

CHAPTER - ONE

INTRODUCTION

General Background

“A textbook is a written source of information designed specially for the use of students, on a particular subject or field of study that is usually developed on a syllabus and geared towards meeting specific quality and learning requirements. School textbooks pertain to an instructional sequence based on an organizational curriculum. Ideally, they serve as a complement to a good teacher and an inquiring learner.” (UNESCO 2003 and UNESCO IBE,2006)

A textbook is a book that contains comprehensive information about a course of a subject that a student needs, to get through the academic year. This has a set of chapters, question- answers, and exercises included in the curriculum to improve the learning standards of a student. Textbook are not only helpful for the students but helpful for new teachers with their teaching course. It acts as a guide for the syllabus material they have to cover in the entire academic year. Textbook helps teachers to design the lesson plan and enable a hassle-free teaching and learning experience. Further, textbooks help teachers to maintain uniformity in teaching standards for different classes. Different field experts are required to write different textbooks. Quality of writing forms an important role in maintaining the quality of textbooks. Presently, almost all textbooks are available in both print and digital format. Earlier textbooks were used by teachers, tutors, as well as individuals who were self-learning. However, today, textbooks form more of a guidebook for teachers to understand and plan the curriculum for an academic year. It is important for teachers to have more than just textbook knowledge. They should also have ample enough teaching skills so that learning is effective.

Statement of the Problem

A textbook is one of the important curricular materials. The curriculum and curricular materials have been revised and developed in a regular basis with an aim to make the education oriented, practical, relevant and job oriented. Grade nine English textbook is also revised and developed by the curriculum development center for school level in 2017 according to the changes of time. This new revised textbook has an aim that it will support to meet the need and demand of the present generation. (CDC, 2016) Expert designed and launched it in the market. It is the process as well as policy of each and every democratic country. When new text is brought into the practice, it is better to test its relevance and utility for the effectiveness of the nation as well as learning achievement of the learning. I am also interested to know whether this English book meets the need and interest of the learners or not, this textbook is need oriented or not, what type of academic aspects are focused, meet the interest of students or not and so on. I felt to know all these questions which stroke on my mind each and every day. So, I want to examine and analyze the physical and academic aspects of the textbook regarding need and interest of the learners and teacher too. That is why I have selected this topic as my research problem.

Rationale of the Study

We know that textbook plays a vital role to go in the proper way. If the textbook does not match the syllabus of the respective class, the students' aims and objectives will not be fulfilled in the near future. This study displays the guidelines to use this textbook and also shows the intended audience. This study has cleared whether the

book is going to be used for individual study, small-group work or wide-class study, along with an explanation of reasons for why the book is being used.

Objectives of the Study

The objectives of the study were as follows:

- i. To analyze the English textbook grade nine in terms of:
 - a. academic aspect (content, language, organization and presentation, illustration and exercises.)
 - b. need and interest of the learners and teacher as well.
- ii. to find out strengths and weaknesses of the textbook.
- iii. To suggest some pedagogical implications of the study.

Research Questions

This study was oriented to find out answers of the following questions:

- a. How is the English textbook grade nine in terms of academic aspects such as content, language, organization, presentation, illustration and exercise?
- b. Does English textbook grade nine meet the need and interest of the students?
- c. What are the strengths and weaknesses of the textbook?

Significance of the Study

The study proposes to examine the qualities of grade IX English textbook, it is expected to be significant mainly in the following ways.

- a. This study will be helpful for authors and curriculum experts as they could manipulate the result of the survey while framing the new curriculum.

- b. The opinions of different secondary level teacher of Sunsari and Morang district on the appropriateness of grade IX English textbook would be helpful to the textbook writers, curriculum designers and related persons.
- c. This study would be more useful for school teacher and all other persons who directly or indirectly involve in teaching and learning English for grade IX.

Delimitations of the Study

The study had the following limitations:

- a. The sample size of the study were twenty English teachers and forty students from different government schools and private schools of Sunsari and Morang District. (See appendix D)
- b. The study was limited to the English textbook developed and designed for grade nine in 2017.
- c. The study was limited to analysis of academic aspects, students' needs, interests, strengths and weakness.
- d. The study was limited to questionnaires of twenty teachers and 40 students to gather the data.
- e. The English textbook grade nine was observed in terms of physical, academic aspects and analyzed.

Operational Definitions of Key Terms

Textbook: A written source of information, designed especially for the use of students, on a particular subject or field of study that is usually developed based on a syllabus with the intention of explaining it.

Physical aspects: physical aspects are traits or feature about the textbook in terms of its size length and other structural features.

Academic aspects: Academic aspects are internal features of textbook that covers language, content, organization, illustration, and so on based on the syllabus.

CHAPTER - TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Review of the Theoretical Literature

For the review of theoretical literature the researcher visited different secondary sources of data.

Defining Curriculum, Syllabus and Course of Study

Traditionally, curriculum was regarded as the subject matter taught to students inside the classroom. In this regard, it was, thus, equated with the syllabus. But now curriculum is not limited within the boundary of syllabus, but it is broadened with all round development of the children. It includes all the activities of the school, teachers and students. It guides the school and the teacher towards achieving learning objectives. In a destination that is commonly drawn in Britain, syllabus "refers to the content or subject matter of an individual subject, whereas curriculum refers to the totality of content to be taught and aims to be realized within one school or education system."(www.google.com)

Very often, they are taken synonymously but at the present era, syllabus is taken just one part of curriculum and even the course of study is a part of syllabus. In this way, they seem very closely related. They can be defined in the following ways.

Curriculum. Normally, it is taken as the subject matter to be taught inside the classroom. Broadly speaking, it refers to the totality of content to be taught and aims to be realized with one school of educational system. Yalden (1983:29) quotes Robertson (1971: 566) "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."

We can say that curriculum is the whole plan and teaching and learning process depend upon this. It is an educational program which includes all those activities towards achieving goals. This is the most important part. It is the center for the whole teaching and learning activity. It seems just like a proper guide for a tourist in history. So, the success and failure of teaching and learning process depends on a curriculum the best curriculum always guides for achieving the goals of objectives of teaching and learning process.

Syllabus: Syllabus is a specific term which prescribes the intent to be covered by a given course. it is just one part of whole education program It simply refers to the total subpart of curriculum which is concerned with a specification of what units will be taught. It forms only a small part of the total school program.

Yalden (1983, p.29) quotes Robertson (1971, p.566) Syllabus as "a statement of the plan for any part of the curriculum excluding the element of Curriculum evaluation itself." Similarly, Corder states, "A syllabus is the overall plan for the learning process." With the help of these definitions, we can conclude that syllabus is one part of the curriculum. It is also a kind of guideline for the teachers as well as the pupils to follow their teaching and learning process.

Course of Study: Course of study is a part of syllabus and it is a series of lessons or lectures on a particular subject (Yalden, 1983 p.30). It is a set of teaching materials. In this way, we can say that all of these seem related to each other and

also, they have whole part relationship and also, they are often used interchangeably by many schools.

Textbook: An introduction

The terms textbook involves the materials to be taught. It is a means used to meet the objectives of education. Textbook can be defined as an authorized material of a teaching and learning process. The content of a textbook is systematically selected and arranged. It is intended to a particular level or class.

Generally, a textbook is a book prescribed for a class by a legal authority on the basic of curriculum, various views are expressed by various scholars and institutions regarding textbook. According to oxford advance learners dictionary (2005, p. 1587), "A textbook is a book especially used for giving instruction is a subject." Similarly, Grant (1987, p. 12) says, "The textbook is used to refer to course book which typically aims to cover all aspects of the language and supplementary textbooks devoted to particular topic or skill areas."

Likewise, Good (1959, p.567) defines textbook as "A book dealing with a definite subject of study, systematically arranged, intended for use of a special level of instruction and use as a principal source of study materials for given course."

CDC has published New English textbook grade nine in 2016. The textbook named "English Grade 9" is written by three authors, Bishow Raj Joshi, Lalmani Joshi and Parbati Dhungana. It is published by Government of Nepal, Ministry of Education, Curriculum Development Center Sanothimi, Bhaktapur in 2016.

Moreover, the textbook is a learning instrument usually employed at school and colleges to support program of instruction and it is heart of the learners that therefore

special care has to be taken in its preparation, selection and adaptation to suit the linguistic proficiency of the learners on the one hand and their immediate and future needs on the other.

History of English Textbook Writing in Nepal

In ancient period, Nepalese education system was based on social norms and values. At first, parents used to teach their children at home. They used to teach their children about religious cultures, traditions, behaviors and vocations. Specifically, mothers used to teach the children about love, affection and politeness, and fathers used to teach the sons about cultures, traditions, vocations, moralities, duties, etc. After that, the children were sent to 'Gurukul' (in eastern civilization, 'Gurukul' refers to the residence of the sages) or monasteries for the formal education because there was no school at that time.

The first Rana Prime Minister, Junga Bahadur Rana visited England in 1906 B.S. He also visited some other countries nearby England. He was greatly influenced by the development of those countries. He thought that all the developments in Europe were possible because of education. So, when he returned from England, he established Durbar school in 1910 B.S. It was primary English school on the ground floor of the Thapathali palace. Textbooks used at Durbar school were determined by Secondary School of Kolkata University (Malla, 1977). The textbooks used once at Durbar school were hardly changed. CDC report (2060) mentions that Jaya Prithbi Bahadur Singh wrote six books in 1958 B.S. Sharma (2043, p.163) states that the establishment of S.L.C board in 1990 B.S. created friendly environment for textbook writing. Janak Lal Singh and Chandra Lal Singh wrote 'Easy English Grammar' in 1998 B.S. This book contained 6 chapters and 23 pages. Even if it was English textbook, there was

excessive use of Nepali language. The writers had used Nepali language to write 'Two Words', which was about the textbook. Similarly, Nepali language had also been used in the lessons. The grammatical items were to be taught with Grammar Translation Method.

Similarly, after the establishment of democracy in B.S. 2007, education sector also flourished. In primary Level education, the textbook, 'English Reader' written by Yubraj Singh Pradhan was taught. The textbook, 'Tall and Tell Stories' was taught in class 4 and class 5.

National Education Planning Commission (2011) and National All Round Education Commission (2018) did a great work in education system in Nepal. After the construction of National Education System Plan (2028), the education system in Nepal was widely changed. The government started to teach English language as a compulsory subject from class 4 to class 10. At that time, the English textbook, 'My English', which was basically grammar-based textbook, was used at all the schools in the country. Although it was grammar-based textbook, it also contained some reading passages, writing texts and exercises, and so on.

English textbooks for grade 9 and 10 were published in 2029 B.S. and 2030 B.S. respectively. The English textbook published in 2030 B.S. for grade 10 was, 'English Reader'. It was published by Education Press, Janak Education Material Centre Ltd. Although the textbook was basically grammar based, it also consisted of some reading passages, writing texts and exercises, which were based on Oral Structural and Situational (OSS) approach.

The English textbooks written in 2028 B.S. and 2032 B.S. were revised in 2038 B.S. with minor changes. Compulsory English textbook, 'English Reader' was used for

grade 9 and grade 10. It was revised by Tej Bahadur Shrestha. Similarly, it was published by Education Press, Janak Education Materials Centre, Sanothimi, Bhaktapur. The textbook had 12 units with 147 pages. The book was grammar based with some passage writing exercises. The textbook was based on OSS approach. English was also included as an optional subject in the curriculum of grade 9 and grade 10. But it was implemented only in 2040 B.S. The optional English textbook of this curriculum had some ancient stories, folk stories, short stories, essays, letters, dramas and poetries as the contents. Later, the secondary level curriculum and the textbooks were changed based on the reports of National Education Commission (2049).

Theoretical Frame work of Textbook Analysis

Textbook is a most important teaching tool because it can determine not only what should be taught but also how it should be taught. It presents the body of knowledge in a systematic way.

Types of Textbooks

It is very difficult to make accurate categorization of the textbook, because of their varied nature. Grant (1972: p, 12) categorizes textbook into two very broad categories as: Traditional textbooks and communicative textbook. It is not always possible to place a particular textbook firmly within either of these categories, as there is a continuum from one category to another. The two categories are briefly described below:

Traditional Textbook

Traditional textbooks are those which assume that language learning is learning the grammar of the language. They get the student to learn the language as a system, the

grammar. Traditional textbook does not mean those which were used in the past and are in no longer uses. They are still being written, published and used in many parts of the world including Nepal. So, the term refers to a particular kind rather than the date when it was published. Once they have learned the system, it is hoped that they are then able to use the language for their own purposes in any way they think fit. Grant (1987) finds following characters in a traditional textbook:

1. They tend to emphasize the forms or patterns, of language (the grammar) more than the communicative functions of language the job communicative functions of language for information, making request, apologizing, asking the way, etc.
2. They tend to focus on reading and writing activities, rather than listening and speaking activities.
3. They emphasis the importance of accuracy.
4. They tend to focus rather narrowly on a syllabus and examination.
5. They are often attractive to some teachers, because they seem easy to use, and are highly examination oriented.

Communicative Textbook

Communicative textbooks are different from the traditional ones. It emphasizes on teaching language by creating opportunities for the students to use the language in the classroom and using it in a real-life situation. In these days the word "communicative" is one everybody's lips. Almost all new textbook claims to be communicative. But for Grant (1987. 14) communicative textbooks have the following characteristics:

1. They emphasize the communicative functions of language-the jobs people do using the language not just the forms.
2. They are to reflect the student's need and interest.

3. They emphasize skills in using the language, not just the forms of language, and they are therefore activity based.
4. They usually have a good balance among the four language skills, but may emphasize listening and speaking more than a traditional textbook does.
5. They tend to be very specific in their definition of aims.
6. Both content and methods reflect the authentic language of everyday life.
7. They encourage work in groups and Pairs, and therefore make heavier demands on teacher's organizational abilities.
8. They emphasize fluency, not just accuracy.

A good textbook keeps a good harmony between the physical aspects and its contents. Bhattarai (2021, p. 36) says, "Two broad criteria used for evaluating a textbook are its physical aspects and its contents. The first one is our body and second one is mind. An ideal or a perfect) textbook established a good harmony, between the sound body and sound mind." Broadly there are two aspects of a good textbook which are described below.

Academic Aspects

It is an inner quality of a textbook which includes following aspects. As discussed by Grant (1987. 20):

- i. Objectives
- ii. Content
- iii. Language
- iv. Function
- v. Exercises/Activities
- vi. Illustration

vii. Supplementary Materials

Physical Aspects

The physical aspects of the textbook are like a dress or an outfit. It is a peripheral aspect of textbook. It is said that the physical criterion applies with the textbook irrespective of the subject. Here, the physical aspect of a textbook has been analyzed as follows.

- i. Cover page design.
- ii. Size of textbook
- iii. Binding and paper quality
- iv. Lettering and Spacing
- v. Pricing
- vi. Pictures
- vii. Availability

Detail Data About the English Textbook

The textbook named 'English Grade Nine' is written by three authors, Bishow Raj Joshi, Lalmani Joshi and Parbati Dhungana. It is published by Government of Nepal, Ministry of Education, Curriculum Development Center Sanothimi, Bhaktapur in 2017. It has included 15 units in total and each unit is sub-categorized under Reading, listening, Speaking, Writing, Time for Grammar and Language functions. Similarly, at the end of the book there is a long list of Glossary that helps learners to acquisition of new vocabulary items.

Name of the book: English Book-Grade Nine

First Edition: 2017 A.D.

Authors: Bishow Raj Joshi, Lalmani Joshi, Parbati Dhungana

ISBN: 978-9937-601-34-4

Publisher: Government of Nepal
 Ministry of Education
 Curriculum Development Center
 Sanothimi, Bhaktapur

Printed at: Janak Education Materials Centre Ltd.
 Sanothimi, Bhaktapur

This textbook contains 15 units.

| Unit | Subject | Page number |
|------|--|-------------|
| 1. | Making Plans and Expression Intention | 1 |
| 2. | Suggesting, Advising and Persuading | 12 |
| 3. | Making Request and Responding to Them | 25 |
| 4. | Expressing Condolence and Sympathy | 39 |
| 5. | Criticizing and Expressing Degrees of Probability | 54 |
| 6. | Making Offers and Responding to them | 70 |
| 7. | Giving Instructions and Describing Purpose | 79 |
| 8. | Talking about Past: Narrating Past Events | 89 |
| 9. | Giving Directions | 98 |
| 10. | Interpreting Graphs, Charts and Diagrams | 109 |
| 11. | Describing an Object or a Place: Talking about Present | 125 |
| 12. | Expressing In/Ability | 135 |
| 13. | Expressing Congratulations | 148 |
| 14. | Asking for Permission | 160 |

| | | |
|-----|--|-----|
| 15. | Apologizing and Responding to an Apology | 174 |
| | Glossary | 191 |

Review of the Empirical Literature

An analysis of textbook is highly fruitful and significant in the field of teaching and learning. In case of newly applied textbook, it is immense to evaluate to find out whether it fulfills the needs of learners or not. In department of English Education, a few research works have been done on the evaluation of the textbooks. So, this will be an effort to add textbook evaluation work in department of English Education.

Karki (2013) carried out research on “An Analysis of English Textbook: Mosaic”. The objective of his study was to examine the quality of “Mosaic” in terms of peripheral and academic features and to examine the relationship between the curriculum, syllabus and the textbook. Checklist was the research tool used by the researcher. He found that the contents are suitable and relevant to fulfill the objective of the curriculum. But the book doesn’t focus all the language skills and doesn’t contain glossary. He concluded that methodology should be included for effective teaching and reference should be included.

Similarly, Bastola (2015) carried out research on “An Analysis of Style: A Textbook for BBS First Year”. The main objective of his research was to explore and analyze the textbook style in terms of its physical and academic aspects. The research was based on field work and the researcher used 25 BBS level students and 15 teachers involved in teaching learning activities in Biratnagar Sub-metropolitan city, Morang. He used questionnaire as the main tool for data collection. He found that the themes

of the book are in accordance with the mental and emotional level of the campus students.

Likewise, Bhattarai (2013) carried out research on “A Textbook Analysis of Symphony an English Course Book Five”. The main objective of her study was to analyze the textbook Symphony an English course book five in terms of physical aspects and different language skills. She used 20 primary level English teachers of different private schools of Bharatpur Municipality and the tool of study was questionnaire. The finding of the research was the book focuses on developing all four language skills in students and there are plentiful opportunities to practice listening, speaking, reading, and writing skills through exercises but the reading text of the book should give factual information and should be from subjects.

In this way, Basnet (2016) carried out research on “An Analysis of New English Textbook for Grade Eight”. The objective of her study was to analyze the textbook in terms of the strengths and weakness regarding the academic aspects and physical aspects from the perspectives of teachers and students. She 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. The study area was the both public and private schools in Dakshinkali Municipality, Kathmandu. The findings of her study were the reading texts have been presented in the perspective of inclusiveness in terms of geography, religions, gender, castes, etc... and project works have been included in order to enhance students’ active participation and field work for their life skills. But some tough vocabularies are not included in the glossary.

Likewise, Limbu (2016) carried out research on “An Analysis of Grade Seven English Textbook”. The objective of his study was to analyze the physical aspects and

academic aspects of the textbook. The sample of this survey study consisted of grade seven students and teachers from six community schools of Morang District. The data were collected from Kerebari and Yangshila VDCs of Morang. One school from Yangshila and 5 schools from Kerabari VDC were selected to elicit the data. One teacher and 10 students were selected from each school. The findings of the study were the layout, coverage; printing and binding of the book are good. The exercises, illustrations, game, puzzles, rhymes and songs are interesting to the learners but they are not sufficient. The language used in the book is correct but quite difficult to the poor learners.

Similarly, Gurung (2012) conducted research on “A Textbook Analysis of Lotus English Reader Grade Five.” The main objective of his research was to analyze Lotus English Reader V in terms of physical and academic aspects. The primary sources of data collection were 40 subject teachers who were teaching in different private schools of Taplejung, Pachathar, Illam and Jhapa districts. Teachers were selected using non-random sampling procedure. The findings of this research were the objectives of the books are suitable to the present society’s demand and they aim to develop communicative competence in the learners but a variety of learner-centered activities and exercises should be subsumed to fulfill the objectives easily.

Tharu, (2015) conducted research on “An Analysis of the Textbook Learning English”. The objective of this research was to examine the quality of the textbook in terms of its peripheral and academic features. The sampling population of the study was the whole textbook Learning English. Checklist and questionnaire were the tools for data collection. The findings of this study were there are nine sections in this book but these sections are not clearly mentioned as units. The sections are categorized as topics from different sectors of human life. But the objectives of the textbook are not

given clearly in the textbook so the users of the textbook are likely to be confused in all section. In the same way, no one has analyzed both aspects of a textbook, i.e., the external aspect and internal aspect, but this research presents the analysis of the both aspects.

Implication of Reviewed Literature

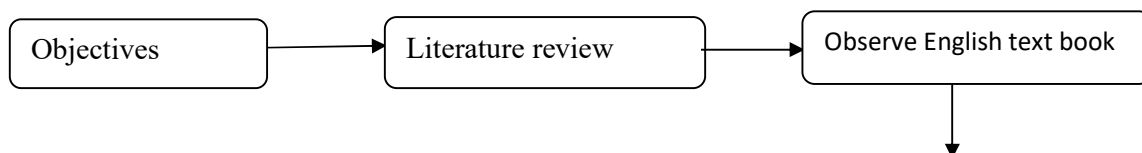
The literatures reviewed in this thesis will be used as guidelines to select the title and get ideas, format, style and methodology, components and most importantly the gap for my study. Moreover, this study is different than that of the other literatures in its objectives and nature of study.

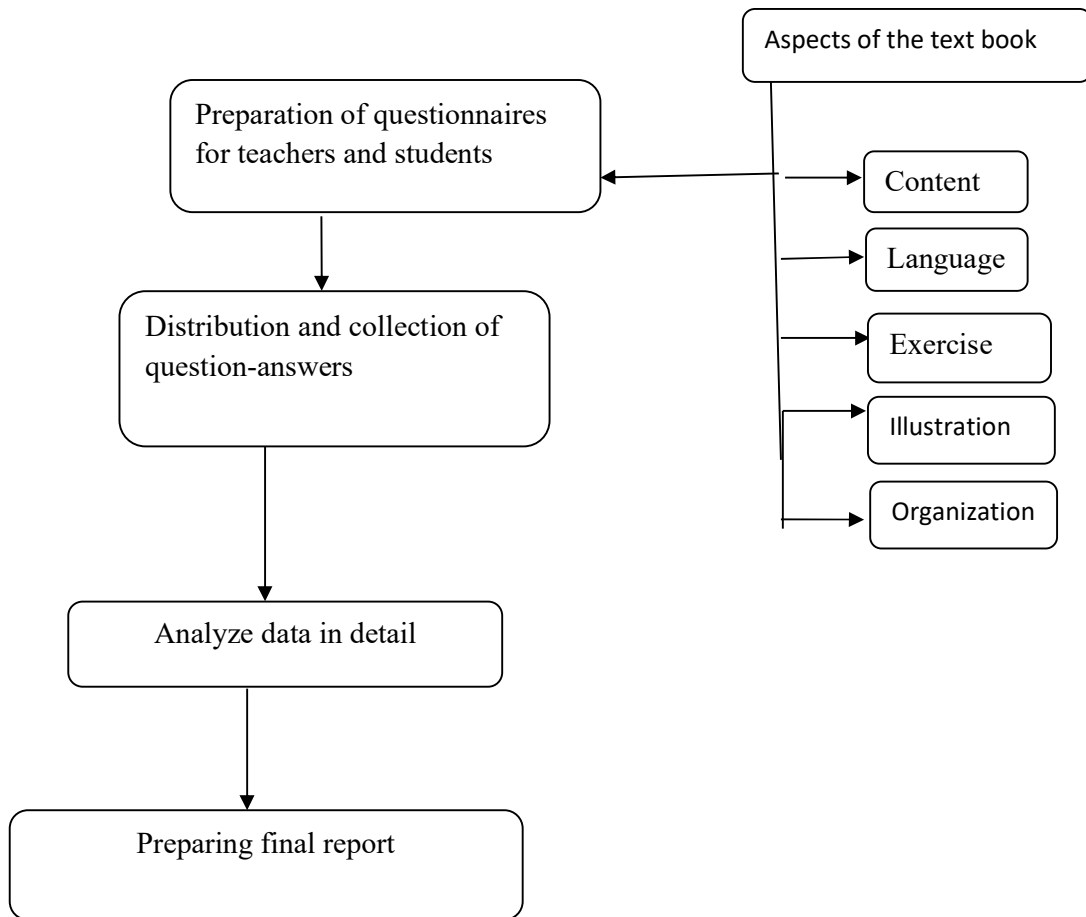
Conceptual Framework

Textbook is the important for the students as well as teacher in their life. It is also known as help and supporting teaching/learning material especially designs for students and teachers. A textbook is the body of knowledge which is prescribed for a certain grade or level. It is used by the teachers and the students for particular branch of knowledge.

Conceptual framework is the graphic or narrative from of research which represents through a diagram. It is a visual representation of the research. It is the representation of the different variables and their relationship with researcher's thought or understanding on the topic, while conducting this research I will consult different theories, researches, books and literature etc. and develop my conceptual frame work for this research.

Figure 1 Conceptual framework





CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

Design of the Study

The survey technique was used in this study. The students and the teachers were distributed opened ended and closed ended questions to be answered. Questionnaires used in the survey instrument were collected from the students and teachers. The survey data were analyzed by using descriptive statistical techniques.

Sources of Data

I used both primary and secondary sources of data for the completion of this thesis.

Primary Sources of Data

The primary sources for data were the responses provided by the teachers and students collected through a set of questionnaires. (See Appendix – A & B)

Secondary Sources of Data

Major secondary source of data of this study was the textbook itself. (The New English Book Grade Nine - CDC - 2017). Some previous research studies, books: Good (1959), Yalden (1983), Grant (1987), Saphir (1996), Rai (1998), Bhattarai (2001), Harmer (2005)

Population and Sample

The sample population size of this study were 20 English teachers who are using 'English Book Grade-Nine' and 40 students (20 students from private schools and 20 students from community-based schools) who are being taught English by using the same textbook. The teachers and students were selected from different private and

government schools of Sunsari and Morang district by using non-random sampling procedure. (See Appendix – E & F). Population sample of this study is limited to Sunsari and Morang district as I am a residence of Itahari and selected only those schools which are nearby my place.

Data Collection Tools and Techniques

In order to collect the data for this study, I want to analyze this textbook from three perspectives i.e., students, teacher and researcher myself. I want to know whether it meets needs and interests of students or not. So, for this study, observation, questionnaires and checklists were used as the major tools. (see Appendix – A ,B,C & D)

Data Collection Procedures

In the process of data collection, researcher had followed given steps:

- a. Researcher herself observed different thesis from library related to the topic.
- b. She selected the topic and got approval from the college administration.
- c. She bought a textbook from the market.
- d. She went through the textbook thoroughly and observed the text book.
- e. She prepared questionnaires for students and teachers.
- f. After that, she had visited different private and government schools of Sunsari and Morang District nearby her location.
- g. She had taken permission from related schools.
- h. Then, she distributed the questionnaires to the students and teachers.
- i. She had requested them to answer those questions on the basis of grade nine English book.

- j. She had collected all the responses, viewed, analyzed, edited selected and collected the information.

Data Analysis Procedures

This chapter dealt with the analysis and interpretation of the data collected from primary sources. After collecting the data, I had tabulated the information and analyzed them under the following main headings.

- i. Teachers' responses on qualities of the textbook.
- ii. Teachers' open responses on the qualities of the textbook.
- iii. Students' responses on qualities of the textbook.
- iv. Students' open responses on the qualities of the textbook.

Ethical Considerations

Ethical consideration is one of the main aspects of the research. During my study I took the informed consent with respondent to maintain confidentiality regarding the information of respondents. I have not used data for the sake of other purpose without the permission of the respondents except my research. I have not made any manipulation in collected data. I have not done any harm to informants while collecting data and have not been analyzed data subjectively rather I have paid attention on accuracy, honesty, truthfulness of data in my study. I have given the proper credit to the authors of books, journals, articles and research works to avoid the risk of plagiarism.

CHAPTER-FOUR

RESULTS AND DISCUSSIONS

This chapter deals with analysis and interpretation of the data collected from different schools. The data were analyzed and interpreted descriptively. Some pedagogical implications recommendations were also suggested.

Results of the Study

Researcher has collected the data through various tools and studied in a great detail.

After being analyzed the collected data, following results are drawn:

- i. Content of the English textbook of grade nine were selected and presented considering the level, interest, relevant and free from sex bias text, of the students. (See table no. 1)
- ii. Language used in the textbook was found effective based in the level of the students and focuses for communicative language functions using colloquial language. (See table no. 2)
- iii. Reading materials were presented from simple to complex approach, glossary supports the students to generate meaning of the new words. So that, we can say that presentation of subject matter was understandable as it maintains the organization of the subject matter. (See table no. 3)
- iv. Illustration of textbook was well managed. Pictures used in the reading text speaks more than the text, pair and group works encouraged learners more often. (See table no. 4)
- v. Exercises of the texts focused all the four language skills. They were presented in such a way, that support all the students to know what to do and how to do. (see table no. 5)

- vi. Textbook doesn't include the exercises on stress and intonation.
- vii. The cover of the textbook is not durable. It could be easily tear able which may discourage learners.

Discussions

On the basis of the data, I analyzed the 'English Text Book Grade-Nine' through the table and bar graph which have been presented below.

Result based on the teacher's responses through the table:

This section expresses teachers' responses over the questionnaires.

Content

The content selected in a textbook covers the needs and interests of the learners. If textbook meets the need and interest then objectives of the curriculum can be achieved. On the basis of the responses of the teachers' content of the English Text book for grade nine is as follows:

Table No. 1: Teachers' Responses on Content of the Textbook.

| S.N. | Statements | Responses | | |
|------|---|-----------|----------|-----------|
| | | Agree | Disagree | Uncertain |
| 1 | The subject matter is appropriate on the level of students' mind by the majority of the students and shows the local culture. | 60% | 33% | 7% |
| 2 | The subject matter is interesting to the students. | 70% | 25% | 5% |
| 3 | The contents of the textbook are related to the students' need. | 67% | 30% | 3% |

| | | | | |
|---|--|-----|-----|----|
| 4 | The subject matter provides new information and new technology | 80% | 20% | |
| 5 | The subject matter is free from sex bias. | 80% | 13% | 7% |

Table no. 1 presents that the subject matter is appropriate on the level of students' because 60% teachers agreed on it. Likewise, the subject matter is interesting to the students' as 70% teachers agreed on it. Similarly, the contents of the textbook are related to the students' need 67% teachers agreed. In the same way, the subject matter provides new information and new technology and subject matter is free from sex bias because 80% teachers agreed on it.

Language

Language plays the vital role in the textbook and the result of the language included in the textbook is as follow:

Table No. 2: Teachers' Responses on Language of the Textbook.

| S.N | Statements | Responses | | |
|-----|---|-----------|----------|-----------|
| | | Agree | Disagree | Uncertain |
| 1 | The language used in the textbook is academic. | 90% | 7% | 3% |
| 2 | The language matches with the competence and performance level of the majority of the students. | 53% | 40% | 7% |
| 3 | The new words/phrases suit the intellectual level of the students. | 40% | 53% | 7% |
| 4 | The book emphasizes communicative functions of language. | 63% | 34% | 4% |
| 5 | The language used in the book is colloquial. | 20% | 70% | 10% |

Table no. 2 illustrates that, regarding 'the language used in the textbook is academic' because 90% teachers agreed. Likewise, 'the language matches with the competence and performance level of the majority of the students' 53% percent teachers agreed. On the other hand, 'the new words/phrases does not suit the intellectual level of the students' because 53% teachers disagreed. On the other hand, 'the book emphasizes communicative functions of language' 63% teachers agreed. Similarly, 'the language used in the book is not colloquial because 50% teachers disagree.

Organization

The organization of the textbook is another important component of the textbook which needs to be clear and appropriate to meet the goal of objectives. Teachers' responses regarding organization are presented as below:

Table No. 3: Teachers' Response on Organization of the Subject Matter

| S.N. | Statements | Responses | | |
|------|--|-----------|----------|-----------|
| | | Agree | Disagree | Uncertain |
| 1 | The presentation of the subject matter of the textbook is easily understandable. | 80% | 20% | |
| 2 | The reading materials are presented as simple to complex. | 73% | 24% | 3% |
| 3 | There is glossary/word meaning at the end of the book with sound system. | 93% | 00% | 7% |
| 4 | You have found an appropriate match between the topics and the contents. | 86% | 7% | 7% |

Table no 3 indicates that, 'the presentation of the subject matter of the textbook is easily understandable' because 80% teachers agreed. On the other hand, 'the reading

materials are presented as simple to complex 73% teachers agree. Likewise, there is glossary/word meaning at the end of the book with sound system' 93% teachers agree and there is appropriate match between the topics and the contents as 86% teachers agreed.

Illustration

The ideas and concept of the reading materials in the textbook is clarified by means of appropriate illustrations like pictures, examples, highlighting main messages and so on. Teachers' responses are indicated as below:

Table No.4: Teachers' Responses on Illustration of the Textbook

| S.N. | Statements | Responses | | |
|------|---|-----------|----------|-----------|
| | | Agree | Disagree | Uncertain |
| 1 | The pictures in the book are clear and appropriate. | 80% | 17% | 3% |
| 2 | The ideas and the concept in the reading texts are well illustrated by means of pictures. | 80% | 20% | 00% |
| 3 | The text has highlighted the important message. | 40% | 40% | 20% |
| 4 | They encourage the learners to work in pairs and groups. | 70% | 30% | |
| 5 | They are attractive to motive the learners. | 75% | 22% | 3% |

Table no 4 indicates that, 'the pictures in the book are clear and appropriate' as 80% teachers agreed. Likewise, 'the ideas and the concept in the reading texts are well illustrated by means of pictures' as 80% teachers agreed. On the other hand, 'they encourage the learners to work in pairs and groups' as 75% teachers agreed.

Exercises

Exercise is a school lesson or other task performed to develop skill which has a blank space for practice. Each textbook must contain enough exercises for the learners to practice and get knowledge easily. Teachers' responses regarding exercises used in the textbook is given below:

Table No.5: Teachers' Responses on Exercises of the Textbook

| S.N. | Statements | Agree | Disagree | Uncertain |
|------|---|-------|----------|-----------|
| 1 | Instructions given for doing the exercises are clear. | 86% | 11% | 3% |
| 2 | Exercises are students-centered exercises. | 67% | 33% | |
| 3 | There is uniformity in the number of exercises in each reading chapters. | 85% | 15% | |
| 4 | They encourage learners to solve the problems in pairs, in groups and discuss issues. | 88% | 12% | |
| 5 | Exercises are selected in terms of difficulty level of the students. | 78% | 17% | 3% |

Table no. 5 shows that regarding the instruction given for exercises, it has positive aspects to make the students clear in which 86% of the respondents agreed on it. The exercises included in this book; they are really students-centered where 67% of the respondents agreed on it. There is uniformity of exercise where 85% of the respondents agreed on it. Likewise, the exercises could provide the proper guideline to the students because 88% of the teachers agreed on it.

Similarly, the exercises are selected in terms of difficulty level of the students in which 78% of the respondents agreed on it.

Students' Responses

The students were provided with a set of 26 questions followed by three options in each which the students were to choose one of the three alternatives.

Students' Responses of the Qualities of the Textbook.

As a textbook is basically prepared to help students at a certain level learn the language items set in the curriculum, it should meet the students need, interest, and their language level of proficiency. So, the researcher had prepared a set of close-ended and a set of open-ended questionnaires to collect the students' reaction on the textbook they have been using.

The students were provided with a set of 26 questions followed by three options in each which the students were to choose one of the three alternatives. Here, the researcher has made an attempt to tabulate their responses in terms of percentage as follows:

Table No. 6: Students Responses on Qualities of the Textbook

| S.N. | Statements | Responses | | |
|------|--|-----------|----------|-----------|
| | | Agree | Disagree | Uncertain |
| 1. | All the lessons are interesting to read. | 90% | 10% | |
| 2. | You have studied the Nepalese culture and content in the book. | 80% | 15% | 5% |
| 3. | Most of the lessons are based neither too easy too difficult | 90% | 7.5% | 2.5% |
| 4. | You learn the language to develop your | 87.5% | 12.5% | |

| | | | | |
|-----|--|-------|-------|-----|
| | academic skills. | | | |
| 5. | All the students are able to understand the ideas and the concept in the book. | 37.5% | 37.5% | 25% |
| 6. | The reading texts are real life oriented | 37.5% | 37.5% | 25 |
| 7. | Some of the lessons are related to your society and culture. | 37.5% | 32.5% | 30% |
| 8. | The exercises encourage you to write academic writing. | 80% | 15% | 5% |
| 9. | The letters in the book are clear to read. | 82% | 18% | |
| 10. | The book is free of cost | 50% | 50% | |
| 11. | There is repetition of words on the other chapter. | 50% | 50% | |
| 12. | You are learning new structures in each reading chapter. | 82% | 18% | |
| 13. | The lessons are appropriate according to difficult level students. | 37.5% | 62.5% | |
| 14. | Focus is given on reading skills. | 15% | 75% | 10% |
| 15. | Textbook has guided as well as free exercise. | 95% | 5% | |
| 16. | The pictures have clarity. | 87.5% | 12.5% | |
| 17. | The pictures help you to understand the text. | 75% | 25% | |
| 18. | The pictures are visible and clean. | 62.5% | 37.5% | |
| 19. | You are able to know how to do exercises. | 62.5% | 37.5% | |

| | | | | |
|-----|---|-------|-------|-------|
| 20. | There are varieties of exercises in the book. | 62.5% | 25% | 12.5% |
| 21. | You have found the exercises interesting. | 40% | 30% | 20% |
| 22. | They bring fun to us while doing exercise. | 62.5% | 37.5% | |
| 23. | The exercises are challenging but cognitive. | 80% | 20% | |
| 24. | The book gives sense of reading a course at school level. | 80% | 20% | |
| 25. | You find a match between the topics and the readings. | 100% | | |
| 26. | The key vocabulary is highlighted & well defined. | 62.5% | 37.5% | |

Table no 6 shows overall responses of students regarding the qualities of the textbook.

Responses of students on each particular question is presented as below:

- i. Regarding the question no. 1 lessons are interesting to read, where 36/40 (90%) students responded disagree. So, this book could fully attract majority of the students.
- ii. According to the question no. 2, students got ideas of Nepalese culture and content in the book, in which 32/40 (80%) respondents agree on it.
- iii. Regarding the question no. 3, lessons are based neither too easy too difficult level of the of the students where only 36/40 (90%) of the respondents agreed on it.
- iv. According to the question no. 4, it can develop academic skills of the students where 35/40 (87.5%) of the respondents agreed on it.

- v. Regarding the question no. 5, ideas and concept, 15/40 (37.5%) students agree, on it.
- vi. According to the question no. 6 texts are real life oriented, 15(37.5%) students agree, on it.
- vii. According to the question no. 7, lessons are related to your society and culture, where only 15/40 of the students agreed on it, 13/40 (37.5%) students disagree on it.
- viii. Regarding the question no. 8, The exercises encourage you to write academic writing, in which 32/40 (80%) students agreed on it.
- ix. According to the question no. 9 The letters in the book are clear to read, where 33/40 (82%) respondents agreed on it.
- x. According to the question no 10, The book is free of cost, on this questionnaire 20/40 of the respondents agreed, and 20/40 students disagree.
- xi. According to the question no 12, the students can learn new structures in reading chapter where 32/40 (82%) respondents agreed on it.
- xii. Regarding the question no. 14, the textbook has given importance to all the language skills in which 30/40 (75%) respondents agreed on focused on reading skills.
- xiii. The textbook has guided as well as free exercise in which 38/40 (95%) respondents agreed on it.
- xiv. According to the question no. 19, only 25/40 (62%) respondents know how to do exercises.
- xv. Through the question no. 20, the result related to the varieties of exercises 25/40 (62.5%) respondents agreed on it.

- xvi. Regarding the question no. 23, questions are challenging but cognitive in which 32/40 (80%) respondents agreed on it.
- xvii. The next positive aspect is that it provides sense of reading course at school level where 32/40 (80%) of the respondents agreed on it.
- xviii. The most positive aspect of the book is, it matches the topics and lessons where 40/40 students agreed on it.

Observation of the Textbook in terms of Physical and Academic Features

Researcher herself has gone through the textbook in detail and analyzes it using checklist.

Physical Features of the Textbook 'English Book for Grade-Nine'

Physical feature is the way how one looks. Textbook around the world differ greatly in size, length and other structural features. They also vary in the types of chapters and units they contain and, in the ways, they are laid out. Analysis of physical features of grade nine textbook are given below:

Table no. 7: Physical Features of Textbook

| Physical features | Appropriate | Average | Weak |
|------------------------------|--------------------|----------------|-------------|
| 1. Cover and color | | √ | |
| 2. Size | √ | | |
| 3. Binding and paper quality | | √ | |
| 4. Lettering and spacing | √ | | |
| 5. Pricing and availability | √ | | |

Table no. 7 shows that the cover page design of the textbook is appropriate according to the level of students. It is in pink and white color and psychologically designed.

Similarly, the size of the textbook seemed to be suitable to the level of students which has one hundred ninety-eight pages. The binding and paper quality of the textbook is average. The paper is easily tear able due to which students may face problem because they need to use same textbook throughout the year.

The size of front is 12 and letter spacing is 1.5, which is appropriate according to the level of students as it increase causality and interest to the readers. Similarly, the price and availability of textbook is affordable. Concerning this book, English Book Grade-Nine is free of cost as provided by government. Though the students studying at private schools have to pay for buying textbook. The price is reasonable and easily available in the market. The price of the textbook is NC.Rs. 60 only.

Academic Aspects of Textbook ‘English Book Grade Nine’

Academic aspects mean the main features of the academic process. For instance, content, languages, exercises, organizations, illustrations, etc. Based on the curriculum and syllabus the textbook seems to have the following items:

Table no. 8: Observation checklist of Textbook in terms of Teacher’s Perspective

| Academic Aspects | Most Appropriate | Appropriate | Average | Less Appropriate | Least Appropriate |
|-------------------------|-------------------------|--------------------|----------------|-------------------------|--------------------------|
| 1.Content(cover) | √ | | | | |
| 2. language | | √ | | | |
| 3. Organization | | √ | | | |
| 4. Illustration | | √ | | | |

| | | | | | |
|-------------|--|---|---|--|--|
| 5.Exercise | | | √ | | |
| 6.Strength | | √ | | | |
| 7. Weakness | | | √ | | |

Table no. 8 represents that the over all academic aspects of English textbook for grade nine. The cover of content was found most appropriate it covers all kinds of language functions which are needed for the students as per their level. The languages of the textbook were found appropriate, simple languages are used in textbook so that all students could understand it. In the same way, private schools are using the same textbook in their course of study so it seems that it doesn't meet their level to improve vocabulary but it is appropriate for the students of public school. Likewise, organization and illustration of the textbook seems appropriate subject matter is understandable and it is arranged from simple to complex form so that students who are unable to attend school regularly could also cover up their missed lessons themselves. This textbook focuses on all language skills, exercises according to the level of students. It reflects the information which students might have witnessed directly or indirectly. But the weakness of grade nine textbook was found that it doesn't cover all Nepalese cultures customs and traditions. Exercises mentioned in the textbook is not enough to practice grammar and language functions. Under glossary section enough words are not used. Only few words are mentioned and some difficult words need to search in next dictionary. Under unit 10 (i.e., Interpreting graphs, charts and diagrams) least number of practicing exercises are mentioned.

Regarding the observation checklist in terms of academic aspects prepared by the researcher herself the following findings have been made:

Content

The researcher has found that the book has included very less informative lessons as it has not provided different topics on sports, sciences and great personalities. The content of the textbook highlights many literary genres like drama, fable, poetry, essay, debate. Almost all lessons are drawn from physical and social environment of the learners. They learn the lesson about what is happening in their social environment.

The researcher has found that some points like producing CVs, Biodata, Condolence, using a dictionary don't contain exercises and practices. Moreover, on grammar portion very few exercises are given and rules on it are not given clearly. Only practicing the grammar exercises in the textbook is mentioned, students will not be able to do the questions asked in exam neither they can produce correct sentences in real life situation. So, it is one of the weaknesses of the textbook. In addition, the lessons are interesting to the students. For example, 'The Rivals', 'The Trick of the Fox', 'Movie Review' are really interesting to students. Very few lessons cover content related to Information technology.

Language

Regarding the language in the textbook, it is found that language used in the text is correct, colloquial and appropriate to the context or situation. The vocabularies in the textbook are well selected and they help to increase the students' vocabulary. The textbook has clear and understandable languages. In contrast, long languages are used in the textbook due to which students get confused. Example, questions mentioned in page no.42, page no.49, page no. 81 respectively.

Organization and Presentation

After observing the textbook in great detail, the researcher has found that the organization and presentation of the textbook is appropriate and there is match between the topics and contents. The contents are managed from simple to complex form. Moreover, the glossary is mentioned at the end of the textbook from page no. 191 up to page 202. Example, in unit-1 simple type of lesson and exercise is mentioned which the students had already learnt in grade VIII. Similarly in unit-15 complex type of lesson is mentioned.

Illustrations

After observing the textbook in detail, the researcher has found that the pictures in the book encourage the learners to solve the problem. Since the pictures naturally arouse curiosity to the students to learn in a better way. But the pictures are not full of color and attractive to the students. Some pictures are also distinct and not adequate in number. Example, pictures given in unit-1 (The Wind and The Leaves) is not clear. 'Dumpling: My Favorite Food' Page 131 lacks the picture of 'Dumpling'. If the text had given picture, it would have been interesting to the students. Similarly, the size of some pictures is not appropriate. For Example, the picture given in page no. 3, page no. 42 and page no. 150 are so small that both teachers and students feel difficulty to understand.

Exercises

Regarding the exercises, the researcher has found that students are clear on how to do exercises and follow the activities themselves also. Regarding other topics, the textbook contains enough exercises but as earlier mentioned, it does not have enough

exercises on grammar. There is no uniformity in the number of exercises in each lesson of the textbook. The majority of the exercises contains a greater number of exercises. Exercises based on grammar is less in number in comparison to other. Moreover, it encourages the learners to work in pair, groups and discuss issues and provides different pair works, group works, roleplays, discussion and problem-solving exercises. The exercise fits the students' level. Exercises like reading and answering comprehensive passages, writing postcard, writing advertisement instruction based on the text are not difficult to the students of secondary level.

Conclusions

On the basis of overall judgement, it can be said that the English textbook for grade nine is based on communicative approach. The main purpose of grade nine English curriculum is to develop the communicative competence to the students. This means that students are expected to communicate in terms of both spoken and written English. The textbook also makes the students active participation in all activities. So, it is based on learner-centered approach. All the activities and exercises are found in integrated manner. All the language skills are not treated as an isolated skill. In listening text, also students are encouraged to speak, read and write. All four language skills are equally treated and practice on them is in balanced and appropriate way. Almost all of the points on physical aspects of the textbook are admirable except some points. They are; the cover page design of the textbook is not attractive and durable. Binding of the textbook is weak because it has been stitched on two sides. The allocation of pages for each lesson is not equal. some lesson contains 10 and some lesson contains 18 pages.

The other positive aspect of the textbook is that reading texts and exercises are found satisfactory. They are authentic since they are extracted from authentic sources.

Writing exercises are also appropriate according to the age and level of the students.

The exercises cover all the areas of communicative writing exercises. But the exercises on writing CVs, Bio-data are not included in the textbook

Teachers' Responses on Qualities of the Textbook through the Bar graph

I had prepared a set of closed-ended questionnaire that included five different aspects of the textbook and a set of open-ended questionnaires that included five questions.

The questionnaires of close-ended type were provided to the teacher with three options agree, uncertain, and disagree. The respondents had to choose one the best among the options. The responses are tabulated and shown in the graphical presentation in terms of simple percentage method and agree, disagree and uncertain respectively. The analysis of different aspects of the textbook is presented as follows.

Academic Aspects of the Textbook

Regarding the academic aspect of the textbook, a set of questionnaires that included five different aspects was constructed and distributed and the information required was brought.

Content

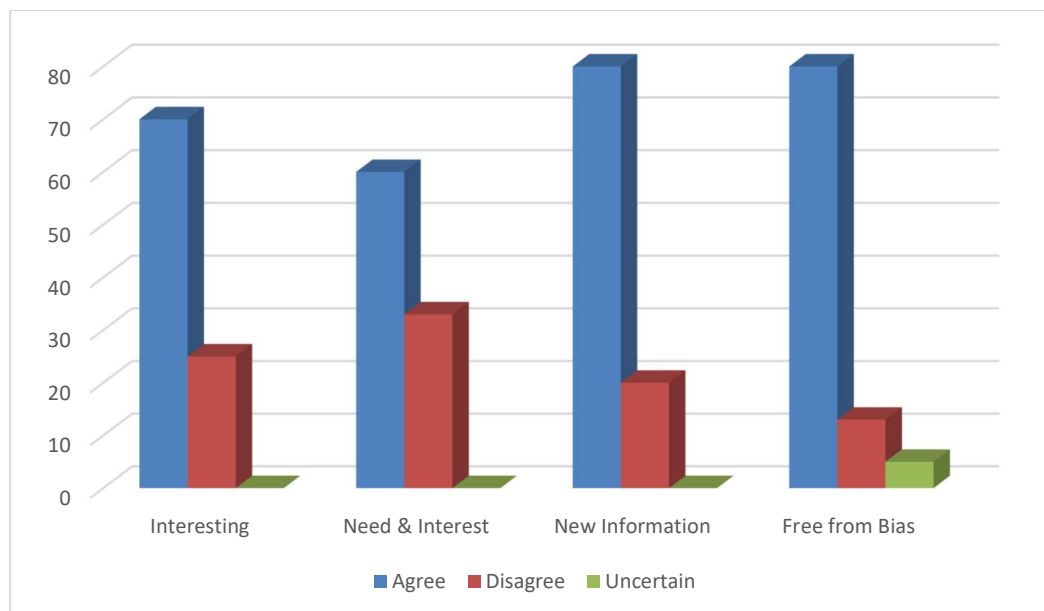
The content selected in a textbook covers the needs and interests of the learners. They should be informative with new technology and should be thought provoking as well.

The contents of the textbook should have a good link with the physical, mental and

social environment of the learners. Teachers' responses on the content of the textbook are presented as follows:

Bar Graph No. 1

Teachers' Responses on Content



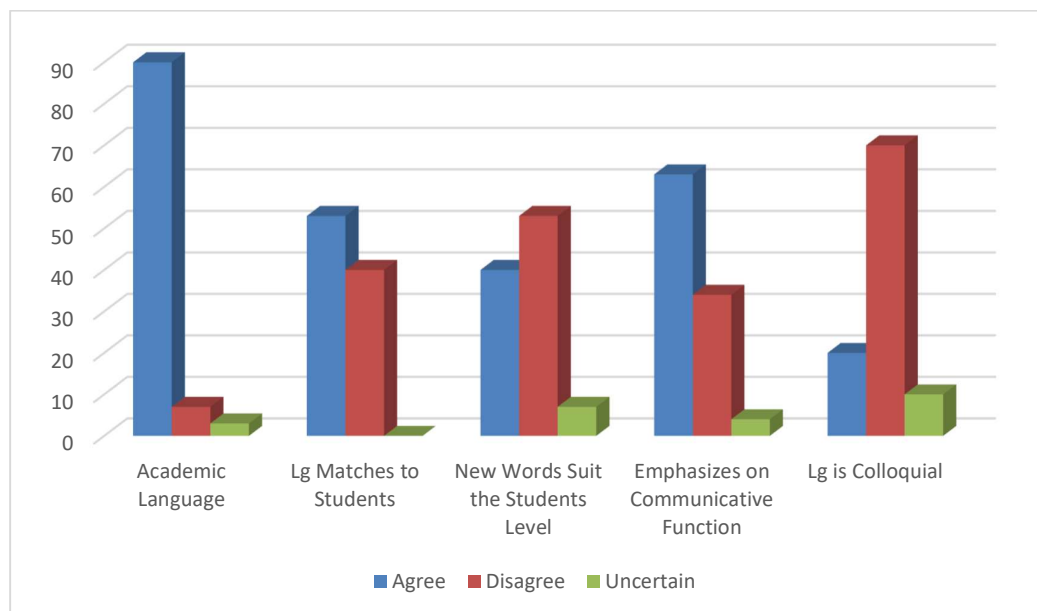
Regarding the subject matter, as the graph includes, there are some good aspects of the textbook. The eighty percent of the respondents agreed that the subject matter gives new information and that it is free from gender bias. Similarly, seventy percent of the respondents agree that the contents are interesting. The textbook has sixty percent positive responses on the question 'students' need'.

Language

Language is one of the most key factors of textbook analysis. From the teacher's perspective, the language of the textbook are as follows:

Bar Graph No. 2

Teachers' Responses on Language



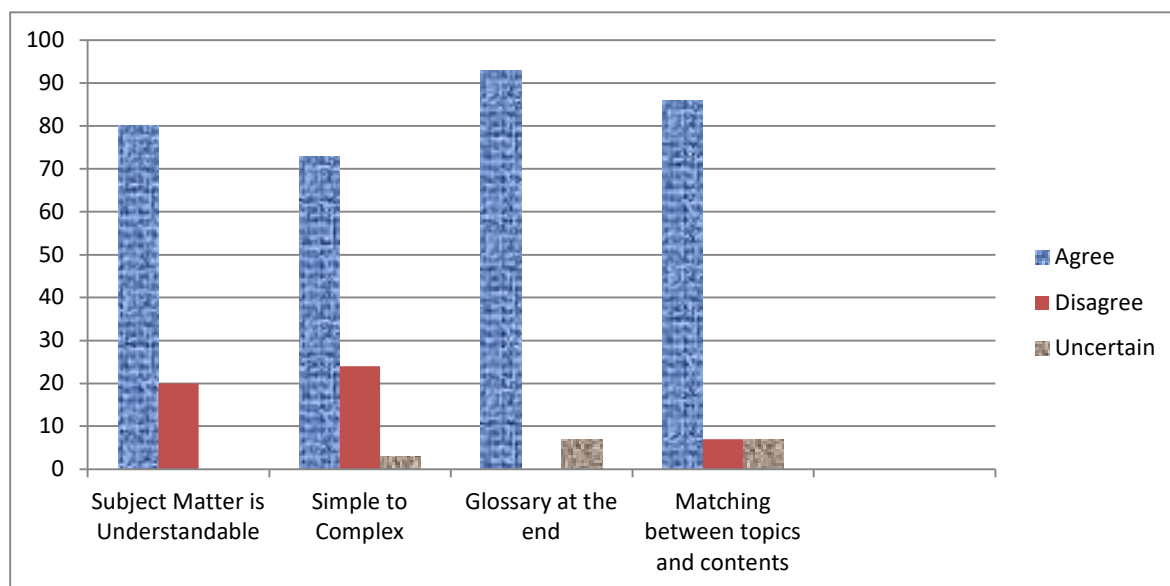
Regarding the language of the textbook, the bar graph indicates that the book has strong aspect: it focuses on academic language. The table asserts that there are many good aspects of textbook. Fifty percent of the respondents agree that there is gradual introduction of new vocabulary and that the key vocabulary is well defined. Similarly, fifty three percent of the respondents are of the opinion that the language matches with the competence and performance level of the majority of students. Moreover, sixty three percent of the respondents agree that the book emphasizes communicative functions of language.

Organization and Presentation

The organization and presentation of textbook should be clear and appropriate to meet the set objectives. The selected content should be properly graded like 'simple to complex', or 'known to unknown' respectively. They should be graded in terms of the difficulty level of the students. They should be presented in a systematic and academic format and they should help the learners to provoke their thinking. The organization and presentation of the textbook are as follows:

Bar Graph No. 3

Teachers' Responses on Organization and Presentation



Regarding organization and presentation, the content of the textbook seems to have many positive and negative aspects. As the table presents, eighty six percent of the respondents found an appropriate match between the topics and the reading texts, i.e. the textbook has appropriate match between the topics and the contents.

Similarly, the textbook also exhibits many good aspects in terms of the content organization. In addition to that, the presentation of the subject matter is easily understandable and it is simple for the students to follow where eighty percent of the respondents had positive responses on these.

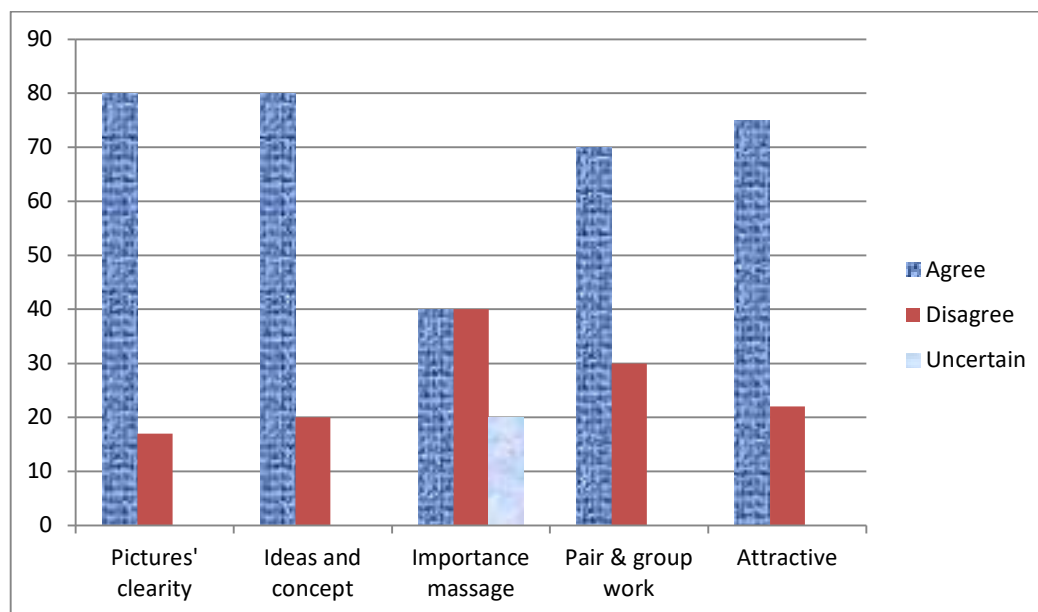
Illustrations

The ideas and concept of the reading materials in the textbook should be clarified by means of good with attractive illustrations. A good textbook should contain pictures, charts, tables, diagram, bar graph etc. to illustrate the difficult concept clearly.

Teachers' opinion on illustrations presented in the textbook are as follows:

Bar Graph No. 4

Teachers' Responses on Illustrations



In terms of illustration, as the bar graph shows, the textbook reflects much strong aspect in terms of illustrations. All of the pictures clearly express meaning as they are appropriate and clear as 80 percent teachers' response is agreed. Textbook has given

due respect to pair and group work as 70% respondents agreed on it. Ideas and concept in all the language skills are illustrated by means of pictures as respondents agreed with 80 percent.

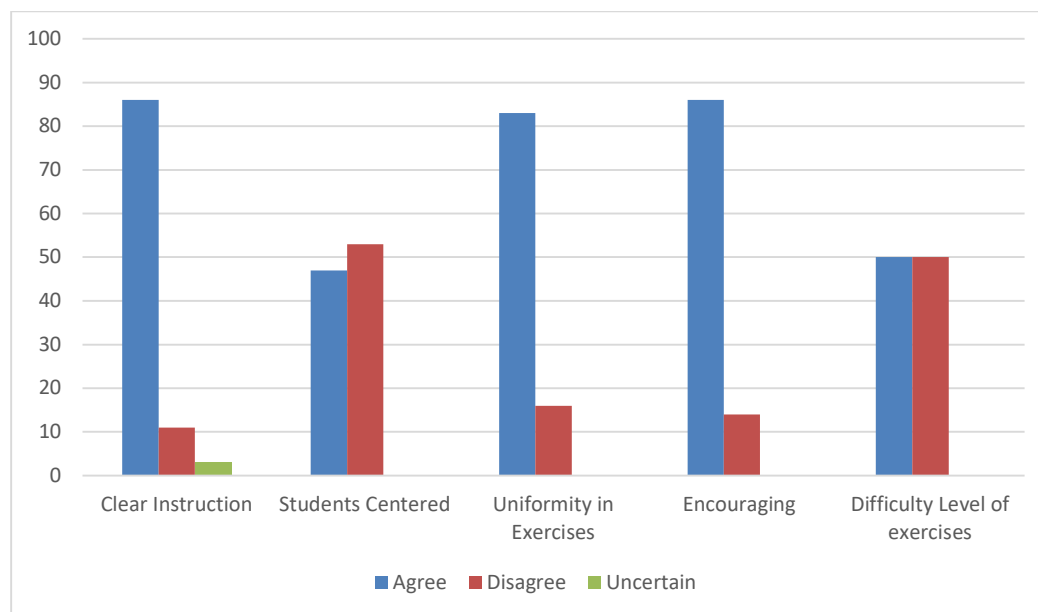
Exercises

Each textbook should have enough exercises to the learners to practice and get the knowledge easily. So, it should be given clear instruction for each exercise in the textbook for both teachers and learners. A variety of exercise with all skills encourage the learners to think and work individually, in pairs as well as in groups. The exercises should be appropriate for students' cognitive and academic levels. Teachers' responses on exercise of this textbooks are included

as follows:

Bar Graph No. 5

Teachers' Responses on Exercises



In terms of exercises, the strong aspect of the textbook is that the instruction given for doing exercises are clear where eighty six percent of the respondents have given positive response on it.

Likewise, the table exhibits that there are many good aspects of the exercises. Sixty-seven percent assert that the exercises are students-centered in developing academic skills. In the same way, the other aspects of the textbook are that the exercises help the teacher in diagnosing the students' learning difficulties. Similarly, eighty five percent of the respondents assert that there is uniformity in the number of exercises in each reading chapters.

Teachers' Open Responses on the Qualities of the Textbook

To get the general opinions of the teachers regarding the strengths, weaknesses and suggestions for the improvement and betterment of the textbook, three open-ended questions were prepared and given to the respondents. The frequency of the similar responses (answers) made by different respondents was calculated and the response with higher frequency was taken into consideration. The questions and the frequent responses are enlisted as follows:

Strengths of the book

The teachers were asked questions regarding the positive aspects of the textbook. The strong or positive aspects of the book from the teacher responses are the textbook emphasizes academic language and contents are relevant. Some of the teachers have said that the subject matter included in the book reflects the information which students might have witnessed or experienced. Similarly, other teachers said that the exercises are based on the reading texts and exercises are challenging where students

get chance to reflect their personal experiences and thinking too. Likewise, some teacher said that exercises are focused according to the level of the students

Weaknesses of the textbook

The weaknesses of the textbook discerned from the responses are those that do not include different literary genres or discipline, and do not aim to teach colloquial language. The paper quality was not so good. They also argued that the textbook does not try to address the learners experience their own culture and environment in great deal. They said that this textbook mainly focuses on reading skill but all teachers said that textbook has infirmity of varieties of communicative activities.

Suggestions to improve the textbook

Suggestions were frequently appeared in the responses of the teachers. The teachers said that it should be added some more grammar items with clear guidelines. All varieties of different literary genres are to be included in this textbook to be familiar with all genres. For parallelism across teachers, a teacher's manual should be available. Almost all teachers suggested that a glossary should be affixed with sound at the end of the textbook. Some more communicative activities should be comprised and the students could solve questions-answers with pair work and group work. Test contains in the textbook book should touch the learner's experience to be the best textbook for the learners.

Students' Open Responses on the Qualities of the Textbook

For seeking the general opinions of the students regarding the strengths, weaknesses and suggestions for the improvement of the textbook, three open-ended questions were asked to the respondents. The frequency of the similar responses made by

different respondents were calculated and the responses with higher frequency were taken into consideration. The responses have been analyzed as below:

Strengths of the textbook

The strong aspects of the book inferred from the student responses are that the reading texts develop academic skills, students can learn new words and phrases from the textbook, develops reading skills of the students, it has guided as well as free exercises in which the book tries to make the students strength in guided and free exercises. The exercises are interesting, challenging but cognitive. The lesson matches between topics and lessons etc. are the strength of the textbook. The materials included in the textbook tries to teach the target language culture. The texts are understandable and are real life oriented, and it contains some new vocabulary which the student can learn, and that these words also recur across the readings. They also conform that they learn new structures that the reading texts are of various types, that the pictures the textbook contains encourage students to write something.

Weaknesses of the textbook

The weaknesses of the textbook discerned from the responses opinion from observing textbook the students said that the topics and vocabulary are new language is also vast and it takes a lot of time to read and find out the meaning. According to the students the textbook has not understandable language to the students. Some of the lessons are not appropriate according to the difficulty level of the students. The picture doesn't have clarity. It does not aim to teach day to day vocabulary since most of the materials in the texts are authentic. So, students say that they cannot study Nepali culture very well.

Suggestions to improve the textbook

Suggestions were frequently appeared in the responses of the students. Some students suggest the pictures should be clear and detail glossary should be included to make the lessons easy for the students. According to this research response the book authors should include the Nepalese culture and religion also in the textbook.

CHAPTER - FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

Summary

The present study was conducted to find out the physical features, academic features and need and interest of the students. Through the data collected from the teachers and students, the researchers studied seriously and it was found that the contents of the textbook are related to the students' need in which 30/40 respondents agreed on it. Regarding the language it was found that the language used in the textbook is academic. Similarly, the textbook has emphasized communicative functions of language teaching where average respondents agreed. The textbook has also emphasized in the communicative function of language in which 28/40 respondents agreed. The organization of subject matter of the textbook is easily understandable as 32/40 respondents agreed. Regarding the ideas and concept in reading text are well illustrated by means of pictures as 80% respondents agreed on it. Regarding the instructions given for doing exercises are clear most of respondents agreed. All the lesson are interesting to read as students' response as 90% agreed. As students responded that lessons are appropriate according to difficulty level of students as 82% students agreed on it.

Conclusions

After analyzing the collected data and the findings the researcher has made conclusions that textbook is a main teaching and learning material for the teachers and students respectively. There is problem of sufficient materials to support the textbook due to which students couldn't improve their creative writing skills. There is problem while doing the research because some of the students couldn't well exposed. The

students could find the text interesting because there is inclusion of Nepalese culture and religion. Students are found motivated because of the familiar language used in textbook. It is free from bias. Similarly, the pictures which are included in the textbook are clear and support to understand the text easily. Nepalese culture and religion are also included in the textbook which supports the readers to know about their own culture and tradition from school level. So, the students found interesting and comfortable while researcher researching it.

Recommendations

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

- i. The study has found that the textbook does not contain the sufficient reading materials related to Nepalese customs and traditions related reading comprehension text should be added.
- ii. The study has found that the textbook does not contain the reading texts about the great personalities, scientific discoveries and games and sports. So, special attention should be given to the selection of variety of reading materials from such topics.
- iii. Grade nine English textbook is not perfect in terms of its physical quality. So, the cover page of the book should be attractive and binding and paper quality should be made durable.
- iv. Exercises should be developed according to student's ability with communicative functions, colloquial and literary languages are recommended to add.
- v. The textbook should also include the contents which are drawn from the environment that the learners are also familiar with.
- vi. Original photographs and colorful pictures can be used to make the materials natural.
- vii. Exercises on interpreting charts and maps should be increased.

- viii. The textbook should include the exercises on stress and intonation, so that the students will express a range of emotions using the appropriate phonology features.
- ix. Some more exercises for personal writing, literary writing and writing practical texts: letter writing, application writing, writing menu, writing meeting minute, writing invitation cards, report writing and so forth are to be encompassed in appropriate proportion.
- x. The textbook should expand the volume for the communicative exercises such as information gap game, group work, pair work, etc.

The above-mentioned concluding is based on the responses provided by the teachers and students. Sometimes the teachers and students might have been affected by the factor affecting environment. And some of the students might have been responded according to their fellows' view. Although the teachers should bear the first responsibility for it, he or she is not only the target. Other factors equally affect it, such as, home environment economic condition of the parents, prior achievement of students in English, physical facilities of the schools, lack of feedback to teachers etc.

Implications

On the basis of summary and conclusions of the research, the following implications can be drawn.

Policy Level

Policy makers and curriculum designers should analyze the needs and interests of the learners. A textbook writer should also write the books or prepare the materials as per the learners' linguistic, social, psychological and economical condition. New method of teaching is CLT which focuses on language use and therefore it is the matter of

need and interest of the students and physical and academic features of textbook as well.

Practice Level

In our country Nepal most of the textbook are not designed according to the need and interest of the learners. The students are compelled to learn subject matter which are provided by the CDC of Nepal. Practically, the curriculum designer is providing the way of teaching and all sorts of lessons but the lack of sources of teaching materials the students are feeling bored. So, practically the education office and related other offices should make a clear way and make the resources available in all schools of Nepal. If we have all teaching material this thesis also helps to the target group as well as teachers of Nepal.

Further Research

English language teaching is really painstaking task because it is not the dead stone, as it is ever changing entities. This study is just an entry in the department of English Education so that we need to conduct a more detailed study. This research has been limited to only grade nine. New trends of teaching with new vocabularies and structures are not peripherals. Language is primarily speech and focus should be laid on need and interest of the learners. Hence, this study opens the way for detailed study for further research. The subsequent or followers can consult this study to carry out research in a similar field.

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APPENDIX-A
QUESTIONNAIRE FOR STUDENTS

I would like to request you to give your opinion on the following questions.

Name of the student

Name of school

Class

Roll no.

You are requested to give your opinion each of the following questions.

| S.N. | Statements | Responses | | |
|------|--|-----------|----------|-----------|
| | | Agree | Disagree | Uncertain |
| 1. | All the lessons are interesting to read. | | | |
| 2. | You have studied the Nepalese culture and content in the book. | | | |
| 3. | Most of the lessons are based neither too easy too difficult | | | |
| 4. | You learn the language to develop your academic skills. | | | |
| 5. | All the students are able to understand the ideas and the concept in the book. | | | |
| 6. | The reading texts are real life oriented | | | |
| 7. | Some of the lessons are related to your society and culture. | | | |
| 8. | The exercises encourage you to write academic writing. | | | |
| 9. | The letters in the book are clear to read. | | | |
| 10. | The book is free of cost | | | |
| 11. | There is repetition of words on the other chapter. | | | |
| 12. | You are learning new structures in each reading chapter. | | | |
| 13. | The lessons are appropriate according to difficult level students. | | | |
| 14. | Focus is given on reading skills. | | | |
| 15. | Textbook has guided as well as free exercise. | | | |
| 16. | The pictures have clarity. | | | |
| 17. | The pictures help you to understand the text. | | | |
| 18. | The pictures are visible and clean. | | | |
| 19. | You are able to know how to do exercises. | | | |
| 20. | There are varieties of exercises in the book. | | | |
| 21. | You have found the exercises interesting. | | | |
| 22. | They bring fun to us while doing exercise. | | | |

| | | | | |
|-----|---|--|--|--|
| 23. | The exercises are challenging but cognitive. | | | |
| 24. | The book gives sense of reading a course at school level. | | | |
| 25. | You find a match between the topics and the readings. | | | |
| 26. | The key vocabulary is highlighted & well defined. | | | |

Overall comments and suggestions.

1. What are the strengths of the textbook? Please list.

a)

b).....

2. What are the weaknesses of the textbook? Please list.

a)

b)

3. What are your suggestions for betterment? Please list them.

a)

b).....

c)

Result

| S.N. | Statements | Responses | | |
|------|--|-----------|----------|-----------|
| | | Agree | Disagree | Uncertain |
| 1. | All the lessons are interesting to read. | 90% | 10% | |
| 2. | You have studied the Nepalese culture and content in the book. | 80% | 15% | 5% |
| 3. | Most of the lessons are based neither too easy too difficult | 90% | 7.5% | 2.5% |
| 4. | You learn the language to develop your academic skills. | 87.5% | 12.5% | |
| 5. | All the students are able to understand the ideas and the concept in the book. | 37.5% | 37.5% | 25% |
| 6. | The reading texts are real life oriented | 37.5% | 37.5% | 25 |
| 7. | Some of the lessons are related to your society and culture. | 37.5% | 32.5% | 30% |
| 8. | The exercises encourage you to write academic writing. | 80% | 15% | 5% |
| 9. | The letters in the book are clear to read. | 82% | 18% | |
| 10. | The book is free of cost | 50% | 50% | |
| 11. | There are repetition of words on the other chapter. | 50% | 50% | |
| 12. | You are learning new structures in each reading chapter. | 82% | 18% | |
| 13. | The lessons are appropriate according to difficult level students. | 37.5% | 62.5% | |
| 14. | Focus is given on reading skills. | 37.5% | 62.5% | |
| 15. | Textbook has guided as well as free exercise. | 95% | 5% | |
| 16. | The pictures have clarity. | 87.5% | 12.5% | |
| 17. | The pictures help you to understand the text. | 75% | 25% | |
| 18. | The pictures are visible and clean. | 62.5% | 37.5% | |
| 19. | You are able to know how to do exercises. | 62.5% | 37.5% | |
| 20. | There are varieties of exercises in the book. | 62.5% | 25% | 12.5% |
| 21. | You have found the exercises interesting. | 40% | 30% | 20% |
| 22. | They bring fun to us while doing exercise. | 62.5% | 37.5% | |
| 23. | The exercises are challenging but cognitive. | 80% | 20% | |
| 24. | The book gives sense of reading a course at school level. | 80% | 20% | |
| 25. | You find a match between the topics and the readings. | 100% | | |
| 26. | The key vocabulary is highlighted & well defined. | 62.5% | 37.5% | |

APPENDIX-B
QUESTIONNAIRE FOR TEACHERS

I would like to request you to give your opinion on following questions.

Name of the teacher

Name of School

Qualification Experience

You are requested to give your opinion each of the following questions.

1. The contents of the textbook are relevant to the students' need and interest.
a. Agree b. Disagree c. Uncertain
2. The subject matter meets the requirements of good average and weak students.
a. Agree b. Disagree c. Uncertain
3. The subject matter suits the level of the majority of the students.
a. Agree b. Disagree c. Uncertain
4. The subject matter is interesting to all the students.
a. Agree b. Disagree c. Uncertain
5. The Exercises are interesting to all the students.
a. Agree b. Disagree c. Uncertain
6. The subject matter provides new and modern information.
a. Agree b. Disagree c. Uncertain
7. The content is application to day today work in the context of Nepal.
a. Agree b. Disagree c. Uncertain
8. The content includes the subject matter that represents the events of local circumstances and culture.
a. Agree b. Disagree c. Uncertain
9. The language used in the textbook is academic.
a. Agree b. Disagree c. Uncertain
10. The language matches with the competence level of the majority of the students.
a. Agree b. Disagree c. Uncertain

Overall comments and suggestions.

1. What are the strong points of the textbook? Please list.

a)

b)

2. What are the weakness of the textbook? Please list.

a)

b)

3. What are your suggestions for improvements? Please specify.

a)

b)

4. Is the textbook effective according to the need and interest of the learners? Please specify.

.....

Appendix – C

Table no. 7

Physical Features of Textbook

| Physical features | Appropriate | Weak | Average |
|------------------------------|-------------|------|---------|
| 1. Cover and color | | | √ |
| 2. Size | √ | | |
| 3. Binding and paper quality | | | √ |
| 4. Lettering and spacing | √ | | |
| 5. Pricing and availability | √ | | |

Appendix – D

Table no. 8 : Observation checklist of Textbook in terms of Academic aspects

| Academic Aspects | Most Appropriate | Appropriate | Average | Less Appropriate | Least Appropriate |
|------------------|------------------|-------------|---------|------------------|-------------------|
| 1.Content(cover) | √ | | | | |
| 2. language | | √ | | | |
| 3. Organization | | √ | | | |
| 4. Illustration | | √ | | | |
| 5.Exercise | | | √ | | |
| 6.Strength | | √ | | | |
| 7. Weakness | | | √ | | |

Appendix –E

The 20 English teachers teaching English book in Sunsari and Morang District were selected from the following schools with agreement not to show their name publicly.

| S.N | Name of the teachers | Institutions |
|-----|----------------------|--|
| 1. | Suman Adhikari | Sajeelal Secondary School |
| 2. | Uddhav Regmi | Janata Sec. School |
| 3. | Kopila Dhungel | Shree Sarada Ma. Vi. School |
| 4. | Jeevan Ghimire | Shree Rastriya Ma.Vi. School |
| 5. | Nabin Karki | Shree Mahendra Higher Secondary School |
| 6. | Baburam Basnet | Shree Kabir Ma.Vi. school |
| 7. | Mahananda Niraula | Shree Pakali Ma.Vi. School |
| 8. | Keshab Pokhrel | Shree Jyoti Ma.Vi |
| 9. | Toya Kafle | Shree Sharadha Ma.Vi. School |
| 10 | Dev Raj Nagarkoti | Shree Saraswoti Ma.Vi. School |
| 11. | Krishna Adhikari | Balbikash English School |
| 12 | Keshab Bhattarai | Peace Zone Academy |
| 13 | Raju Timalisina | Velvet English Secondary School |
| 14 | Subash Rai | Little Flower Sec. School |
| 15 | Madhav Dhital | Green Peace Academy |
| 16 | Manish Rai | Godawari Sec. School |
| 17 | Mani Poudyl | Makalu Sec. English Boarding School |
| 18. | Yuvraj Gautam | Sunshine Academy |
| 19 | Shantiram Gautam | Sunsari Crystal Academy |
| 20 | Bhagat Harizan | Nabha Dip Academy |

Appendix – F

The student studying English book of grade nine in Sunsari and Morang District:

| S.N | Student's Names | Institutions |
|-----|--------------------|--|
| 1. | Askar Ojha | Sunshine Academy |
| 2. | Iksha Dhakal | Sunshine Academy |
| 3. | Yuvraj Regmi | Godawari Sec. School |
| 4. | Narayan Subedi | Godawari Sec. School |
| 5. | Aakriti Ghimire | Balbikas English School |
| 6. | Susmita Bajya | Balbikas English school |
| 7. | Arfan Rai | Nabha Dip Academy |
| 8. | Priyanka Pariyar | Nabha Dip Academy |
| 9. | Gita Khatri | Little Flower Sec. English Boarding School |
| 10 | Shraddha Kafle | Little Flower Sec. English Boarding school |
| 11 | Aayush Regmi | Makalu Sec. English Boarding School |
| 12 | Anushka Khadka | Makalu Sec. English Boarding school |
| 13 | Hamesha Khatun | Shree Saraswati Ma. Vi |
| 14 | Kausal Katwal | Shree Saraswati Ma.Vi |
| 15 | Sushila Bayalkoti | Shree Rastriya Secondary School |
| 16. | Rina Rai | Shree Rastriya Secondary School |
| 17 | Aashika Niraula | Shree Kabir Secondary School |
| 18 | Subash Karki | Shree Kabir Secondary School |
| 19 | Keshab Pokhrel | Shree Jyoti Ma. Vi. |
| 20 | Anusha Dhakal | Shree Jyoti Ma. Vi. |
| 21 | Bhuvan Basnet | Shree Mahendra Higher Secondary School |
| 22 | Anita Rai | Shree Mahendra Higher Secondary School |
| 23 | Apekshya Poudel | Shree Janata Secondary School |
| 24 | Nirakar Bhattarai | Shree Janata Secondary School |
| 25 | Swastika Bhattarai | Velvet English Secondary School |
| 26 | Kiran Bastola | Velvet English Secondary School |
| 27 | Sanchit Subedi | Horizon Academy |
| 28 | Samjheuta Dhakal | Horizon Academy |
| 29 | Shruti Swasti | Peace Zone Academy |

| | | |
|----|--------------------------|---------------------------------|
| 30 | Ankit Gadtaula | Peace Zone Academy |
| 31 | Manoj Niraula | Green Peace Academy |
| 32 | Hem Rai | Green Peace Academy |
| 33 | Smarika Ghimire | Sunsari Crystal Academy |
| 34 | Prekshya Sani | Sunsari Crystal Academy |
| 35 | Poornima Rai | Shree Sajeelal Secondary School |
| 36 | Kishwor Shrestha | Shree Sajeelal Secondary School |
| 37 | Pinky Shah | Shree Sharada Secondary school |
| 38 | Matrika prasad Chaudhary | Shree Sharada Secondary school |
| 39 | Manu Acharya | Shree Pakali Secondary School |
| 40 | Deeya Ghimire | Shree Pakali Secondary School |

Appendix-G

Table No: 1

Content

| S.N. | Statements | Responses | | |
|------|--|-----------|----------|-----------|
| | | Agree | Disagree | Uncertain |
| 1 | The subject matter is appropriate on the mental level of the majority of the students and shows the local culture. | 60% | 33% | 7% |
| 2 | The subject matter is interesting to the students. | 70% | 25% | 5% |
| 3 | The contents of the textbook are related to the students' need. | 67% | 30% | 3% |
| 4 | The subject matter provides new information and new technology | 80% | 20% | |
| 5 | The subject matter is free from sex bias. | 80% | 13% | 7% |

Appendix-H

Table No: 2

Language

| S.N | Statements | Responses | | |
|-----|---|-----------|----------|-----------|
| | | Agree | Disagree | Uncertain |
| 1 | The language used in the textbook is academic. | 90% | 7% | 3% |
| 2 | The language matches with the competence and performance level of the majority of the students. | 53% | 40% | 7% |
| 3 | The new words/phrases suit the intellectual level of the students. | 40% | 53% | 7% |
| 4 | The book emphasizes communicative functions of language. | 63% | 34% | 4% |
| 5 | The language used in the book is colloquial. | 20% | 70% | 10% |

Appendix-I
Table No: 3
Organization

| S.N | Statements | Responses | | |
|-----|--|-----------|----------|-----------|
| | | Agree | Disagree | Uncertain |
| 1 | The presentation of the subject matter of the textbook is easily understandable. | 80% | 20% | |
| 2 | The reading materials are presented as simple to complex. | 73% | 24% | 3% |
| 3 | There is glossary/word meaning at the end of the book with sound system. | 93% | 00% | 7% |
| 4 | You have found an appropriate match between the topics and the contents. | 86% | 7% | 7% |

Appendix-J
Table No: 4
Illustration

| S.N. | Statements | Responses | | |
|------|---|-----------|----------|-----------|
| | | Agree | Disagree | Uncertain |
| 1 | The pictures in the book are clear and appropriate. | 80% | 17% | 3% |
| 2 | The ideas and the concept in the reading texts are well illustrated by means of pictures. | 80% | 20% | |
| 3 | The text has highlighted the important message. | 40% | 40% | 20% |
| 4 | They encourage the learners to work in pairs and groups. | 70% | 30% | |
| 5 | They are attractive to motive the learners. | 75% | 22% | 3% |

**Appendix-K
Table No: 5
Exercises**

| S. N. | Statements | Responses | | |
|-------|---|-----------|----------|-----------|
| | | Agree | Disagree | Uncertain |
| 1 | Instructions given for doing the exercises are clear. | 86% | 11% | 3% |
| 2 | Exercises are students-centered exercises. | 67% | 33% | |
| 3 | There is uniformity in the number of exercises in each reading chapters. | 85% | 15% | |
| 4 | They encourage learners to solve the problems in pairs, in groups and discuss issues. | 88% | 12% | |
| 5 | Exercises are selected in terms of difficulty level of the students. | 78% | 17% | 3% |

**Appendix-L
Responses of the students**

| S.N. | Statements | Responses | | |
|------|--|-----------|----------|-----------|
| | | Agree | Disagree | Uncertain |
| 1. | All the lessons are interesting to read. | 90% | 10% | |
| 2. | You have studied the Nepalese culture and content in the book. | 80% | 15% | 5% |
| 3. | Most of the lessons are based neither too easy too difficult | 90% | 7.5% | 2.5% |
| 4. | You learn the language to develop your academic skills. | 87.5% | 12.5% | |
| 5. | All the students are able to understand the ideas and the concept in the book. | 37.5% | 37.5% | 25% |
| 6. | The reading texts are real life oriented | 37.5% | 37.5% | 25 |

| | | | | |
|-----|--|-------|-------|-------|
| 7. | Some of the lessons are related to your society and culture. | 37.5% | 32.5% | 30% |
| 8. | The exercises encourage you to write academic writing. | 80% | 15% | 5% |
| 9. | The letters in the book are clear to read. | 82% | 18% | |
| 10. | The book is free of cost | 50% | 50% | |
| 11. | There are repetition of words on the other chapter. | 50% | 50% | |
| 12. | You are learning new structures in each reading chapter. | 82% | 18% | |
| 13. | The lessons are appropriate according to difficult level students. | 37.5% | 62.5% | |
| 14. | Focus is given on reading skills. | 62.5% | 37.5% | |
| 15. | Textbook has guided as well as free exercise. | 95% | 5% | |
| 16. | The pictures have clarity. | 12.5% | 87.5% | |
| 17. | The pictures help you to understand the text. | 75% | 25% | |
| 18. | The pictures are visible and clean. | 37.5% | 62.5% | |
| 19. | You are able to know how to do exercises. | 62.5% | 37.5% | |
| 20. | There are varieties of exercises in the book. | 62.5% | 25% | 12.5% |
| 21. | You have found the exercises interesting. | 40% | 30% | 20% |
| 22. | They bring fun to us while doing exercise. | 37.5% | 62.5% | |
| 23. | The exercises are challenging but cognitive. | 80% | 20% | |
| 24. | The book gives sense of reading a course at school level. | 80% | 20% | |
| 25. | You find a match between the topics and the readings. | 100% | | |
| 26. | The key vocabulary is highlighted & well defined. | 62.5% | 37.5% | |

Appendix - M
Content of English Book Grade Nine

| Unit | Subject | Page number |
|------|--|-------------|
| 1. | Making Plans and Expression Intention | 1 |
| 2. | Suggesting, Advising and Persuading | 12 |
| 3. | Making Request and Responding to Them | 25 |
| 4. | Expressing Condolence and Sympathy | 39 |
| 5. | Criticizing and Expressing Degrees of Probability | 54 |
| 6. | Making Offers and Responding to them | 70 |
| 7. | Giving Instructions and Describing Purpose | 79 |
| 8. | Talking about Past: Narrating Past Events | 89 |
| 9. | Giving Directions | 98 |
| 10. | Interpreting Graphs, Charts and Diagrams | 109 |
| 11. | Describing an Object or a Place: Talking about Present | 125 |
| 12. | Expressing In/Ability | 135 |
| 13. | Expressing Congratulations | 148 |
| 14. | Asking for Permission | 160 |
| 15. | Apologizing and Responding to an Apology | 174 |
| | Glossary | 191 |

Appendix – N

Cover page design of the textbook grade nine.

