instructions for exercises			
2.	Systematic organization of the exercises			
3.	Appropriateness of the exercises			
4.	Usefulness of exercises to diagnose student's learning difficulties			
5.	Helpfulness of exercises in developing student's creativity			
6.	Gradation in terms of difficulty level			
7.	Motivation for interaction and discussion			
8.	Uniformity in the number of exercises in each lesson			
9.	Reflection of the content of the lessons			
10.	Sufficiency for adequate practice			

Appendix E Language

S.N.	Questions	Responses in percentage		
		Yes	No	Uncertain
1.	Aptness of the language for student's level			
2.	Simplicity of the language to teach			
3.	Presentation of new vocabularies for students			
4.	Communicability of the language items			
5.	Suitability of the language structures for the level			
6.	Integrative presentation of all language skills			
7.	Well gradation and selection of the vocabularies			
8.	Aptness of the vocabulary items in enhancing students vocabularies			
9.	Use of academic language			
10.	Well definition of key vocabularies			

Appendix F Illustrations

S.N.	Questions	Responses in percentage		
		Yes	No	Uncertain
1.	Clarity of pictures			
2.	Usefulness of illustrations to concretize the abstract concepts			
3.	Aptness of the illustrations			
4.	Highlight of the important language			
5.	Attractiveness of the illustrations to motivate the learners			
6.	Encouragement to work in groups and pairs			
7.	Inclusion of games and puzzles			
8.	Aptness of the colour and size of the pictures and figures used in the lessons			
9.	Comprehensibility of the illustrations for teachers to teach			
10.	Reflection of the lesson's content			

Appendix G
Ancillary Qualities

S.N.	Questions	Responses in percentage		
		Yes	No	Uncertain
1.	Overall impression of the book			
2.	Completion possibility of the book in a session			
3.	Suitability of the cover page to the students			
4.	Attractiveness of the book for the students			
5.	Biasness in terms of religion, community, ethnicity etc.			
6.	Development of academic ideas in students			
7.	Easy availability of the textbook			
8.	Enthrallment of the contents to read			
9.	Fitness of the book to the classroom situation			
10.	Regularity of the revision of the book			

Appendix H
Communicative Aspects

S.N.	Questions	Responses in percentage		
		Yes	No	Uncertain
1.	Presence of communicative aspects in the book			
2.	Reference to communicative methodology			
3.	Stimulation for using language creatively			
4.	Sensitivity of the book to different learning styles			
5.	Selection of the content according to structures, functions, situations and topic			
6.	Sufficiency of materials of genuine interest to learners			
7.	Adequate coverage of all language items			
8.	Deal of units with discourse aspects			
9.	Meaningful setting of listening materials			
10.	Well design of spoken materials for learner's real life interaction			
11.	Focus on developing reading skills and strategies			
12.	Well emphasis of writing skill in all units			
13.	Sufficiency of language functions			
14.	Use of inductive method to teach new items			
15.	Inclusion of materials for pronunciation work			

Appendix I

Open Ended Questions

1. What are the most impressive aspects of the book? Please mention it.

Ans:.....
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2. What is the lacking of the book? Please mention.

Ans:.....
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3. What can be done for further improvement? Please mention your views.

Ans:.....
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