

An Analysis of Compulsory English Textbook of Grade Eleven

2022

Sajan Sharma

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

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**Submitted by:
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**Faculty of Education, Tribhuvan University,
Kirtipur, Kathmandu, Nepal**

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Date of Submission: 11/07/2022**

Declaration

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

Date: 10/07/2022

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Recommendation for Acceptance

This is to certify that **Mr. Sajan Sharma** has worked and completed this thesis entitled **An Analysis of Compulsory English Textbook of Grade Eleven** under my guidance and supervision.

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Dedication

Dedicated to my parents;
for whom honesty is above all.

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Sajan Sharma

Abstract

This study entitled ‘An Analysis of Compulsory English Textbook of Grade Eleven’ is a descriptive one in which the researcher has conducted survey research on textbook analysis of compulsory English prescribed for grade eleven. The main objectives of this study were to find out the extent to which textbook matches the needs of students and to measure the appropriateness of the textbook for the grade eleven students on the basis of contents and the tasks. All the teachers teaching Compulsory English textbook of Grade Eleven were the population of my study. The sample size of this study was fifty teachers of English from Janakpur area for the questionnaire and ten veteran English teachers (at least who has 10 years of teaching experience) using non-random sampling procedure. The researcher used questionnaire, interview and textbook analysis as tools to collect data. The obtained data were analyzed using simple statistics method in percentage (%). The qualitative data were analyzed descriptively. The findings of this study were: as per the participants’ responses, the textbook very well matches the needs of the students and the textbook is appropriate too for the students of grade eleven on the basis of contents and tasks as the contents are from very wide range and area and 80 percent of the respondents agreed on it.

This thesis has been divided into five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. Whereas, second chapter incorporates the review of related theoretical literature, implications of the review of the study and conceptual framework. On the other hand, the third chapter deals with the methods and procedures of this study. Similarly, fourth chapter encompasses analysis and interpretation of data. Finally, fifth chapter deals with findings, summary, conclusion and recommendations of the study. And, in the final section, references and appendices are included.

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Chapter 1

Introduction

This study entitled ‘An Analysis of Compulsory English Textbook for Grade Eleven’ is an effort to explore and analyze the grade eleven compulsory English textbook on the basis of its academic aspects. The introduction part includes the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

English has been one of the most flourished languages of the world. According to the census report 2068, in our Nepal, there are 123 languages spoken as mother tongues. English, even not being a mother tongue in Nepal, has got a very good position in the field of education, trade and research. Because of the worldwide increasing demand of English language, it is taught and learnt as a foreign language in our Nepal from class one to bachelor level as a compulsory subject.

Due to the growing demand of English language, English is taught both as a medium of instruction and through prescribed textbooks. Almost all of the private schools teach English through a medium of instruction. English textbook has also been made a compulsory subject from class one to bachelor level. And for all the classes, certain fixed English textbook is prescribed where textbook plays very vital role in teaching and learning, textbook contains all the teaching learning activities suggested by curriculum and syllabus. According to Ur (1996, p.20) “A textbook is a book of which the teacher and, usually, each student has a copy, and which is in principle to be followed systematically as the basis for a language course.” There are certain curriculum designed as per the objective of teaching and learning. And on the basis of the curriculum, textbooks are prepared. While preparing the textbooks, one must pay due attention that it should correspondence with the curriculum. As per the demand of the time, textbooks also get reformed from time to time. English textbook for grade 11 has been prepared following the spirit of NCF 2076 and secondary level curriculum 2076. It is said that revision of textbook is done for the improvement in it.

But still it is doubtful whether the present textbook is appropriate or not. The analysis of academic and physical aspect of the book is a must in order to know, to what extent the textbook can fulfill the demand of the students of the very level. Many textbooks of the different levels are prepared but again next year the book is said to be inappropriate. So, this study of mine will be focused on finding out the appropriateness of the compulsory English textbook of grade Eleven. As we know, the present textbook has replaced the past one. As per the changing sociopolitical condition of our society the textbook should be prepared in order to make it consonance. As we know, now the new course book is in practice since 2076. So, my research will attempt to elucidate how much demand of the changing time has been occupied by the present textbook.

English is an international language spoken in almost all parts of the world. So, there is no single English rather there are many Englishes and as we know the purpose of teaching and learning English is to make the student able to communicate with the people of different nationalities as the world is said to be a global village. Thus the textbook should contain the contents from wider areas as well in order to make us familiar with the culture of different nations. The textbooks should have the proper grading and sequence in its subject matter. It should not be biased to the other cultures while dealing with one. Awasthi (2006) says, “Good textbook should contain all the four language skills: Listening, Speaking, Reading and Writing and the three language aspects, i.e. Grammar, language functions and vocabulary”. My present research work will try to bring improvement in the existing textbook of grade 11 by finding out the strengths and weaknesses of it and to make it more relevant to the curriculum and changing context.

Statement of the Problem

Bringing the improvement and changing the textbook have been a common process which is done overtime to make it time contextual. Though, the textbooks are changed and improvements are made in the textbooks, it still has some more things to improve. As the time changes, the textbooks may not contain all the sociopolitical changes. There are many more textbooks analysis done in the past, e.g. An Analysis of New English Textbook for Grade Eight by Rama Devi Basnet in 2016, a textbook

analysis of B. Ed. first year's compulsory English textbook by Dr. Purna Kadel in 2017. As we know our country is a multilingual, multicultural, multi religious country, the textbook prepared in one part of the country may not be appropriate for the other parts. The present textbook may also have some good aspects as well as weak ones. The textbook prepared for any level must represent the curriculum and the appropriate and relevant subject matter according to the age and level of the students. The contents should also be comprehensible to the students. There should be sufficient exercises to have the good practice of the subject matter.

To know whether all the above mentioned things are well contained by the textbooks or not, one needs to analyze it from different perspective. The textbook may have many strengths and weaknesses. So, the question 'how the compulsory English textbook of grade eleven is appropriate for intermediate level students in Nepal' is the main subject for this study.

The current Grade eleven compulsory English textbook is newly introduced textbook from 2076 and no research study is made on it. The previous textbook lasted for so long and a lot more studies were conducted on it. As a new course book it claims to be better than the previous one and has also come in a form as its in a single binding.

So, the newness in the textbook appealed and motivated me to go for the research on the current textbook. As far as my conscience, I found no research conducted on the book. So, I came to ponder whether the current textbook really meets the needs of the intermediate level learners.

Objectives of the Study

This research was carried out in order to fulfill the following objectives:

- a. To find out the extent to which the textbook matches the needs of the students.
- b. To measure the appropriateness of the textbook for the grade 11 students on the basis of contents and the tasks.
- c. To suggest some pedagogical implications.

Research Questions

The research questions to fulfill the objectives of the study were as follows:

- a. Does the textbook match the needs of the students of intermediate level? If yes, to what extent?
- b. Is the textbook appropriate for the grade eleven students' on the basis of the contents and tasks?

Significance of the Study

Textbook is a very essential and important material that helps in smooth teaching and learning activities. It paves the way for the teachers and students to fulfill the objectives of the curriculum. This study is significant to all the teachers teaching the compulsory English textbook of grade eleven to know its' strong and weak aspects of it and add and delete the things according to the needs. The study is significant for the textbooks developers as well to bring certain required amendment in the books in the coming edition. As education is a dynamic process, the teachers, students, parents, administrators, policy makers all will be ready to accept the changes that come over time and should include in the textbook. This study was focused on finding out the appropriateness of the current textbook.

This study can provide feedbacks to all the concerned bodies. This study will be beneficial to all who are directly and indirectly related to teaching learning activities of the very book. Further, it can help them all who love and want to see the textbook being time contextual.

Delimitations of the Study

There were certain fixed criteria and the ways on the basis of which the study was conducted. The research had some delimitations and did not go beyond it. The research was delimited to the analysis of the textbook through self observation and comparative study. There were 50 participants from whom the reactions were taken on the basis of the questionnaires provided to them and 10 veteran teachers were interviewed on their attitudes on the textbook. The study was focused mainly on the

academic aspects of the textbook. And the higher secondary level teachers were from Janakpur area.

Operational Definition of the Key Terms

It is needed to define the specific words that we use in our research. It helps for understanding the key aspects for the research. These are the contextual or working definition of the key terms which may differs from their dictionary meaning. I have used some key terms in my research study. The working meanings of the key terms are given below;

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

Grade eleven. It means the first year of intermediate level course. Now it is taken as higher secondary level under National Examination Board (NEB).

Grading and sequencing. It refers to the ordering the teaching item in scientific and systematic way. Here in this research it simply refers to which item should come first and which come next to make content easy and quick to learn in this textbook.

Internal evaluation. The evaluation of the language, contents and the exercises.

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 compulsory English textbook for grade eleven in terms of its academic aspects, the contents, language skills and exercises presented in this textbook have been analyzed.

Chapter 2

Review of Related Theoretical Literature and Conceptual Framework

In order to conduct the research entitled “An Analysis of Compulsory English Textbook of Grade Eleven” theoretical and empirical knowledge of some related literature is very much required. So, in this very chapter, the review of the related theoretical literature, empirical literature and implications of the review for study and conceptual framework are presented.

Review of Related Theoretical Literature

Review of related theoretical literature is a must in order to make any research work valid, reliable and authentic. It is critical study and analysis of the existing relevant books, articles, and studies for indicating the gap in knowledge, determining our focus of are, providing theoretical and conceptual framework, deciding the methodology of the study of the study, and supporting our ideas on particular issue. In this chapter, theoretical knowledge requires to conduct the research will be discussed. This theoretical knowledge will provide framework for the research.

Textbook: an introduction. Textbook is simply a book containing a lot of information with the purpose of meeting the goal of particular level of students based on certain curriculum and syllabus. It is prescribed as a apart of certain curriculum. Grant (1987) says “The textbook is used to refer to course book which typically aims to cover all the aspects of the language and supplementary textbooks devoted to a particular topics or skill area.”

It is generally a learning instrument in the hand of students. A good textbook is very carefully designed based on the curriculum and properly graded and sequenced. Similarly, Sharma (1995) describes “Textbook is a book used by the students and teachers for particular course of study in a particular branch of knowledge.” Textbook is not the only thing that teacher should be based on but the prescribed textbook has very greater role in teaching learning activities. Textbook is prescribed material for the teaching learning activities to achieve the goal of the curriculum of a nation which is based on course of study of a particular subject. It is a

basic instructional authentic material that provides an idea for the teachers regarding the aspects of teaching language what to teach, how to teach, why to teach, whom to teach. Dawadi (2004) quotes, “The textbook is special kind of book; it seldom expresses new knowledge for that it is not its functions. Its essential function is rather to make the knowledge which does exist available to the students in a selected way (p.34)”. Harmer 1997 says “A good textbook often contains lively and interesting materials. They provide a sustainable progression of language items”. Textbook clearly show what has to be learnt and even summarize what has been studied so that the student can revise the previous learning. Textbook systematically present the amount of vocabulary as well as structural items. It helps the students to study even outside the classroom in the absence of teachers’ guidance.

Types of textbook. There are many types of textbooks in practice. All the textbooks are prepared based on certain category. Grant (1987, p. 13) categorizes textbook into two broad categories. They are as follows:

Traditional textbook. Traditional textbooks are those which assume that language learning is learning the grammar of the language. They get the students to learn the language as a system, the grammar. So, they emphasize on grammar or language and assume that once the students learn the grammar of a language then they will be able to use it in real life. Traditional textbooks are influenced by behaviorism which maintains that learning is nothing but habit formation. They believe that writing form of the language is purer and more beautiful than the spoken form. These assumptions shape traditional textbooks and play an important role for the selection of the teaching items. The teaching items selected for traditional textbooks are grammatical items, e.g. articles, tenses, prepositions, transformations and reading texts such as poems, essays, one act plays of the great authors of the past. The role of a teacher is authoritative as s/he delivers lectures all the time. But role of the students is passive as they are always busy in listening to the teacher’s lectures.

Grant (1987, pp.14-16) further adds that the traditional textbook emphasize the forms of language (grammar) more than the communicative functions of language, they focus on reading and writing activities rather than listening and speaking

activities and they often make use of a great deal of L1, emphasize on the importance of accuracy. Traditional textbook tend to focus on syllabus and examination.

Communicative textbook. Communicative textbooks are those which are based on the belief that language learning is learning to use the language in the classroom as a sort of ‘halfway house’ before using it in real life. The communicative textbooks believe that a language is learnt by using it and not by knowing its grammar. The role of a teacher in communicative textbooks is a facilitator or manager rather than authoritative as s/he does not deliver lectures but engage students in using the language. Thus, the role of the students is very active. Most of the time the students interact but the teacher is silent.

Grant (1987, pp. 16-18) further adds that the communicative textbook emphasize the communicative functions of language- the jobs people do using the language not just the forms. They also try to reflect the students’ needs and interests. Communicative textbooks emphasize skills in using the language, not just the forms of language but they are activity based. They generally have a good balance among the four language skills, but may emphasize listening and speaking more than traditional textbooks do. Both the contents and methods reflect the authentic language of everyday life. The most important things of communicative textbooks are that they emphasize fluency over accuracy. They also encourage work in groups and pairs, and therefore, make heavier demands of teachers’ organizational skills.

History of English teaching and learning in Nepal. Before 1994, the English textbook used to be written by foreign writers for the Nepalese students. It is only for the last two decades that our own experienced English scholars have started writing by themselves. Historical records concerning the presence of English in Nepal reveal that long before the beginning of formal schooling, it was in use as early as the seventeenth century. 1815 is supposed to be the landmark for English education as the Gorkha Soldiers were trained in English. Later the then Rana Prime Minister Jung Bahadur Rana, after his Europe visit, brought two English teachers to teach English in The Durbar High School. Now, formally the English was taught in school. Later, in 1975 B.S., when Trichandra college was established, English was kept as a compulsory subject in eleven and twelve.

The significance of English in Nepalese society is also reflected in the way in which it is embraced in the education system (Giri, 2015). English is taught as a foreign language from grade 1 to grade 12 and is increasingly being used as a medium of education, a key selling point for private schools. More and more people these days are trying to learn English as their second language because of the opportunities it avails. English is thus seen to be important because of the development of science and technology and is regarded as a vital tool for all students to be successful in local, national and international communication.

So, we can say that English is not a new introduction to Nepal as it entered the country in the early nineteenth century, but it took a long time before it became accessible for every group of people. When public schools were opened in the 1950s and a university was established in 1959, students slowly started learning English. The development of English language teaching and learning in Nepal reached its climax in the 1990s as this was the period of the opening of Nepal to tourism. The most recent development affecting the spread of English is technological innovation with the widespread introduction of English TV channels, movies and access to the internet. The rate of English language use will further grow as many youths have migrated to different parts of the world and need for employment

Textbook evaluation or analysis. Textbook evaluation is a careful and detailed study of the different aspects of the textbook. It is an important element of education system which can help to be reformed and recognized time to time. How is the textbook designed? Is it based on curriculum? Is the textbook well organized? Does it match the need of the students? Is it according to the students' level? These are some of the revolving questions for textbook evaluation. Textbook evaluation is the identifying and getting information regarding the problems of the textbook items of content and skills included in the textbook. Problems are recognized in order to achieve the proposed objectives of the curriculum. Nunan (1992) argues that evaluation is essentially a decision making process by which evaluators can modify the course if the proposed learning objectives are not achieved successfully. Material evaluation is an evolution process by which it values its objectives and learner's objectives. As suggested by McDonough and Shaw (2003), there are simply two criteria of textbook evaluation; the internal evaluation and the external evaluation.

The external evaluation .External evaluation analyses the outer part of the textbook. In this evaluation, the researcher tries to find out the outlook of the research, generally regarding the layout of the textbook. McDonough and Shaw (2003 pp.67-74) suggested some major factors of external evaluation. The external factors include the intended audience, which mean the students for whom the textbook is prepared. Proficiency level indicates the level of which the learner students are, e.g. false beginner or lower intermediate learner. The context must be very clear whether it is for general learners or for specific purposes. Organization of the language is other factor which means how the units and lessons are organized according to the level of students or not. The author's view refers to the evaluation of appropriateness of the language materials related to the learning process and the learners. Some other factors suggested by McDonough and Shaw (2003 p. 70) are core and supplementary materials, the teachers' book, the vocabulary list, visual materials, the layout and presentation, cultural biasness and gender biasness.

The internal evaluation. The essential issue at this internal evaluation stage is to analyze the extents to which the aforementioned factors in the external evaluation stage actually match up with external consistency and organization of the materials as stated by the author McDonough and Shaw (2003). Some internal factors include the presentation skills which refer to the four language skills, i.e. listening, speaking, reading and writing where one evaluates whether these skills are covered in the textbook or not. Under grading and sequencing, one sees whether the materials used in the textbooks are graded and sequenced properly or not. It may be within a unit or across the units. And some other factors to be considered in internal evaluation appropriateness of the texts, authenticity of texts, naturalness of texts, the relationship between texts and exercises, provision of self study and transparency of materials.

Methods of evaluation. Methods are simply the ways through which something is done. Many experts have suggested many methods of evaluating textbook. While evaluating textbook we must adopt certain methods to do so. McGrath (2002) says that there are three methods of evaluating a textbook, viz, impressionistic method, checklist method and in-depth method.

The impressionistic method. It is an attempt to obtain a general impression of the material. This method typically focuses on reading publisher's blurb and content pages of a textbook and subsequently skimming throughout the book looking at its various features. We can only provide a very partial fragmenting and inadequate view of textbook analysis. This method looks at some more specific features like the analysis of a single unit and a treatment of language across the book.

In-depth method. Unlike the impressionistic method, in-depth method incorporates a close examination of the various aspects of prescribed textbooks that relate to the learner's needs. It analyses linguistic, instructional, motivational materials and socio cultural aspects of a textbook. Employing predetermined set of questionnaire, it focuses on specific features and close examination of specific units or aspects.

The checklist method. The checklist method has more advantages than the other methods with regard to textbook analysis. It is even more systematic. All elements/aspects of the textbook are considered to be equally important for the learners. It is cost effective and allows a good deal of information to be recorded in short period of time. The information regarding the textbook is recorded in convenient format. It provides a common framework for decision making. Tomilson (2007) argues that the most common form of textbook evaluation in practice may be the 'predicative' or pre-use evaluation. The other types textbook evaluation are the 'in-use evaluation and the retrospective or post -use evaluation. The 'in use' evaluation is designed to examine the materials that are being used currently. The retrospective or post use evaluation is designed to examine the materials that have already been used. The present study is an attempt to analyze the compulsory English textbook at tertiary level in Nepal.

Strengths of textbook analysis. Simply speaking, textbook is very essential thing or classroom teaching. It is almost impossible to find a conducive context of learning without a textbook. Hutchinson and Torres (1994, p. 315) argue that the textbook is a universal element for teaching and learning and no teaching and learning is complete without relevant textbooks. Textbook is mainly designed for the students and it is a very useful material for them

Even a teacher can get a lot of benefit by using textbooks. Further, Hutchinson and Torres (1994) state that textbook is not only learning program of language content but also a vehicle for teachers and learners. However, William (1983, p.251) observes that “the textbook can be a dictator to the teacher who in his or her preoccupation with covering the syllabus, feel constrained.” In addition, textbook is psychologically important for the students because it carefully calculates the outcomes that students and teachers desire to achieve.

Cunningworth (1987) has mentioned some potential characteristics of textbook which can serve a number of additional roles in English language teaching (ELT) curriculum. They are: an effective resource for presentation of materials, an effective resource for self directed learning, a resource for ideas and activities, a reference source for students, a syllabus where they reflect predetermined learning objectives, and a support for less experienced teachers who have yet to gain in confidence.

Garinger (2002) points out the some questions to be answered to find out the quality of a textbook’s exercise or activities. They are: Do the exercise and activities in the textbook contribute to learner’s language acquisition? Are the exercises balanced in their format containing both controlled and free practice? Are the exercises progressive as the students move through the textbook? Are the exercises varied and challenging?

Rubdy (2003, p.45) proposed that the selection of materials involves two stages of analysis. The first stage consists of assessing the content of the book in relation of the stated aims. The second stage involves assessing the effectiveness of materials in terms of the specific needs and context in teaching learning process.

Introduction to the academic aspects of the current textbook. Academic aspects in the textbook refer to the subject matter incorporated in it. Academic aspects include literature, contents, language skills and exercises.

Literature in the language classroom. Simply speaking, artistic style of writing is known as literature. It is supposed to be an essential part of language. It

plays very crucial role in enriching culture and language. Literature has very high standard of language use.

Lazar(2009) states “Literature means to meet a lot of people to know other different points of view, ideas, thoughts, mind to know ourselves better .” it means people know or recognize themselves, their language, culture, social, convention by the help of view, ids, thoughts, feelings, experience of other literary writing. Collie and Slater (2009 p. 3) says “Literature is authentic material which says human issues. It is taken as an authentic material which provides factual information.”

Pope (2010) says “Literature referred to a body of books as well as the activity of learning there was little attempt to distinguish the kind of book (anything written on a subject) persist to present day”. It is also known as the creative faculty of human mind. It is the product of imagination, originality style of expression, thought, emotions, feelings and different ideas. Oxford Advanced Learner’s Dictionary defines literature as the pieces of writing that are valued as art, especially novels, plays and poems in contrast technical books, newspapers and magazines it is both science and art of writings. It becomes scientific when it follows systematically. For literary creation writers use their creativity.

Ultimately, we can say that literature is the special form of language which is highly artistic, beautiful, pleasant, musical, eternal, universal and creative.

Literature is used in the language classroom in order to make the language learning more interesting and lively. It also keeps students motivated. It provides learners an input. And most importantly literature provides authentic materials to the learners for language learning. Literature includes any text which is worthy to be taught to the students. It means, listening, speaking, reading and writing skills and grammar, vocabulary and language functions are worthy things for literary genres that help language development of the learners. Literature in the language classroom provides opportunity to the students to get access to those literary and define themselves to become familiar with the beauty of it. According to McKay (2001), the major benefits of teaching literary texts in the classroom are: specific communication goals, an ideal resource for integrating the four skills and cross cultural awareness.

There are different approaches and techniques to use literature in the classroom which a teacher has to imply very carefully. Literature also helps the students to reflect on their own personal experiences, feelings, ideas, thoughts, and opinions. Collie and Slater (2009) presented some commonly used approaches to reach literature in the classroom which are maintaining interest and involvement by using student centered activities, supplementing the printed page, tapping the resources of knowledge and experience within the group, helping students to explore their own responses to literature, integrating language and literature, and using the target language.

Genre is simply a kind of literary or artistic work. So, there are many kind of literary work in literature. It is also a category of literary composition. Genre may be determined by literary technique, tone, content or even length. Genre in broad term refers to any works that share certain characteristics. If enough characteristics are in common, then the pieces are said to be in the same genre. Literature has four major genres- poetry, drama, fiction and non-fiction. All these genres have particular features and functions that distinguish them from one another.

Contents. The content of any textbook should be selected, organized and presented hierarchically from simple to complex principal. 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 experience. 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 contains four skills, listening, speaking, reading, writing and language aspects such as pronunciation, grammar and communicative function.

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 learner 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.

Exercises. Every textbook should have enough exercises 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 students' cognitive and academic level. The exercise should be for all the skills and they should lead the students toward creativity also that they can use the language in real life.

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.

Contemporary literary theories. Literary theory means those theories which provide criticisms and analysis of literary texts from different perspectives. These literary theories help in interpreting the texts from different perspectives. Through these theories, we can criticize the texts bringing out their meanings in all ways. L. Tyson in his book 'Critical should be suitable for the level of the learners.

Theories Today' talks about eleven different critical theories. They are; psychoanalytic criticism, Marxist criticism, feminist criticism, new criticism, reader response criticism, structuralist criticism, deconstructivist criticism, new historical and cultural criticism, lesbian, gay and queer criticism, post colonial criticism. All the texts, literature written can be analyzed and described on the basis of all the critical theories.

Review of Related Empirical Literature

Review of empirical literature is one of the crucial aspects of any research work. It is the process of collecting and analyzing the relevant empirical works in order to find the gap and knowledge and also for getting insights into the methods and procedures of the research. The classroom interaction is an extremely important aspect of language classroom. Therefore, Ellis (1997) claims "The quality of interaction is thought to have a considerable influence on learning". Thus with the realization of the possible significance, conducting researches on An analysis of

compulsory English textbook of grade 11 becomes worthwhile. In this section, the relevant empirical studies are briefly reviewed.

Ghimire (2003) carried out a research entitled 'An Analysis of Link English Course.' The objective of his research study was to analyze in term 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 better than the physical aspect but it doesn't 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 term of its physical and academic aspects. She used both primary and secondary source of data in her study. She adopted purposive non random sampling strategy for the selection of sample. The sample size of the study were 40 participants. 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 govt. school she found that the textbook was apt 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.

In the same way, Upreti (2007) conducted a research on 'An Analysis of Academic Encounter; Human behavior for PCL 2 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 clean and clear. The book had interesting reading data based on factual information derived from native English culture.

Rana (2008) carried out the research on 'An Analysis of English Textbook; Meaning into Words for Grade Twelve.' He evaluated the textbook in term of peripheral aspects of the textbook such as cover page, design, size, paper quality, and price. He evaluated the academic aspects of the textbooks by using a checklist. He pointed out the eleven strengths in peripheral features and fourteen strengths in

academic features. Similarly, he provided eleven recommendations regarding the paper quality, size, price, and language function.

Similarly, 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 lengths, exercise, materials, organizations and illustrations of the textbook 'How to Teach Grammar' for M.Ed first years' 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 books did not match with the local context of Nepal.

Likewise, 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 strength and weaknesses regarding the academic aspects from the perspectives of teachers and students. She used checklist and questionnaire as research tool. 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.

Kadel (2017) conducted a research entitled 'An Appraisal of Compulsory English Textbook of B.Ed. at Tribhuvan University.' The objectives of the study were to find out whether textbook materials match the needs of students and objectives, syllabus and evaluate the textbook of their usability and attitudes of teachers towards its teaching materials. It is an exploratory study in which the researcher has conducted survey research. The sampling of the study was sixty teachers of English from various constituent and affiliated colleges using non random sampling procedure. The researcher used questionnaire and textbook as tools to collect data. The findings of this study were; speaking and listening skills were not incorporated in the syllabus and there was no reasonable and justifiable allocation of weightage to each skill and aspects.

Ban (2017) carried out research on 'Analysis of Grade 10 English Book'. The objectives of his study were to analyze English textbook for grade 10 in terms of content, lg. skills, tests and exercises and to provide pedagogical implications. Secondary sources were used to gather data. The data was collected from different

libraries. Then the data was studied thoroughly and analyzed on the basis of the framework proposed by McDonough and Shaw (2003). The finding showed that in spite of some weaknesses, textbook is good enough. The researcher has presented thirteen different recommendations too.

Although, a number of studies have been carried out in the field of textbook analysis, no research study is conducted on the newly introduced grade eleven compulsory English textbook. And the researches of previous textbooks were done simply to analyze the physical aspects of the textbooks and the contents based on different criticisms. Therefore, this study of my is the first attempt to analyze the textbook of grade 11 regarding its academic aspects and the appropriateness of the contents based on the students level of learning and needs of the learners of intermediate level. And the comparative study in regard to the previous textbook will also be done.

Implications of the Review for the Study

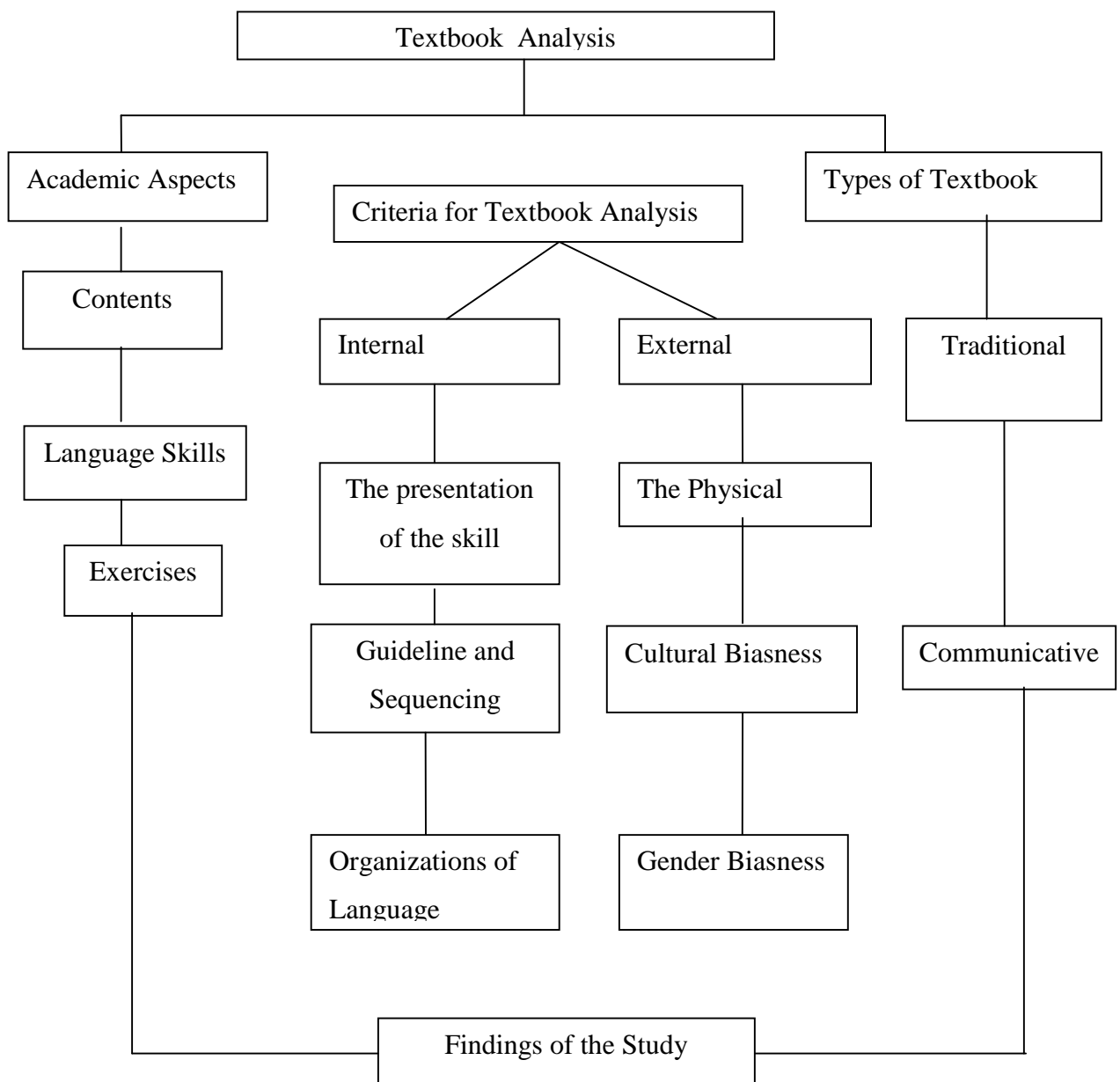
The proposed study requires a lot more theoretical and empirical literature. These above mentioned literatures will be very helpful for the study. A lot of ideas and information have been taken from there to help my study. I have taken help about procedures, tools, methodologies, sources of data etc. from the above mentioned writing. This review of the study obtained information from varieties of books, theses, internet, and so on. These entire sources helped me to bring clarity and focus on the research problems, challenges improving methodology and contextualize the findings. The review became essential to examine and evaluate what has been said before on the topic and what has not been said yet for finding. The aforementioned studies have their own value and importance in their respective field.

Tyson (2006), Seldon (1988) provided me lots of theoretical ideas and information of literary criticisms which are more relevant for my study. Lazar (2009), Pope (2010), Collies and Slatter (2009) were more helpful for me to take some ideas about literature and teaching literature which are relevant for my study. Some other materials from B.Ed. level English books and google.com were helpful to get different ideas for my proposed study.

Different previous grade eleven textbooks have also been consulted in order to have comparative study of the effectiveness of current textbook.

Conceptual Framework

Conceptual framework refers to the mental picture of the process that will be done in the research. In another word, conceptual framework is a theoretical mental image of the researcher towards the study. It is also called pathway or roadmap of a research which explains relationship between variables or themes of the study. The conceptual framework of the study is presented in the following diagrammatic form;



Chapter 3

Methods and Procedures of the Study

To achieve the objectives of the research study, following methodologies were adopted in the research process.

Design of the Study

Survey design is supposed to be a very old and reliable technique for conducting research. It is the research design in which information are collected through questionnaire, interviews, and observation method. The obtained information is interpreted and presented statistically.

The survey is a research technique in which data are gathered by asking to a group of individuals called respondents. Surveys are the most commonly used descriptive method in educational research and may vary in scope from large scale govt. investigation to small scale studies carried out by a single researcher. Survey can be descriptive, exploratory, and analytic to examine relationships (Cohen, Manion and Morrison, 2011). Thus, survey research was useful to complete this study. Survey research is one of the most important research designs used in educational research. The purpose of survey is generally to find out opinions, beliefs and attitudes on certain issue 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

Along with the survey research design, descriptive study of textbook was done. Comparative study of the current compulsory English textbook of grade 11 with the previous was also done. And the differences and similarities were brought out in the study too.

I chose survey research design so that the ideas and perspective of the many teachers across the nation on the current newly introduced textbook could be incorporated. The more the participant in a research be, the more comprehensive and inclusive ideas on any research come.

Population, Sample and Sampling Strategy

The population of the study were 'The Compulsory English Textbook of Grade Eleven' and the all the teachers teaching this book across the country. The sample population for the study was 50 teachers for questionnaire and 10 veteran(the one who has at least 10 years of teaching experience) English teachers for the interview from Janakpur. As this study is a textbook analysis, textbook itself was a main source of data collection. Different aspects of the textbook were analyzed using qualitative research approach. Survey design was used. As a sampling strategy, purposive sampling strategy was followed under non random or non- probability sampling strategy. Under survey design, a set of questionnaire was prepared and the data was collected and descriptively analyzed.

Data Collection Tools and Techniques

In this research, questionnaire and interview were used as the tools to conduct the study. Questionnaire was prepared so that it can contain all the areas and aspects of the textbook and the previous textbooks were also analyzed. And the interview of 10 experienced teachers was taken too.

Sources of Data

Both, primary and secondary sources of data collection were used. The current textbook and the previous textbooks were used as the secondary source and a set of questionnaire was used as the primary sources of data collection. The syllabus and curriculum were also taken as the sources of data.

Data Collection Procedures

Though there are different procedures in practice for collecting data, I read and re-read and match with the curriculum and syllabus. Then a questionnaire was distributed to the teachers and their views on different aspects of textbook were collected. Through interview, teachers' perspective towards the textbook was understood. The current and previous textbooks were also compared and contrasted. In the same way, an analytical study of the textbook was done on different aspects of the textbook.

Data Analysis and Interpretation Procedures

All the data collected were presented, analyzed and interpreted using mixed method. Furthermore, data were collected through textbook analysis of 'Compulsory English of Grade Eleven'. Subsequently they were analyzed and interpreted descriptively. And the analysis and the interpretation of the collected data were presented statistically and descriptively.

Ethical Considerations

While conducting the research, the code and conduct of research have been properly maintained. In order to maintain the ethicality, at first, I made the participants fill the consent form and let them know the purpose of my study. And I made oral request to the veteran teachers from whom I took the interview. Similarly, I assured them the confidentiality of the information obtained from them. Likewise, I have used pseudonym (T1, T2, T3) for maintaining the privacy of the participants. Finally, in order to avoid the risk of plagiarism, I gave the due credit to the authors for their ideas.

Chapter 4

Analysis and Interpretation of the Study

This chapter deals with a descriptive analysis of the textbook and the interpretation of the obtained data from the respondents based on academic aspects. The obtained data were both qualitative and quantitative in nature. Quantitative data were analyzed using the simple statistics method in percentage (%). The qualitative data were analyzed descriptively.

The data were analyzed and interpreted on the basis of the framework and parameters proposed by McDonough and Shaw (2003). The chapter mainly consists of the evaluation of academic aspects of the textbook which are contents, language skills and exercises.

Results and Discussion

All the data have been presented, analyzed and interpreted using mixed methods. They were asked to respond 5 open ended and 11 close ended questions related to academic aspects and 5 open ended questions and 7 close ended questions related to internal and external factors. Furthermore, data were collected through textbook analysis of compulsory English. Subsequently, they were analyzed and interpreted descriptively. In the same way, the data obtained from the interview were also presented descriptively. The analysis and interpretation of collected data were presented statistically and descriptively.

Academic aspects. The academic aspects, generally, refers to the inner quality made up of logical and psychological factors such as, contents and exercises. It is like a soul and an intrinsic quality of the textbook. The academic aspects of the textbook were analyzed in terms of its contents, language skills and exercises.

T1 said, 'The present textbook is better in comparison to the previous one'.

T2 said, 'The contents have been used from a vast range'.

T2 said, 'Yes, the students can attain most of the objectives prescribed through the textbook material.'

T3 said, 'Academic writing should have been prescribed in the curriculum'.

T8 said, 'To high extent all the skills and aspects are emphasized. Listening and speaking should have been incorporated a bit more'.

T10 said, 'To some extent the teaching materials of grade 11 promote each of four skills and aspects'.

T12 said, 'The contents prescribed in the textbook are relevant and adequate to the learners'.

T15 said, 'The recently prescribed textbook of course contains sufficient tasks contents to develop communicative competencies for learners'.

T16 said, 'The academic writing is important for them'.

T 17 said, 'The syllabus has not given equal importance to all the skills and aspects'.

T20 said, 'The speaking skill is not so neglected'.

T 25 said, 'Sometime retelling story is provided to them'.

T28 said, 'Most of the students can neither write nor speak manageable English'.

T 30 said, 'The exercises in the textbook are to some extent adequate'.

T35 said, 'The textbook doesn't comprise all the discipline'.

T40 said, 'The present textbook is not a better replacement of the previous textbook'.

Majority of the respondents agreed that in comparison to the previous textbook, this one is better. This is the compilation of grammar and literature both. Students don't have to carry three books for a course. In regard to the changes in the present textbook, in relation to contents, most of them argued that the contents from the diverse area are included. In response to the question, if the students can attain the objectives prescribed in the syllabus through this textbook material, there were varieties of responses. Majority of the respondents argued that the prescribed textbook materials in the syllabus somehow attain the objectives prescribed in the syllabus. Majority of the respondents stated that academic writing should have been

incorporated in the textbook. They argued that after passing intermediate level, the students must have the knowledge of academic writing though they first must have fully developed general writing skill before academic writing. In the similar vein, many of the teachers argued that writing is less emphasized over reading. And the listening materials are also not easily available.

Table 1

Academic Aspects

S.N	Statement	To a great extent		To some extent		Not at all					
		No.	%	No.	%	No.	%				
1.	Contents in the textbook promote each four skills	5	10	44	88	1	2				
		Strongly disagree		Disagree		Neutral		Strongly agree		Agree	
		No.	%	No.	%	No.	%	No.	%	No.	%
2.	Contents are relevant and adequate	1	2	5	10	11	22	4	8	29	58
3.	It doesn't contain sufficient tasks to develop communicative competence	8	16	17	34	1	2	10	20	14	28
4.	Academic writing is not so important	8	16	28	56					14	28
5.	Syllabus has not given equal importance to each skills and aspects	2	4	7	14	9	18			32	68
6.	Speaking skill is neglected	4	8	28	56	3	6	5	10	10	20
7.	Exercises are adequate			22	44			3	6	25	50
8.	It comprises all disciplines	4	8	36	72			2	4	8	16
9.	It is a better replacement of previous book	1	2	30	60	17	34			2	4
		Always		Frequently		Sometimes		Rarely		Seldom	
10.	Providing story retelling chance	2	4	5	10	34	68	9	18		

A majority of the respondents (88%) stated that the teaching materials in the textbook of grade eleven promote each of the four skills to some extent. Fifty eight percent of the teachers agreed that the contents prescribed in the textbook are relevant and adequate to the learners. Likewise (80%) of the respondents stated 'disagree' that the recently prescribed compulsory English textbook doesn't contain sufficient task/contents to develop communicative competence for learners. Fifty six percent of the teachers disagreed that academic writing is not so important for grade eleven students. However, only 28% of the respondents agreed that the academic writing is not so important for them. Sixty eight percent of the respondents agreed that the syllabus of compulsory English has not given equal importance to each skills and aspects properly. Similarly, 56% of the teachers disagreed that the current syllabus of compulsory English has absolutely neglected speaking skill (communicative competence) of the learners. However, only 20% of the participants agreed that it has neglected speaking skill.

In the similar vein, 68% of the informants said that sometimes they provide retelling story chance in speaking. Nearly 10% of the respondents said that they frequently provide retelling story chance in speaking. The majority (68%) of the informants stated that most of the students can neither write nor speak manageable English regarding the tentative general level of students' proficiency in the four skills of English of grade eleven. However, 36% of the respondents agreed that the students of grade eleven can speak as well as write correct English. Approximately, 50% of the respondents stated that the exercises given in the textbook are adequate enough. However, nearly 44% of the respondents agreed that the exercises are well enough, 72% of the informants disagreed that the textbook comprises all the disciplines of literature. Around 60% of the informants disagreed that the present textbook is a better replacement of the previous books (The Magic of Words, Meaning into Words, and, The Link English). However, 34% of the respondents remained neutral that the present textbook is better replacement of the previous books.

Internal and external factors. In this section, the internal consist of the presentation of the four skills, grading and sequencing and organization of the language. Similarly, the length of the texts, relevancy of the teaching materials, comprehensiveness of the chapters are also included in the section.

Length ,relevancy and comprehensiveness of the text

T 1 said, 'Some of the units are lengthy, technical and difficult. Some units do not justify their usefulness'.

T41 said, 'The course offered very well matches the needs and level of the students'.

T45 said, 'The recently prescribed textbook materials of compulsory English are arranged on the ground of relevancy adequacy and principal of grading and sequencing'.

T 50 said, 'The previous textbook wasn't very inclusive arranged and comprehensive than the present one'.

Table 2

Length, Relevancy and Comprehensiveness of Text

S.N.	Statement	Strongly disagree		Disagree		Neutral		Strongly agree		Agree	
		No.	%	No.	%	No.	%	No.	%	No.	%
1.	Not arranged on the ground of relevancy, adequacy and principle of grading and sequencing.	9	18	30	60	3	6			8	16
2.	The previous textbook was more inclusive, arranged and comprehensive.	6	12	40	80					4	8

Majority of the respondents argued that some of the units are lengthy, technical, and difficult as to their proficiency level. They also stated that some units do not justify their usefulness. . In response to the question if the course offered can match the need and level of the students, there are varieties of responses. Almost 60% of the informants disagreed that the recently prescribed textbook materials of

compulsory English are not arranged on the ground of relevancy, adequacy, and principal of grading and sequencing. The vast number of respondents (80%) disagreed that the previous textbook was more inclusive, arranged, and comprehensive than the present one. However, only 8% of the informants stated that the previous textbook was more inclusive and comprehensive in comparison to the current one.

Presentation of four skills and aspects

The teachers were asked the questions related to the four skills(listening, speaking, reading, writing) and the aspects (grammar, pronunciation) presented in the textbook.

T 1 said, 'Reading is over emphasized, listening and speaking are less emphasized'.

T 5 said, 'The grammar presented in the resent textbook is more implicit than it was in previous one'.

T 20 said, 'The textbook should have been a bit easier, a bit shorter having simple vocabulary'.

T 30 said, 'The texts are well of four language skills'.

T3 said, 'The texts in the textbooks are well balanced of four skills, vocabulary, grammar and contents'.

T34 said, 'The language used in the textbook is adequate to the proficiency level of student's'.

T40 said, 'There is no difficulty in the textbook to cover the objectives prescribed in the syllabus'.

T45 said, 'The literature presented in the textbook can be somehow understood by the students as these are of their understanding level'

In the question if they think recently changed syllabus of grade eleven has given equal importance and weightage to four skills and aspects. They presented the views that reading is over emphasized, listening and speaking are neglected. Majority

of the respondents argued that the course offered can surely match the need and level of the students. Very less number of respondents argued that the contents do not match the needs and level. In the question, whether the current textbook presents the grammar similarly as it was presented in the previous textbook 'Meaning into Words' or differently, most of the respondents stated that it is somehow different. They argue that the grammar presented in the current textbook is more implicit than it was in the previous one.

Table 3

Presentation of Four Skills and Aspects

S.N.	Statement	Strongly disagree		Disagree		Neutral		Strongly agree		Agree	
		No.	%	No.	%	No.	%	No.	%	No.	%
1.	Texts are well balanced of four skills, vocabulary, grammar and contents			14	28					36	72
2.	Relevant to the learners proficiency level			11	22			2	4	37	74
3.	Language is adequate			12	24	5	10	6	12	27	54
4.	Covers the objective			6	12					44	88
5.	Literature in the textbook can be easily understood			8	16	29	58			13	26

Majority of the respondents, regarding making the textbook more effective, suggested that there should be a bit easier texts, a bit short units, texts having simple vocabulary. Approximately 72% of the participants agreed that the materials prescribed in the textbook of grade eleven compulsory English textbook are well balanced of four language skills, vocabulary, grammar and contents. However, the remaining 38% disagreed that they are well balanced and given equal importance. About 74% of the informants agreed that the teaching materials used in the textbook

are relevant to the learners' proficiency level of English. Most (54%) of the respondents stated that the language used in the textbook is adequate to learners' proficiency level.

The majority of the respondents(88%) were positive that there is no difficulty in the textbook to cover the objectives prescribed in the syllabus, however only 12% were negative that there is no difficulty in the textbook to cover the objectives prescribed in the curriculum. Nearly 58% of the informants kept their stand neutral regarding the literature presented in the textbook can be easily understood by the students as these are of their understanding level.

The responses and data obtained through interview

T 1 said , 'The current new textbook is interesting and seems to be better one'.

T3 said, 'The contents do belong to the diverse areas like education, politics, fantasy, communication, war, peace'.

T 4 said, 'Almost all the aspects are incorporated in the textbook'.

T 5 said, 'The texts are indeed of their level'.

T 6 said, 'Language function is well presented in the textbook'.

T8 said, 'Though there is writing tips not given, writing do contain good place'.

T 9 said, 'Introducing academic writing would be better but its ok not to have this as this is not a big deal'.

T 10 said, 'The previous was also not bad but the current one is very good'.

In the process of the textbook analysis, the researcher interviewed 10 different experienced teachers teaching compulsory English of grade eleven. Those all teachers were from Janakpur area teaching in different higher secondary schools and colleges. The researcher had a short interview on their perspective on the current compulsory English textbook in comparison to the previous one and in whole. The researcher had

discussion on the academic aspects of the textbook. They were all very cooperative and shared their ideas very frankly. I noted down their responses on the current textbook. The researcher asked all the interviewees almost the same questions.

Attitude towards the new textbook. Eight of the interviewees had positive attitudes towards the textbook whereas two were not so excited about the new course book. When they were asked about the contents included in the textbook, most of them believed that they do belong to the diverse areas like education, politics arts, fantasy, communication, war and peace. They also believed that it would enhance their vocabulary. When the interviewees were asked about their comparative view on the previous and current textbook, most of them said that those books were also not bad but the current textbook seems to be a good replacement. This textbook does not let them feel extra burden to them as all are incorporated in a single binding whereas the previous one was divided into three parts (The Magic of Words, Meaning into words, The Link English). They said that now they could feel that text book is just a continuity of the textbooks of grade nine and ten.

Language skills, aspects and the language functions. In the question, whether all the aspects, if they think, are incorporated in the textbook, many of them argued that indeed all the aspects are incorporated but some of them also said that explicit rules would help them in a better way. About the level of language used in the units and literature, most of them stated that to higher extent language was of their level and need. In the interview when the researcher asked them about the language function included in the textbook, almost all of them stated that language function are well presented in the textbook and that was surely going to develop students ability to perform action in English in their daily life. In response to their view in inclusion of writing skill in the textbook, majority of them discussed that writing was included but it would be better if there had been some tips of writing. And they felt happy that there is a separate unit on free writing. In the question of what they thought about exclusion of academic writing in the textbook, almost all of them said that it would be good if there were separate section on academic writing but it is no problem as students of grade eleven should first focus on general writing than academic one. As it is just their proficiency level so we should not worry about teaching academic writing to them.

When they were asked to give feedback for the improvement in the textbook (if any), they provided the following suggestions;

-) make units a bit shorter,
-) give some instructions about how to write on any topic before just presenting questions before them for writing,
-) there is very less glossary in each units, increase them,
-) present some required grammar rules too,
-) present some fun activities,
-) increase grammatical exercises

From the interview conducted, the researcher could easily infer that almost all of them were positive about the textbook and put the ideas forth that the textbook contained all the language skills and aspects very well.

The responses made by the researcher through analytical and comparative study. In the process of textbook analysis, the researcher went through the textbook and analyzed each and every sections and units. The researcher's main focus was on the academic aspects of the textbook. The researcher also made a comparative study between the previous textbook of grade eleven with the current one.

Compulsory English (Eng.003) course has been designed to develop students' proficiency in listening, speaking, reading, writing, grammar, language function, and vocabulary. According to the Secondary Education Curriculum 2076, the curriculum of grade eleven in English language aims at developing the following competencies in the learners;

-) Use both spoken and written English for general purpose in a variety of personal, social, and academic contents.
-) Read a wide variety of texts for information and understanding.
-) Read, reflect, and interpret a wide range of texts.
-) Critically analyze and evaluate ideas in a wide range of texts.
-) Search, select, and manage information from various textual and online sources.

-) Create a variety of writing for different purposes and audiences with appropriate contents, style and accuracy.
-) Produce a variety of creative and critical writings.
-) Appreciate diverse cultures.
-) Listen and respond in English with accuracy and fluency.
-) Communicate clearly and effectively in a range of situations, using verbal and nonverbal communication strategies.

In order to meet the prescribed competencies of the course, two sections are included in the textbook viz. language development and literature. The language development section includes a range of contemporary based local and global thematic texts intended to develop intensive reading skill and foster competence in grammar, vocabulary, speech and writing of different types. It has altogether 20 units. The literature section includes genre based literary texts for both intensive and extensive reading so as to enable the learners to discern different aspects of the literary texts and practice creative writing. Each text is followed by exercise to foster creativity and critical interpretation in the learners along with interactive skills and sensitivity about the culture and tradition. It contains 20 topics including short stories, poems, essays, and one act plays. The positive aspect of the prescribed compiled book is that writer has selected and graded the teaching items from almost all countries literary contents for the students of grade eleven.

The course is for one academic year and it carries 100 marks. As a part of summative or final assessment, both internal and external evaluation is done. Internal evaluation contains 25 marks, participation for 3 marks, listening test for 6 marks, speaking test for 10 marks and score from terminal exams for 6 marks. Likewise, the external evaluation carries 75 marks. The distribution of mark allotment for each skills and aspects are; reading for 35 marks, writing for 25 marks, grammar for 10 marks, vocabulary for 5 marks,. The prescribed course of compulsory English for grade eleven has given very less priority to the listening, speaking and vocabulary.

When analyzing the textbook minutely, the researcher found that the textbook was systematically organized and well designed. It fully matched the objectives of the course. The textbook is indeed based on the students centered activities in each unit.

Different language functions, grammar, project works were presented. There were varieties of reading text included from different disciplines such as poems, short stories, essays, one act plays and the units from education and humanity, communication, media and society, history and culture, life and love, health and exercise, ecology and development, democracy and human rights, home life and family relation, arts and creative, travel and tourism, science and technology, power and politics, war and peace. Similarly, vocabularies were also presented, project works like poster presentation, facebook survey, mini-research, interviewing, report writing, book reviews, newspaper articles, etc. were given too. 20 project works would be more than enough for the students to carry out as they might not get enough time to conduct these many. Academic writing should have been incorporated.

While making the comparative study of the current and previous textbook, the researcher found out that to higher extent both the textbooks resemble. There were three different books, Meaning into words, The Magic of Words, The Link English. But the new one is compilation of all in one. In the previous course final exams used to be of 100 marks but now the final exams is held of only 75 marks and internal exams of 25 marks. In the previous book, The Magic of Words, the researcher found that there was fun activity which was not found in the new one. There is no separate workbook in the new textbook. The present textbook just seems to be the continuity of secondary level textbooks. The new textbook has a good new feature that there are quotations of great personalities. Contents in the new textbooks are from the current affairs like Malala's speech on woman education, social media, technology, corona related poems which are not there in the previous one as it had been very old by now. Exercises are almost in similar amount in both ones. For grammar, it was separate textbook in the past called, meaning into words whereas now they are integrated with the texts.

Chapter 5

Findings, Conclusions and Recommendations

This chapter presents the overall summary of the research findings and makes conclusion based on the analysis and interpretation of the collected data and ends with recommendations at policy level, practice level and further research.

Findings

In this section, the findings of the study are presented after the analysis and interpretation of the data. The findings are presented under the following themes;

Academic aspects (contents, language skills and exercises). The main concern of my study entitled ‘An Analysis of Compulsory English Textbook of Grade Eleven’ is to analyze academic aspects of the grade eleven textbook in terms of its contents, language skills and exercise. The first objective of my study was to find out the extent to which the textbook matches the needs of the students. After the analysis of the data and interpretation of the results by the responses of the teachers, reactions from the interviewees, and the close observation of the textbook, it was found that the textbook contains the contents from wide range and areas. The units and contents are from all the disciplines. There are mainly two types of needs for the students. The textbook fulfills the needs of both types of students, the one who wants to prepare for the further university education and the one who is trying to enter into the world of work. This textbook tries to address the linguistic requirements of both types of students. Similarly, other objective of my study was to measure the appropriateness of the textbook for the grade eleven students on the basis of contents and the tasks. After the analysis and interpretation of data, it was found that the textbook is fully appropriate in terms of contents and the tasks as they are fully based on the learning competencies and the outcomes proposed by the curriculum. Contents are taken from all over the globe containing all the fields which help them get knowledge on all the topics and help them get acquainted with the vocabularies and develop all the language skills and language functions. It was also found that the tasks presented in the textbook do contain the exercises which are based on developing language skills.

However, it would be for better if there were multiple choice objective answer questions.

Some of the other findings are also found out in this study. The students can easily attain the objectives prescribed. The textbook is over ambitious in terms of presenting too many projects works. Nearly 20 project works are included which may not be done within a year having already very long units. The research found that to some extent teaching materials in the textbook promotes each of the four skills and aspects. Many of the respondents opined that a little bit of academic writing should have also been incorporated. The tasks in the textbook are helpful in developing communicative competence. The research found that listening and speaking are given very less importance in terms of tasks and mark allotment. The research also found that the current textbook is a good replacement of the previous one as there are some more extra things added in the textbook.

Internal and External Factors (length, relevancy, comprehensiveness, and presentation of four skills and aspects). In term of the units of the textbook, the research found that they are a bit lengthy. The grammar is presented in an integrated way as it was in the previous Meaning into Words. Teaching materials are well organized and balanced of the skills, aspects, vocabulary, grammar, etc. It also found that except some texts the materials and contents are very much relevant to the learner's proficiency level. The textbook materials also arranged on the ground of relevancy, adequacy and principle of grading and sequencing. The research also found that the current new textbook is more inclusive, arranged and comprehensive than the previous one. It found that the contents are from diverse areas and disciplines which are helpful in developing linguistic knowledge in them along with vocabulary. It was also found that the language functions introduced in the course are related to the people's general daily life. From the research, it was found that it would be good if there were short units, more glossaries, some grammar rules, more grammar exercises or a different work book, pronunciation, stories from different cultures in Nepal.

Conclusions

Textbook analysis is an attempt to make overall evaluation of the textbook on the basis of its appropriateness for the learner's level and curriculum. In this very

study, 'An Analysis of Compulsory English Textbook of Grade Eleven' the researcher tried to analyze the textbook of grade eleven in term of its academic aspects.

Approximately, 72% of the respondents and majority of the interviewees agreed that teaching materials prescribed in the textbook of compulsory English are well balanced of four skills, vocabulary and contents. Further, the majority of the respondents and interviewee agreed that textbook of compulsory English do contain sufficient tasks and contents but it would be better if there was a book for grammar. From the grammar it can be concluded that syllabus of compulsory English has not given equal importance to each skills and aspects properly. The study shows that listening and speaking skill of the learners are less emphasized. Most of the respondents agreed that the allocation of weightage to each skills and aspects is not reasonable and justifiable. Moreover, most of them stated that textbook materials are well selected on the basis of age, experience.

In addition, communicative skills are generally neglected but emphasized on reading and writing skill. The majority of respondents stated that the syllabus writers and textbook materials developers should give reasonable allocation of the weightage of each skills and aspects. The majority of the respondents argued that developing general fluency of the learners should be the main target of the course but if we give even a little knowledge on academic writing, it would be great.

In a nutshell, it can be said that the textbook matches the needs and level of the students. As many of the respondents agreed that the contents and tasks are very much related to their interest and needs. The study shows that the textbook is appropriate for the grade eleven students on the basis of contents and tasks. The contents are from wide range and areas, however it would be great if it incorporated more texts from the Nepalese context and by our own Nepalese writers. The tasks should have been more but they are very appropriate. The exercises are student centered ones. The contents and he tasks are all focused on developing the linguistic competencies of the students, whereas some of the respondents suggested to include some text from Nepalese culture, include pronunciation related topic, make the lengths smaller, present grammatical rules and add a work book for grammar exercise.

To sum up, it can be said that the textbook has positive attitude on all the teachers and the experts. The textbook is very appropriate for the students. However, if it gets modified on the basis of the responses of informants and interviewee, it will make the textbook far better.

Recommendations

On the basis of the findings and the conclusions, some recommendations have been made to be applicable in;

Policy related. As the finding says the speaking is to be enhanced the pronunciation related topic should be included. As there is no introduction of academic writing in the syllabus, the finding says academic writing of, at least some weightage, should be included. To enhance the speaking skill, the finding says maps and charts illustration related tasks should be included in speaking related exercise. The mark allotment for listening and speaking should be increased to make it communicative in truest sense. The project works should be lessened. Texts and units should be made a bit shorter. A general introduction of academic writing should be included in the course. The texts from different cultures of Nepal should be incorporated. A separate workbook including exercises of grammar should be prescribed. As the finding says listening is very less cared, instructional materials like cassette for listening should be made easily available, as the researcher does not get the cassette when he searched it in the market.

Practice related. Teachers can bring some other authentic materials like live TV commentary, newspaper, etc. as authentic materials to develop the students' linguistic competence. The finding says teachers lack knowledge on the textbook, so orientation class to the teachers who are going to teach the book should be given about the textbook first. As the finding says that there should have been a bit more exercises, the teachers can develop listening and speaking exercise on their own as to help them get more and more practices. Teachers can add language related fun activities which can make them feel entertained and didn't let them feel bored while learning language. While teaching, teachers can adopt communicative method of teaching where students talking time should be more than teacher talking time. At the time of teaching every texts and contents, teachers should make good pronunciation

of the words all the time so that students will get authentic exposure of utterances. Inductive method in grammar teaching can be introduced. Language functions can be practiced bringing students in real environment. Teachers should use the techniques as per the students' level. Teacher should create stress free environment where the students can respond and ask wherever they feel difficulty in understanding the difficult part of the textbook. The teacher can teach them writing and through teaching, they can help students develop different types of writing. The teacher can give general knowledge on academic writing.

Further research related. Although, this study was carried out to explore the understanding of the teachers on the textbook, the studies can be carried out from the perspectives of the students how they take this text book. Similarly, the contents (texts) of the textbook can be analyzed using different critical theories like, feminists and communists. In the same way, studies can be carried out by analyzing the different skills, aspects, language functions or grammar presented in the textbook separately

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Appendix

Participants Information Statement

Dear Participants,

This questionnaire is a part of my research study entitled “An Analysis of the Compulsory English Textbook of Grade Eleven” aims to analyze the academic aspects of the newly introduced compulsory English textbook for grade eleven, under the supervision of **Mr. Resham Acharya**, Teaching Assistant, Department of English Education, TU, Kirtipur, Kathmandu. Your co-operation in the completion of this questionnaire will be of great value to me. I shall appreciate your personal opinions. Please, feel free to put your responses required by the questionnaire.

I will assure you that the responses made by you will be exclusively being confidential and will be used only for this study.

Researcher

Sajan Sharma

M. Ed. Fourth Semester, Department of English Education,
Tribhuvan University, Kathmandu

Informant Consent Form

Purpose of the Study

This study entitled 'An Analysis of the Compulsory English Textbook of Grade Eleven'. The main objectives of my study are to find out the extent to which the newly introduced book, matches the needs of the grade eleven students and to measure the appropriateness of the textbook for higher secondary level students on the basis of contents and the tasks with the comparison of the previous textbook.

Participant's understanding

I agree to participate in this study voluntarily and understood that my name will not be identified in final product. Similarly, all data collected will be limited to this research study and it will be submitted in partial fulfillment for the requirement for the Master's Degree of Education at Tribhuvan University. The records will be kept confidential in the secure possession of the researcher. I understood that the contact information of the researcher and his advisor have been made available to me along with a duplicate of this consent form.

Name of participant:

Signature:

Address:

Age:

Academic qualification:

Name of College currently working at:

.....

Teaching Experience:

Date:.....

Appendix-1
Questionnaire

Academic Aspects Related (content, language skills and Exercise)

1. What is your view on the present Compulsory English textbook of grade eleven, in comparison to the previous one?
.....
.....
2. What kind of changes do you find in the present textbook in relation to contents?
.....
.....
3. Do you think that students can attain all the objectives prescribed through this textbook material?
.....
.....
4. What do you think on not including academic writing for grade eleven students? Is it not necessary at all?
.....
.....
5. Do you think all the skills and aspects are equally emphasized?
.....
.....
6. To what extent do the teaching materials in the textbook of grade 11 promote each of the four skills and aspects?
i. To a great extent ii. To some extent iii. Not at all
7. The contents prescribed in the textbook are relevant and adequate to the learners’?
i. Strongly disagree ii. disagree iii. Neutral iv. Strongly agree v. Agree
8. The recently prescribed Compulsory English textbook does not contain sufficient tasks/contents to develop communicative competence for learners’.
i. Strongly disagree ii. disagree iii. Neutral iv. Strongly agree v. Agree
9. Academic writing is not so important for grade eleven students.
i. Strongly disagree ii. Disagree iii. Neutral iv. Strongly agree v. Agree
10. The syllabus of Compulsory English has not given equal importance to each skills and aspects properly.
i. Strongly disagree ii. Disagree iii. Neutral iv. Strongly agree v. Agree

11. The syllabus of Compulsory English has absolutely neglected speaking skill(communucative competence) of the learners'.
 - i. Strongly disagree
 - ii. Disagree
 - iii. Neutral
 - iv. Strongly agree
 - v. Agree
12. How often do you provide retelling story chance in speaking?
 - i. Always
 - ii. Frequently
 - iii. Sometimes
 - iv. Rarely
 - v. Seldom
13. What is the tentative general level of students' proficiency in the four skills of English of grade 11?
 - i. They can express fairly well through speech.....%
 - ii. They can write reasonably good English , but cannot speak.....%
 - iii. They can speak as well as write correct English%
 - iv. They can neither write nor speak manageable English%
14. The exercises given in the textbook are adequate enough.
 - i. Strongly disagree
 - ii. disagree
 - iii. Neutral
 - iv. Strongly agree
 - v. Agree
15. The textbook comprises all the discipline of literature.
 - i. Strongly disagree
 - ii. Disagree
 - iii. Neutral
 - iv. Strongly agree
 - v. Agree
16. The present textbook is a better replacement of the previous books (The magic of Words, Meaning into words and The Link English).
 - i. Strongly disagree
 - ii. Disagree
 - iii. Neutral
 - iv. Strongly agree
 - v. Agree

Internal and External Factors Related Questions

17. What is your opinion regarding the units in the textbooks (length, usefulness, and difficulty)? Mention if any.

.....

.....
18. Do you think that recently changed syllabus of grade 11 has given equal importance and weightage to four skills and aspects?

.....

.....
19. Do you think the courses offered can match the need and level of the students?

.....

.....
20. How is the grammar presented in the textbook, (similarly as it was in previous textbook 'Meaning into Words' or differently)?

.....

.....

21. What is your suggestion on making the textbook more effective?
.....
.....
22. The teaching material prescribed in the textbooks of grade 11 Compulsory English are well balanced of the four skills, vocabulary, grammar and content?
i. Strongly disagree ii. Disagree iii. Neutral iv. Strongly agree v. Agree
23. The teaching materials used in the textbooks are relevant to the learner's proficiency level of English?
i. Strongly disagree ii. Disagree iii. Neutral iv. Strongly agree v. Agree
24. The language used in the textbook is adequate to learners' proficiency level of students?
i. Strongly disagree ii. Disagree iii. Neutral iv. Strongly agree v. Agree
25. The recently prescribed textbooks materials of Compulsory English are not arranged on the ground of relevancy, adequacy, and principal of grading and sequencing.
i. Strongly disagree ii. Disagree iii. Neutral iv. Strongly agree v. Agree
26. Is there any difficulty in the textbook to cover the objectives prescribed in the syllabus?
i. Yes ii. No
27. The literature presented in the textbook can be easily understood by the students as these are of their understanding level.
i. Strongly Disagree ii. Disagree iii. Neutral iv. Strongly agree v. Agree
28. The previous textbook was more inclusive, arranged and comprehensive than the present one.
i. Strongly disagree ii. Disagree iii. Neutral iv. Strongly Agree v. Agree

THANK YOU