

# **CHAPTER - ONE**

## **INTRODUCTION**

This introduction part of the study entitled ‘An Analysis of the Textbook of Grade Nine’ includes background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

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

English is an international language and a lingua franca too. It is most widely spoken language throughout the world. It has a very high prestigious status in the world. It plays a significant role in international communication. The UNO has also given official status of the English language. It means English is one of the official languages of the UNO. This also increases its prestige, importance and dominance to other languages in the world.

English is spoken almost all over the world. Similarly, it is believed that more than the half of the world’s newspapers, scientific and technological periodicals use English as the medium of communication. In this regard, almost all of the company use English in their product manual. This proves the real flavor of scientific, technological, industrial development.

Holmes (2008, p.79) describes the world of English in term of three concentric circles regarding the English-speaking people. This circle shows the relationship among the countries whole citizens use English. In the first inner circle, English is taken as primary language. So, it is called native language. This circle is small in terms of population and is composed of countries in which people speak English as their first language. In second, outer circle are the countries where English is spoken as a second or significant language. Similarly, in the third expanding circle we find that English is learnt as a foreign language. This is the largest circle of the three circles; English has acquired cultural and commercial importance. Each circle uses English for

difference functions. The above description can be presented by the help of the following diagram:

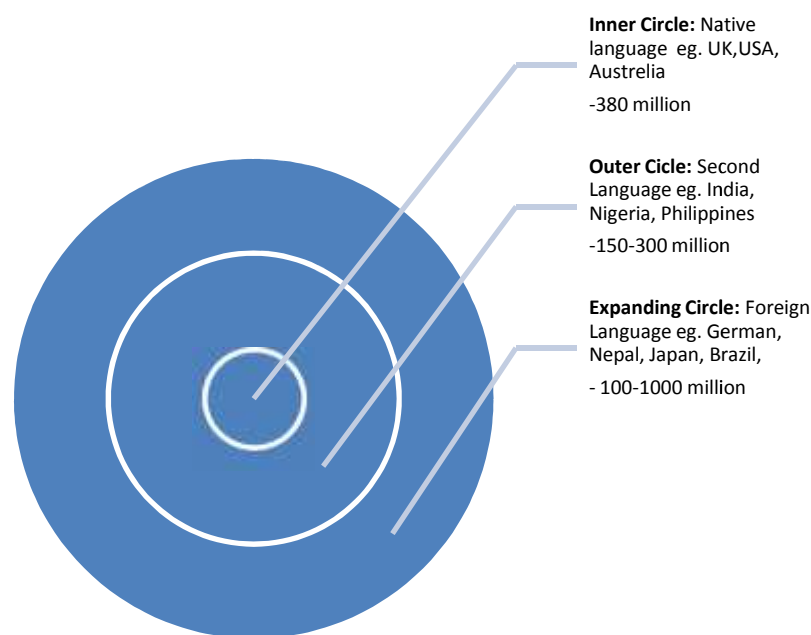


Figure No. 1.1. Holmes's Three Circles (2008, p.79-80.)

The government of Nepal has included the English language as a compulsory subject from primary level to university level curricula. Similarly, English is taught as compulsory and optional subject at different universities in Nepal.

A textbook is a written document that includes the systematic presentation of the language items. It is arranged and organized as a special material in the curriculum. It is very essential teaching learning aid for teachers and students. In other words, textbook is a specific book for a particular branch of study. It reflects the objectives of the curriculum and it is totally based on curriculum. According to Grant (1987, p.12), "Text book is used to refer to course books which typically aims to cover all the aspects of the language and supplementary textbooks devoted to particular topic or skill areas". Thus, textbook is a guideline for the teaching learning activities. Similarly, Harmer (1997, p.257) says, "A good textbook often contains lively and interesting materials. They provide a sustainable progression of language items." Textbook helps the

students to study even outside the classroom in the absence of teachers' guidance.

Textbook analysis refers to the linguistic analysis of its formal properties. It is a stretch of language interpreted formally without contextual use. Similarly, textbook analysis refers to a scholarly activity for summarizing and asserting brighter and the dark aspect of a textbook. Textbook analysis is a part of major educational reform. It is a systematic observation and assertion of bright and dark sides of a text book. It is not random and haphazard process. Textbook is very important for classroom interaction. It reflects the objectives of a curriculum. Therefore, it is very essential element of teaching and learning. In the same way, selection of good and fine textbook for a course study has become a great challenge for teacher and researcher.

## **1.2 Statements of Problem**

Textbook is regarded as an integral part of whole education system in the world. So, it is essentially required in the context of Nepal as well to achieve curricular goals. Its main purpose is to assist the students and teachers to get the goals of teaching and learning. The textbook analysis is not taken seriously here in Nepal. As, the world is the dynamic in nature a text fitted one situation may not fit in another situation. So, it should be reasonable and there should be careful analysis of textbook for a particular course, level and situation. Most of the textbooks in English are only used as the tools of classroom work and homework rather than developing language skills. It is necessary to analyze the textbook. Without analyzing the book, we cannot find the effect of it. Therefore, this research study is focused to find out the contents, language skills, exercises as well as strengths and weaknesses of Grade Nine English textbook in order to make the textbook attractive, effective and meaningful.

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

The objectives of the study were as follows:

- ) To analyze English textbook of Grade nine in terms of contents, language skills, and exercises.
- ) To point out the strengths and weaknesses of the textbook.
- ) To suggest some pedagogical implications.

### **1.4 Research Questions**

This study was based on the following research questions:

1. What are the academic aspects of textbook of Grade nine?
2. What are the strengths and weaknesses of the textbook?
3. Is the textbook appropriate for grade nine students?

### **1.5 Significance of the Study**

No any research has yet been carried out which is revised and updated up-to this academic session on the topic “An Analysis of the Textbook of Grade Nine” under the Department of English Education. This research work has provided some suggestions and recommendations on physical and academic aspects which can help to some extent to avoid the problems appeared in the textbook.

It is hoped that the study will be beneficial to the students, teachers, language trainers, subject experts, syllabus designers, textbook writers, and methodologists. It is specially supposed to be beneficial to the text book writer to improve the textbook in the upcoming editions. In this regard, the study will be useful asa reference material for the students and teachers. Therefore, this study will be significant for those who are directly and indirectly involved in ELT and learning fields.

## 1.6 Delimitations of the Study

The study was limited only to the following areas:

- a. The study was limited to academic aspects of the textbook such as contents, exercises and language skills.
- b. The study was limited to fifteen different general categories.
- c. The research was based on the secondary level English curriculum.
- d. The research was limited to the English textbook of Grade Nine, first edition 2016 A.D. published by CDC.

## 1.7 Operational Definition of Key Terms

It is needed to define the specific words that we use in our research. I have used some key terms in my research study. The working meanings of the key terms are given below:

**Textbook Analysis:** - It refers to the careful and detailed study of the different aspects of the textbook. Here in my research, textbook analysis is of grade nine English textbooks in terms of its academic aspects. The contents, language skills, and exercises presented in this textbook have been analyzed.

**Academic Aspects:** - In my research academic aspects mainly include contents, language skills and exercises of a textbook.

## **CHAPTER- TWO**

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

This chapter explains the existing literature and research related to the present study for finding out what have been already studied and helpful to the present study. The reviews of theoretical literature, theoretical/Conceptual framework and implications of the review of the research have been included in this chapter.

#### **2.1 Review of Related Theoretical Literature**

This sub heading discusses the theoretical aspects related to textbook and textbook analysis in details. The discussion starts with the concept and importance of textbook, types of textbook, criteria for textbook analysis, uses of textbook, textbook evaluation, existing policies and provisions of textbook, advantages of textbook, disadvantages of textbook and parameters for textbook analysis respectively.

##### **2.1.1 Concept and Importance of Textbook**

Generally, textbooks are written to meet the aims and objectives specified in the curriculum. It is useful for both teachers and students in the classroom teaching and learning activities. Curriculum Development Center (CDC) is an organized body of the government to develop, produce and publish school level textbooks in Nepal. CDC also evaluates, qualifies and approves the books published from private publications. Textbook is prepared to achieve goals or objectives determined by curriculum. So, they are based on the syllabus of a particular grade. Good textbooks have many desirable characteristics. They are usually well organized, coherent, unified and unbiased. The textbook is mainly useful to scholars, educators and minority groups. According to Hornby (2000, p.343) the textbook as “A book that teaches a particular subject and that is used especially in schools and colleges.” Similarly, Tomlinson (2007, p.9) mentions, “A course book is text book, which provides the course material for a course”.

It could serve as the only book such book usually includes work on grammar, vocabulary, pronunciation, functions and skills of reading, writing, listening and speaking. A good textbook does not only teach but also test.

(CurriculumDevelopment Center as cited 2007) a textbook incorporates the following essential characteristics:

- ) It covers the whole syllabus.
- ) It contains the lesson of national integration, world peace, love and co-operation among people irrespective of caste, sex and race.
- ) It addresses national goals, personal goals and national unity etc.
- ) It has proper binding.
- ) Headings and sub-headings are printed in bold form.
- ) It has attractive illustrations.
- ) It provides new information so that students can get new knowledge.
- ) It includes text with introduction, body and conclusion.

### **2.1.2 Types of Textbook**

Textbook is a specific book for a particular branch of study. It is a tool for the students and teachers. According to the presented aspects in the textbook, they are classified as traditional and communicative.

Grant (1987, p.12) categories two broad types of textbook. The two categories are traditional and communicative textbooks.

**Traditional Textbook:** Traditional textbooks are those, which are traditional in their assumption about language learning and teaching items. Traditional textbook, as influenced by behaviorism, maintains that language learning is habit formation. It gives emphasis on writing and grammar. Teacher's role in traditional textbook is very authoritative and the students are found extremely passive.

Grant (1987, pp.14-16) traditional textbooks have the following characteristics:

- ) They often make use of a great deal of language.
- ) They emphasize the importance of accuracy.

- ) They tend to focus on reading and writing activities rather than listening and speaking activities.
- ) They are highly examination oriented.
- ) They tend to emphasize the form or patterns of language rather than the communication.

We also find that these textbooks are still popularly used. These are relatively easy to apply in the classroom context. Therefore, we cannot discard the benefits of the traditional textbooks.

**Communicative textbook:** The communicative textbooks are based on the belief that language is learnt by using language rather than knowing the formal grammar system of it. Communicative textbooks try to solve the problems created by the traditional textbook that means creating real life situation in the classroom. The role of teacher in communicative textbook is as a facilitator or manager rather than authority.

Grant (1987, pp.16-18) has mentioned following characteristics of communicative textbook:

- ) They give emphasis on the communicative function of language not just forms.
- ) They try to reflect the students' needs and interests
- ) These textbooks are more activity based.
- ) They emphasize fluency, not just accuracy.
- ) They encourage work in groups and pair.
- ) Both content and method reflect the authentic language of everyday life.

### **2.1.3 Academic Aspects**

Academic aspect refers to the subject matter of a textbook. It includes contents, language skills and exercises.

#### **a) Contents**

The content of any textbook should be selected, organized and presented hierarchically from simple to complex principle. The subject matter of the content should be in a systematic order in terms of level, grade, learner's age,



variation, interest, skills and their learning experiences. The content should have a good link with the physical and social environment of the learner. It should cover all contents of the language. The textbook includes four skills listening, speaking, reading, writing and language aspects such as pronunciation, grammar and communicative function.

### **b) Language Skills**

Language should be suitable according to the competence level of the learners. Language in the textbook should be colloquial and textually appropriate to the situation or context. The structures of language should be well selected and presented in the textbook depending upon the purpose and the need of the learners for learning the language of day to day communication activity and vocabulary items. The language should be authentic and functional. The style and complexity of language structure should be suitable for the level of the learners.

### **c) Exercises**

Each textbook should have enough exercise to the learners to practice more. So, there should be clear instructions for each exercise in the textbook for both teachers and students. A variety of exercises should encourage the learners to think and work individually in pair as well as in group. The exercise should be suitable for student's cognitive and academic level. The exercises should be for all the skills and they should lead the students toward creativity also that they can use the language in real language.

Instructions are very important. Therefore, they should be simple and clear for learners. Vague instructions should not be given because they create confusion and the real meaning of the exercise is lost.

## **2.1.4 Criteria for Textbook Analysis**

The new textbook for grade nine is designed to enable the learners to internalize the underlying system and the structure of language. Here, in my research the contents, language skill and exercises given in the textbook have been analyzed. For that I have been bounded with certain criteria.

I have followed the same model proposed by McDonough and Shaw (2003). So, the analysis has been based on two criteria. The peripheral evaluation and internal evaluation.

#### **2.1.4.1 The Peripheral Evaluation of the Textbook**

This is an initial evaluation which helps to evaluate the peripheral factors of a textbook, i.e. Physical Aspect, Cultural Biasness, and Gender Biasness found in the textbook. McDonough and Shaw (2003, pp.67-74) propose the following factors to take into account the peripheral evaluation.

- ) The Physical Aspect: The physical aspect of a textbook includes the paper quality, binding and size. Paper quality should be good with proper binding.
- ) Cultural Biasness: Do the materials used in the textbook represent minority group in negative way or they present a ‘balanced’ picture of a particular society to avoid cultural biasness?
- ) Gender Biasness: Do the materials used in the textbook represent women in a negative way or they represent a ‘balanced’ picture of a particular group. They should present a ‘balanced’ picture to avoid gender biasness?

#### **2.1.4.2 The Internal Evaluation of the Textbook**

Here, internal evaluation refers to evaluation of presented materials internally i.e. the organization of language skills, the presentation of the skills and the grading and sequencing.

McDonough and Shaw (2003, pp. 75-78) propose the following factors that should be taken into account in the internal evaluation of the textbook.

- ) The presentation of the skills: Here, skill refers to the language skills like listening, speaking, reading and writing. We should evaluate whether all the language skills are covered in the textbook or not.
- ) Grading and Sequencing: Under these criteria, we should evaluate whether the materials used in the textbook are graded or not. Grading is essential and it should be sequential too.

- ) Organization of language: A textbook contains a number of units / lesson. Here, organization of language refers to the arrangement of units/ lessons. They should be organized according to the level of the students.

### **2.1.5 Use of Textbook**

According to Ur(1996, pp.183 -195) the following arguments are mentioned in terms of textbook use.

- ) It helps language learners to improve their linguistic and communicative abilities.
- ) It is used as a supporting teaching instrument.
- ) It helps in maintaining standard.
- ) It is based on curriculum structure and framework.
- ) It is also an important aid in teaching learning process.
- ) It can be used as reference.
- ) It helps in imparting knowledge at one place.
- ) It is an instrument for achieving instructional objectives.

Thus, a textbook has become inseparable part of academic institution.

Textbook becomes a universal element for effective learning.

### **2.1.6 Textbook Evaluation**

"There are mainly two types of the textbook evaluation: ' predicative', the evaluation done before the textbook is included in any program in order to see whether it is best suited for the purpose and ' Retrospective' , the evaluation done after the use of material to determine whether the materials worked for the learners" (Awasthi 2006 ,p.6). The first one is especially done by the experts before administrating the textbook and second one is done by the deliverer to find out its significance.

Textbook is an almost universal element of teaching and guidance for a teacher, a memory aid for pupils and a permanent record for measuring what has been learnt. Secondly, a textbook can also become the supplement for teachers' instruction in classroom. Thirdly, a textbook for inexperienced

teachers can provide ideas on kinds of materials and techniques. In addition, a textbook can be the guidance for teachers in giving the systematic materials for the students. Awasthi (2006, p.7) again writes, it is clear that course book assessment is fundamentally a subjective rules of thumb activities and no clear formula, grid or system will provide a definite yardstick.

### **2.1.7 Existing Policies and the Provisions of Textbook in Nepal**

The concept and process of textbook development has been changed in recent years. Curriculum is now viewed as a process and it includes intended, taught and learned curriculum. In this context, we need to capture the interactive, dynamic nature of curriculum process where national education goals are established. In Nepal, CDC is only one national institution responsible for the development, implementation and revision of curriculum. CDC has no other branches or divisions at regional or district levels. It functions as a governing body under Government of Nepal, Ministry of Education (MOE) which has authority to prescribe school level curriculum (Grade 1-10) and to develop curricula, teacher guides and textbooks. Currently, the executive Director is the head of the CDC. There is high level National Curriculum Development and Assessment Council (NCDAC) chaired by the minister for education. The CDC develops school level curriculum and assessment system according to the operational policy developed by NCDAC.

CDC draws from the following sources for the development of new curriculum:

- ) Recommendations given by education commission formed at the national level.
- ) Suggestions provided by curriculum users.
- ) Suggestions and reactions obtained through workshops and interaction programs attended by teachers, guardians, social workers, and intellectuals.
- ) Innovations research and development outcomes and philosophy of education.

) Suggestions and advices received from different channels of communication.

CDC has developed the mechanism for collecting information and feedback on curriculum from teachers, students and other stakeholders such as members of parliament, guardians, school management committee, special needs groups and civil society. Curriculum updating, revision, and improvement are done according to the feedback received from different types of stake holders and through piloting of curriculum. CDC has followed the practice of curriculum updating as per need, minor revision on a 5 years basis and major revision in a 10 years period. With regard to the curriculum development process in any subject areas a writ –up subcommittee consisting of the curriculum officer of the CDC and other subject experts first draft the curriculum the subcommittee then submits the draft curriculum to the curriculum textbook subject committee (CTSC) consisting of subject teachers, teacher educators and university professors for comprehensive review.

The CTSC reviews the draft curriculum on the basis of objectives, contents, weightages, instructional materials and assessment methods. The CTSC makes necessary addition or deletion and if major revision is needed. It sends then it back to the subcommittee for the redrafting or revising the draft curriculum. If it is appropriate it forwards the draft curriculum to the curriculum textbook coordination committee (CTCC) which is chaired by the executive director of CDC for final review. The CTCC may invite specialists as observers for the review, revision or finalization of the curriculum as per the need. Finally, the NCDAC approves the curriculum, if needed the NCDAC may also form a technical committee to review the curriculum before its approval.

The extensive involvement of stakeholders representing various groups such as women, minority ethnic groups, dalits, human and child rights advocates and people with disability, in the curriculum and textbook development and revision process is necessary. The curriculum should provide room for meeting the needs of diverse learners and local contexts in the geographically,

economically and culturally diverse situation of Nepal. (National Curriculum Framework Report 2063, pp.5-9).

### **2.1.8 Advantages of a Textbook**

Teaching is an aid for making teaching and learning activities effective and complete. It is equally important both for learners and teachers. Richards (2001, pp.1-2) has mentioned the following advantages:

- ) They provide structure and syllabus for a program.
- ) They help standardize instruction.
- ) They maintain quality.
- ) They provide variety of learning models and inputs.
- ) They can train teachers.
- ) They are visually appealing.

In my opinion, textbook analysis is a highly intellectual activity. So, we need highly professional and scientific knowledge that maintain the quality of the textbook.

### **2.1.9 Disadvantages of a Textbook**

Along with more advantages textbook has some disadvantages as well. In this regard, Richards (2001, pp.3-4) has mentioned the following principal disadvantages of using textbooks.

- ) They may not contain authentic language
- ) They may distort context.
- ) They may not reflect students' needs.
- ) They may be expensive.

As mentioned above, there are many resource materials like teacher's guides, supplementary materials and listening texts. Unfortunately, students do not have an access to these additional materials. They need to depend only on the textbooks. But, the textbooks are not related to English culture. Therefore, it is proved that language learning can be more authentic, interesting and meaningful.

### 2.1.10 Parameters for Textbook Analysis

There should be development of certain criteria for textbook analysis.

According to Harmer (2008, p.154), a textbook can be evaluated on the basis of the following criteria or parameters:

S. N	Possible areas for consideration	Possible questions for course book/ Textbook analysis
1	Price and availability	<p>How much does the textbook cost?</p> <p>Will students have to buy any extra material (work book, etc.)?</p> <p>Are all the components (textbook, workbook, teacher's guide, audio, etc) available?</p> <p>What about other levels?</p> <p>How much does the whole package (with all the components) cost?</p> <p>Is the price reasonable?</p>
2	Add-ons and extras	<p>Apart from workbook, what other extras are offered with the course?</p> <p>Are there internet sites with extra, material (exercises, texts, etc.) or with meeting places for users?</p> <p>What else is offered to supports the course?</p> <p>What value should we place on the extras that are available?</p>
3	Layout design	<p>Is the book attractive?</p> <p>Is its design appropriate for (a) the students, and (b) the teacher?</p> <p>Does the design of the book make it easy to follow?</p>
4	Instruction	<p>Are the instructions clear and unambiguous?</p> <p>Are they written in language that the students will</p>

		<p>understand?</p> <p>Can the course/ book textbook be used by students working on their own? Or is a teacher necessary to show them to use it?</p>
5	Methodology	<p>What kinds of teaching learning does the course book/textbook promote?</p> <p>Is there good balance between study and activation?</p> <p>How the author does appear to think that people learn languages and do we agree with him/ her?</p>
6	Syllabus	<p>Is the syllabus appropriate for our students?</p> <p>Does it cover the language area (grammar, vocabulary, functions, pronunciations etc) that we would expect?</p> <p>Do we and our students like sequencing of language and topics?</p> <p>Can the course book/ textbook cause the learners a feeling of progress?</p>
7	Language skills	<p>Does the course book and textbook have the appropriate balance of skills?</p> <p>Is the skill- work really designed to promote the skills (e.g. writing- for –writing, not writing- for-learning)?</p> <p>Are their possibility for the both study and activation in the skills area?</p> <p>Are the skill activities likely to engage students?</p>
8	Topics	<p>Does the book content a variety of topics?</p> <p>On balance, are the topics appropriate for the kind of students who will be using the course book/textbook?</p> <p>Are the topics likely to engage the students?</p>



9	Culture appropriateness	<p>Is the material appropriate for the cultural situation that the students are in?</p> <p>Do the texts contain culturally insensitive materials?</p> <p>Are the activities appropriate for the learning culture?</p> <p>Are the course book/ textbook unprejudiced in the way it deals with different customs, ethnicities, races, and sexes?</p>
10	Teacher guides	<p>Does the course book/ textbook have a teacher's guide?</p> <p>Is it easy to use?</p> <p>Does it explain clearly?</p> <p>Does it offer alternative to the course book/ textbook activities?</p> <p>Does it have all the answers that students and teachers' need?</p> <p>Does it provide differentiated activities for fast and slow learner?</p>

As mentioned above, the parameters are given by Harmer (2008) designed to analyze the structure of language. In my research, the contents, language skills, exercises given in the textbook have been analyzed with certain criteria mentioned on the table.

I have followed the same model proposed by Harmer (2008) and McDonough and Shaw (2003). The peripheral evaluation and internal evaluation of the textbook. It incorporates language skills, contents and exercises in the Harmer's parameters. So, in my research these parameters are useful to evaluate guide, support and improve the quality of the textbook of grade nine.

## 2.2 Review of Related /Empirical Literature

There are so many researches, which have been carried out in connection with textbook analysis. Here, an attempt is made to review some related literature on textbook analysis, only the studies carried out under the supervision of the department of English Education, Tribhuvan University Kirtipur.

Ghimire (2003) carried out a research entitled "*An Analysis of Link English Course*". The objective of his research study was to analyze in terms of its physical as well as adequacy of the contents. He used the secondary sources of data, different textbook analysis related books, reports, and articles as tools. He concluded that the textbook is academically sound than the physical aspects but it does not contain all the exercises accepted by the curriculum.

Dawadi (2004) carried out the research on "*An Analysis of Grade Seven English Textbook*". The objective of her research study was to analyze the textbook in terms of its physical and academic aspects. She used both primary and secondary sources of data in her study. She adopted purposive non – random sampling strategy for the selection of sample. A set of questionnaire was the tool for collecting data from 30 English teachers with at least one year teaching experience at grade 7 and 20 students studying in grade 7 at government school. She found that textbook was appropriate in size. The textbook contains some communicative activities which were helpful to develop students' communicative activities. So, she listed them in her work. Recommendations have been made on the basis of findings.

Likewise, Tiwari (2004) carried out "*A Research on the Vocabulary Used in the English Textbook for Grade Four*". The main objective of his study was to analyze the vocabulary used in English textbook for grade four in terms of different variables such as total number, parts of speech and frequency. He collected the data by listing all the vocabulary items used in English textbook for grade four alphabetically. He divided all the vocabulary items into four different groups and found out that whole corpus was 4407 vocabulary items.

Both cardinal, ordinal numbers and both definite, indefinite articles are found to be used in the textbook.

In the same way, Upreti (2007) conducted a research on "*An Analysis of Academic Encounters: Human Behavior; A textbook for PCL II year*". The main objective was to analyze the textbook on the basis of its physical and academic aspects. He collected data from primary as well as secondary sources. A questionnaire was the tool for collecting primary data. He found that the printing was clear and clean. The book had interesting reading data based on factual information derived from native English culture.

Similarly, Rana (2008) carried out the research work on "*An analysis of English textbook meaning into words*" for grade XII. He evaluated the textbook in terms of peripheral aspects of the textbook such as cover page design, size, paper quality and price. He also evaluated the academic aspects of the textbook by using a checklist. He pointed out the eleven strengths in peripheral features and fourteen strengths in academic features. He pointed out twelve weaknesses on academic features. Similarly, he provided eleven recommendations regarding the paper quality, size, price and language function.

Khatriwada(2011) conducted a research on "*An Analysis of course book; Reason to write: strategies for success in academic writing*". His main objective was to analyze the course book in terms of academic aspects and writing skill mentioned in the book. He utilized only secondary data to complete his study. He found that the book followed task- based approach and took learner's roles as active participator. He also found that some items prepared in the book did not match the local context of Nepal.

Pokharel (2011) carried out a Research work on the topic "*An Analysis of the language functions Covered in the English textbook of grade one*". The objective of his research was to analyze and compare the language functions covered in the English textbooks of grade one in terms of coverage of language functions, forms and structures and contextualization of the function on the

given exercises. He used a checklist and questionnaire for research tools. He used both primary and secondary data in his study. He came to know that vocabulary items were not sufficient. The order of presentation of language functions in the textbook was not found according to curriculum.

Likewise, Gyanwali (2015) conducted a research on "*An Analysis of the textbook How to teach Grammar*". Her main objective was to analyze the academic aspects such as language content, exercise, material, organization and illustration of the text book 'How to teach grammar' for M.Ed. first year students. She used observation and checklist to analyze the textbook. The researcher also added some questions. She also found that some items prepared in the book did not match with the local context of Nepal.

Similarly, Tharu (2015) carried out a research entitled "*An Analysis of the Textbook Learning English*". His main objectives were to examine the textbook in terms of its peripheral and academic features. He utilized only secondary data to complete his study. He used observation checklist and questionnaire as data collection tools in his study. He found that the textbook 'Learning English' is good in terms of its academic features except some lacking while the peripheral features of the book are not of good quality.

In the same way, Basnet (2016) carried out the research work on "*An Analysis of new English Textbook for Grade Eight*". The objective of her research was to analyze the textbook in terms of strengths and weaknesses regarding the academic aspects from the perspectives of teachers and students. She used checklist and questionnaire as research tools. She used both primary and secondary data in his study. Her findings revealed that the book had got both strengths and weaknesses in academic aspects. She had stated thirty-one strong points and sixteen weak points of the textbook.

### **2.3 Implication of the Review for the Study**

The review of related empirical and theoretical literature play a significant role for research in any research study because these significantly support

the researcher to precede his or her study in right direction. A researcher collects different insights on the subject matter and expands his knowledge on his subject of the study. The review of literature also helps the researcher to be familiar with various techniques, procedures and practicalities of the research. Keeping the importance of review of related literature in mind, I analyzed the various empirical research studies like Ghimire (2003) Tiwari(2004), Dawadi (2004), Upreti(2007), Rana (2008), Khatiwada (2011), Pokharel(2011), Gyanwali (2015), Tharu (2015) and Basnet(2016).

I found some implications from the above-mentioned review of literature for my research study. From Ghimire (2003), I got a chance to know how the physical aspects were used while analyzing the textbook. In the same way, Dawadi (2004), I found the qualities of textbook in terms of its physical and academic aspects and knew about checklist as a tool for study. Similarly, from Tiwari (2004), I got the ideas to analyze the vocabularies used in the English textbook. Upreti (2007), from his research I got information about data collation tools. In the same way, from Rana (2008), I got a chance to know the evaluation of the textbook by using a checklist. Khatiwada (2011), taught me as to how a course book is helpful in terms of academic aspects and writing skill mentioned in the book.

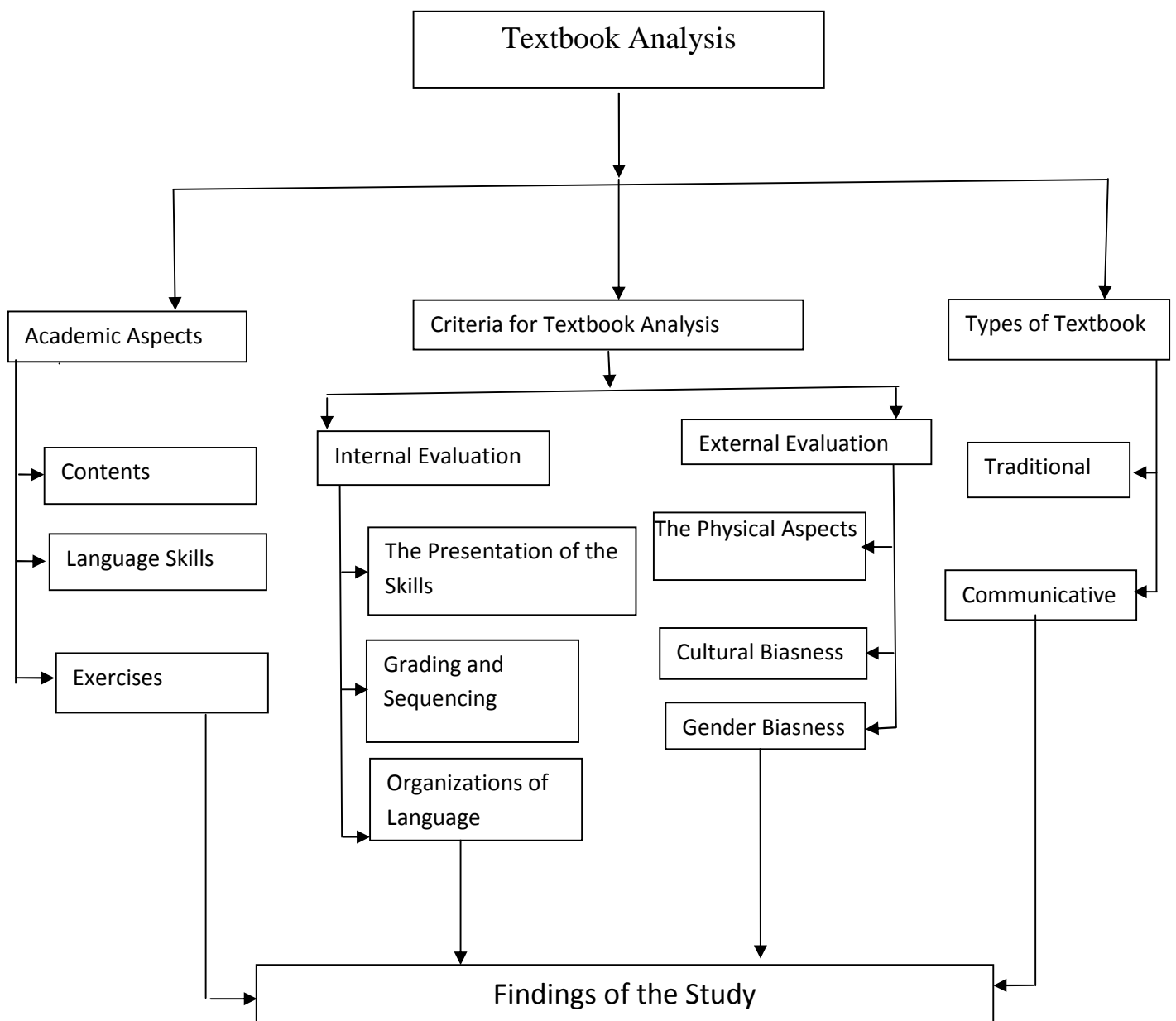
Tharu (2015), provided me the concept of observation, checklist and analysis of academic and peripheral features in terms of language content, exercise, material organization and illustration of the textbook. From Gyanwali (2015), I came to know about the English textbook in terms of its language functions, forms and structures. Similarly, from Basnet (2016), I found that the research study is helpful to analyze the strengths and weaknesses of the textbook.

And some other theoretical reviews related to my topic were Hornby (2000), Awasthi (2006), Grant (1987), Richards (2001, 2008). With the help of the above mentioned researches, my research study focuses on the grade nine English textbooks in terms of its contents, language skills, exercises, strengths

and weaknesses as well pedagogical implications. “An Analysis of the Textbook of Grade Nine” revised in 2016 by CDC has not been reviewed. Therefore, obviously, this study will be the new one at Department of English Education, T.U, Kirtipur.

## 2.4 Conceptual Framework

A conceptual framework is the representation of the understanding of the theories by the researcher and his own conceptualization of the relationship among various variables:



## **CHAPTER - THREE**

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

This section has incorporated the design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations.

#### **3.1 Research Design**

Research design is a detailed outline of how an investigation will take place. Research designs will typically include how data is to be collected, what instruments will be employed, how the instruments will be used and what will be the intended means for the data collection.

I adopted survey research design in order to complete this study. Survey research is the most commonly used descriptive method in educational research. Survey may have the scope in large- scale governmental investigations to small scale studies carried out by single researcher.

According to Kumar (2009, p.84) “A research design is procedural plan that is adopted by researcher to answer the questions of validity, objectivity, accuracy and economy”. Design is the plan, structure and strategy of an investigation conceived to obtain answer to research questions and to control variables, to fulfill the objectives of the study.

Moreover, survey research is one of the most important research designs used in educational investigation. The purpose of survey is generally to find out opinions, beliefs and attitudes on certain issues as well as to find out behaviors of different professionals which are quite related objectives of my research study.

Similarly, Nunan (1992, p.46) suggests the following eight procedures of survey research:

Step: 1 Define objective.

Step: 2 identify the target population.

Step: 3 Literature review.

Step: 4 Determine sample.

Step:5 Identify survey instruments.

Step: 6 Design survey procedures.

Step: 7 Identify analytical procedure.

Step: 8 Determine reporting procedure.

Some of the advantages of survey research can be discussed as:

- a) Survey research has wide scope and it is easy to administer.
- b) It takes less time compared with other data collection methods.
- c) It can be cost effective depending on the size.
- d) Data can be collected through e-mail, mobile, device and telephone.
- e) Data information is collected by studying large number of population.

From the above discussion, we can say that survey research design follows a systematic process.

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

This research was carried out on the basis of data taken from language skills, exercises and contents of grade nine English textbook. So, the population of this study was the whole textbook of Grade Nine under fifteen criteria. Among all the aspects of the textbook mainly academic features were focused. The sample was selected through the use of purposive non- random sampling procedure.

### **3.3 Research Tools**

In this study, I prepared a checklist to analyze the textbook on the basis of the frameworks given by Harmer (2008) and McDonough and Shaw (2003). I also added some more questions as I thought to be necessary.



### **3.4 Source of Data**

In this study, I used only secondary sources of data where I used checklist, observation, different books, and researches on textbook analysis, the curriculum for the secondary level and information related to my research 'Grade nine English textbook'. I analyzed the textbook in terms of fifteen criteria of the text with the help of a checklist.

### **3.5 Data Collection Procedures**

At first, I studied the textbook of Grade nine (revised/ new version) thoroughly many times. Then, I collected the data by using an observation checklist. As my study required me to collect data related to physical and academic features, the two very features were taken as samples in my research study. The data were collected from curriculum of secondary level, syllabus, textbook parameters and textbooks analysis. Then, I studied the textbook thoroughly and analyzed in the basis of above mentioned conceptual framework.

### **3.6 Data Analysis Procedures**

I analyzed the data with the help of textbook analysis that was descriptive. The study focused on finding out the qualities of the textbook with the help of simple tables.

### **3.7 Ethical Considerations**

In my ethical consideration, I followed the following norms of the research:

My entire study followed the norms of research. I analyzed the data objectively. I gave attention on accuracy, honesty, and truthfulness of data in my study. I avoided the plagiarism while processing the data for this study.

## **CHAPTER - FOUR**

### **ANALYSIS AND INTERPRETATION OF DATA**

#### **4.1 Analysis and Interpretation of Data**

The concerns of this chapter were the analysis and interpretation of the data collected from secondary sources. The data were analyzed and interpreted on the basis of the framework and parameters proposed by Harmer (2008) and McDonough and Shaw (2003).

This chapter mainly consists of two parts physical and academic evaluation of the textbook. At first, I analyzed the different factors of physical aspects of this textbook in terms of; binding, size of the textbook, paper quality and price of the textbook. After the analysis and interpretation of physical aspects, I analyzed various factors for internal evaluation. Similarly, the presentation of language skills, contents, exercises, the grading and sequencing, organization of language and methodology have been analyzed under internal evaluation.

##### **4.1.1 The Physical Evaluation**

It is an initial evaluation which helps to evaluate the physical factors of the textbook.

According to McDonough and Shaw (2003) the essential issue at this peripheral evaluation stage is the analysis of the physical aspect of the textbook which includes paper quality, binding and size. Similarly, the physical aspects of the textbook include paper quality, binding, size, price, and so more.

##### **) Paper Quality**

The paper quality of this textbook is not good. It gets folded. It is better to be considered too.

##### **) Binding**

The binding of the text is not strong. The book has been stitched with stapler only which is not good for long lasting results.

) Size

This textbook is appropriate in size. It is easy to carry out everywhere.

) Cover page

Though the book has a simple cover page, it has a symbolic representation of dedication toward study.

) Price

The book costs only Rs.75.00. So, the price seems to be reasonable to the students.

) Culture bias

The textbook neither presents any minority or ethnic group in a negative way nor does it present any ethnic group in an extended way. We cannot find any piece of writing which violates cultural justice.

#### **4.2.1 Academic Aspects**

The academic aspect generally refers to the inner quality made up of logical and psychological factors such as language skills, contents and exercises. It is like a soul and an intrinsic quality of the textbook. The academic aspect of the textbooks was analyzed in terms of its contents, language skills and exercises. According to McDonough and Shaw (2003) the essential issue at this internal evaluation stage is to analyze the extent to which the aforementioned factors in the physical evaluation stage actually match up with internal consistency and organization of the material as stated by the publisher. McDonough and Shaw (2003 pp.75-78) propose some factors to take into account of the internal evaluation and they are as follows:

##### **Organization of language**

English textbook of grade nine has 15 units and each unit of the textbook includes different tests and exercises related to different skills. A textbook includes various aspects of English language, such as: pronunciation, grammar, vocabulary and fun activity.

### 4.2.1.1 Language Skills

As a textbook is prepared to help the students at a certain level to learn the language skills which are based on the curriculum. It should meet the students' needs, interests and their level of proficiencies. Language skills should be appropriate in the language textbook. There should be well selected vocabularies and enough communicative activities. Therefore, the researcher prepared a checklist to analyze the language of the textbook. The researcher used seven different language criteria to analyze the language presented below.

**Table. 1**

Language skills used in the textbook

S. N	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Authentic language is used in the book.				
2	New words are introduced.				
3	Words are well selected.				
4	Words increase the vocabulary of the students.				
5	Language used in the textbook is colloquial.				
6	Language is appropriate for the level.				
7	Language structures are well selected.				

Regarding the language of the textbook, the table indicates that the textbook has some strong aspects. Language structures and words are well selected. Similarly, the language used in the textbook is used mainly in conversation and language structures used in the textbook are authentic. On the other hand, the book has also some poor aspects likewise; the language of the textbook is not appropriate for the level of students.

### 4.2.1.2 The Content

Content of any textbook should be informative, vocative and that should be thought provoking as well. It should be followed according to the level and interest of the students. Contents of the textbook should incorporate all items provided by the syllabus curriculum. By the following table, the researcher analyzed the contents under ten different areas. The areas are given below:

**Table.2**

Content used in the textbook

S. N	Statement	Strongly Agree	Agree	Disagree	Strongly Agree
1	Content is sufficient for the course.				
2	Content fits the student level.				
3	Systematic coverage of the syllabus.				
4	Contents are interesting and comprehensible.				
5	Content provides new information.				
6	Suitable for Nepalese learner				
7	Promote any particular method or approach				
8	Contents are relevant according to topic.				
9	Reflects students' needs.				
10	The subject matter represents the Nepalese culture and geographical regions.				

Regarding the contents mentioned in the above table, there are some good aspects of the textbook and some short comings too. The main positive aspect of the textbook is that the content is sufficient. The content provides relevant information according to topic. Similarly, contents are easily comprehensible and interesting. This textbook promotes communicative method. However, the researcher agrees that the content does not fit according to the students' level and reflect students' needs. So, the textbook should promote the needs and

interests of the students. This textbook is not representing the local cultures and event of geographical regions.

### 4.2.1.3 The Exercise

The exercises of the textbook should encourage learners to work in pairs and groups. There should be clear instruction for each exercise in the textbook. The good textbook should include a variety of exercises which encourage the learner to work in pair. They should help to develop language skills.

Therefore, their instruction for teachers and students should be clear. They should be graded in terms of difficulty level in a systematic format. The exercise should be objective-oriented in this textbook. Here, the researcher attempted to analysis the exercise under nine different criteria.

**Table.3**

Exercise used in the textbook

S. N	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Instructions are clear.				
2	Exercises are sufficient to develop language skills.				
3	Exercises are adequate in number.				
4	Group work, pair work				
5	Uniformity in number of exercises.				
6	Glossary is given.				
7	Exercises are given unit wise.				
8	Exercises help to diagnose students' problem.				
9	Exercises are only exam oriented.				

Above table shows that the textbook has some strong aspects regarding the exercise. Exercises in the textbook are given unitwise. It means there are sufficient exercises in each lesson. Instruction for the exercise is clear. They

are equally helpful to find out students' needs and difficult areas. The book focuses on group work and pair work. Similarly, the exercises in the table shows some weak aspects too. There is no uniformity in the number of exercises and exercises provided in the textbook are not exam-oriented.

#### **4.2.2 Unit Wise Analysis of the Textbook**

Depending upon the theoretical framework for textbook analysis, each unit of the grade nine revised English textbook as analyzed. The researcher analyzed each unit based on its strong and weak aspects.

##### **Unit-One “Making Plans and Expressing Intention”**

This chapter is about the description of making future plans and expressing the intention of the learners. This is a communicative function. It is incorporated with integrated skills. The researcher found the following strong and weak aspects of this chapter.

##### **Strong Aspects**

- This unit involves creative tasks.
- It is more communicative in nature where student may develop their creativity themselves.
- The content items are well organized.
- Examples are adequate in number.
- Language is very clear.

##### **Weak Aspects**

- Using a lot of picture description, it may create monotony to school level students.
- There is no natural order of language skills.
- Only conversation is not sufficient for listening script.

## **Unit- Two “Suggesting, Advising and Persuading”**

This chapter is about how we suggest, advise and persuade other people. There are different attitudes of the different people towards other's opinions, thoughts, ideology and behavior. So, we may use the above language functions such as suggesting, advising and persuading; I like to suggest you to go..., try it. The researcher has analyzed some strong and weak aspects of this chapter in the following ways:

### **Strong Aspects**

- Sufficient exercises are used.
- The content matches the topic.
- It has equally focused all language skills.
- It is based upon students' experiences
- Pictures are used for teaching preposition.

### **Weak Aspects**

- It contains more imaginative exercises.
- Reading games are not provided.
- Some texts are not clear.

## **Unit- Three “Making Requests and Responding them”**

The third chapter is about making requests and responding to the people. It means how we request to know the new and informative things and their proper responses. Likewise, there is the conversation between a reporter and doctor about 'bird flu'. Similarly, there is the information of locality, history and health; there, pamphlets are used for raising awareness. Some strong and weak aspects of this chapter are as follows.

### **Strong Aspects**

- Content is well organized and informative.
- Examples are given appropriately.
- Pamphlets are used and real conversation is included.



- Topics are related with the exercises.

### **Weak Aspects**

- There is no natural order of language skills.
- It is highly focused in performance.
- It has not equally developed all language skills.
- New words do not suit according to level of students.
- Pictures are not clear in the text.

### **Unit –Four “Expressing, Condolence and Sympathy”**

This chapter deals with expressing the condolences when we feel that a person in the family whom they have known well has died. Similarly, sympathy is the feeling of being sorry for somebody showing that you understand and care about their problems. The unit contains the materials as to how we express sympathy for injured people, victims of disasters and relatives of dead people. This lesson deals with how people express condolence and sympathy. Some strong and weak aspects of this chapter are mentioned in the following ways:

#### **Strong Aspects**

- The texts are helpful to understand the content.
- The content is well selected and organized.
- Language is real and simple.
- The pictures are used in the textbook.
- Dialogues are used in the lesson.

#### **Weak Aspects**

- All language skills are used for only how to express condolence and sympathy.
- More imaginative exercises are used.
- Pictures are not clear in the lesson.
- Similar types of exercises are given in the whole unit.

### **Unit- Five “Criticizing and Expressing Degree of Probability”**

This chapter focuses on how students are criticized others and how they express the degree of probability. This chapter focuses on debate, local

people's views and description of the picture. Some strong and weak aspects of this chapter are as follows:

### **Strong Aspects**

- Illustrations are interesting.
- New vocabularies are used in the text.
- Pair and group works are emphasized.
- Speaking skill is based upon real situation.
- Sample lessons are provided.

### **Weak Aspects**

- Listening skill is less focused.
- Colorful Pictures are not given.
- Lengthy exercises are given.
- More imaginative texts are provided.
- All language skills are not treated equally. So, there is lack of proper resources.

### **Unit –Six “Making Offer and Responding on them”**

This chapter describes the things and goods. After that what sorts of response is occurred like, would you like to have a cup of tea? If positive 'yes' if negative 'No'. They used to offersomething totheir friends, to see whether they are interested or not. Exercises are helpful to recognize the current knowledge and new information. Some strong and weak aspects of this chapter are as follows:

### **Strong Aspects**

- Variousdictionaries are used to fulfill the demand of the students.
- Content of this lesson is very advance.
- Effective strategies or activities are used.
- Observation and pair workare focused.
- English sounds arementionedin the lesson.

### **Weak Aspects**

- Exercises are more grammatical.
- There is no natural order of language skills.
- This is very imaginative and memorizing lesson in the nature.

### **Unit –Seven “Giving Instruction and Describing Purpose”**

This lesson is about the instruction of various scientific tools like; e-mail, internet, camera, video and web to reach different places, to prepare varieties of foods and know the cultural importance of particular locality. It talks about describing purpose for that instruction too. The researcher analyzed some strong and weak aspects of this chapter as follows:

#### **Strong Aspects**

- This lesson provides knowledge about science and technology.
- Students are able to create G-mail/ ID, exchange message, document and image.
- Appropriate exercises are used.
- New word is introduced like USB.

#### **Weak aspects**

- All language skills are not equally included in Information technology.
- Pictures are not appropriate in the lesson. So, students may misuse social sites.

### **Unit- Eight “Talking about Past: Narrating Past Events”**

This chapter encompasses as to how you deal with narrating past events. How we narrate childhood events, how we share schooldays' experiences, memorable events and writing an article as well instructions of language functions. This lesson is used to explain the traffic signs. Some strong and weak aspects are given as below:

#### **Strong Aspects**

- This chapter narrates childhood experience which is useful for the students.

- Group work is used in the text.
- Problem solving exercises are based on the experience.
- Language is simple and clear.
- Illustration is clear.

### **Weak Aspects**

- There is no natural order of presenting language skills.
- There is lack of language game.
- Exercises are not sufficient according to the level of students.

### **Unit –Nine “Giving Directions”**

This chapter is about direct the location, and how we can reach where the respective places is. Suppose you are going to hospital, you do not know the hospital at that time, you need to direct the place sometime we should direct the location by the help of map or guide. Some strong and weak aspects of this lesson are given below:

#### **Strong Aspects**

- The information is provided according to the topic.
- Pictures are well drawn and attractive
- Lots of symbols are used.
- Pair and group work are equally treated.

#### **Weak Aspects**

- There is lack of language games.
- There is no natural order of language skills.
- Some texts are not clear in this lesson.
- Vocabularies are not well selected.

### **Unit –Ten “Interpreting Graphs, Charts and Diagrams”**

This chapter talks about how people interpret in various situations; how people greet; why people greet, there are various graphs, charts and diagrams for interpreting the situation. How people greet in different culture. Similarly, what is the tourist inflow rate in our country? It deals with the number of the

students enrolled in school level. Some strong and weak aspects of this lesson are as follows:

### **Strong Aspects**

- Pictures are helpful to understand the text.
- Exercises are sufficient for the level.
- Illustrations are clear.
- Language is very easy.
- There is provided the knowledge and information about other culture.

### **Weak Aspects**

- Pictures are not clear and colorful.
- Sample lessons are not provided.
- Exercises are more imaginative in nature.
- There is no natural order of language skills.

## **Unit- Eleven “Describing an Object or a Place: Talking about present”**

This lesson explains about the related object and how we see around us. What we hear? Share our life experiences. It includes the way to describe the places and how we deal and share new things with new people, like we follow the given ways to describing object and places;

- It looks like TV.
- The computer is as big as TV. Similarly, Pokhara is a very beautiful palace. It is famous for its beauty. It deals with the ideas and vocabulary to describe a famous building or structure. Where is it? What is used for?

Some strong and weak aspects of this lesson are as given below:

### **Strong Aspects**

- Conversation is used according to relevancy.
- Group and pair work are sufficient.
- There is an enrichment of the vocabulary.
- Exercises are adequate in number.

### **Weak Aspects**

- Pictures are not attractive.
- Exercises are not relevant according to the level.
- Vocabularies are not well selected.

### **Unit –Twelve “Expressing Inability”**

This chapter deals with the influence of people from society, parents, friends and teachers. Similarly, why students cannot show excellent performance all the way to overcome from sufferings? And how, we help others and what sorts of qualities that makes human best. Some strong and weak aspects of this lesson are as given below:

#### **Strong Aspects**

- The qualities of human beings are mentioned.
- Audio- materials are useful.
- Exercises are appropriate.

#### **Weak Aspects**

- Sample lessons are not provided.
- Pictures are not colorful.
- Exercises are not very relevant according to the level of students.

### **Unit –Thirteen “Expressing Congratulation”**

This chapter includes as to how people congratulate, when we are proud or pleased about our success and achievement. It gives the time for remembering their efforts; then congratulate like;

- Well done.
- Let me say congratulation.
- Congratulation.

It includes the information about historical movies ‘Jhola’ and the great book ‘Lord of the Flies’. Some strong and weak aspects.

#### **Strong Aspects**

- Class song of grade nine is included.
- Pair and group work are used.

- Nepali tradition movie 'Jhola' is provided in the lesson
- Grammar exercises are sufficient in the lesson.

### **Weakness Aspects**

- Pictures are not attractive and colorful.
- Language is not appropriate according to level.

### **Unit- Fourteen “Asking for Permission”**

This chapter also focuses on communicative function such as, when we want to do something and how we ask for permission given. Suppose there is a conversation between mothers and sons or teacher and students. How can they act and behave or how to ask for their permission? Some strong and weak aspects of this lesson are as given below:

#### **Strong Aspects**

- Knowledge, information and facts about communicative function are provided.
- Meaningful conversation takes place.
- There are used different expressions to ask for permission.
- Group work is used.
- Exercises are mentioned through example and activities.

#### **Weak Aspects**

- Pictures are not colorful.
- Conversation is very length.
- It is more grammatical.

### **Unit -Fifteen “Apologizing and Responding to an apologizing”**

The last chapter talks about apologizing and responding to an apology. There are different ways to apologize, when we realize that we did something wrong. Likewise, we can say I'm sorry, pardon me, I beg your pardon etc. it also contains the language as to how we use language in an advertisement. Similarly, some strong and weak aspects of this lesson are as follows:

### **Strong Aspects**

- Group work is provided in this unit.
- Language is simple and clear.
- Content is well organized.
- An advertisement looks attractive.
- Exercises are orderly presented.

### **Weak Aspects**

- Pictures are given but not they are colorful and attractive.
- Grammatical exercises are more focused.
- Language skills are not equally focused; it means listening materials are not sufficient to practice.



## **CHAPTER - FIVE**

### **FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

This chapter incorporates different sub headings like, findings, conclusions, and recommendations.

#### **5.1 Findings**

The main concern of my study entitled 'An Analysis of the Textbook of Grade Nine' is to analyze English textbook of grade nine in terms of its contents, language skills and exercises and to find out its strengths and weakness.

The first objective of my study was to analyze English textbook of grade nine in terms of its contents, language skills and exercises. After the analysis of data and interpretation of the results by the close observation of the textbook. It was found that the textbook was used authentic language. The textbook increases the vocabulary of the students. Contents are sufficient for the course as well as suitable for the learners. Instructions are clear and exercises are interesting. Textbook is also interesting; contents and pictures are relevant according to topic. This textbook promotes the communicative method. However, there is no uniformity in the number of exercises.

Similarly, the second objective of my research study was to point out the strengths and weaknesses of the textbook. After the analysis and interpretation of data, it was found that the presented language skills and aspects are scientific because it follows the natural order of language teaching. The exercises presented in this textbook are suitable for the learners and the pictures are also relevant. However, textbook includes the more imaginative (think and act) exercises. It ignores the appropriateness of the situation.

Besides these major findings, others supportive findings of the study are as below;

- ) The physical aspect of this book is not so good; paper quality is low and binding is not strong.
- ) The language has been well organized into teachable units.
- ) This textbook covers all language skills equally.
- ) Speaking skill exercises provided in the textbook are appropriate.
- ) The language used in the textbook is simple and used in day to day life.
- ) The textbook does not have any kind of gender biasness.
- ) There are provisions for pair and group works.
- ) It is more communicative rather than textual.
- ) The textbook advocates on girls and women education with the help of drama or movie like 'Jhola'.

Similarly, the present research study has summed up the quality of the textbook in terms of 'strengths' and 'weaknesses' as follows:

### **Strengths of the textbook**

- ) The contents are well organized.
- ) They help to learn English culture.
- ) The exercises and pictures of the textbooks encourage students to work in pairs and groups.
- ) Content covers all four skills of language.
- ) The subject matter is free from gender bias.
- ) The exercises given the textbook help to develop the student's imaginative and creative power.

### **Weaknesses of the textbook**

- ) The textbooks do not contain realistic cultural values of Nepalese society.
- ) The textbook lacks pronunciation aspect of language which is very useful for all levels.
- ) Some of the pictures and illustrations are not clear.

- ) There is no uniformity in the number of exercises across the language skills.
- ) All the pictures in this textbook are black and white.
- ) The textbook does not equally include drill and memorization patterns.

## **5.2 Conclusion**

The present study entitled “An analysis of the textbook of grade nine” aimed at finding out the quality of the textbook in terms of mainly its academic aspects. The researcher adopted secondary sources of the data to come to its findings. Checklist is taken as data collection tool in this study. In fact, textbook analysis provides informative and innovative knowledge about the whole textbook not only physical aspect. So, this textbook analysis is very supportive for learner, teacher and textbook designers. It is extremely necessary and useful material for the learners. They are designed and prepared to achieve the specific goals or objectives. Textbook analysis plays an important role to reform the educational system. Without analyzing the textbooks, we cannot find out the appropriateness. For this reason, textbooks need continuous examination.

Even the moon has dark side. So, this textbook may not be an exception. There are some strong and weak aspects too. This textbook has been designed from the point of view of developing communicative skills of the learners particularly for those who are curious to learn the English language in day to day life. Almost all the lessons are designed to develop communicative aspect of the learners. However, the textbook is relatively easy and difficulty level does not match with the level of the student's communicative ability. Textbook promotes the roles of the students to greater extent in the classroom but the textbook demands teacher's role to be greater than the students. There is a lack of availability of reference, technology instruments, and clear objectives which can lead the minimizing of student's roles as active participator. Information gap activities and jigsaw activities are not included in the textbook which are taken as paramount activities in the communicative textbook. Though there are

sufficient exercises, communicative activities can lead minimization of the students' role as active participators. However, some of the pictures and illustrations are not clear.

Furthermore, the textbook has not provided enough exercises in interpreting charts and maps. There are also not sufficient exercises of intonation and stress. There is no natural order of language skills. So, the textbook should incorporate varieties of exercises. The textbook should be equally able to include all functions.

### **5.3 Recommendations**

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

#### **5.3.1 Policy Related**

The textbook of grade nine is not weighty enough in terms of linguistic function; it is highly focused on communicative function. The following recommendations related to policy have been made.

- The paper quality should be improved and binding should be made strong.
- Picture should be clear and colorful to make the material natural.
- There should be some refinement by including some more grammatical function exercises.

#### **5.3.2 Practice Related**

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

- The pictures in the textbook are not attractive, colorful and clear. Therefore, the pictures should be made attractive, colorful and clear for clarifying the abstract concept.

- There should be uniformity in the number of exercises in the different text.
- The new vocabulary should be presented in 'word lists' with their pronunciation at the end of the textbook.
- The textbook should include some exercises on stress and intonation so that students will improve their pronunciation.
- The texts and activities in the teaching materials should reflect to the life and culture of the Nepalese society.
- Interesting and funny materials like communicative games, songs, stories, simple poems, cartoons should be added in the textbook.

### **5.3.3 Further Research Related**

The present study is limited to my personal judgment. The findings are derived by filling out the checklist I made. Moreover, this study was limited with academic aspects and physical aspects of the book. The further research can be done with the authors' views, vocabulary as well teachers and students' views, their experiences and contemporary issue related in the text. These aspects can be carried out in the further research. Therefore, the authority has the right to update the curriculum and textbook but that should be practical.

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## APPENDIX- I (A)

### Checklist for Textbook Analysis

General Category	Specific Criteria	Strongly agree	Agree	Disagree	Strongly disagree
Language skills	<ul style="list-style-type: none"> <li>I. Authentic language is used in the book.</li> <li>II. New words are introduced.</li> <li>III. Words are well selected.</li> <li>IV. Words increase the vocabulary of the students.</li> <li>V. Language used in the textbook is colloquial.</li> <li>VI. Language is appropriate for the level.</li> <li>VII. Language structures are well selected.</li> <li>VIII. Textbook support four language skills.</li> </ul>				
Contents	<ul style="list-style-type: none"> <li>I. Content is sufficient for the course.</li> <li>II. Content fits the students' level.</li> <li>III. Systematic coverage of the syllabus.</li> <li>IV. Contents are comprehensible and interesting.</li> <li>V. Provide new information.</li> <li>VI. Suitable for Nepalese learners.</li> <li>VII. Promote any particular method or approach.</li> <li>VIII. Contents are relevant</li> </ul>				

	<p>IX. according to the topic. Content reflect students' needs.</p> <p>X. The subject matter represents the Nepalese culture and geographical regions.</p>				
Exercises	<p>I. Instructions are clear.</p> <p>II. Exercises are sufficient to develop language skills.</p> <p>III. Group work, Pair works.</p> <p>IV. Uniformity in number of exercise.</p> <p>V. Exercises are adequate in number.</p> <p>VI. Glossary is given.</p> <p>VII. Exercises are given chapter wise.</p> <p>VIII. Exercises help to diagnose students' difficult areas.</p> <p>IX. Exercises are exam oriented.</p>				

## APPENDIX-B

Checklist Parameters for evaluating the English textbook of Grade Nine.

Cover page	Rough	Less attractive	Attractive
Size of the book	Clumsy	Less attractive	appropriate
Paper quality	not quality	less quality	appropriate
Binding	Small	Stitched	Qualitative
Size of letters	Less	Very small	Struck
Space between words, sentences and paragraphs	-	More	appropriate
Price of original book	Less	Mentioned	not mentioned
Original book's availability	-	Yes	No
Introduction and author's view	-	Yes	No
Aims and objectives of the book	-	Given	not given
Introduction of table of contents	-	Given	not given
The materials are used as	-	authentic course	not given
Teachers guide	not in point	Available	supplementary to it
Methodology and techniques	-	Mentioned	not available
It is used as material for	self-study	classroom text	both of them
Vocabulary list	-	Mentioned	not mentioned
Index	-	Mentioned	not mentioned
Visual materials	-	Given	not given
Layout and presentation	-	Clear	cluttered
The materials are	-	Specific	culturally biased
Communicative skills	Focused	less focused	Not at all
Reference or Bibliography	Yes	Not given	-

## Appendix

### (Parameters of textbook analysis) According to Harmer (2008)

S. N	Possible areas for consideration	Possible questions for course book/ Textbook analysis
1	Price and availability	<p>How much does the textbook cost?</p> <p>Will students have to buy any extra material (work book, etc.)?</p> <p>Are all the components (textbook, workbook, teacher's guide, audio, etc) available?</p> <p>What about other levels?</p> <p>How much does the whole package (with all the components) cost?</p> <p>Is the price reasonable?</p>
2	Add-ons and extras	<p>Apart from workbook, what other extras are offered with the course?</p> <p>Are there internet sites with extra, material (exercises, texts, etc.) or with meeting places for users?</p> <p>What else is offered to supports the course?</p> <p>What value should we place on the extras that are available?</p>
3	Layout design	<p>Is the book attractive?</p> <p>Is its design appropriate for (a) the students, and (b) the teacher?</p> <p>Does the design of the book make it easy to follow?</p>
4	Instruction	<p>Are the instructions clear and unambiguous?</p> <p>Are they written in language that the students will understand?</p> <p>Can the course/ book textbook be used by students</p>

		working on their own? Or is a teacher necessary to show them to use it?
5	Methodology	<p>What kinds of teaching learning does the course book/textbook promote?</p> <p>Is there good balance between study and activation?</p> <p>How the author does appear to think that people learn languages and do we agree with him/ her?</p>
6	Syllabus	<p>Is the syllabus appropriate for our students?</p> <p>Does it cover the language area (grammar, vocabulary, functions, pronunciations etc) that we would expect?</p> <p>Do we and our students like sequencing of language and topics?</p> <p>Can the course book/ textbook cause the learners a feeling of progress?</p>
7	Language skills	<p>Does the course book and textbook have the appropriate balance of skills?</p> <p>Is the skill- work really designed to promote the skills (e.g. writing- for –writing, not writing- for-learning)?</p> <p>Are their possibility for the both study and activation in the skills area?</p> <p>Are the skill activities likely to engage students?</p>
8	Topics	<p>Does the book content a variety of topics?</p> <p>On balance, are the topics appropriate for the kind of students who will be using the course book/textbook?</p> <p>Are the topics likely to engage the students?</p>
9	Culture appropriateness	<p>Is the material appropriate for the cultural situation that the students are in?</p> <p>Do the texts contain culturally insensitive materials?</p>

		<p>Are the activities appropriate for the learning culture?</p> <p>Are the course book/ textbook unprejudiced in the way it deals with different customs, ethnicities, races, and sexes?</p>
10	Teacher guides	<p>Do the course book/ textbook have a teacher's guide?</p> <p>Is it easy to use?</p> <p>Does it explain clearly?</p> <p>Does it offer alternative to the course book/ textbook activities?</p> <p>Does it have all the answers that students and teachers' need?</p> <p>Does it provide differentiated activities for fast and slow learner?</p>