

CHAPTER - ONE

INTRODUCTION

General Background

Language is 'species specific' and 'species – uniform possession of man. It is the most common gift that makes the human beings different from the rest of other living beings. It is a means by which we can perform several things such as thinking, creating, expressing our ideas, feeling, and so on. We can not think any academic, social and artistic activities without it. We perceive the whole picture of universe in terms of language.

There are hundreds of languages in the world. Among them English is popularly used as a lingua franca for international communication. It has become an indispensable vehicle to the transmission of modern civilization. It is a passport through which we can visit the whole world and enjoy the advantages of world citizen. Without the proper knowledge of English we can never improve the rapid advancement and innovations made in the field of science and technology, industrial development and international relationship, and tremendous progress made in different fields of human knowledge. Thus, it is rather important to the country like Nepal.

The introduction and development of the English language in Nepal is closely connected with the establishment of British rule in India, and rise of Rana rule in Nepal in the 19th century. Since the establishment of Durbar School in Kathmandu, English language teaching has been geared forward in Nepal and after the establishment of democracy in 1951, a number of schools and colleges have been teaching English as a foreign language. Since 2003 the English language has been

taught from class one as a compulsory subject and it is really enjoying its prestige in Nepal.

The syllabus designers always have a picture of concrete materials for the students to learn. Those materials reflect the objectives and the items specified in the syllabus. In Nepal, those materials have been the sources of teaching and learning. The materials of these types are, simply, known as 'textbooks'.

What is Textbook?

One can easily recognize a textbook among other kinds of books but if he/she is asked what a textbook is, probably it is very difficult for him/her to define it. It is one of the pivotal aspects of the total teaching and learning process. It is true that teachers and students in many instances rely heavily on textbooks.

Textbook is one of the most fundamental requirements of any successful teaching and learning activities. Simply, textbooks are said to be those kinds of books that deal with a particular subject and which are used in formal education: books that give instruction in a branch of learning. They are also seen as one of the teaching materials used in the classroom and reflect the objectives and teaching items set in the syllabus.

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 used as a principal source of study material for given course." From his definition, we can say that a textbook is a reading material for a specific subject. It is arranged systematically and among the study materials, it is the principal one.

Hilton (1969, p.1470) as quoted in Kandel (2006) also partly supports the idea given by Good and adds," The textbook is a special kind of book. It seldom expresses new knowledge, for that is not its function, its essential function is rather to make the knowledge which does exist available to the students in a selected, ordered way." He means that the textbook presents the existing body of

knowledge orderly for the readers but it is not meant for exploring the new knowledge.

Agreeing with Good and Hilton, Grant(1987,p.12) views,” Textbook is used to refer to course books , which typically aim to cover all aspects of the language and supplementary textbooks devoted to particular topic of skill areas." It shows that the language skills and aspects are to be included into a certain study material. This kind of material which is prepared as per the objectives of the curriculum is termed as a textbook.

From the above definitions, we come to the conclusion that a textbook is a material that contains all the necessary information that the students of a particular group are expected to grab. It is organized and simplified for the purpose of learning and is a guide which helps the learners to lead to the right, short and safe route to reach the destination.

Types of Textbook

Grant (1987, p.12) categorizes a textbook into two types. They are traditional and communicative textbooks. He views that it is not always possible to place a particular textbook firmly within either of the two categories as there is a continuum from one category to the other.

A. Traditional Textbook

Traditional textbooks get the students to learn the language as a system. So, they emphasize on grammar or language system. According to Grant (1987, p.13), the followings are the characteristics of traditional textbooks:

- i) They tend to emphasize the forms, or patterns of language (the grammar) more than the communicative functions of language ; the jobs we do using it, for example, asking for information, making request, asking the way etc.

- ii) They tend to focus on reading and writing activities, rather than listening and speaking.
- iii) They often make use of a great deal of L1.
- iv) They emphasize the importance of accuracy.
- v) They tend to focus rather narrowly on syllabus and examination.
- vi) They are often attractive to some teachers because they seem easy to use and are highly examination- oriented.

B. Communicative Textbook

Communicative textbooks put greater emphasis on developing communicative competence in the students. They are designed in such a way that four language skills are given equal importance. Such textbooks are really helpful in enabling the students to use language in real life situations. Grant (1987, p.14) suggests the following characteristics of communicative textbook:

- i) They emphasize the communicative functions of language-the jobs people do using the language-not just the forms.
- ii) They try to reflect the student's needs and interests.
- iii) They emphasize skills in using the language, not just the forms of the language, and therefore they are activity based.
- iv) They usually have a good balance among the four language skills, but may emphasize listening and speaking more than a traditional textbook does.
- v) They tend to be very specific in their definition of aims.
- vi) Both content and methods reflect the authentic language of everyday life.
- Vii They encourage work in groups and pairs, and therefore make heavier demands on teachers' organizational abilities.

1.1.3 Textbook or No Textbook?

Opinions vary about the uses of textbooks. Some teachers claim that they do not use a textbook. They are, perhaps, teaching English for specific purposes (ESP). In this type of situation, the purposes of learning English are very specialized. The group of learners is small. Their needs are so specialized that no suitable books are available (Grant, 1987).

Another group of teachers claims that they could not teach without a textbook. They use it just like a recipe. They suggest us to follow it page by page so that we cannot go wrong (Grant, 1987). The supporters of this idea find the following useful jobs of textbooks:

- i) Teachers can identify what should be taught/ learnt, and the order in which it should be taught/ learnt.
- ii) They can indicate what methods should be used.
- iii) They can provide, neatly, attractively and economically, all or most of the materials needed.
- iv) They can save the teachers' an extraordinary amount of time.
- v) Last but not the least; they can act as a very useful learning-aid for the students.

Of course, everybody agrees that the perfect textbook does not exist. Even so, most practicing teachers will agree to some extent at least with the five points listed above. It is suggested that textbooks be used optimally whenever it is necessary and appropriate. The textbook users should think that textbooks are not the ends but they are just means to end (language learning). Teachers should not be enslaved by their textbook. And also they must use them timely together with other supported materials.

1.1.4 Qualities of a Good Textbook

Textbook is one of the most important teaching materials. It is so because it presents the body of knowledge systematically and reflects, more or less, the objectives of the curriculum. A good textbook must possess certain qualities. Such textbook should satisfy these three conditions (Grant, 1987, p.118):

- i) It should suit the needs, interests and level of the target group.
- ii) It should suit the situation of teaching.
- iii) The textbook must meet the needs of official public teaching syllabuses or examination.

Similarly Harmer (2001, p.301) agrees to these three conditions and proposes the following criteria for a text book assessment:

- i) Price(of course book components)
- ii) Availability
- iii) Layout and design
- iv) Instructions
- v) Methodology
- vi) Syllabus type, selection and grading
- vii) Language study activities
- viii) Topic
- ix) Cultural acceptability
- x) Usability
- xi) Teacher's guide

Ur (1996, p.186) also presents some qualities of a good text book. They are:

- i) Objectives explicitly laid out in an introduction and implemented in the materials
- ii) Approach educationally and socially acceptable to target community.
- iii) Clear attractive layout; print easy to read.

- iv) Appropriate visual materials available.
- v) Interesting topics and tasks.
- vi) Varied topics and tasks, so as to provide for different learner levels, learning styles, interest.
- vii) Clear instructions.
- viii) Systematic coverage of syllabus.
- ix) Content clearly organized and graded (sequenced by difficulty)
- x) Periodic reviews and test sections.
- xi) Plenty of authentic language.
- xii) Good pronunciation, explanation and practice.
- xiii) Good vocabulary explanation and practice.
- xiv) Fluency practice in all four skills.
- xv) Encourages learners to develop own learning strategies and to become independent in their learning.
- xvi) Adequate guidance for the teachers, not too heavy preparation load.
- xvii) Audio cassettes.
- xviii) Readily available locally.

To sum up, the qualities of a good textbook can be discussed in the following points

a. Content

Content included in the textbook should be suitable for the target group's academic and cognitive levels and interests as well. It should have adequate coverage, relevant, up-to-date and integrated subject matter.

b. Language

Vocabulary, style of language and complexity of language structures should be suitable to meet the set objectives. They should be psychologically workable according to the target group's level and interests. Language used in the textbook should be simple, authentic and functional.

c. Exercises

Exercises should be appropriate to have adequate practice for students. These exercises should be properly arranged and they are expected to be suitable for students' cognitive and academic levels. Moreover, they should be interesting for students.

d. Selection

The content selected should be appropriate to meet the set objectives.

e. Gradation

The content selected should be properly graded following the established criteria of grading contents.

f. Layout of the Textbook

Layout of the textbook can attract the students. It should be attractive and eye-catching, but it should not be over-decorative. Some pictures and symbols can be put to make its outlook informative as they slightly mirror out the theme of the book.

g. Lettering and Spacing

Lettering and spacing also play an important role to make a textbook good. The textbook should be easily legible. The letters and words should be aptly typed maintaining proper spacing between letters, words and paragraphs.

h. Printing and Binding

The printing and binding of the textbook should be appropriate and easy to read. Printing and binding quality should be permanent, durable and easy to use the textbook.

i. Paper

The paper quality used to print the textbook should be of a good quality. If the quality of the paper is not aptly rich, the printing, pictures, graphs etc. will not be legible.

j. Pricing

The price of the textbook should be suitable on the basis of the thickness, paper quality, outlook, target readers, etc. The price should be reasonable.

k. Pictures and Illustrations

The pictures and illustrations used in the textbook should be attractive, interesting, and entertaining for the target readers because appropriate pictures and illustrations can motivate the learners properly.

l. Availability

The textbooks should be easily available for all the readers concerned. If they are not easily available, the target readers will be mentally hindered.

m. Supplementary Materials

For the smooth implementation of the language textbook audio-video materials and teacher's guide should be prepared. The textbooks should include songs, rhymes, games, puzzles, etc.

1.1.5 Why Textbook Analysis?

Since the last few decades the importance of textbook analysis has been highlighted in the field of language teaching. According to Els, Bongaerts, Extra, Jenson & Deiten (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". The views expressed by them emphasize the evaluation of language textbooks.

Following Awasthi (2006,p.3), "It is through the textbook analysis a teacher knows the content of the book, the style in which it is written, and its strengths and weakness, which facilitate him/her to adapt it to suit the course aims, learners' needs and the teachers' belief."

Whether one believes that textbooks are too inflexible and biased to be used directly as instructional material or that they actually help teaching learning, there can be no denying the fact that textbooks still maintain enormous popularity and are most definitely here to stay. It is important to remember, however, that since the 1970s there has been a movement to make learners the center of language instruction and it is probably best to view textbooks as resources in achieving aims and objectives that have already been set in terms of learner needs. A thorough evaluation would enable the managerial and teaching staff of a specific institution or organization to discriminate between all of the available textbooks on the market. Moreover, it would provide for a sense of familiarity with a book's content thus assisting educators in identifying the particular strengths and weaknesses in textbooks already in use. This would go a long way in ultimately assisting teachers with making optimum use of a book's strong points and recognizing the shortcomings of certain exercises, tasks and entire texts.

One additional reason for textbook evaluation is the fact that it can be very useful in teacher development and professional growth. It can be said that textbook evaluation helps teachers move beyond impressionistic assessments, and it helps them to acquire useful, accurate, systematic and contextual insights into the overall nature of textbook material.

Textbook analysis is a major task by which the revision of a textbook can be carried out. It is necessary that reading text should be examined regularly. Even after they are used in classroom teaching, they need continuous evaluation and investigation into their effectiveness in accomplishing the objectives so that the necessary revision of a textbook could be made. Textbook analysis plays role a to reform educational system. A textbook should be examined regularly because without analyzing textbook, we cannot find out the appropriateness and effectiveness of a textbook.

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 programmes 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.

Primary Level English Language Curriculum(2003)

The English language has been a foreign language which is taught in all schools in Nepal and the medium of teaching and learning at higher level. Furthermore, the National Education Commission Reports and the interaction programs held at different places at different times and with various groups e.g. stakeholders,

teachers etc. have laid great emphases on introducing English as a compulsory subject in all schools of Nepal from the very beginning of school education.

This curriculum has been designed for primary level (grade 1-5) education in Nepal, with a view to catering to the immediate needs of children learning English and builds it a basic foundation for their further studies in and through English. Moreover, it aims at developing a comprehensive communicative competence on the part of learners. By the end of Grade 5, children will be able to use English effectively in a limited set of situations.

The aims of teaching English in the primary schools of Nepal are:

- i) To give pupils ample exposure to the English language so that they can understand and respond in simple English with acceptable pronunciation and intonation.
- ii) To provide them with the opportunities to practice their English in and out side the classroom.
- iii) To help them develop enthusiasm for reading so that they will be responsive and knowledgeable readers.
- iv) To help them develop their potentialities in writing so that they can be Creative writers, and
- v) To develop a positive attitude towards teaching English and build up confidence in using English.

Specific Objectives of Teaching English in Grade V

The primary level English curriculum-2003 contains different specific objectives of teaching English in grade five. It has specified learning achievements in four different language areas (i.e, listening, speaking, reading and writing).

I. Listening

-) Enjoy listening to short texts (stories, conversation).
-) Respond in different ways to questions, true/false, and instructions.
-) Listen for specific information.

II. Speaking

-) Participate in conversation through pair work and group work activities (role play, simple drama and games)
-) Use suitable language to warn, express wants, remind, describe possession, and location and talk about the future.
-) Use tenses correctly both for giving information and asking / answering questions.
-) Describe things, people etc.
-) Narrate events in simple language.
-) Use and respond to tag questions.

III. Reading

-) Read different kinds of texts (stories and facts) both for enjoyment and to extract specific information.
-) Interpret charts, tables, diagrams etc.
-) Develop reading skills (skimming and more detailed study).
-) Use glossary

IV. Writing

-) Write simple letters, dialogue and narrative with correct layout and punctuation.
-) Narrate sequence of events.
-) Describe people, place and things.

1.1.8 An Introduction to 'Symphony'

The textbook 'Symphony: An English Course for Grade V' is developed by a team of scholars. Mrs. Shiba Thapa, Dr. Ananda Sharma and Mr. Laxman Gnawali are the writers of the textbook and Dr. Shreedhar Lohani is the series editor.

It is an integrated course for students in the primary level. It presents the language skills in a holistic manner. The textbook builds on the language skills learnt in book 4. The language functions have been scaled up. It comprises 13 units. Each unit begins with WARMER and proceeds to COMMUNICATIVE ACTIVITIES, by way of GRAMMAR, READING, CONVERSATION, WORD POWER, LISTEN AND SPEAK, WRITING and ends up with LEARNING WITHOUT TEARS and FUN READING. 'Unit Highlight', in the beginning of the lessons, presents three pieces of information relevant to the entire unit: the first block presents the theme, the second the language function and the third the sentence structure pertinent to the function. 'ME AND MY WORLD' section, at the end of each lesson, encourages learners to observe the world around them and understand that they share this universe with the sun, moon, and stars, as well as with plants and animals. Under vocabulary, action words are presented in context by pictures of different kinds to make the point clear. After each reading comprehension texts, conversation is created from the situation depicted in the texts. Exercises include some pictures that the students need to arrange them on the basis of the events that are given in the reading texts. Picture words given under each unit also add another attraction to the learners. Through the pictures the concepts are presented in concrete way. Mainly, parts of human body, flowers, insects, animals, different shapes, etc are shown in the pictures. Grammar section after each unit deals with different grammatical items. Articles, prepositions of time and location, conjunctions, tenses, infinitives, gerund, etc. are included in the textbook. Enough exercises are given for further practice in grammar.

The following information provides the general outlook of the book:

Book:	Symphony: An English Course for Grade V.
Authors:	Shiba Thapa Anand Sharma Laxman Gnawali
Editor:	Shreedhar Lohani
Publisher:	EKTA BOOKS,distributors pvt. Ltd.
First Editor:	2005
Printed at:	Manoj Offset Press Pvt. Ltd. Kathmandu, Nepal.
Pages:	222
Binding:	Side Stitching.
Graphics:	Kishor Joshi, Rajaram K.C

1.2. Review of the Related Literature

Textbook evaluation has gradually gained importance over the last few decades in the field of teaching and learning. It is through textbook evaluation the teachers, textbook writers and concerned authorities are able to receive feedback and suggestions for the improvement of the textbook. An attempt has been made to review the related Theses on textbook analysis done under the supervision of the Department of English Education, TU, Nepal.

Lamichhane (1999) has carried out a research on ‘An Analysis of the New English Textbook for Grade 8’. The objective of his study was to find out whether the objectives for developing speaking and writing skills set out in the curriculum are fulfilled by the exercises given in the textbook. He interviewed 20 teachers from different schools. There were 40 open-ended questions related to the objective of the curriculum. Most of the teachers viewed that the exercises given in the

textbook were helpful for developing communication skills and writing skills. The findings of the book show that the book doesn't contain all the contents of curriculum and the exercises are not sufficient.

Dahal (2001) conducted a research on 'English for Grade X: A Textbook Analysis'. He wanted to analyze the English textbook for grade 10 in terms of physical as well as academic aspects. The population consists of 50 English teachers from Kathmandu valley. In order to draw representative sample, the population was divided into two strata namely, English teachers of private and public schools. The teachers were selected randomly. In order to collect the data, a set of close-ended questions was developed for English teachers. The questionnaire consisted of five categories of responses i.e. strongly agree, agree, neither agree nor disagree, disagree and strongly disagree. The data were tabulated on the basis of frequency of the responses given by the respondents for academic and physical aspects. The findings of the study are presented descriptively under strength and weakness of the textbook. He found that the textbook prescribed for grade X is appropriate in size, printing and language. The cover page design of the textbook is not attractive and durable. There is very significant work for the improvement of the textbook for grade X.

Ghimire (2004) carried out a research entitled 'An Analysis of the Link English Course for PCL First Year and Grade Eleven'. The research work is an attempt to analyze the 'Link English' course in terms of its physical aspects as well as adequacy of contents. Also, an attempt has been made to find out whether 'Link English' serves as a course for linking the SLC English syllabus with the PCL first year English syllabus and the first year of the higher secondary level. The analysis and interpretation of the textbook has been done in three consecutive sections. He found that Link English serves as a link between the SLC and higher studies compulsory English curriculum. The language used in this text is appropriate for

different levels of students in the context of Nepal and Link English helps to improve students English in different language skills.

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

Bohora (2004) conducted a research entitled 'Textbook Analysis of English for Grade One'. The main purpose of his study was to analyze the English Textbook for Grade I in terms of vocabulary items, sentence types, and verb pattern schema, language functions, illustrations, language skills, materials and physical aspects. The researcher counted all the vocabulary items and tabulated them to find their word class, number of frequency, number of syllable, pronunciation, consonant clusters etc. Likewise, the researcher counted and listed all the sentences of the textbook according to their types, verb pattern schemes and functions. Similarly, illustrations were observed and analyzed descriptively. Lastly, the researcher has analyzed the physical aspects of the textbook descriptively. He found that there are 217 vocabulary items found in the textbook, the representation of different word classes is found in the textbook. Among them, the word class 'noun' has the highest number and only the cardinal numbers are found in the textbook, etc.

Subedi (2005) carried out a research on 'Analysis of Grade Eleven English Textbook Meanings into Words'. The main purpose of the study was to examine the quality of 'Meanings into Words' in terms of academic aspects (i.e. content,

language, exercises, illustrations, material organization.). He collected data by both primary and secondary sources. The population of the study was all the Higher Secondary English teachers teaching in Grade Eleven and the Higher Secondary level students who had just finished Grade Eleven in Kaski district. The researcher randomly selected 20 English teachers with at least one year's teaching experience in Grade Eleven and 20 students who had just finished Grade Eleven. In order to collect the data, two sets of questionnaire were prepared for the teachers and students. The set of questionnaire for teachers containing 40 close-ended and 3 open-ended questions were administered. Similarly, 30 close ended questions were administered to the students. The main findings of the study were that the textbook contains communicative activities, the exercises and the pictures of the textbook encourage students to work in pairs and groups, the textbook lacks pronunciation and vocabulary aspects of language and the content items of the textbook are interesting because they provide new information to the students.

K.C. (2005) conducted a research work on 'An Analysis of the New English Textbook for Grade Nine'. He wanted to examine the English textbook for Grade Nine in terms of physical and academic aspects on the basis of teachers' and students' opinions, theoretical framework and objectives listed in the curriculum. For this, he randomly selected 25 English teachers from 12 Government schools of Kathmandu district. They were given a set of questionnaire to respond the alternatives. The questionnaire consisted of 84 close-ended questions and 3 open-ended questions. The obtained data were tabulated and analyzed using a simple statistical tool of percentage. The study found that the 'English Textbook for Grade Nine' is based on communicative approach to language teaching, different language functions are provided to fulfill this approach, altogether, the physical quality of the book is good except some shortcomings, vocabulary items and structures are selected and graded well and the exercises included in the textbook encourage participating the learners in pair and group work.

Gandharba (2006) carried out a research on 'An Analysis of English Textbook: A Case of B. Ed. General English'. He attempted to find out whether the materials for reading and writing skills used in the textbook are sufficient to meet the objectives set out in the curriculum. He randomly selected 3 subject experts, 10 subject teachers who have teaching experience of at least a year and 20 students who have studied in B. Ed. first year. He administered three separate sets of questionnaire for them each. After his study, he found that contents were well organized, natural, easily understandable and interesting, the language used in the textbook was favorable, reading and writing materials were sufficient to meet the objectives set out in the curriculum and the textbook lacked literary texts.

Khanal (2006) conducted a research entitled 'An Analysis of the Optional English Textbook for Grade V'. The main objectives of the study were to analyze the Optional English Book –E (5) in terms of its physical features, subject matter, illustrations, exercises, etc. The data for the study were collected from 30 practicing teachers in Terhthum district and 20 sixth graders studying at Ratna Secondary school, who had studied the present book in grade five. He sampled the population randomly. The teachers were requested to tick the right alternatives on a three point rating scale and students on a two point rating scale. The major findings of the study were that the subject matter is suitable to the mental level of the students, the book contains many communicative activities, the illustrations to do the exercises are too long for the student, the words in the glossary are not arranged in alphabetical order, the contents of the book are not sufficient to achieve the objectives stated in the curriculum and some of the pictures in the book are not visible, clear, realistic and attractive enough.

Kandel (2006) did his research on 'An analysis of Textbook: A case of Academic Encounters: Life in Society'. He aimed at finding out whether the materials for

reading and writing skills used in the textbook are sufficient to meet the objectives set out in the curriculum and examining the physical and academic aspects of the textbook, He randomly selected 10 English teachers with at least one year's teaching experience at PCL and 20 students studying in the same class from different campuses affiliated to TU. Two sets of questionnaire were prepared separately for teachers and students. The questionnaire for teachers contained 97 close-ended questions with three point rating scale and 3 open-ended questions, and for the students 34 close ended questions with two point rating scale was asked. The crucial findings of this study were that the size of the textbook is not easy handling, it does not pay much attention towards conversational language, it lacks varieties in exercises, the subject matters are free from sex-bias and are according to the mental level of the learners, the book contains only a few grammatical exercises, the reading materials and exercises presented are systematic and the subject matter provides new information to the students.

Regarding the analysis of the textbook 'Symphony: An English Course for Grade V' published by EKTA BOOKS, no research has been undertaken under the Department of English Language Education, T.U.

Except Koirala (2005), no one has carried out research on textbooks followed by private schools in Nepal under the Department of English Language Education. Khanal (2006) has carried out a research work of similar kind to analyze the 'Optional English for Grade five' but yet the textbook is prescribed for the public schools. This shows that very few researches have been carried out on the textbooks which are being taught in the private schools of Nepal and certainly nobody has carried out the research on the topic I have selected. And hopefully, the present study will be significant. Further more, no research work has been carried out to analyze the 'Pricing and Availability' aspect of the textbooks. It is therefore clear that the present study will be different from other research works

that are directly or indirectly related to the textbook analysis. The researcher is equally hopeful that his research will raise some concrete issues.

1.3 Objectives of the Study

The objectives of the present study were:

- i) To analyze the textbook in terms of its physical, academic and other aspects.
- ii) To highlight the strengths and weaknesses of the textbook.
- iii) To suggest some pedagogical implications based on the findings of the study.

1.4. Significance of the Study

The present study has manifold significance. Since the present study proposes to examine the qualities of '**Symphony: An English Course for Grade V**', it is expected to be significant mainly in the following ways:

Since the study aims at analyzing the physical, academic and other aspects of the textbook '**Symphony: An English Course for Grade V**', it will have immense help to the textbook writers. The recommendations and suggestions of the study will directly or indirectly encourage and provide feedback to them to revise the textbook with adequate reforms to meet the objectives of the curriculum and the levels of the learners.

The syllabus designers and the methodologists will also be benefited directly from the findings because the research work touches the feelings and the problems faced by the teachers and students who are involved in teaching and learning at primary level. It will lead them to carryout analysis of learner's need and the availability of the able teachers to teach English as second language in primary level in Nepalese context.

Similarly this study will be very helpful for the teachers and the students who are dealing with the textbook since it scans the problems faced by them, and suggest ways to their solution.

Moreover, the research work will be of great significance for those who want to carryout similar research work in the future because the research work is an attempt to analyze the different aspects of the textbook which are essential things to carryout any research work on textbook.

CHAPTER- TWO

METHODOLOGY

The methodology used to carryout the study is as follows:

Sources of Data

The researcher utilized both primary and secondary sources of data.

2.1.1 Primary Sources of Data

As primary sources of data, 10 teachers who have taught the textbook for at least a year were selected for the study from 6 VDCs of Morang district. Similarly, 80 sixth graders from the schools of the same VDCs were selected for the study. And, the researcher himself also was the primary source of data.

2.1.2 Secondary Sources of Data

The researcher went through the textbook '**Symphony: An English Course for Grade V**', and primary level English curriculum-2003. Similarly, he consulted the previously carried out research works, which were related to the present study, under the Department of English Education, TU. He also used some books and journals related to the study area. Thus the secondary sources of data were Awasthi(2006), Bhattarai(2001), Bohora(2004), CDC(2003), Dahal(2001), Gandharba(2006), Ghimire (2003), Good (1959), Grant (1987), Harmer (2001), Kandel (2006), KC (2006), Khanal (2006), Kumar(1999), Lamichhane(1999), Lohani(2005), Subedi(2005), Tiwari(2004), Ur(2005) and Els etal(1984).

2.2 Sampling Procedure

The researcher made a list of all the private schools, which have used '**Symphony: An English Course for Grade V**', from Mirgauliya, Haraincha, Belbari, Dangihat, Pathari and Dulari VDCs of Morang district. From the list, he selected 10 schools using simple random sampling (SRS) technique. He selected a teacher, who has already taught the textbook for at least a year, from each school. He

selected 8 students (4 boys and 4 girls), who have been studying at grade six, from those 10 schools using judgmental sampling technique. Thus, the number of teachers was 10 and students 80 in number. And the total number of population of the study was 90.

2.3. Research Tools

The tools for the study were two sets of questionnaire and an observation form. The first set of questionnaires was prepared for teachers. It included 63 close-ended questions with five point rating scale and 3 open-ended questions. Under the questions about each aspect of the textbook, a 'Comment ' column was provided for them to give their comments. Another set of questionnaire was for the students. It included 26 close-ended questions with two point rating scale. The questions for both teachers and students were in the statement form. These questions were related to the physical, academic and other aspects of the textbook. An observation form was prepared for the researcher himself. It included 21 statements about the physical, academic and other aspects of the textbook. These statements were given in a five point rating scale and a comments column.

2.4 Process of Data Collection

The researcher visited the selected schools and made a rapport with the Principals and the English teachers. He contacted the English teachers, requested, convinced and gave them the questionnaire to tick the right alternatives after each statement. He also gave the questionnaire to the selected students with clear instructions and asks them to tick 'Agree', Uncertain, or 'Disagree' against each statement within the given time. The questionnaire to the students was administered in the presence of the researcher himself whereas teachers were given the questionnaire to study and pass on their unbiased comments. Thus, the questionnaire to the students were collected immediately and the teachers returned them within two days of the delivery. The researcher observed the classes of sampled schools four times in each school and rated the statements in the observation form.

2.5 Limitations of the Study

The limitations of the study were as follows:

- a. The study was limited to the textbook ‘Symphony: An English Course for Grade V’ published by EKTA BOOKS.
- b. The study was limited to only 10 teachers and 80 students of private schools in Mirgauliya, Haraincha, Dangihat, Belbari, Dulari and Pathari VDCs of Morang district.
- c. The study was limited to the opinions given by only the teachers who had taught the textbook for at least a year and the sixth graders who had studied the textbook at Grade V and the result of observation made by the researcher himself.
- d. The study was limited only to the analysis of academic aspects (i.e. vocabulary, structure, exercises, illustrations and content), the physical aspects (i.e. size, printing and paper quality) and other aspects (i.e. pricing and availability) of the textbook.
- e. The study population was sampled only from the lower secondary and secondary schools.

CHAPTER –THREE

ANALYSIS AND INTERPRETATION

This chapter consists of four parts. The first part deals with the interpretation and analysis of the teachers' responses about the academic, physical and other aspects. Their responses are presented in the table and analyzed them on the basis of the percentage where above 70% is considered as very strong aspect, 60%-70% as strong aspect , 50% - 60% as good aspect , 40% - 50% as weak aspect and below 40% as very weak aspect. Responses of 'Strongly Agree' and 'Agree' are taken as positive aspect of the textbook and counted as a single category while interpreting the data. Similarly, Responses of 'Strongly Disagree' and 'Disagree' are taken as negative aspect of the textbook and counted as another category while interpreting. Similarly, teachers' comments over each aspect of the textbook are presented and analyzed under each aspect.

The second part deals with the analysis and interpretation of teachers' general opinions through open ended questions

The third part deals with the analysis and interpretation of the responses given by students about different aspects of the textbook. Such responses are also presented on the basis of percentage as mentioned above.

The fourth part deals with the analysis and interpretation of data obtained from class observations. These data are analyzed descriptively.

3.1 Analysis of the Teachers' Responses

There is no doubt that teachers have better acquaintance with the textbook they have been using. Keeping this fact in view, due emphasis was given to their observation of the textbook in the present study. Here, the responses are presented

systematically using numerical values in the following table to highlight the opinions about different aspects of the textbook under study.

3.1.1 Physical Aspect about the Textbook

Regarding physical aspect, there were 13 statements given to the teachers. These statements were about pricing, printing, size, paper quality and others of the textbook. The statements and the teachers' responses are presented in the following table:

Table No. 1

Physical Aspects (Size, Printing and Paper Quality) and Others (Pricing and Availability)

SN	Statement	Responses in percentage				
		SA	A	U	D	SD
1	The price of the textbook is appropriate to the student's level and interest.		20	20	30	30
2	The textbook is easy for handling and carrying.	20	60		20	
3	Printing is neat and attractive.	50	40	10		
4	Printing is free from error.	10	60	10	20	
SN	Statement	Responses in percentage				
		SA	A	U	D	SD
5	There is no overlay between words.	20	60	10	10	
6	There is proper space between lines and words.	40	50		10	

7	The printed pages are clear with balanced ink.	30	60		10	
8	The quality of the paper is good.	30	70			
9	The paper quality is durable.	30	40	10	20	
10	The textbook is cheap enough to purchase.		10	20	40	30
11	The textbook is more expensive than the other English textbooks for the same grade.	30	20	20	30	
12	The textbook is easily available in the market.		10	40	50	
13	The textbook can be found timely.		20	40	40	

The table shows that the price of the textbook is not appropriate to the students' level and interest because 60% teachers think so. One of the strong aspects of the textbook is that it is easy for handling and carrying as 80% teachers support this statement. Fifty Percent strongly agrees and 40% simply agree the third statement but none of the teachers disagrees that printing is neat and clean. It indicates that the printing of the textbook is neat and clean. Seventy percent teachers support the fact that printing is free from error. Similarly, 80% teachers agree with the fifth statement. It shows that there is no overlay between lines and words, and the printed pages are clear with balanced ink because 90% teachers support them. Cent percent teachers agree that the quality of the paper is good. Twenty percent teachers disagree and 70% of them agree with the ninth statement. It shows that the paper quality is more or less durable. Because only 10% teachers agree, it is found that the textbook is not cheap enough to purchase. Regarding the eleventh statement, opinions vary. Fifty percent teachers agree, 20% are uncertain and 30% disagree this statement. It also indicates that the textbook is more expensive than other English textbooks for the same grade. Only 10% and 20% teachers agree

with the twelfth and thirteenth statements respectively. It reveals the fact that the textbook is not easily available in the market and it cannot be found timely.

Teachers have some comments on the physical aspect of the textbook. These comments are presented below.

1. Printing of the textbook is praiseworthy.
2. The textbook is appropriate in size.
3. The textbook is expensive in comparison with other English textbooks for the same level.
4. It cannot be found in the beginning of the sessions.
5. It is difficult to complete the teaching of the textbook.

Physical aspect of the textbook receives both positive and negative views. Teachers comment that its price is higher than that of other textbooks for the same level and also it cannot be purchased timely in the market. However, its size and printing are praiseworthy.

3.1.2 Academic Aspects about the Textbook

A) Content

Regarding the contents of the textbook under study, there were 19 statements. The responses along with the statements are tabulated and interpreted as follows:

Table No. 2

Content

SN	Statement	Responses in percentage				
		SA	A	U	D	SD
1	The subject matter of the textbook suits the	30	50	20		

	mental level of the majority of the students.					
2	It is interesting and understandable to the students.	20	70		10	
3	The contents of the textbook are relevant to the students' need.	20	40	20	20	
4	Subject matter represents the Nepalese culture and geographical region.	10	10		50	30
5	Content given in the textbook give some concept of federalism (Ganatantra).		10	30	20	40
6	Subject matter meets the requirements of good, average, and weak students.	10	50	20	20	
7	Subject matter gives new information.	60	20	10	10	
8	Subject matter is free from sex-biased.	30	30	30		10
9	Content is applicable to day-to-day work.	20	60		10	10
10	The presentation of contents is from simple to complex order.	40	50	10		
11	Contents are well organized.	30	60	10		
12	Contents present technological world.	20	30	40	10	
13	Contents advocate human rights.		20	60	10	10
14	There is well selection and gradation of learning materials.	20	60	20		
15	Contents are totally guided by the present curriculum.	10	40	50		
SN	Statement	Responses in percentage				
		SA	A	U	D	SD
16	There is good coverage of four language skills and language aspects(vocabulary and grammar)	30	60	10		

17	Contents provide opportunities to practice their English in and outside the classroom.	30	50	20		
18	Content equally emphasizes the four language skills.	40	40	20		
19	There is good connection between reading texts and exercises.	20	60	10		10

The above table with the responses in percentage shows that none of the teachers disagree with the first statement. If we consider the difference in opinions expressed by the teachers, 30% supply their strong agreement and 50% of them simply put agreement with the researcher's statement for suitability of the subject matter in terms of the mental level of the students. It indicates that the subject matter of the textbook suits the mental level of the majority of the students. Of the teachers under study 20% strongly agree and 70% of them agree with the second statement, the subject matter of the book is interesting and understandable to the students. Although 20% teachers are undecided, 60% teachers support the third statement which indicates that the contents of the textbook are relevant to the students' need. But the subject matter does not fully represent the Nepalese culture and geographical regions because only 20% teachers agree with this statement. Similarly, 60% teachers disagree that the contents given in the book give some concept of federalism. Subject matter meets the requirements of good, average and weak students because 60% teachers agree with it. Since, out of 80% teachers, 60% strongly agree with this, the subject matter gives new information. Subject matter is free from gender-bias because 60% teachers support it. The contents of the book are applicable to day to day work because 20% teachers have strong support and 60% simply support the ninth statement. The presentation of the contents is from simple to complex order is supported by 90% teachers. None of the teachers deny the statement that contents are well organized. Regarding the inclusion of technological world, opinions vary; 50% teachers agree, 40% are

undecided and 10% disagree. It shows that the concept of technological world has not been clearly mentioned in the textbook.

Similarly, about the 13th statement also 60% teachers are undecided and it shows that contents are not totally guided by the present curriculum because 50% teachers agree with the statement and 50% teachers are undecided. Only 10% teachers strongly support it. Data shows that half of the teachers (50%) are not sure of it. There is coverage of four language skills and language aspects in the textbook. It is so, because 90% teachers support this statement. It shows that contents provide opportunities to practice English in and outside the classroom and they equally emphasize the four language skills because none of the teachers disagrees this. The table also shows that there is a good connection between reading text and exercises because 80% teachers support the statement.

As suggested in the comment column regarding the contents, the teachers have both positive and negative comments on it. Their comments are presented below:

1. The language skills are integrated in the content.
2. Contents are based on the learner centered approach.
3. Authentic dialogues are given for practice.
4. Things given in the textbook are free from gender-biased.
5. Subject matters are funny and entertaining.
6. Contents are longer than those of other English textbooks.
7. Stories of the textbook are not on Nepalese culture.
8. Contents lack the concept on sex education.
9. Poems given in the textbook are difficult to understand.

Contents of the textbook receive both positive and negative responses. Teachers view that the contents are based on learner centered approach. Authentic dialogues

are the attraction for teachers and students. Teachers strongly object the volume of the textbook and also its failure in including Nepalese culture in it.

B) Exercises

Under this aspect 12 statements were given to the teachers. The statements along with the teachers' responses to the statements in percentage are shown in the following table.

Table No. 3
Exercises

SN	Statement	Responses in percentage				
		SA	A	U	D	SD
1	There are clear instructions on how to do the exercises.	20	80			
2	The exercises reflect the subject matter of the lessons.	30	40	30		
3	The teachers' guide completely helps you to solve the exercises given in the textbook.	20	40	30	10	
4	Exercises help you in diagnosing the difficult areas.	30	50	20		
5	They encourage students to learn.	20	50	20	10	
6	They are appropriate to the students to solve the problems.	10	70	20		
SN	Statement	Responses in percentage				
		SA	A	U	D	SD
7	They encourage the learners to work in pair work and group work.	20	70	10		

8	There is equal number of exercises in each unit.	20	20	10	30	20
9	They are helpful in learning the information given in the unit.	20	60	10	10	
10	Exercises include extra activities.	20	70	10		
11	They help the learners to predict, guess, and find solution to the problems.	10	80	10		
12	They provide adequate practice for the students.	40	30	20	10	

According to the table, there are clear instructions on how to do the exercises because 100% teachers agree the statement. Regarding the second statement, 30% teachers are undecided. However, 30% teachers strongly support and 40% simply support the second statement, the exercises reflect the subject matter of the lessons. Though 30% teachers are uncertain, 60% of them agree that the teachers' guide completely helps them to solve the exercises given in the textbook. Because none of the teachers disagree the exercises help them in diagnosing the difficult areas. Seventy percent teachers agree, 20% are undecided and 10% disagree the fifth statement. It indicates that the exercises encourage students to learn. None of the teachers disagree the sixth statement. It means that the exercises are appropriate to students to solve the problems and they encourage the learners to work in pair work and group work. There is no equal number of exercises in each unit because only 40% teachers view it positively. The ninth statement is supported by 80% teachers. It is one of the very strong aspects. It shows that the exercises are helpful in learning the information given in the lessons. Because none of the teachers disagrees the tenth statement, exercises include extra-activities. Ninety percent teachers agree that the exercises help the learners to predict, guess and find solution to the problems. The exercises provide practice

opportunities for the students.

Teachers' comments on this aspect of the textbook are presented below:

- 1 They are given from simple to complex order.
- 2 There are clear instructions on how to do the exercises.
- 3 They help in language learning.
- 4 Some exercises are difficult for students.
- 5 They do not include games.
- 6 They are not creative.

Regarding exercises of the textbook, teachers have felt that some exercises are difficult for students and some exercises are not creative. However, they like the exercises given in the textbook because they find clear instructions on how to do them.

C. Illustrations

Nine statements were prepared for the analysis of this aspect. These statements and the responses are presented in the following table:

Table No. 4
Illustrations

SN	Statement	Responses in percentage				
		SA	A	U	D	SD
1	The pictures used in the book are well drawn.	50	40		10	
2	They are eye catching and useful for understanding the lessons.	30	70			
3	They make the abstract ideas concrete.	20	50	20	10	
4	Students really enjoy the pictures.	60	20	20		
5	They are appropriate in size and color.	40	50		10	
6	They are relevant, attractive and interesting.	50	50			
7	Puzzles and games are included in the textbook.	60	40			
8	Games and puzzles help the learners to make the study long- lasting.	30	70			
9	Puzzles help the learners to learn different skills and aspects of language including vocabulary.	20	70	10		

The table shows that the pictures used in the book are well drawn because, of the 90% teachers, 50% have strong agreement with the statement and 40% have the agreement to support the statement. Thirty percent teachers strongly and 70% simply agree that the pictures are eye catching and useful for understanding the lessons. Seventy percent teachers agree, 20% are undecided and 10% disagree the third statement. It indicates that the pictures make the abstract things concrete if

properly used. Because none of the teachers disagree the fourth statement, it is clear that students really enjoy the pictures given in the textbook. Although 10% teachers disagree, 90% of them are in favor of the fifth statement. It shows that the pictures provided in the textbook are appropriate in size and color. The pictures are relevant, attractive and interesting, and games and puzzles help the learners to make study long lasting because 100% teachers support it. Similarly, the puzzles given in the textbook help the learners to learn different skills and aspects of language including vocabulary because none of the teachers disagrees with it.

The teachers have a few comments on illustration. These comments are given below.

1. Pictures are attractive and understandable.
2. They are well drawn.
3. Games and puzzles are entertaining and they make the study long lasting by practicing vocabulary.
4. They are motivating for both teachers and students.
5. Some pictures are not appropriate in size and color.
6. The pictures given in the textbook are imaginary and unreal.

Their comments show that although the pictures are imaginary, they are attractive and understandable to the students. Puzzles are motivating and entertaining for both teachers and students.

D) Language

Regarding this aspect of the textbook, there were 10 statements. Those statements along with teachers' responses are shown in the following table:

Table No.5
Language

S.N	Statement	Responses in percentage				
		SA	A	U	D	SD
1	The vocabulary items contained in the textbook are well selected.	20	60		20	
2	There is gradual introduction of new words.	30	10	40	20	
3	New words suit the intellectual level of the students.		40	20	40	
4	The words are easy to pronounce and use in the sentence for the students.		30	20	50	
5	There are enough exercises to develop vocabulary items	20	50	10	10	10
6	Students are encouraged to use new words in meaningful context.	30	70			
7	The language structures used in the textbook are simple	10	40	10	40	
8	Every new structure is introduced with the help of vocabulary already known to the learners.		30	50	20	
9	The structures that are used in the reading texts are practical in the exercises.	20	70		10	
10	The structures used in the textbook have direct link to the previously practiced structures.	20	30	50		

The table shows that only 20% teachers disagree with the first statement. It also indicates that the textbook is weak in terms of vocabulary selection. However, the textbook has achieved strong support in this regard. Forty percent teachers agree and 20% disagree with the second statement but 40% are undecided about it. It shows that it is one of the weak aspects about the language used in the textbook. The new words are not introduced gradually. Forty percent teachers agree and 40% of them disagree with the third statement which indicates that new words are not enough to suit the intellectual level of the students. Fifty percent teachers disagree that the words are easy to pronounce and use in the sentence for the students. Majority of them (70%) agree that there are enough exercises to develop vocabulary items. Cent percent teachers agree with the sixth statement. It also shows that students are encouraged to use new words in meaningful context. Only 50% teachers agree but 40% disagree with the seventh statement. So, it shows that the language structures used in the textbook are not simple enough. Because only 30% teachers agree with the eighth statement and 50% are undecided, new structures are not introduced with the help of vocabulary items already known to the students. The structures that are used in the reading texts are practical in the exercises. Fifty percent teachers are undecided about the statement that the structures used in the textbook have direct link to the previously practiced structures, only 50% teachers are in favor of this statement. It shows that there is a link between the structures of previously learnt and that of the textbook understudy but it is not clearly mentioned in the textbook.

Teachers' comments to this aspect of the textbook are presented below.

1. Words and structures used in the textbook are advanced for the students of understudy.
2. Some words are difficult to pronounce.
3. Meanings of difficult words are not given in the textbook

4. Grammatical rules are not clearly given in the textbook.

Regarding this aspect, teachers have commented on both vocabulary and structure. They view that difficult words are not given with their meanings clearly in the textbook.

3.2 Qualities of the Textbook in General

There were only open ended questions in this section, meant for seeking the general opinions of the teachers concerned. The frequency of responses to each question was calculated. Thus, only the responses with higher frequencies were taken into consideration. The following questions were asked to collect the information about the practising book from the teacher's side.

1. What are the strengths of the textbook? Please mention them in points.

The strong aspects of the textbook obtained from the teachers are as follows:

-) Contents of the textbook are well organized.
-) The textbook integrates all four language skills.
-) The textbook encourages meaningful communication.
-) The textbook enriches vocabulary and structures.
-) Contents given in the textbook are applicable to day- to- day work.
-) 'Puzzles, Games and Fun Reading' provide fun and entertainment and encourage the students.
-) Pictures and drawings are attractive.
-) Stories and other reading materials are uniquely selected.
-) Subject matter is organized from simple to complex order.
-) Action words are helpful to learn easily.
-) Conversation and dialogues are easy and interesting to practice.
-) Some difficult words are given with pictures in 'Action Verbs'.

-) The textbook works as a guide for free writing.
-) There is enough practice for pronunciation and speech sounds.
-) Printing and size of the book are good.

2. What are the weaknesses of the textbook? Please write them in points

The weak aspects of the textbook as per the teachers are given below:

-) The subject matter lacks Nepalese culture, tradition and geographical regions.
-) New structures get less practice in each unit.
-) Texts of the book are longer; they take longer time to complete teaching them.
-) The textbook does not include the concept of sex education.
-) Some vocabulary items are difficult to learn and pronounce.
-) Some puzzles and games are very complex to carry out.
-) Meanings of difficult words are not given in the textbook.
-) Teachers' guide does not prescribe teaching methods and materials.
-) Games are not included in the textbook.
-) There is less provision of grammatical practice.
-) The primary language skills are given less priority.
-) Some stories do not give exercises for practice.
-) The objective of **FUN READING** is not clear.
-) The textbook and the teachers' guide lack marking scheme.
-) Papers of mainly first four pages are non lasting; mostly they get torn and crushed even if handled carefully
-) The spine of the textbook is not durable because mostly the stitched papers get separated easily.
-) The textbook is expensive to purchase.
-) It is not available in the market in time.

2. Do you have any suggestions for its improvement? If 'yes' please mention them.

The teachers have given their suggestions for the improvement of the textbook. They are presented below.

-) Listening cassettes should be provided to each school to make students practice English.
-) The number of exercises should be increased so that the students get opportunity for enough practice.
-) A specification grid should be provided to each school for maintaining uniformity in question formation and in marking.
-) Some reading texts should be simplified.
-) The textbook should give meanings of difficult words instead of 'word power' section.
-) Matching and true/false exercises should be added in the textbook to make the judgment objective.
-) The number of action words with their pictures should be increased.
-) The rules and exercises of grammar should be increased.
-) The textbook should include Nepalese culture, tradition and geographical regions in its content.
-) The concept of human rights and sex education should be included in the textbook.
-) Some stories and poems are unnecessary. So, they should be excluded so that the teachers can complete the teaching of the textbook in time.
-) The textbook should include reading texts about science, technology and modern political systems.
-) The textbook should be available in time.

-) The price of the textbook should be minimized so that all students can easily purchase it.
-) The quality of the paper should be improved.
-) The binding of the textbook should be strong and durable.

3.3 Analysis of the Students' Responses

Students certainly play a vital role in evaluating the textbook. So, their views were drawn about academic, physical and other aspects of the textbook with the help of a set of questionnaire. The questionnaire was distributed to eight students of sixth grade from sampled schools each and their responses were drawn. From their response an analysis has been presented to highlight their opinions herewith. Their responses are tabulated in percentage as given below:

Table No. 6
Students' Responses to Physical, Academic and Other Aspects

S.N	Statements	Responses in percentage		
		Agree	Neither Agree Nor Disagree	Disagree
1	Most of the lessons were interesting	90	8.75	1.25
2	You studied about the Nepalese culture in the textbook.	12.25	20	67.5
3	Most of the lessons were easy for you.	70	27.5	2.5
4	It helped you to speak good English.	86.25	12.5	1.25
S.N	Statements	Responses in percentage		
		Agree	Neither Agree Nor Disagree	Disagree

5	You could easily read the given stories, poems, etc.	56.25	35	8.75
6	It gave you more moral lessons.	78.75	17.5	3.75
7	The textbook did not have discrimination between boys and girls.	71.25	12.5	16.25
8	You practiced all language skills (Listening, Speaking, Reading and Writing).	76.25	22.5	1.25
9	You could easily solve the exercises.	41.25	47.5	11.25
10	Difficult words were given with pictures.	52.5	21.25	26.25
11	The pictures helped you to understand the meanings of the difficult words well.	66.25	23.75	10
12	You learnt new structures in every unit.	81.25	12.5	6.25
13	The lessons were neither too long nor short.	35	52.5	12.5
14	You finished all the lessons and exercises easily before your examination started.	41.25	12.5	46.25
15	The pictures given in the textbook were attractive.	90	8.75	1.25
16	The pictures helped you to learn new language.	68.75	20	11.25
17	The words given in the textbook were easy to learn.	35	50	15
18	The price of the textbook was not high for you.	33.75	25	41.25
19	It was more expensive than 'My Primary English Book-5'.	72.5	16.25	11.25
20	There was enough practice for writing exercises.	83.75	13.75	2.5
21	You practiced English sounds also.	70	23.75	6.25
S.N	Statements	Responses in percentage		
		Agree	Neither Agree Nor Disagree	Disagree

22	The grammar you learnt in the textbook was easy to learn.	33.75	53.75	12.5
23	The size of the textbook was appropriate.	67.5	15	17.5
24	There was enough practice for grammatical items.	52.5	33.75	13.75
25	You could easily solve the exercises given in the textbook.	37.5	38.75	23.75
26	You could find the textbook easily in the local market in the beginning of the session.	28.75	15	56.25

The table shows that most of the lessons are interesting because 90% students agree with this. But, the textbook does not include the contents related to Nepalese culture because majority of them do not agree with this fact. Because only 2.5% students disagree, most of the lessons are easy for them. The textbook helps them to speak good English because 86.25% of them agree with this. They can read the given stories, poems, etc. because only 8.75% disagree with this statement. The textbook gives them more moral lessons as well. Only 16.25% students disagree the seventh statement. It shows that the textbook does not have discrimination between boys and girls. Similarly, only 1.25% students disagree the eighth statement. It indicates that all language skills are well integrated in the textbook. Because only 41.25% students agree with the ninth statement and show that the exercises are difficult for them to solve. Some difficult words were given with pictures because 52.5% students agree with this. Only 10% students do not accept the eleventh statement. It indicates that the pictures given in the textbook help them to understand the meanings of the difficult words. The students view that they learnt new structures in every unit since 81.25% of them agree with the statement. Over Fifty two percent students are undecided about the thirteenth statement. It indicates that it is not clear whether the textbook is long or not. Because only 41.25% students agree with the fourteenth statement, it is found that

the textbook is not easy to complete in time. Ninety percent students agree that the pictures given in the textbook are attractive. They help the students to learn new language because only 11.25% of them disagree it. Thirty five percent agree, 50% are uncertain and 15% disagree with the seventeenth statement. It shows that the words given in the textbook are not easy to learn. The price of the textbook is high for students because only 35% students agree the statement. The table shows that the textbook has enough provision of practice exercises for writing. English sounds are also given for practice because 60% students agree with the statement. One of the weak aspects of the textbook is that the grammatical items given in the textbook are not so easy to learn. The size of the textbook is appropriate because it receives 67.5% support. The table shows that the textbook is not available in the market in the beginning of the session because majority of the students (56.25%) blame it.

3.4 Analysis of the Textbook by the Researcher

To analyze the textbook practically, the researcher used an observation form. He observed content at the first visit, exercises at the second, illustration at the third and language, physical aspects and other aspects at the last visit. The summary of the observations can best be presented in the table below. The responses or the findings in the classrooms are presented with numbers where above 7 shows strong aspect, between 5 and 7 shows good and below 5 shows weak aspect.

Table No. 7

Researcher's Observation Record

SN	Statements	Frequently	Some- times	Occasio nally	Not at all
1	Students feel easy to learn through the lessons in the text.	3	7	1	

2	They pay interest to the lessons in the textbook.	7	2	1	
3	They can learn new language items in each lesson.	4	6		
4	They participate in pair work and group work.	2	3	4	1
5	They feel bore during the lessons.			2	8
6	Only few students take part in language activities.			8	2
7	They can solve the sign post questions and questions after the text.	8	2		
8	The textbook helps the students to learn day to day vocabularies.	3	7		
9	The teacher can easily handle the lesson.	6	3	1	
10	Teaching and learning is interesting and live.	3	5	2	
11	Teacher explains the meaning of the new words found in the text.	7	3		
S.N.	Statements	Frequently	Someti mes	Occasio nally	Not at all
13	The teacher is confused with the language items and exercises given in the textbook.	6	3		1
14	The teacher presents the lesson simple to complex.	3	6	1	
12	The teacher just facilitates and the students keep practicing the	2	3	4	1

	language activities.				
15	The teacher links the language structures with the previously taught ones.	2	5	3	
16	The students solve the language games and puzzle in the textbook.	3	6		1
17	They enjoy those games and puzzles.	8	2		
18	The grammatical items in the textbook are related to the text.	4	6		
19	The exercises include the practice of vocabulary and structures.	10			
20	The students can practice new structures and vocabulary items.	8	2		
21	The teacher can easily follow the exercises given in the book.	4	6		

The table shows that the lessons given in the textbook are easy to learn. Similarly, the lessons are interesting to the students because in 7 classes students were found paying attention and keeping interest in the lessons. The table also shows that almost all students take part in language activities. They can easily solve the signpost questions and questions after the text because out of 10 classes, in 8 students were able to solve these questions. The vocabulary items given in the textbook are appropriate for day to day work. Seven teachers frequently explained the meaning of the words found in the textbook. It shows that the words that are introduced in the textbook are complex and new for the students. Majority of the teachers (i.e. 6 teachers) were confused with the language items and exercises given in the textbook. There is no direct link of the language structures in the textbook with the previously learnt ones. Majority of the students enjoyed the language puzzles, pictures and they felt interesting in solving them. The table also shows that each unit gives students opportunity to practice vocabulary and

structures. The teachers could easily follow the exercises given in the text because 4 of them frequently followed them and 6 followed them sometimes.

Except those things in the above table, other happenings were also recorded in the comment column. The main aim of developing this column was to observe physical aspects of the textbook that the students had and to find out its real implementation. The things that the researcher found about these two are given below:

-) Students easily handled the textbook.
-) The textbook covered fewer places on the desk.
-) All students could read the letters, words and sentences easily.
-) Mostly, the binding quality of the book was very poor in each school.
-) The inside cover pages of the textbook of the majority of the students were crushed and torn.
-) Most of the students complained about the price of the textbook.
-) Students also complained that they could not buy the textbook in the beginning of the session.
-) Majority of the teachers clarified the meanings of the difficult words using their mother tongue.
-) Some teachers could not finish the targeted lessons in a period.
-) Majority of the teachers explained the lessons using the Nepali language.
-) Most of the teachers tried their best to relate the lesson to Nepali context but it seemed that their attempts were not fruitful.
-) Majority of the teachers were solving the exercises rather than encouraging the students to do themselves.

3.5 Comparison of the Responses

On the basis of the opinions expressed by the teachers and students and also the observations done by the researcher, common points of agreement about the

textbook are drawn. These common agreements among them are presented point wise in the following ways.

-) Most of the lessons are interesting.
-) Subject matter gives new information.
-) Subject matter is well organized.
-) Content provides opportunity to practice English in and outside the classroom.
-) Reading texts and exercises are interrelated.
-) The exercises reflect the subject matter of the lessons.
-) The exercises encourage the learners to learn.
-) The pictures are interesting to the students.
-) They help the students to learn new things.
-) Students are encouraged to learn and use new grammar in meaningful context.
-) The size of the textbook is easy for handling and carrying.
-) Subject matter does not represent Nepalese culture, tradition and geographical regions.
-) The textbook does not include sufficient exercises for practice.
-) Pictures given in the book are not real.
-) New words are not easy enough to pronounce.
-) There are insufficient exercises for the practice of grammar.
-) The textbook is not cheap enough to purchase.
-) It is not available easily in the market in time.
-) Paper quality is not sufficient to be long lasting.

CHAPTER- FOUR

FINDINGS AND RECOMMENDATIONS

From the analysis and interpretation of the data, some findings are listed and on the basis of the findings recommendations are made in this chapter.

4.1 Findings

4.1.1 Findings of Physical Aspect

- a. The textbook is easy for handling and carrying.
- b. Its printing is praiseworthy.
- c. The quality of the papers used in the textbook is also praiseworthy.
- d. The pages are durable but its binding is not strong enough.

4.1.2 Findings of Academic Aspect

- a. Most of the lessons of the book are interesting.
- b. Subject matter in each lesson gives new information.
- c. Subject matter does not represent Nepalese culture and tradition.
- d. The exercises encourage the learners to learn.
- e. The exercises help the learners to predict, guess and find solution to the problems.
- f. the textbook does not include sufficient exercises for the practice of grammar.
- g. Puzzles used in the book help the learners to make the study long lasting.
- h. The pictures in the textbook are attractive and eye-catching.
- i. Students are encouraged to use new words in meaningful context.
- j. The language structures that are used in the reading texts are practical in the exercises.

4.1.3 Findings of Other Aspects

- a. The textbook is more expensive than the other English textbooks for the same level.
- b. The textbook does not avail in the market easily.
- c. The textbook can not be found timely.

4.2 Strengths of the Textbook

- a. The subject matter of the textbook suits the mental level of the majority of the students.
- b. The subject matter is interesting and understandable to the students.
- c. Subject matter gives new information.
- d. The content of the book is applicable to day to day work.
- e. The presentation of content is from simple to complex.
- f. Contents are well organized.
- g. There is well selection and gradation of learning materials.
- h. Contents provide the students with opportunities to practice their English in and outside the classroom.
- i. There is connection between reading texts and exercises.
- j. The exercises reflect the subject matter of the lessons.
- k. The exercises encourage the students to learn more.
- l. The exercises help the students to predict, guess and find solution to the problems.
- m. The pictures used in the textbook are well drawn.
- n. The pictures are eye catching, and useful for understanding the lessons.
- o. The pictures are appropriate in size and color.
- P .Puzzles given in the text helps the learners to make the study long lasting.

- q. Puzzles help the students to learn different language skills and language aspects including vocabulary.
- r. Students are encouraged to use new words in meaningful context.
- s. ‘Word power’ section of the book is very helpful to learn the new and difficult words.
- t. The structures that are used in the textbook are practical in nature that is reflected in the exercises.
- u. ‘Dialogue and Communicative Activity’ sections bring outside world into the classroom.
- v. The textbook is easy for handling and carrying.
- w. Printing of the textbook is neat and clean.
- x. Printing is free from error.
- y. There is proper space between words, lines and paragraphs.

4.3 Weaknesses of the Textbook

- a. Subject matter does not include Nepalese culture, tradition and geographical regions.
- b. Subject matter does not talk about human rights and federalism.
- c. Technological world has not been introduced in the text.
- d. The textbook is not sufficiently guided by the present curriculum.
- e. Contents related to sex education are not included in the textbook.
- f. Mostly, the poems are difficult to understand.
- g. The texts of the book are comparably longer; it is not easy to finish the course within an academic year.
- h. The objective of ‘FUN READING’ section is not clear because most of the teachers were found to be in confusion about it.
- i. The primary language skills are given less priority as there is no single activity for listening.

- j. Exercises that are given in the book are not sufficient to make the learners practice.
- k. Exercises like matching and true/ false are lacking in the textbook.
- l. Language games are not given in the textbook.
- m. New words are not easier to pronounce and understand.
- n. New structures are not introduced with the help of vocabulary already known to the learners.
- o. The grammatical rules and their practices are not sufficient in the textbook.
- p. The pictures given in the textbook are not real; they are imaginary.
- q. The textbook is expensive to purchase for the students of rural area.
- r. The textbook cannot be available in the beginning of the session.
- s. The paper quality is not good enough to handle because mostly the stitched part and the inside cover pages of the textbook were found to be torn and crushed.

4.2 Recommendations

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

- a. The textbook should include the concepts of Nepalese culture, tradition and geographical regions.
- b. The textbook should give lessons about human rights and federalism.
- c. The textbook should completely follow the present curriculum of the same grade.
- d. Some reliable and interesting texts related to sex education should also be included in the textbook.
- e. Poems given in the textbook should be simplified in terms of vocabulary and structure.
- F .The textbook should be shortened in terms of its size and shape.

- g. The **FUN READING** section should be more interesting and its objective should be made clear.
- h. More priority should be given to the primary language skills; listening and speaking.
- i. Interesting language games that are suitable to the learners should also be included in the textbook.
- j. New words should be introduced with separate 'word meaning' column after each text.
- k. Grammatical items in each unit should be presented with more rules and exercises for practice.
- l. New structures should be introduced with the words already practiced.
- m. Listening cassettes and tape scripts should be developed and listening exercises should be included in the textbook.
- n. Specification grid should be developed and distributed to the schools.
- o. Teachers' meetings and seminars should be organized time and again for its smooth implementation.
- p. Meanings of difficult words (i.e. glossary) should be given after each unit.
- q. 'Matching and True/False' exercises should also be included in each unit
- r. The number of action words should be increased.
- s. FUN READING section of the textbook should be either excluded or its objective should be made clear to the teachers.
- t. Language structures used in the textbook should be simple.
- u. The textbook is not perfect in its paper quality. so, proper attention should be given on this aspect.
- v. The pictures should be neatly drawn and printed in natural color.
- w. The price of the textbook should be minimized to the students' purchasing capacity of specially the rural area.
- x. The textbook should be available in the market before the session commences.

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APPENDIX -A

To,

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Dear Sir/ Madam,

As a student of Master's degree under the Department of English, Sukuna Multiple Campus, Indrapur- Morang, the researcher is in the process of conducting a research on 'An Analysis of Symphony: An English Course for Grade V' in partial fulfillment for Master's Degree in Education(M.Ed.).

In course of the study, real experiences, attitudes, opinions and information from the teachers will be the main sources for the purpose of research. The researcher has presented a set of questionnaire for you. The questionnaire is about the physical, academic and other aspects of the textbook 'Symphony: An English Course for Grade V. So, you are requested to provide your unbiased and real responses. The researcher will be obliged to you if you can respond the questionnaire presented herewith.

Rajendra Prasad Giri
Researcher

Questionnaire for Teachers

Please read the statements about the textbook 'Symphony: An English course for Grade V' carefully and tick () the appropriate response either SA(Strongly Agree), A(Agree), U(Uncertain),D(Disagree) or SD(Strongly Disagree) of each question.

Name of the teacher:

Name and address of the school:

Academic qualification: Teaching experience:years.

Training (if any):

1. Physical Aspects (Size, Printing and Paper Quality) and Others (Pricing and Availability)

SN	Statement	Responses				
		SA	A	U	D	SD
1	The price of the textbook is appropriate to the student's level and interest.					
2	The textbook is easy for handling and carrying.					
3	Printing is neat and attractive.					
4	Printing is free from error.					
5	There is no overlay between words.					
6	There is proper space between lines and words.					
7	The printed pages are clear with balanced ink.					
8	The quality of the paper is good.					
9	The paper quality is durable.					
10	The textbook is cheap enough to purchase.					
11	The textbook is more expensive than the other English textbooks for the same grade.					
S.	Statements	Responses				

N.						
		SA	A	U	D	SD
12	The textbook is easily available in the market.					
13	The textbook can be found timely.					

2. Academic Aspects of the Textbook.

A. Content

SN	Statement	Responses				
		SA	A	U	D	SD
1	The subject matter of the textbook suits the mental level of the majority of the students.					
2	It is interesting and understandable to the students.					
3	The contents of the textbook are relevant to the students' need.					
4	Subject matter represents the Nepalese culture and geographical region.					
5	Content given in the textbook give some concept of federalism (Ganatantra).					
6	Subject matter meets the requirements of good, average, and weak students.					
7	Subject matter gives new information.					
S. N	Statements	Responses				
		SA	A	U	D	SD
8	Subject matter is free from sex-biased.					
9	Content is applicable to day-to-day work.					
10	The presentation of contents is from simple to complex order.					

11	Contents are well organized.					
12	Contents present technological world.					
13	Contents advocate human rights.					
14	There is well selection and gradation of learning materials.					
15	Contents are totally guided by the present curriculum.					
16	There is good coverage of four language skills and language aspects (i-e. vocabulary and Grammar)					
17	Contents provide opportunities to practice their English in and outside the classroom.					
18	Content equally emphasizes the four language skills.					
19	There is good connection between reading texts and exercises.					
	<p>Comment: (if any)</p> <p>.....</p> <p>.....</p> <p>.....</p>					

B. Exercises.

SN	Statement	Responses				
		SA	A	U	D	SD
1	There are clear instructions on how to do the exercises.					
2	The exercises reflect the subject matter of the lessons.					

3	The teachers' guide completely helps you to solve the exercises given in the textbook.					
4	Exercises help you in diagnosing the difficult areas.					
5	They encourage students to learn.					
6	They are appropriate to the students to solve the problems.					
7	They encourage the learners to work in pair work and group work.					
8	There is equal number of exercises in each unit.					
9	They are helpful in learning the information given in the unit.					
10	Exercises include extra activities.					
11	They help learners to predict, guess and find solution to the problems.					
12	They provide adequate practice for the students.					
	Comment: (if any)					

C. Illustration

SN	Statement	Responses				
		SA	A	U	D	SD
1	The pictures used in the book are well drawn.					

2	They are eye catching and useful for understanding the lessons.					
3	They make the abstract ideas concrete.					
4	Students really enjoy the pictures.					
5	They are appropriate in size and color.					
6	They are relevant, attractive and interesting.					
7	Puzzles and games are included in the textbook.					
8	Games and puzzles help the learners to make the study long- lasting.					
9	Puzzles help the learners to learn different skills and aspects of language including vocabulary.					
Comment:		(if any)				
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D. Language (Vocabulary and structure)

S.N	Statement	Responses				
		SA	A	U	D	SD
1	The vocabulary items contained in the textbook are well selected.					
2	There is gradual introduction of new words.					
3	New words suit the intellectual level of the students.					
4	The words are easy to pronounce and use in the sentence for the students.					

5	There are enough exercises to develop vocabulary items.					
6	Students are encouraged to use new words in meaningful context.					
7	The language structures used in the textbooks are simple.					
8	Every new structure is introduced with the help of vocabulary already known to the learners.					
9	The structures that are used in the reading texts are practical in the exercises.					
10	The structures used in the textbook have direct link to the previously practiced structures.					
Comment: (if any)						
.....						

1. What are the strengths of the textbook? Please mention them in points.

2. What are the weaknesses of the textbook? Please write them in points.

3. Do you have any suggestions for its improvement? If 'yes' please mention them.

APPENDIX –B

Questionnaire for Students

Please tick () the best option on the response column.

Name: Age:

School:

S.N.	Statements	Responses		
		Agree	Neither Agree Nor Disagree	Disagree
1	Most of the lessons were interesting			
2	You studied about the Nepalese culture in the textbook.			
3	Most of the lessons were easy for you.			
4	It helped you to speak good English.			
5	You could easily read the given stories, poems, etc.			
6	It gave you more moral lessons.			
7	The textbook did not have discrimination between boys and girls.			
8	You practiced all language skills (Listening, Speaking, Reading and Writing).			
9	You could easily solve the exercises.			
10	Difficult words were given with pictures.			
11	The pictures helped you to understand the meanings of the difficult words well.			
12	You learnt new structures in every unit.			

S.N.	Statements	Responses		
		Agree	Neither Agree Nor Disagree	Disagree
13	The lessons were neither too long nor short.			
14	You finished all the lessons and exercises easily before your examination started.			
15	The pictures given in the textbook were attractive.			
16	The pictures helped you to learn new language.			
17	The words given in the textbook were easy to learn.			
18	The price of the textbook was not high for you.			
19	It was more expensive than 'My Primary English Book-5'.			
20	There was enough practice for writing exercises.			
21	You practiced English sounds also.			
22	The grammar you learnt in the textbook was easy to learn.			
23	The size of the textbook was appropriate.			
24	There was enough practice for grammatical items.			
25	You could easily solve the exercises given in the textbook.			
26	You could find the textbook easily in the local market in the beginning of the session.			

APPENDIX-C

Observation Form for Researcher

Teacher's name:

School:

Number of students:

Date:

SN	Statements	Frequently	Sometimes	Occasionally	Notat all
1	Students feel easy to learn through the lessons in the text.				
2	They pay interest to the lessons in the textbook.				
3	They can learn new language items in each lesson.				
4	They participate in pair work and group work.				
5	They feel bore during the lessons.				
6	Only few students take part in language activities.				
7	They can solve the sign post questions and questions after the text.				
8	The textbook helps the students to learn day to day vocabularies.				
9	The teacher can easily handle the lesson.				
10	Teaching and learning is interesting and live.				
11	Teacher explains the meaning of the new words found in the text.				
12	The teacher just facilitates and the students keep practicing the language activities.				

SN	Statements	Frequently	Sometimes	Occasionally	Not at all
13	The teacher is confused with the language items and exercises given in the textbook.				
14	The teacher presents the lesson simple to complex.				
15	The teacher links the language structures with the previously taught ones.				
16	The students solve the language games and puzzle in the textbook.				
17	They enjoy those games and puzzles.				
18	The grammatical items in the textbook are related to the text.				
19	The exercises include the practice of vocabulary and structures.				
20	The students can practice new structures and vocabulary items.				
21	The teacher can easily follow the exercises given in the book.				

Comment:

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APPENDIX -D

A list of the teachers of Morang district who were directly enquired for collecting data is presented below:

SN	Name of teachers	Name and address of school
1	Mitra Dev Khawas	Haraincha Model Sec. English School, Haraincha.
2	Saraswati Katwal	Jupiter English School, Dulari.
3	Yubraj Bhetwal	Mount Everest Sec. English School, Dangihat
4	Surya Khawas	Prabhat Kiran English School, Mirgauliya
5	Anil Chaudhary	Saraswati Vidyamandir , Belbari
6	Ambika Khatiwada	Balmiki Memorial Sec. English School, Pathari
7	Indra Bahadur Rai	Bhanubhakta Memorial Sec. English School, Dangihat
8	Puspaa Tamang	Godawari Vidyamandir, Belbari
9	Uddab Prasad Dungal	Bhanu Memorial English School, Belbari
10	Kishor Khadka	Bhu.Pu. Sainik Sec. School, Pathari

APPENDIX- E

A list of the students of Morang district who were directly enquired for collecting data is presented below:

S.N	Name of students	Sex	Name and address of school
1	Saugat Shrestha	M	Haraincha Model Sec. English School, Haraincha.
2	Jeet Narayan Khawas	M	Haraincha Model Sec. English School, Haraincha
3	Ajaya Siral	M	Haraincha Model Sec. English School, Haraincha
4	Ashish Shrestha	M	Haraincha Model Sec. English School, Haraincha
5	Puja Lamsal	F	Haraincha Model Sec. English School, Haraincha
6	Durga Dahal	F	Haraincha Model Sec. English School, Haraincha
7	Laxmi Dahal	F	Haraincha Model Sec. English School, Haraincha
8	Nisha Magar	F	Haraincha Model Sec. English School, Haraincha
9	Jevan Rai	M	Mount Everest Sec.English School, Dangihat
10	Bhishma Gurung	M	Mount Everest Sec.English School, Dangihat
11	Rupak Rai	M	Mount Everest Sec.English School, Dangihat
12	Amir Rai	M	Mount Everest Sec.English School, Dangihat
13	Alina Rai	F	Mount Everest Sec.English School, Dangihat
14	Amita Rai	F	Mount Everest Sec.English School, Dangihat
15	Samiksha	F	Mount Everest Sec.English School, Dangihat
16	Patrika Rai	F	Mount Everest Sec.English School, Dangihat
17	Prakash Dahal	M	Prabhat Kiran English School, Mirgauliya
18	Hari Raut	M	Prabhat Kiran English School, Mirgauliya
19	Umesh Lamsal	M	Prabhat Kiran English School, Mirgauliya
20	Yogesh Chaudhary	M	Prabhat Kiran English School, Mirgauliya
21	Menuka Karki	F	Prabhat Kiran English School, Mirgauliya
22	Susmita Shah	F	Prabhat Kiran English School, Mirgauliya
23	Pooja Ghimire	F	Prabhat Kiran English School, Mirgauliya
24	Bina Basnet	F	Prabhat Kiran English School, Mirgauliya
25	Nikesh Prasai	M	Saraswati Bidhya Mandir, Belbari
26	Saimon Gurung	M	Saraswati Bidhya Mandir, Belbari

27	Aakash Dhimal	M	Saraswati Bidhya Mandir, Belbari
28	Sunil B.K.	M	Saraswati Bidhya Mandir, Belbari
29	Saran Rai	F	Saraswati Bidhya Mandir, Belbari
30	Sonam Rai	F	Saraswati Bidhya Mandir, Belbari
31	Manju Bishwakarma	F	Saraswati Bidhya Mandir, Belbari
32	Rejina B.K.	F	Saraswati Bidhya Mandir, Belbari
33	Bikram Thapa	M	Balmiki Memorial Higher Sec. School, Pathari
34	Saroj Baral	M	Balmiki Memorial Higher Sec. School, Pathari
35	Bibek Darnal	M	Balmiki Memorial Higher Sec. School, Pathari
36	Ratna Rai	M	Balmiki Memorial Higher Sec. School, Pathari
37	Salina Shrestha	F	Balmiki Memorial Higher Sec. School, Pathari
38	Sujan Basnet	M	Balmiki Memorial Higher Sec. School, Pathari
39	Sapana Subba	F	Balmiki Memorial Higher Sec. School, Pathari
40	Manika Katwal	F	Balmiki Memorial Higher Sec. School, Pathari
41	Rabin Luitel	M	Bhanu Bhakta Memorial Sec. School, Dangihat
42	Kishor Shrestha	M	Bhanu Bhakta Memorial Sec. School, Dangihat
43	Mohan Thapa	M	Bhanu Bhakta Memorial Sec. School, Dangihat
44	Niraj Poudel	M	Bhanu Bhakta Memorial Sec. School, Dangihat
45	Sapana Adhikari		Bhanu Bhakta Memorial Sec. School, Dangihat
46	Manisha Shrestha	F	Bhanu Bhakta Memorial Sec. School, Dangihat
47	Roshna Basnet	F	Bhanu Bhakta Memorial Sec. School, Dangihat
48	Roshna Pradhan	F	Bhanu Bhakta Memorial Sec. School, Dangihat
49	Rabin B.K.	M	Godawari Vidhyamandir, Belbari
50	Ashok Bista	M	Godawari Vidhyamandir, Belbari
51	Anish Adhikari	M	Godawari Vidhyamandir, Belbari
52	Abin Rai	M	Godawari Vidhyamandir, Belbari
53	Garima Koirala	F	Godawari Vidhyamandir, Belbari
54	Malati Rai	F	Godawari Vidhyamandir, Belbari

55	Asmita Rai	F	Godawari Vidhyamandir,Belbari
56	Sonika Subedi	F	Godawari Vidhyamandir,Belbari
57	Bidur Khanal	M	Godawari Vidhyamandir,Belbari
58	Bhanu Gurung	M	Bhanu Memorial Eng.School,Belbari
59	ShyamKumar Magar	M	Bhanu Memorial Eng.School,Belbari
60	Sagun Gurung	M	Bhanu Memorial Eng.School,Belbari
61	Tara Rai	F	Bhanu Memorial Eng.School,Belbari
62	Nisha Neupane	F	Bhanu Memorial Eng.School,Belbari
63	Sagun Basnet	F	Bhanu Memorial Eng.School,Belbari
64	Alina Khadka	F	Bhanu Memorial Eng.School,Belbari
65	Bivek Gautam	M	Bhupu Sainik Sec.Eng.School,Pathari
66	Bijay Karki	M	Bhupu Sainik Sec.Eng.School,Pathari
67	Vishal Limbu	M	Bhupu Sainik Sec.Eng.School,Pathari
68	Keshar Man Rai	M	Bhupu Sainik Sec.Eng.School,Pathari
69	Keshar Man Rai	M	Bhupu Sainik Sec.Eng.School,Pathari
70	Juna Kadel	F	Bhupu Sainik Sec.Eng.School,Pathari
71	Juna Kadel	F	Bhupu Sainik Sec.Eng.School,Pathari
72	Susma Gurung	F	Bhupu Sainik Sec.Eng.School,Pathari
73	Diwas Gurung	M	Jupiter Eng.School,Dulari
74	Anil Shah	M	Jupiter Eng.School,Dulari
75	Ashish Adhikari	M	Jupiter Eng.School,Dulari
76	Sabin Rijal	M	Jupiter Eng.School,Dulari
77	Bandana Dhakal	F	Jupiter Eng.School,Dulari
78	Anita Rai	F	Jupiter Eng.School,Dulari
79	Bhawana Dhungana	F	Jupiter Eng.School,Dulari
80	Sandhya Khanal	F	Jupiter Eng.School,Dulari