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Sushmita Kumari Yadav

An Analysis of Grade Seven English Textbook

# **An Analysis of Grade Seven English Textbook**

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

**Submitted by**

**Sushmita Kumari Yadav**

**Faculty of Education**

**Tribhuvan University,**

**Kirtipur, Kathmandu, Nepal**

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This is to certify that **Ms. Sushmita Kumari Yadav** has prepared this thesis entitled **An Analysis of Grade Seven English Textbook** under my guidance and supervision.

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**Dedication**

**Dedicated**

**To**

My father Mr. Shiva Shankar Yadav and mother Mrs. Sarita Yadav who devoted all their life for making me stand on this position.

## Declaration

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

Date: 29/11/2022

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Sushmita Kumari Yadav

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**Sushmita Kumari Yadav**



## Abstract

The present research entitled **An Analysis of Grade Seven English Textbook** aims at analyzing the English textbook of grade seven in terms of physical aspects (layout, cover page design, size of textbook, lettering and spacing, binding and paper quality) and academic aspects (objectives, content, presentation, exercise, function, illustration). The current basic level English textbook of grade seven was the main source of this research work. The data were collected through a set of questionnaire including open and close-ended questions. Then the data were analyzed and interpreted statistically and descriptively. This study reveals that Curriculum Development Center (CDC) has tried to make the textbook best but there are some shortcomings in terms of physical and academic aspects of the textbook which need to be improved. However the strong aspects of the textbook include attractive cover page, clearly reflected objectives and sufficient exercises whereas the weakness includes poor paper quality, poor binding, uncleared pictures, lack of grammatical exercises, lack of supplementary materials as well as instruction for teachers. Finally, some suggestions are provided for the improvement of the textbook.

This thesis has been divided into five chapters. The first chapter consists of introductory part, which 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 definition of key terms. The second chapter incorporates the review of related literature, theoretical framework and conceptual framework. The third chapter includes methods and procedures. It consists of research design, primary and secondary sources of data, population of the study, sample population, tools for the data collection and process of data collection. The fourth chapter analyzes and interprets the data statistically and descriptively. The fifth chapter presents the findings, conclusion and recommendations. Finally, it includes references and appendices.

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## **Chapter I**

### **Introduction**

This introduction part of the study entitled **An Analysis of Grade Seven English Textbook** includes; background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

### **Background of the Study**

English is an international language and a lingua franca too. It is most widely spoken language through 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 language in the world.

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

The new edition of Grade Seven English book has been prepared to make it more interesting and relevant to the students with multicoloured designs. The curriculum and curricular materials have been developed and revised in a regular basic with an aim to make the education objective- oriented, practical and relevant. It is necessary to instil the feelings on nationalism, national integrity and democratic spirit in students and equip them morality, discipline and self-reliance so as to develop in them social, personal skills and the basic competencies of language, science, occupation, information and communication technology environment and health, and life skills. The education should help them appreciate and make them aware of arts and aesthetics, preserve and promote one social norms, values and ideals, equip them with creative skills, have due respect on ethnicity, languages, religions, cultures, and regional diversity, human rights so as to make them capable to play the role of

responsible citizens. This textbook has been developed in line with the basic level English curriculum (Grade 6-8) which was developed by incorporating the recommendations of various education commissions and also feedback obtained from the workshops and seminars attended by teachers, students and parents.

A textbook is one of the important curricular materials. Grade seven English book contains a variety of reading materials and exercises which will help learners to achieve the competency and learning outcomes set in curriculum. It has 15 units and listening texts. Each unit deals all language skills and the subject matters requires to practise various language activities. There is uniformity in the presentations of activities which will certainly make it convenient for the students. Unit One is about "places to visit". So, in this unit students will learn about famous places of Nepal. It will help them to identify people, places and objects. Likewise, unit two is about "Travel Excitement" so, in this unit student will learn about how it feels when you travel or visit new places. In this way every unit has some unique message for students.

A textbook is a written document that includes the systematic presentation of the language items. It arranged and organized as a special material in curriculum. It is very essential teaching learning tool for teacher and students. According to Harmer (1997, p27) 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 teacher guidance.

Textbook analysis refers to the linguistic analysis of its formal properties. It is a stretch of language interpreted formally without contextual use. Textbook analysis is a part of major educational reform. It is systematic observation and assertion of bright and dark side of textbook. Textbook is very important classroom interaction. It reflects the objective of a curriculum. Therefore, it is very essential element of teaching and learning.

## Statement of the Problem

Textbook is regarded as an integral part of the whole education system in the world. So, it is essentially required in the context of Nepal as well of achieve curriculum goals. Its main purpose is to assist the students and teachers to get the goals of teaching and learning. A textbook is prepared on the basis of the designed curriculum. It is used by both the students and teacher of the particular course book of study. In this word, a textbook is a tool dealing with a defining subject of study systematically arranged, intended to use at specific level of institution and use as a principal source of study material for a particular course.

This study has raised the issue whether the English book of grade seven is appropriate for this level or not. Here, I have tried to find out the views of English teachers towards different aspects of book and its suitability for grade seven and some implications of this study will be presented.

## Objectives of the Study

The objectives of this study were as follows:

- ) To analyze the textbook of grade seven in terms of;
  - o Physical aspects (layout, cover page design, size of textbook, lettering and spacing binding and paper quality).
  - o Academic aspect (objectives, content, presentation, exercise, function, illustration).
- ) To suggests some pedagogical implications.

## Research Questions

The following research questions were used in this study:

- ) What are the physical aspect of the textbook?
- ) What are the academic aspect of the textbook?
- ) What are the strengths and weaknesses of the textbook?
- ) Is the textbook appropriate for grade seven students?

### **Significance of the Study**

This study tried to find out the appropriateness of English textbook of Grade seven. It tries to explore the different physical as well as academic aspect of the textbook. Therefore, this study will be significant to the stakeholders and practitioners involved in the field of English language teaching. In this sense it will be significant to the English teachers, students, researchers and textbook writers.

In sum, I hope that this study will be beneficial for those who are directly or indirectly involved in English education like teacher trainer, teacher training institutions, subject experts, supervisor, observer teacher, policymaker, curriculum designer and trainer teachers. This study will be beneficial to all who are directly or indirectly involved in the field of teaching in ELT.

### **Delimitations of the Study**

This study had the following delimitations:

- ) This study was limited to physical and academic aspects of the textbook.
- ) It was limited to basic level English language teachers.
- ) It was limited to the textbook of grade seven.
- ) It was limited to the use of questionnaire only as a research tool to elicit the data.
- ) The area of study was limited to Siraha district.

### **Operational Delimitation of the Key Terms**

**Analysis.** The detailed study or examination of something in order to understand more about it.

**Basic level school:** Basic level Education consists of schooling from grade 1 to grade 8.

**Community school.** Community schools are the type of schools that are supported by the government and community.

**Textbook.** A book that provide material in support of the course of a particular subject and that is used specially in school and collages. It is a written or printed document that reflects the subjective and teaching items set in syllabus and is presented for study as a part of the syllabus. It gives information about a particular subject and is used in formed education at a particular class or level. In this study, textbook refers to Grade Seven English textbook prescribed by Curriculum Development Center ; Nepal.



## Chapter II

### Review of the Related Literature and Conceptual Framework

Literature review includes the scholarly writings of different people in the related field. It also includes the books, articles and other sources relevant to a particular issues, areas or research or theory and provides a description, summary and critical evaluation of those works in relation to the research problem being investigated. This chapter includes the review of related theoretical literature, review of related empirical literature, implication of the review for the study and finally conceptual framework.

#### Review of Theoretical Literature

This section includes the theoretical aspects of the textbook and analysis in detail. It further provides the information about the methods and procedures other researcher has used in such similar studies. A literature review includes the study of books, scholarly articles and other sources relevant to a particular issues, areas or research or theory and provides a description, summary and critical evaluation of these works in relation to the research problem being investigated.

Therefore, to enrich my theoretical framework, following theoretical literature has been reviewed:

**ELT situation in Nepal.** Among thousands of languages spoken in the world. English is a major international language. It is a means of communication among people having various linguistic background; known as a lingua franca. It is also one of the six official languages of the United Nations. Among south Asian countries also, it is a language of exchange.

Addressing its international importance, English is taught from grade one up to university level in Nepal. The teaching and learning of English in Nepal has a long history. Its importance has been realized from the very beginning of formal education in Nepal.

English language is playing a vital role for the process of modernization and development in Nepal. That is why English language has been of great importance in the education system of our country. Language teaching came into own as a profession in the early 20<sup>th</sup> century.

Modern English language teaching in Nepali Standard with the foundation of Durbar High School in Kathmandu in 1854 A.D.

Janga Bahadur Rana was inspired to establish this school after his visit to the United Kingdom. He was highly impressed by the education system of Britain and was also convinced to the importance of this global language. But the school was basically meant for giving education only to the Rana families and their favorite people. It was only after the time of Bir Shamsheer that common people of Nepal got opportunity to read in Durbar High school. The higher education in Nepal started only after the establishment of Tri-Chandra college in 1918 A.D. during Rana period, very few of educational institutions were established in Nepal. This period is also known as dark period of education and development in Nepal.

After the political change of 1950 A.D., many schools were opened in different parts of the country. Actually, modern development in the field of education started only after this. In 2028 B.S., new education plan was introduced in Nepal. It was the first organized attempt for the promotion of education and development of same standard for education nation widely. It was a revolution in the education system of our country. After the restoration of the democracy in 1990, the qualitative and quantitative development of education got acceleration. Furthermore, the national education commission in 1992 paid great emphasis on the improvement of English language curriculum. Presently, English is a compulsory subject grade one to Bachelor level and on optional subject up to Masters Level. The English curriculum for primary level education is developed with a view to fulfilled immediate needs of children learning English and building a basic foundation for their further studies.

In Nepal, there are mainly two types of schools- The Government schools and The Private schools. In most of the Government schools, they use English textbook prescribed by Curriculum Development Centre. The Private schools use additional English textbook along with the textbook prescribed by CDC. They provide more

exposure to their students for learning English. In these schools, the medium of education is completely English.

**Need and importance of English in Nepal.** Nepal hosts a number of tourists every year as it attracts people from all over the world. Again, we need English to communicate with these tourists/visitors. Another factor for the need of English education is that many of the advanced countries have been helping Nepal in its development process by providing her with financial assistance and technicians. We need to deal with such technicians through English. Likewise, the recruitment of Nepalese young men in the British Army boosted the importance, need and value of English education. For all these reasons, the knowledge of English has become a 'must' in Nepal, particularly to the students for their study and also to those who work in tourism, foreign affairs and international trade.

**The textbooks for ELT.** The term 'curriculum', 'syllabus' and 'textbook' are frequently used in the field of education. Actually, curriculum is an educational plan designed to achieve the goal of the education. It includes the objectives, the content to be taught, teaching methods and activities, and evaluation. Nunan (1991) says, "Curriculum is concerned with the planning, Implementation, evaluation, management, and administration of education programs". Syllabus, on the other hand, is systematically organized subject matter to be taught and learnt.

A textbook, also known as the course book, is a book that is written according to a particular syllabus to achieve its objective. It gives information about a particular subject and used in formal education. It is an authorized material of teaching and learning process. It contains different kinds of reading materials, activates, illustrations and usually content at the beginning and a glossary at the end. It is a means to an end, not an end itself. It is equally important for both teacher and students.

**Textbooks and their roles in teaching English.** A textbook is prepared on the basis of the designed curriculum. It is used by both the students and teachers for the particular course of study. In other words, a textbook is a tool dealing with a definite subject of study systematically arranged intended to use at specified level of

institution and used as principal source of study, material for a particular course.

Gupta (1985, p.5) says that:

A textbook differs from a book by organization of the subject matter, carefully presentation for the material for selected group of students and the assistance for the teacher which it is supposed to build in itself.

Similarly, for Grant (1987, p. 12), “Textbook is used to refer to a course book which typically aims at covering all aspects of the language and supplementary textbook, devoted to particular topic or skill area”.

The above discussion suggests that a textbook is defined as a backbone of teaching learning process. A textbook is the material generally available at the learners’ hand. It stands on the ground of curriculum and is taught in the classroom with the purpose of achieving aims defined in the curriculum. The selection of a new textbook cannot be a haphazard process. It should be changed according to the specific objectives in mind. A textbook contains different kinds of reading materials and activities involving all the language skills and aspects. So, it is perhaps the prime means that supports the whole educational programmer in the country like Nepal.

Grant (1987, p. 118) suggests three conditions that a textbook should satisfy:

1. It should suit the needs, interest and abilities of the students.
2. It should suit you [the teacher]...
3. The textbook must meet the needs of official public teaching syllabuses or examinations.

Likewise, Harmer (1983, p. 13) provides the following roles of textbooks; to provide the students and teachers the subject matter which help them achieve the target goal. To limit the subject matter to the extent which the students need to master. To include language function and form systematically in a gradual progression that fosters easy learning. To support a programme of instruction. To reflect the teaching items set in the curriculum. To present instruction and exercises for practice in what students have just learnt. To bring coordination in examination. To provide stimulus

for student writing assignments. To offer a systematic revision of what they have done and to guide what they are going to do.

In the context of Nepal, textbooks possess an extreme importance as they are probably the only source of instructional materials in most of the schools.

**Kinds of textbooks.** Grant (1987, p. 13) distinguishes between two broad categories of textbook as follows:

***Traditional textbook.*** Traditional textbooks demand an authoritative teacher, one who explains aesthetic value of literary text had include different grammatical rules followed by few examples and then get them to go on doing grammatical exercises for the whole class. As a result, although they know about the language system, the students fail to communicate as they need. Grant (1987, p .13) lists the characteristics of a traditional textbook as follows:

- ) It tends to emphasis the forms or patterns, of language (the grammar) more than the communicative functions of language.
- ) It tends to focus on reading and writing activities, rather than listening speaking activities.
- ) It often makes use of a great deal of L1.
- ) It emphasizes the importance of accuracy.

There are many traditional textbooks in use all over the world. They have a great advantage that, generally speaking, a teacher can use them without difficulty. And the main problem with them that, at the end of their studies the students are still incapable of using the language; they may know its grammar the system but they cannot communicate in it. So, traditional textbooks are being replaced by communicative ones these days.

***Communicative textbook.*** Communicative textbooks try to solve the problems of traditional textbooks by creating opportunities for the students to use the language in the classroom and in real life situations. Communicative textbooks are widely used in language learning and teaching process. There textbooks aim at developing communicative competence in the students. They focus on teaching language but not

teaching about language. In these days, the word 'communicative' is on everyone's lips. Communicative textbooks brought a modern trend in the whole teaching-learning system. Communicative textbooks try to overcome the weakness of traditional textbook. Grant (1987, p. 14) mentions they try to reflect the students' needs and interests. They emphasize the skills in using the language, not just the forms of language and they are therefore actively based. They usually have good balance among the four language skills, but may emphasize listening and speaking more than a traditional textbook does. They tend to be very specific in their definition of aims. Both content and methods reflect the authentic language of everyday life. They encourage work in groups, pairs. They emphasize fluency not just accuracy.

Communicative textbooks are those, which try to solve the problems created by the traditional textbook by creating opportunities for the students to play with language in the classroom, consequently making them able to use the language in their real life. The communicative textbooks are based on the belief that language is learnt by using it rather than knowing the formal grammar system of it. They give emphasis on acquisition of language skills: listening, speaking, reading and writing in students.

The teaching items in the communicative textbooks include communicative activities in which different functions of language can be realized. The teaching items, therefore, includes language functions such as greeting, introducing, apologizing, making request, writing letters and writing memos. The reading texts include authentic texts, as far as possible, which the students may come across at some points in their lives, such as advertisement, letters, newspaper articles and menus. The communicative textbooks demand the teachers to have a role of a facilitator, or a manager: They do not give a long and complicated lecture but creates a situation in which students actively take part in communication, work in group and in pair, and carry out some project work, and consequently become good communicator even if they have very little linguistic knowledge.

**Uses of textbook to the teachers and students.** A textbook is useful material for both teachers and students. It is a commonly used material in formal education. It is different from other books because it is used in specific grade on a specific subject.

It provides a clear framework: teachers and students know where they are going to and what is coming the next, so that there is a sense of structure and progress.

Specifically, they use the book for the following reasons:

**Use of textbook to the teachers.** A textbook is everything for the teachers in the places where there are no other reference materials. They will have to rely fully on the textbooks available in the absence of good reference materials and libraries. It is always used to facilitate the teacher for their teaching. Without the help of textbook, teachers feel very difficult to teach in the classroom.

The following points depict the use of a textbook to the teachers:

- ) It provides structure for teaching.
- ) It offers linguistic, cultural and methodological support.
- ) A textbook can help the teachers to know what should be taught and in what order the language items should be taught.
- ) It helps them to identify the method of instruction to be applied in the class.
- ) It helps the new teachers to grasp the subject matter.
- ) It helps them to know the depth of subject matter to be taught.
- ) It saves time.
- ) It is easy to keep track of what you have done and to tell others where you reached.

**Use of textbook to the students.** Just like the teachers, textbook is the main weapon for the students to meet the objectives of the curriculum. Textbook is one of the most fundamental requirements of any successful teaching and learning activity. It is not only the collection of teaching items to be dealt with in a classroom but also the most comprehensive teaching material containing all kinds of information that students of a particular level are expected to acquire within the duration of one academic session. It is a guideline for all students. No students can meet the objectives of curriculum without using textbook. Some of the uses of textbook for the students are mentioned below:

- ) A textbook defines what is to be learned and what will be tested.

- ) It helps the students to know what they are learning and how the language items are graded.
- ) It helps in their learning with attractive, neat and economic language items.
- ) The students who do not go to class regularly use a textbook for their self-study.
- ) It also enables regular students to learn independently of the teacher, particularly, through completion of homework.
- ) It helps them to study authentic subject matter, explanations, illustrations, examples.
- ) It reinforces what the teacher has done and makes revision and preparation possible. It thus offers support for learning outside class.

**Characteristics of a good textbook.** Textbook are written documents to fulfill the aims and objectives of curriculum. They are very useful materials for both teachers and students. Books contain different types of reading materials such as poems, stories, advertisements, etc. Textbooks present the amount of vocabularies as well as sentence structures. They usually contain contents at first and glossary at last and there are many practical studies and instructions for students and teachers as well. The good textbooks have the following characteristics:

- ) It should have enough exercise and activities for practice.
- ) It should specify the teachers' and students' role.
- ) It contains varieties of reading and writing materials e.g. poems, stories, dramas, developing story, essay writing, dialogue writing.
- ) It should be based on the age needs, levels and interest of students.
- ) It should be properly selected and graded.
- ) It should have provision for revision, testing and evaluation.
- ) It should include plenty of authentic materials.
- ) It should be culturally acceptable.
- ) It should follow the norms of curriculum and syllabus.
- ) It should have appropriate peripheral features such as reasonable price, appropriate margin, attractive cover page.



**Textbook analysis and its importance.** Textbook analysis is the systematic study of a textbook, its features, its aspects and analysis of each and every part of the book. It is written to meet the aims and objectives specified in the curriculum. A textbook written in one point of time cannot fulfill the need of society, people and nation for another time. It should be reviewed, analyzed and changed according to the time and needs of contemporary society. While reviewing and revising the textbook, we can not only find the strong and weak points of it but also can be familiar with peripheral and academic aspects of it. We get the gist of it and be familiar with different activities, illustrations, language functions, Textbook are the weapons to achieve the educational objectives both for teachers and students. It is regarded as a strong weapon. It has a great importance in the country like Nepal. So, we should review and analyze the textbook in depth to specify whether the assigned textbook is appropriate or not, whether it is based on the curriculum or not. Textbook analysis is carried out to improve the quality of education.

Curriculum and methods of teaching change from time to time. The goal of education and the needs of students change too. So, there needs a change in textbook and curriculum also. The analysis and revision of the textbook is necessary according to the time and needs. We can conclude that textbook analysis is not a random and haphazard process. Instead, it is systematic study and analysis process.

Importance of textbook analysis is as follows:

- a) To find out the strong and weak points of a book.
- b) To measure its academic and peripheral aspects.
- c) It is useful for teachers and students to find out different types of academic activities.
- d) To find out whether the books contain lively and interesting material.
- e) It is also useful as a memory aid for consolidation of class work.
- f) To find out whether the textbook is an authentic material to present the teaching learning materials in the classroom or not.
- g) To find out the teaching learning situation is relevant with classroom or not.
- h) To find whether the book is according to the needs and interest of the student.
- i) To find out the uniformity of the book.

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

A good textbook keeps a good harmony between the physical aspects and its contents. For this, it is better to quote Bhattarai (2001, p. 36), where he says

Two broad criteria used for evaluating a textbook are its physical aspects and its contents. The first one is our body and second one its mind. An ideal( or a perfect) textbook establishes a good harmony between the sound body and sound mind.

A textbook is written to achieve the objective of syllabus and meet the present needs. Generally, the book is prepared and written by the experts to achieve the specified objective.

Regarding the textbook evaluation, Sheldon (1998, p.245 as the cited in Awasthi 2006, p.7) writes:

It is clear that a course book assessment is fundamentally a subjective rule of thumbs activity and no clear formula, grid or system will provide a definite yardstick.

While analyzing a textbook, one has to follow the certain criteria. Different experts have introduced different framework for textbook evaluation. Some of procedures of textbook evaluation as initial as evaluation, detailed evaluation and in use evaluation.

*Initial evaluation.* This evaluation is carried out after the textbook is prepared. This type of evaluation is done quickly to filter out objectively unsuitable materials if the textbook seems unusual in its format.

Grant provides us with CATALYST text to evaluate the textbook. These eight letters show the appropriateness of the textbook:

C: Communication? (Is it communication?)

A: Aims? (Is it suitable to achieve the set of objectives?)

T: Teachable? (is it teachable?)

A: Available add-one? (Are the additional material such as work book are available?)

L: Level? (Is the level of book appropriate?)

Y: Your impression? (Is your impression good?)

S: Students and tested? ( Does it means the student' intrest?)

T: tried and tested? (Has the book been tried and tested in real classroom?)

*Detailed evaluation.* A textbook is tested in the real classroom. The textbook is distributed to the selected classroom to use by the respective teacher.

Grant (1987, p.121) suggested us to apply three parts of questionnaires which are as follow:

- a) Does the course suit your student?
- b) Does it suit the teacher?
- c) Does it suit the syllabus to evaluate the textbook?

*In use Evolution.* This is the final evolution of textbook. According to grant(ibid), this evolution is carried out while the textbook being used in the real classroom. This evolution process should be continuous even in the situation where we do plan for financial or other reasons to replace the textbook for sometimes. We can measure how good a textbook is by using the questionnaires on the basis of suggestions and feedbacks.

Harmer (2001, p.300) also provides us some criteria for textbook evaluation as follows:

- a) Price
- b) Availability

- c) Layout and design
- d) Instruction
- e) Methodology
- f) Syllabus types, section and grading
- g) Language study activates
- h) Language skill activities
- i) Topic
- j) Cultural acceptability
- k) Usability
- l) Teachers' guide

Broadly speaking, there are basically two aspects of a good textbook which are described below:

**Academic Aspects of a Textbook.** It is an inner quality of a textbook which includes following aspects:

**Objectives.** A good textbook should reflect the objective set in the curriculum on its contents. This is to say, a textbook should be prepared in such a way that the students, after as mentioned the textbook, should be able to gain the knowledge and the skills as mentioned in the curriculum in a question. Khaniya (2003, p.23) argue, “the quality of reading materials should be examined in light of the purpose for which such materials are used.” It is clear that a good textbook always depends upon objectives of the curriculum.

**Content.** The content selected in textbook should cater for the needs and interests of the learners. They should be informative and should be thought provoking as well. The contents should have a good link with the physical and social environment of the learners. Organization and presentation of the contents should be based on from simple to complex principle. That is to say, the content should be well selected and graded.

**Language.** The language should suit the competence level of the learners. The language should also match with the purpose and the need of the learners for learning the language. If the students' purpose of learning the language is to gain skills for

day-to-day communication, the textbook should focus on colloquial language. If the course aims to develop academic skills in students, the textbook should contain academic language. The language should be correct, colloquial textual and appropriate to the situation or context. New vocabularies and structures should be well selected and presented in graded form depending upon the level of students.

**Function.** An English language textbook should include all language skills viz. listening, speaking, reading and writing. There should be balanced exercises to develop these areas.

Language is one of the qualities of any piece of writing including a textbook. The language used in the book should be simple, formal and comprehensive because the textbook is a material for self-study too. If the language is clearly understandable, the students will form the clear concept on each and every topic they study. It arouses curiosity in reading if the language is not understandable.

**Exercises/ activities.** There should be clear instruction for each exercise in the textbook, a good textbook should include a variety of exercises which encourage students to work individually, in pair, or in group as well. There should be a room for students' innovation and nobility. The exercises should focus on developing different language skills in the students. They should be objective oriented too.

Rai (1998, p.2) says, "The exercises should be interesting and suitable to the level of the students." He adds that, "...the activities should be such that the students have to think and act individually, in pairs and in groups."

**Illustrations.** The ideas and concept of the reading materials in the textbook should be clarified by means of good and attractive illustrations. A good textbook should contain pictures, charts, tables, diagram etc. to illustrate the difficult concept. In this regard, Rai, (1998, p.23) says, "...illustrations create motivation and interest in students, help them understanding better, do certain activities and facilities language learning."

**Supplementary materials.** Supplementary materials are the additional materials along with the textbook. A textbook is not complete in itself. It needs many

additional materials in order to achieve its objectives. So, we have to evaluate the textbook by considering whether it is well equipped or not with the supplementary materials. It includes songs and rhymes, games and puzzles, workbook, audio-visual materials and teacher's guide.

***Songs and rhymes.*** A short piece of music with words that you sing.

**Rhyme** the use of words in a poem or song that have the same sound, especially at the end of lines.

***Games and puzzles.*** A puzzle is a some, problems or toy that tests a person's ingenuity or knowledge. In a puzzle, one is required to put pieces together in a logical way.

***Workbook.*** A book that contains problems or exercises and that students use to practice what they are learning in a class.

***Audio visual material.*** It is designed to aid in learning or teaching by making use of both hearing and sight.

***Teacher's guide.*** A researcher who visits schools to advise teachers on curriculum developments within a particular subject area.

Supplementary materials are those teaching learning materials which help or add something to teach or to learn the subject matter of the book or to complete it. Harmer (2005, p.423) says;

Many tasks make a valuable contribution to the teaching and learning of English. First among these is writing materials- whether these are one off activities, longer units or whole books. Materials writing can be challenging and stimulating, and when done in tandem with teaching can provide us with powerful insights. So that, both the writing and the teachings become significantly more involving and enjoyable.

So, supplementary materials are the additional materials which assist both the teachers and learners to enhance language learning by providing supplementary exposure of English to the students.

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

***Cover page design.*** The cover page and its design must be designed very tactfully and psychologically. It must be gentle, attractive with colorful background which adds the beauty of the book on the one hand and it attracts the learner's attention and arises curiosity to read on the other.

***Size of textbook.*** The size of the textbook is very important for readers to develop interest in reading. The book should be of appropriate size that is portable.

***Binding and paper quality.*** In fact, the binding and the paper quality are also very important factors as they ensure the durability of the textbook.

***Lettering and spacing.*** The appropriate size of the letters according to the level of students and the space between words to word, sentence to sentence and paragraph to another paragraph add the extra qualities of a textbook to increase causality and interest to reader

## **Review of Empirical Literature**

A number of research studies have been carried out by many researchers on textbook analysis. Those previously carried out research work as the foundation for this study therefore some of them have been reviewed here.

Khatiwada, (2011) conducted a research on “ An analysis of course book; Reason to write: strategy for successful in academic writing”. The main objectives was to analyze the course book in terms of academic aspects and writing skill mentioned in the book. In the process of this study, the researcher collected data from secondary sources. The findings are the book followed task- based approach and took

learner's role as active participator. The researcher also found that some items prepared in the book did not match the local context of Nepal.

Likewise, Pokhrel (2011) carried out a research work on the topic "An Analysis of the language function covered in the English Textbook of Grade One". The objectives of this research were to analyze and compare language functions, forms and structures and contextualization of the function on the given exercises. In the process of data collection the researcher used checklist and questionnaire for research tools. The researcher collected data from both primary and secondary sources. The findings are, vocabulary items were not sufficient. The order of presentation of language function in the textbook was not found according to curriculum.

Similarly, Gurung (2012) carried out the research entitled "A Textbook Analysis of Lotus English Reader Grade Five". The objectives of this study were to analyze the textbook in terms of physical and academic aspects. This study was descriptive in nature in which collected data was analyzed and interpreted quantitatively. From the research the researcher found that the size of textbook is appropriate to student, page and layout are attractive and printing of the book is neat and clean. At the same time, most of the respondent agree that the price of the book is very high. The objectives of the book are suitable, contents are up-to-date and easily understandable. But the glossary, an essential part of the book is neglected.

In the same way Tiwari (2013) carried out a research on the topic "Textbook Analysis of Lotus English Reader Grade VI" attempted to analyze the textbook in terms of its physical aspects, academic aspects and need and interest of the learners. In the process of this study, the researcher collected data from primary and secondary sources. The findings of this study are based in teacher's and student's perceptions on the textbook. The findings are, the textbook incorporates interesting readings, data based factual information derived from native Nepali and English culture and it is able to motivate the learners. The textbook textbook to a great extent exhibits authenticity of reading materials, 70% of the respondents agree with it and it incorporates some para orthographic texts such as table and diagram therefore, it provides the learner with a reading experience. But glossary, a very important part of a language textbook is not given; all teachers and students have negative responses on



it. The exercise is sufficient for the students in developing academic skills, since 70% of the respondents agree with it.

Another research done by, Basnet (2016) entitled “An Analysis of New English Textbook for Grade Eight”. The objectives of the research were to analyze the textbook in terms of strengths and weaknesses regarding the academic aspects from the perspectives of teachers and students. The researcher used checklist and questionnaire as a research tools. The researcher used both primary and secondary data in the study. The findings revealed that the book had got both strengths and weaknesses in academic aspects. The researcher had stated thirty-one strong points and sixteen weak points of the textbook.

Finally, another research conducted by Khadka (2019) entitled” Feminist Analysis of English Textbook for Grade Nine” attempts to analyze critically the representation of females in the English Textbook of Grade Nine. The major objectives of this research were to explore the representation of males and females and to explore gender based differences in terms of status, roles, occupation and activities. Data were collected and an analysis was made based on four key principles suggested by Lazer and Fairclough’s three dimensional critical discourse analysis framework. After the completion of this research it has been found that females are exploited, relegated and dominated in the English textbook of grade nine and females are presented as weak, secondary and inferior to the males.

The studies mentioned above are related to textbook analysis. No any research study has been conducted on textbook analysis from academic and physical aspects from Siraha district as population sample area. A good textbook should fulfill the aims and objectives of curriculum. They are very useful materials for both teachers and students. So, I was interested to find out that whether the textbook of grade seven were appropriate for the students or not and what were the views of teachers from Siraha district on the textbook of grade seven.

### **Implications of the Review for the Study**

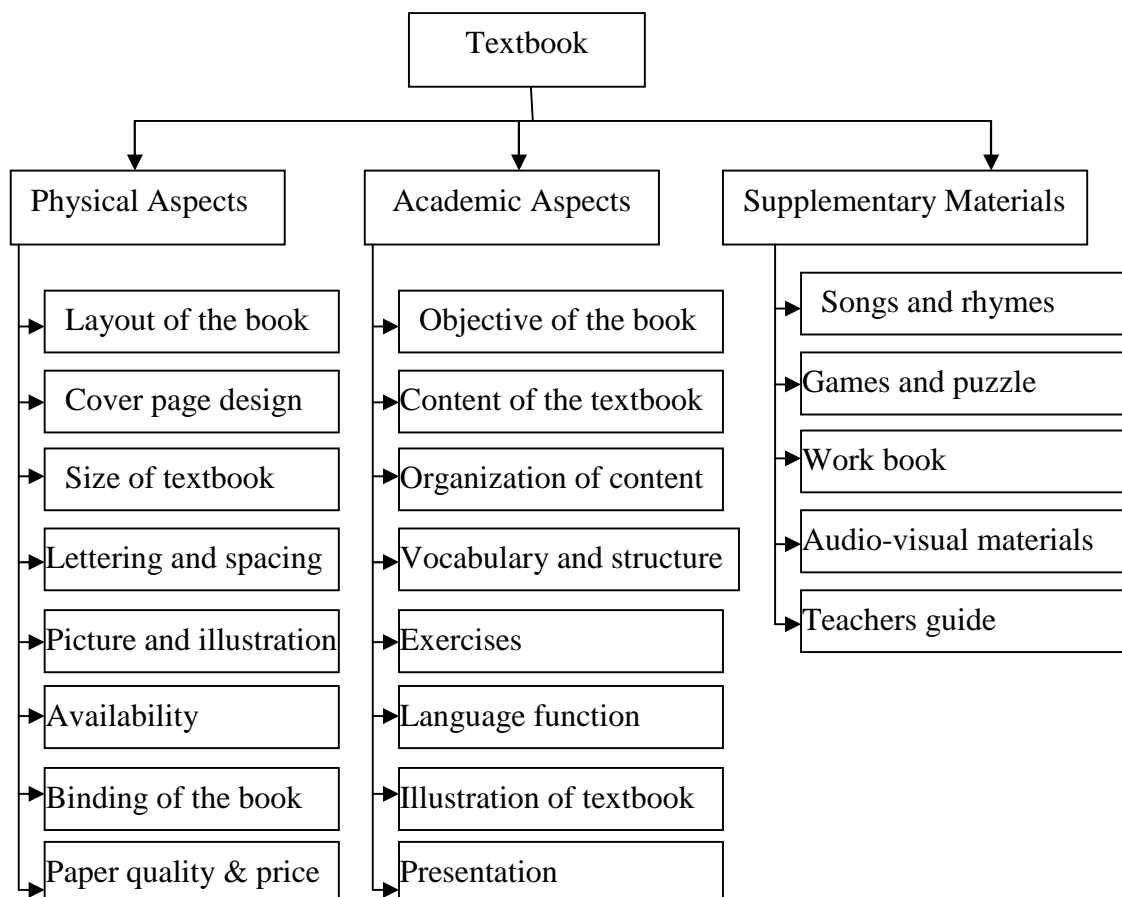
In literature review, our central concern is to examine and evaluate what has been done before on a topic and established the relevance of this information to our

own research. Keeping the importance of review of related literature in mind. I observed related journals articles, newspapers, unpublished theses and so on. These entire sources had helped me to bring the clarity and focus on the research problem, improve methodology and contextualize the findings. It is also equally important to examine and evaluate what has been said before on a topic and what has not been said yet for finding new areas for further research. To summarize, the aforementioned studies have their own value and importance in their respective fields.

All literature reviewed above deal with the studies that were conducted in textbook analysis of different levels and grades. The analysis was done on the physical and academic aspect of the textbooks. The literatures reviewed above were very useful for this study. On the basis of the objective of this study and the literatures reviewed above, a conceptual framework for this study has been prepared. The literatures reviewed above were also useful to construct methodology for this study.

### Conceptual Framework

Conceptual framework is the plan or frame on which the study is based. It provides the general picture of the study from where the readers conceptualize the whole ideas. The conceptual framework of my research is as follows:



## **Chapter III**

### **Methods and Procedures of the Study**

To fulfill the objectives of the study, following methods and procedures were applied in the research process.

#### **Design and Method of the Study**

It is the chief responsibility of a researcher to adopt an appropriate research design to make the objectives of the research design to meet the objectives of the study. It is believed that not all research design are necessarily appropriate for research topic. This study was based on survey research design. This is a textbook analysis of grade seven. In general, textbook analysis is the systematic process of analyzing a textbook by selecting a particular theory or perspective where various aspects of the textbook are critically examined. In this research survey research design were adopted to analyze the textbook of grade seven.

Survey research is mainly carried out to find people's attitudes, opinion and the specified behaviors on certain issues, phenomena, events and situation. According to Nunan (1992, p.40), "The main purpose of survey is to obtain a snapshot of conditions, attitudes and events at a single point of time". Education of survey addresses the educational problems and generalizes its findings on the basis of representative sample of a specified target population. In survey research, the researcher collects the data at a single time and it addresses the large group of population. Thus, sampling is the procedure of selecting of required number of sample which represents the whole group. It helps the research to collect the required number of population. The research can use numerous sampling strategies to accomplish his/her research work. Some of the strategies used in survey research are simple random systematic, stratified cluster, convenience and purposive, etc. Survey data are collected through questionnaires, observation, interview, etc.

In this research work, I basically adopted questionnaire as a main tool in order to find out the physical and academic aspect of grade seven new textbook. The

finding of survey is generalizable and applicable to the whole group. In this context, Cohen and Manion (1985, as cited in Nunan, 1992, p. 140) write:

Surveys are the most commonly used descriptive method in educational research and may vary in scope from large scale governmental investigations through to small-scale studies carried out by single researcher. The purpose of survey research is generally to obtain the snapshot of condition, attitudes and/or events at a single point of time.

Similarly, Nunan (1992, p.141) states the following survey research procedures:

Step 1: Define objectives-	What do we want to find out?
Step 2: Identify target population-	What do we want to know about?
Step 3: Literature review-	What have others said/discovered about the issues?
Step 4: Determine sample-	How many subjects should be survey and how will identify these?
Step 5: Identify survey instruments-	How the data will be collected: Questionnaire/Observation?
Step 6: Design survey procedures-	How will the data collection actually carried out?
Step 7: Identify analytical procedures-	How will the data be assembled and analyzed?
Step 8: Determine reporting procedures-	How will be written up and presented?

From the aforementioned description, we can conclude that survey research is a type of research which studies large and small population by selecting sample population chosen from study population. Survey is also carried out in education sector to obtain snapshot of conditions, attitudes and events at a single point of time. I have selected survey research because it helps me to find out English teachers' attitude, opinions and the specified behavior on certain issues, phenomenon or situation. Furthermore, it is easier than other research because data in a survey research is collected only at a single point of time aiming to obtain on overview of a phenomenon, event, issues or situation. It addresses the large group of population;

sampling is a must to carry out the investigation. The concern here is to ensure that, the sample should be representative of the study population as a whole. Sampling is done to obtain the practicability of the study. The finding of survey is generalizable and applicable to the whole group. In this type of research, I will determine area to find out the existing data. Specifically, it will be carried out ELT teacher of Basic level to find out their opinion towards grade seven English textbook.

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

The population of the study was Basic level English language teachers of Siraha district. The sample of the study was thirty English language teachers from different community schools. Random sampling procedure was used to select the sample population.

### **Study Area**

Siraha district was selected as the area of my research work for the purpose of carrying out the research because I belong to Siraha district and no researcher have been conducted their research on textbook analysis taking Siraha as study area. So, I wanted to know their views regarding new textbook of grade seven that what are the strong and weak points of the book, what are the suggestion for improvement and whether this textbook is helpful for the teachers and students or not.

### **Sources of Data**

Since this study was Survey based research. I used both primary and secondary sources of data/literature review. For primary sources of data I went to the field and got permission from the respected authority to consult the English language teacher, then I built rapport with the respondents and distributed the questionnaire and asked them to help me by responding to the same. For secondary sources of data I reviewed books, articles, journals, dictionary, web sites and theses related to the textbook analysis.

## **Tools and Techniques**

As a tool for data collection, a set of questionnaire was used to elicit the required data for the study. Both the open-ended and close-ended questions were included in the questionnaire. The questions were related to the research problem.

## **Data Collection Procedures**

To collect the data for this study, I adopted the following steps in order. First the textbook was selected. Then the textbook was examined and studied. As this research was based on survey research design. So, I used the following process to collect the primary sources of data in the field:

- ) First of all, the researcher went to the field and got permission from the respected authority to consult the English language teachers.
- ) There, the researcher build rapport with the respondents and explained them about the purpose.
- ) Then, the researcher distributed the questionnaire to the respondents and request them to help by responding to questionnaire.
- ) After that, the researcher collected the questionnaire from them after two week of distribution.

## **Data Analysis and Interpretation Procedures**

I analyzed and interpreted the collected data statically and descriptively. In the first part, data were analyzed and presented in figure and in the second part data were described, interpreted and presented.

## **Ethical Consideration**

I did not use the data from the textbook without referencing them. I had analyzed the data objectively. I had given attention on accuracy, honesty and truthfulness of data in my study. To accomplish my research work, I had considered the ethical values and norms of the research study. I attempted to keep the study safe from plagiarism.

## Chapter IV

### Analysis and Interpretation of Result

In this chapter, the data collected from different respondents have been analyzed and interpreted to find out the opinions of teachers about ‘Grade Seven English Textbook’ on its physical and academic aspects. The researcher used a set of questionnaire with close- ended and open- ended questions as a data collection tool . Close- ended questions were kept with five alternatives. Those alternatives were categorized as strongly agreed, agreed, neutral, disagreed and strongly disagreed. The responses of the teachers are analyzed as follows:

#### **Opinions of Teachers on Physical and Academic Aspects of the Textbook**

Different perceptions of the teachers collected from different schools about different aspects of the book are analyzed as follows:

**Analysis of teachersopinions about physical aspect of “English Textbook for Grade Seven”.** In this category there were eight headings under which ten descriptive statements were presented which are close ended in nature. Each item had five alternatives as Strongly agree, Agree, Neutral, Disagree and Strongly disagree. The total teachers responses to these statements are in the table 1.

**Analysis of teachers opinions on academic aspect of “English Textbook for Grade Seven’.** In this category, there were nine headings under which nineteen descriptive statements are presented which are close ended in nature. In this also each item has five alternatives as strongly agree, agree, neutral, disagree and strongly disagreed. The total responses of the participants were presented in the table 2 on the next page.

**Table1: Teacher's Opinion on Physical Aspect of the Textbook**

S.N.	Statements	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
<b>A.</b>	<b>Layout of the book</b>										
1.	The layout of the book is so attractive.	2	6.67	19	63.33	2	6.67	6	20	1	3.33
2.	It is easy in handling and carrying.	12	40	17	56.67			1	3.33		
<b>B.</b>	<b>Size of the textbook</b>										
1.	The size of the textbook is appropriate for the students.	11	36.67	17	56.67	1	3.33	1	3.33	0	
<b>C.</b>	<b>Cover page design</b>										
1.	The cover page is attractive	3	10	19	63.33	3	10	4	13.33	1	3.33
<b>D.</b>	<b>Binding</b>										
1.	The binding of the book is durable.	7	23.33	4	13.33	6	20	12	40	1	3.33
<b>E.</b>	<b>Printing</b>										
1.	The print is neat and clean.	6	20	15	50	6	20	3	10	0	
<b>F.</b>	<b>Paper Quality</b>										
1.	The quality of the paper is good.	4	13.33	10	33.33	7	23.33	8	26.67	1	3.33
2.	The paper is durable.	5	16.67	8	26.67	6	20	11	36.67	0	
<b>G.</b>	<b>Lettering</b>										
1.	The letters are of appropriate font.	7	23.33	17	56.67	4	13.33	2	6.67	0	
<b>H.</b>	<b>Spacing</b>										
1.	The spacing between words, sentences and paragraph is suitable.	9	30	15	50	4	13.33	2	6.67	0	



The table above shows the teachers perceptions regarding the physical features of the textbook “ English for Grade Seven”. Each item is analyzed as below.

Item ‘A’ was related with the layout of the book which consisted of two statements. The first statement was that “ The layout of the book is not so attractive”. Upon this statement, 6.67 percent of the teachers strongly agreed, 63.33 percent of teachers agreed whereas 6.67 percent of the teachers were neutral. Likewise 20 percent of the respondents disagreed and 3.33 percent of the teachers were strongly disagreed. This concludes that the layout of the book is attractive in the eyes of teachers. The second statement was that “The book is easy in handling and carrying”. Upon this statement 40 percent of the teachers strongly agreed, 56.67 percent were agreed and 3.33 percent of the teachers disagreed. This concludes that according to the teachers the textbook “English for Grade Seven” was easy in handling and carrying.

Item ‘B’ was related to the size of the textbook which consisted of one statement. The statement was that “The size of the textbook is appropriate for the students”. Upon this statement, 33.67 percent of the teachers strongly agreed whereas 56.67 percent were agreed and 3.33 percent of the teachers disagreed. This concludes that the size of the textbook is appropriate for the students according to the teachers.

Item ‘C’ was regarding the cover page design of the textbook. It consisted of only one item which was that “ The cover page is attractive”. Upon this statement, 10 percent of the teachers strongly agreed, 63.33 percent of the teachers were agreed whereas 10 percent were neutral, 13.33 percent of the teachers disagreed and 3.33 percent of the teachers were strongly disagreed. This conclude that according to the teachers, the cover page of the textbook is attractive.

Item ‘D’ was related to binding of the book which also consisted of one statement that was “The binding of the book is durable”. Upon this statement, 23.33 percent of the teachers strongly agreed, 40 percent of the teachers were agreed, 20 percent of the teachers were neutral whereas 13.33 percent of the teachers were disagreed and 3.33 percent of the teachers were strongly disagreed. This conclude that according to the teachers, the binding of the book is not durable.

Item 'E' was regarding the printing of the book which consisted of only one statement that was "The print is neat and clean". Upon this statement, 20 percent of the teachers were strongly agreed, 50 percent of the teachers were agreed whereas 20 percent of the teachers were neutral and 10 percent of the teachers were disagreed. This conclude that according to the teachers, the print of the book is neat and clean.

Moreover, item 'F' was related to the paper quality of the book that consisted of two statement. The first statement was that "The quality of paper is good". Upon this statement, 13.33 percent of the teacher strongly agreed, 33.33 of the teachers were agreed, 23.33 were neutral whereas 26.67 were disagreed and 3.33 percent of the teachers were strongly disagreed. This conclude that the quality of the paper is not good. The second statement was that "The paper is durable". Upon this statement, 16.67 percent of the teachers strongly agreed, 26.67 percent of the teachers were agreed whereas 20 percent of the teachers were neutral and 36.67 percent of the teachers were disagreed. This conclude that in teachers view the paper of the textbook is not much durable.

Item 'G' was related to the lettering of the textbook which consisted of only one statement that stated "The letters are of appropriate font". Upon this statement, 23.33 percent of the teachers strongly agreed, 56.67 percent were agreed whereas 13.33 percent of the teachers were neutral and 6.67 percent of the teachers were disagreed. This conclude that the letters are of appropriate font according to the teachers.

Further item 'F' was related to the spacing of the textbook which consisted of only one item that was "The spacing between words, phrases, sentences and paragraph is suitable". Upon this statement, 30 percent of the teachers strongly agreed, 50 percent of the teachers were agreed whereas 13.33 percent were neutral and 6.67 percent of the teachers were disagreed. This concludes that according to the teachers, the spacing between words, phrases, sentences and paragraphs is suitable.

**Analysis of teachers opinions on academic aspect of ‘English Textbook for Grade Seven’.** In this category, there were nine headings under which nineteen descriptive statements are presented which are close ended in nature. In this also each item has five alternatives as strongly agree, agree, neutral, disagree and strongly disagreed. The total teachers responses to those statements were presented in the table 2:

**Table 2: Teachers Opinions on Academic Aspect of the Textbook**

S.N.	Statements	Responses									
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
<b>A.</b>	<b>Objectives</b>										
1.	The objectives of the textbook are suitable for the demand of present society.	4	13.33	20	66.67	5	16.67	1	8.33	0	
2.	The objective of the textbook are clear.	6	20	15	50	3	10	6	20	0	
<b>B.</b>	<b>Content</b>										
1.	The contents of the textbook are clear and easily understandable to the teachers and students.	6	20	18	60	4	13.33	1	3.33	1	3.33
2.	The contents of the textbook are relevant to the students need.	5	16.67	19	63.33	5	16.33	1	3.33	0	
3.	The contents of the book give up-to-date information.	0		17	16.67	8	26.67	5	16.67	0	
<b>C.</b>	<b>Presentation and Organization</b>										
1.	The presentation and organization of the content is principle based.	6	20	19	63.33	2	6.67	3	10	0	
<b>D.</b>	<b>Vocabulary</b>										
1.	The key vocabulary is	6	20	15	50	2	6.67	7	23.33	0	

	highlighted and well defined.										
2.	The new vocabulary suits the intellectual level of the students.	5	16.67	17	56.67	2	6.67	6	20	0	
<b>E.</b>	<b>Structure</b>										
1.	The structures are well selected.	3	10	23	76.67	4	13.33	0		0	
2.	The structures are useful for the learners.	5	16.67	20	66.67	2	6.69	3	10	0	
<b>F.</b>	<b>Exercises</b>										
1.	The exercises fit the students level.	6	20	19	63.33	2	6.67	3	10	0	
2.	The exercises are useful for the learners.	9	30	18	60	2	6.67	1	3.33	0	
3.	They are adequate in number.	4	13.33	10	33.33	8	26.67	8	26.67	0	
<b>G.</b>	<b>Function</b>										
1.	The book emphasizes the communicative functions of language.	7	23.33	21	70	1	3.33	1	3.33	0	
2.	They are applicable to day to day life.	6	20	19	63.33	1	3.33	4	13.33		
<b>H.</b>	<b>Illustrations</b>										
1.	The illustrations in the book are relevant and adequate in number.	3	10	20	66.67	4	13.33	3	10	0	
2.	The pictures in the book are well drawn.	8	26.67	12	40	3	10	7	23.33	0	
3.	They promote self-learning.	3	10	11	36.67	9	30	7	23.33	0	
<b>I.</b>	<b>Supplementary Materials</b>										
1.	The supplementary materials selected in the book match the interest and level of students.	3	10	20	66.67	6	20	1	3.33	0	

The above table presented the opinions of the teachers on the academic aspects of the textbook 'English for Grade Seven'. The responses are analyzed as follow:

Item 'A' was related to the objectives of the textbook which consisted of two statements. The first statement was that "The objectives of the textbook are suitable for the present society's demand". Upon this statement, 13.33 percent of the teachers strongly agreed, 66.67 percent of the teachers were agreed whereas 16.67 percent were neutral and 3.33 percent of the teachers were disagreed. It concludes that according to the teachers, the objectives of the textbook are suitable to the present society's demand. The second statement said that "The objectives of the textbook are clear". Upon this statement, 10 percent of the teachers were strongly agree, 50 percent of the were agreed whereas 10 percent of the teachers were neutral and 10 percent of the teachers were disagreed. It concludes that the objectives of the textbook is neither clear nor unclear.

Item 'B' was related to the content which consisted of three statements. The first statement was that "The contents of the textbook are clear and easily understandable to the teachers and students". Upon this statement, 20 percent of the teachers strongly agreed, 60 percent of the teachers were agreed whereas 13.33 percent were neutral and 3.33 percent of the teachers were disagreed and 3.33 were strongly disagreed. It concludes that according to the teachers, the contents of the textbook are clear and easily understandable to the teachers and students. The second statement stated that "The contents of the textbook are relevant to the students need". Upon this statement, 16.67 percent of the teachers strongly agreed, 63.33 percent of the teachers were agreed, 16.33 percent of the teachers were neutral and 3.33 percent of the teachers disagreed. It concludes that the content of the textbook are relevant to the students need but not at a large extent. The third statement stated that "The contents of the book give up-to-date information". Upon this statement, 56.67 percent of the teachers were agreed whereas 26.67 percent of the teachers neutral and 16.67 percent of the teachers were disagreed. This concludes that the content of the textbook does not give up-to-date information.

Item 'C' was related to presentation and organization of the textbook which consisted of only one statement that was 'The presentation and organization of the content is principle based'. Upon this statement, 20 percent of the teachers strongly agreed, 63.33 percent were agreed whereas 6.67 percent were neutral and 10 percent

of the teachers were disagreed. This concludes that the presentation and organization of the content of the textbook is principle based according to the teachers.

Item 'D' was related to the vocabulary in this textbook which consisted of two statements. The first statement was that 'The key vocabulary is highlighted and well defined'. Upon this statement, 20 percent of the teachers were strongly agreed, 50 percent were agreed whereas 6.67 percent were neutral and 23.33 percent of the teachers were disagreed. It concludes that the vocabulary is not so highlighted and well defined in the textbook. The second statement stated that 'The new vocabulary suits the intellectual level of the students'. Upon this statement, 16.67 percent of the teachers were strongly agreed, 56.67 percent were agreed whereas 6.67 percent of the teachers were neutral and 20 percent of the teachers were disagreed. It concludes that the new vocabulary is neither suitable nor unsuitable to the intellectual level of the students.

Item 'E' was related with the structure of the textbook which consisted of two statements. The first statement was that 'The structures are well selected'. Upon this statement, 10 percent of teachers strongly agreed, 76.67 percent were agreed and 13.33 percent of the teachers were neutral. It can be concluded that the structures are well selected in the textbook. The next statement of the item stated that 'The structures are useful for the learners'. Upon this statement, 16.67 percent of the teachers were strongly agreed, 66.67 percent were agreed whereas 6.67 percent were neutral and 10 percent of the teachers were disagreed. It can be concluded that the structures are useful for the learners.

Item 'F' was related with exercises in the textbook which consisted of three statements. The first statement was that 'The exercises fit the students level'. Upon this statements, 20 percent of the teachers were strongly agreed, 63.33 percent were agreed whereas 6.67 percent were neutral and 10 percent of the teachers were disagreed. It concludes that the exercises fit the students level. The second statement was 'The exercises are useful for the learners'. Upon this statement, 30 percent of the teachers strongly agreed, 60 percent of the teachers were agreed whereas 6.67 percent of the teachers were neutral and 3.33 percent of the teachers were disagreed. It can be concluded that the exercises are useful for the learners. The third statement was 'The exercises are adequate in number'. Upon this statement, 13.33 percent of the teachers

strongly agreed, 33.33 percent were agreed whereas 26.67 percent of the teachers were neutral and 26.67 percent of the teachers were disagreed. It concludes that according to the most of the teachers the exercises in the textbook are not adequate in numbers.

Item 'I' was related with the function of the textbook which consisted of two statements. The first statement was that 'The book emphasized the communicative functions of language'. Upon this statement, 23.33 percent of the teachers strongly agreed, 70 percent of the teachers agreed likewise 3.33 percent were neutral and 3.33 percent of the teachers were disagreed. It can be concluded from teachers view that the book emphasizes on the communicative functions of language. The second statement was 'The function of the textbook are applicable to day to day life'. Upon this statement, 20 percent of the teachers strongly agreed, 63.33 percent were agreed whereas 3.33 percent were neutral and 13.33 percent of the teachers were disagreed. It can be concluded from teachers views that the functions of the book are somewhat applicable to day to day life.

Moreover, item 'H' was related with the illustrations (pictures and drawings) in the textbook that consisted of three statements. The first statement was that 'The illustrations in the book are relevant and adequate in numbers'. Upon this statement, 10 percent of the teachers strongly agreed, 66.67 were disagreed likewise 13.33 percent of the teachers were neutral and 10 percent of the teachers were disagreed. It concludes that the illustration in the book are relevant and adequate in number. The second statement was that 'The pictures in the book are drawn well'. Upon this statement, 26.67 percent of the teachers strongly agreed, 40 percent of the teachers were agreed whereas 10 percent were neutral and 23.33 percent of the teachers were disagreed. It concludes that the pictures are not drawn well. The third statement was that 'The pictures and drawings in the textbook promote self learning'. Upon this statement, 10 percent of the teachers strongly agreed, 36.67 percent were agreed whereas 30 percent were neutral and 23.33 percent of the teachers were disagreed. So it can be concluded from teachers view that it doesn't promote self learning.

Furthermore, item 'I' was related with supplementary materials which consisted of one statement was that 'The supplementary materials selected in the book match the interest and level of the students'. Upon this statement, 10 percent of

the teachers were strongly agreed, 66.67 percent of the teachers were agreed whereas 20 percent were neutral and 3.33 percent of the teachers were disagreed. It can be concluded from teachers views that the supplementary materials selected in the book matches the interest and level of the students.

## **Findings**

From the analysis and interpretation of the data, the findings of the present study are summarized as below:

**Findings from the teachers' opinion on the textbook 'English for Grade Seven'.** The findings from the teachers' opinion on the physical and academic aspects of the textbook 'English for Grade Seven are as follows:

### *Teachers' opinions on strengths of physical and academic aspect of the textbook*

The opinions of teachers' on strengths of the physical and academic aspects of the textbook are as follows:

#### *Physical aspects of the textbook*

- ) According to the teachers the layout of the book is attractive. Upon this statement 70 percent of the teacher were agree, 20 percent of the respondent were disagreed and 3.33 percent of the teacher were strongly disagreed. This conclude that the layout of the book is attractive in the eyes of teachers.
- ) It is easy in handling and carrying. Upon this statement 40 percent of the teachers strongly agree, 56.67 percent were agree and 3.33 percent of the teachers were disagreed. This conclude that majority of teachers think that this book is easy in handling and carrying.
- ) The size of the book is appropriate for the students. Upon this statement 33.67 percent of the teachers strongly agree, whereas 56.67 percent were agree and 3.33 percent of the teacher were disagree. This concludes that the size of the textbook is appropriate for the students according to the teachers.
- ) The cover page of the book is attractive. Upon this statement , 10 percent of the teachers strongly agree, 63.33 percent of the teachers were agree whereas



10 percent were neutral, 13.33 percent of the teachers disagree and 3.33 percent of the teachers were strongly disagree. This conclude that according to the teachers, the cover page of the textbook is attractive.

- ) The print of the book is neat and clean. Upon this statement 70 percent of the teachers agree, 20 percent were neutral and 10 percent were disagree. This conclude that according to the teachers the print is neat and clean.
- ) According to the teachers the letters are of appropriate font because 80 percent of the teacher agree, 20 percent were disagree. This conclude that the letters are of appropriate font according to the teachers.

#### *Academic aspects of the textbook*

According to the teachers all four language skills are properly sequenced and presented. Majority of the teachers responded that pictures illustration are worth attractive. Text and poems are based on day to day life also provide exposure to variety of literary genres. The textbook has clear objective. The objectives of the textbook meets the communicative function of grade seven students. Listening texts are at the end of the textbook which is good aspect. example and illustration given in the textbook are relevant. The objective of the textbook are suitable to the present society's demand. The content of the textbook are clear and easily understandable to the teachers and students. the content of the textbook are relevant to the students need. The exercises fit the students level. The textbook is applicable to day-to-day life. Examples and illustrations given in the book are relevant. The level of English language is easy and flexible. The textbook follows simple to complex pattern. Lessons are very interesting to read. Colourful pictures are given which is good for learners.

***Teachers opinions on weaknesses of physical and academic aspects of the textbook.*** According to the teachers, the weaknesses of the textbook are as follows:

#### *Physical aspects of the textbook*

- ) Majority of the teachers suggests that the binding of the book is not durable.
- ) The quality of the paper is not good.
- ) The paper of the book is not much durable.

) The letters and spacing are not appropriate.

*Academic Aspect of the textbook*

) Some pictures are not clear and insufficient pictures.

) Drawings are very poor and unable to give accurate suggestions.

) Some lessons are long and boring, vocabulary is not well defined.

) The book is not able to make students learn meaning of difficult words.

) The textbook lacks up-to-date information.

) There are not enough grammatical exercises.

) The exercises are large in numbers.

) The textbook lacks pair work.

) The textbook has very few glossary words.

) The pictures and drawings in the textbook doesn't promote self learning.

) The vocabulary is not adequate in number.

) The vocabulary is not so highlighted and well defined in the textbook.

) The exercises are not so effective.

***My opinions on strengths and weaknesses of physical and academic aspects of the textbook.***

*Physical aspects of the textbook*

) The layout of the book is not attractive.

) It is easy in handling and carrying.

) The size of the book is appropriate for the students.

) The cover page is not attractive.

) The print is not neat and clean.

) The quality of paper is not good.

) The letters are of appropriate font.

) The spacing between words, sentences and paragraph is suitable.

*Academic aspects of the textbook*

) The objective of the textbook are suitable for the demand of present society.

) The objective of the textbook are clear.

) The content of the textbook are clear and easily understandable to the teachers and students.

) The content of the textbook are relevant to the students need.

- ) The textbook lacks up-to-date information.
- ) Vocabulary is not well defined only key vocabularies are highlighted.
- ) The textbook has very few glossary words.
- ) The structures are well selected.
- ) The structures are useful for the learners.
- ) The exercises fit the students level.
- ) The exercises are useful for the learners.
- ) The exercises are adequate in number.
- ) The book emphasizes the communicative function of language.
- ) The language functions are applicable to day to day life.
- ) The pictures are not clear. They are blurry and insufficient pictures.
- ) The pictures do not promote self learning.
- ) The supplementary materials selected in the book match the interest and level of the students. However there is lack of enough supplementary materials.
- ) There is not enough grammatical exercises.
- ) The pictures and drawing in the textbook doesn't promote self learning.
- ) There is lack of poems.

### **Suggestions for Improvement**

The teachers have provided different suggestions to improve the quality of the textbook. The suggestions are, advanced types of paper should be used. Sufficient grammatical rules should be included. The binding of the book should be durable. The book should be able to make the students learn difficult words meaning. Pictures given in the textbook should be clear and understandable. There is lacks of poems . so, some poems should be included. Enough supplementary materials should be available.

## Chapter V

### Conclusions and Recommendations

This chapter includes conclusion and implications. Based on the analyzed data conclusion of the study have been drawn out and implications related to policy, practice and further research areas have been concluded in detail way.

#### Conclusion

The present study entitled “An Analysis of Grade Seven English Textbook” aimed at finding out the quality of the textbook in terms of physical and academic aspects. The researcher adopted both primary and secondary sources of data to come its findings. Textbook analysis, truly speaking provides a wide knowledge to the teachers about the textbook not only on basis of its physical aspect but also on its academic aspect. A textbook is a learning instrument usually employed in schools and colleges to support the program of instruction. Textbooks are extremely necessary and useful material for the learners. They are designed to achieve the specific goals or objectives. Textbook analysis plays an important role to reform educational system. It should be examined regularly because without analyzing textbooks, we cannot find out appropriateness of it.

#### Recommendations

Every research study should have its recommendation. So this research work has also some recommendations. In the light of the findings obtained through the analysis and interpretations of data, I have presented the following recommendations:

##### Policy related recommendation

- ) Printing is clear and easily understandable by the grade seven students whereas paper quality is poor. So, consider should be taken for improvement of paper quality.
- ) Sufficient grammatical rules should be given.
- ) Exercises should not be too much difficult and too much easy also. They should fit students level.

- ) There should be clear instructions for the teachers and students.
- ) Including a variety of attractive illustration that can stimulate students creativity.
- ) Inserting context that can express positive views of ethnic origins, occupations, age, groups, social groups and disability.
- ) There should be topics that can provoke students critical thinking and encourage them to generate their ideas.
- ) Replacing the listening material with a better one that is well recorded, more authentic and accompanied with background information, questions and activities.

#### **Practice related**

- ) The quality of paper is not good. Therefore, it is better to make qualitative paper.
- ) The binding of the book should be durable.
- ) Lesson wise objectives should be given clearly.
- ) Pictures given in the beginning of each unit for warm up activities should be clear and understandable.
- ) There is lack of poems. So, the textbook should include some poems.
- ) Supplementary materials like teachers manual, workbook, cassette should be available to the teachers and students.

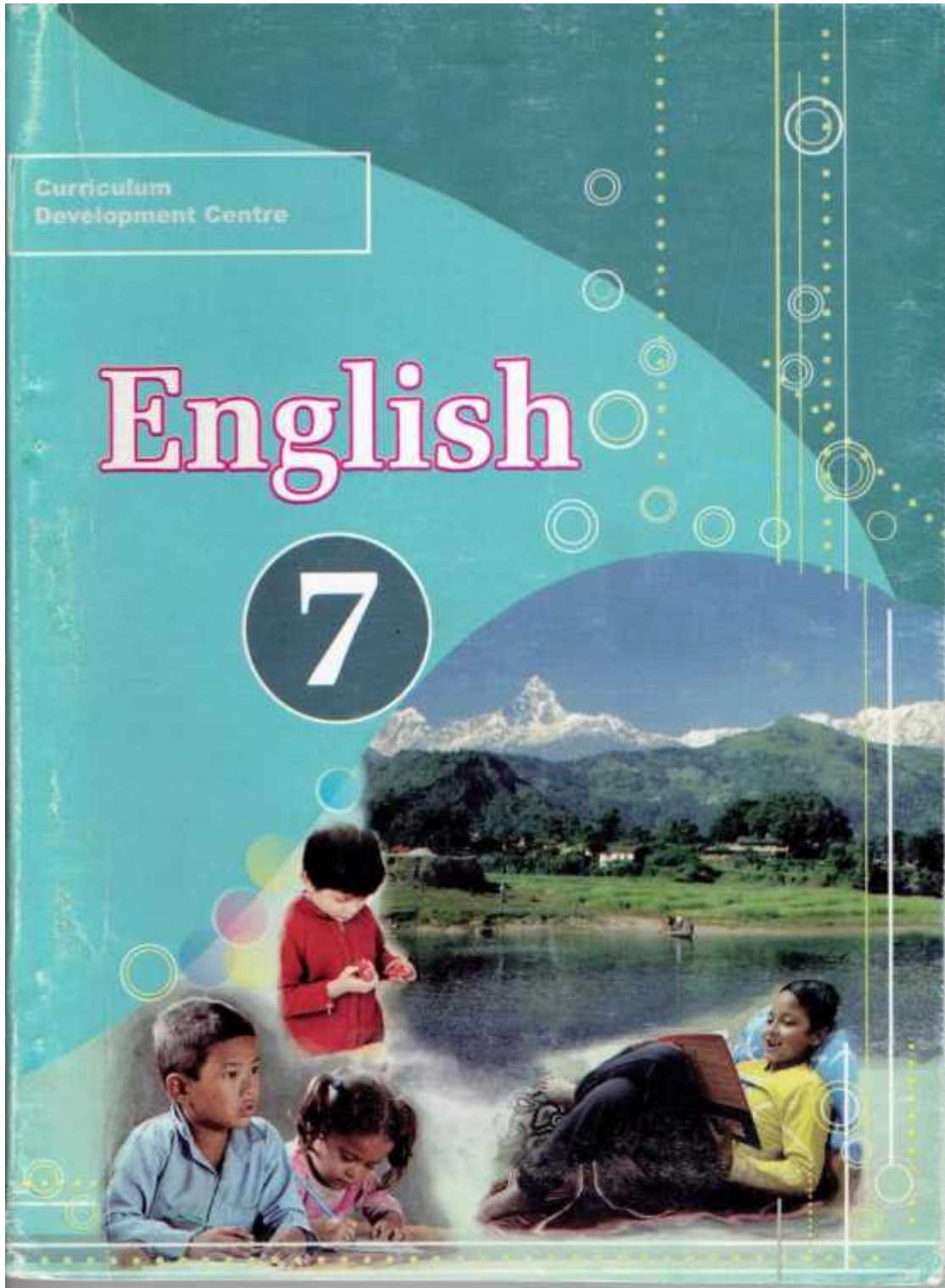
**Further research related.** As one of the limitations of this research is that it is limited to Siraha district. It has limitations in terms of population sample, data collection tools and so on. The study was limited to only the physical and academic aspects of the textbook on teachers views. In the days to come, the same textbook can be analyzed by personal judgement or by author's views.

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Appendix A





## Appendix B

### Questionnaire to the Teachers

Dear Respondents,

This questionnaire is a research tool for gathering information for my research entitled **An Analysis of Grade Seven English Textbook** as a partial fulfilment of Master Degree in English Education under the supervision of Dr. RenuKumari Singh, Lecturer, Department of English Education, T.U, Kirtipur. You are kindly requested to give your responses through the following questionnaire. The correct information provided by you will be of great help for completing my research. I sincerely assure you that your responses will remain confidential and used only for research purpose.

Sushmita Kumari Yadav

Name:

Qualification:

Teaching institution:

#### 1.Questionnaire on physical aspect:

##### A) Layout of the book

i) The layout of the book is not so attractive.

a) Strongly Agree    b) Agree    c) Neutral    d) Disagree    e) Strongly Disagree

ii) It is easy in handling and carrying.

a) Strongly Agree    b) Agree    c) Neutral    d) Disagree    e) Strongly Disagree

##### B) Size of the textbook

i) The size of the textbook is appropriate for the students.

a) Strongly Agree    b) Agree    c) Neutral    d) Disagree    e) Strongly Disagree

##### C) The cover page design

i)The cover page is attractive.

a) Strongly Agree    b) Agree    c) Neutral    d) Disagree    e) Strongly Disagree

##### D) Binding

i) The binding of the book is durable.

a) Strongly Agree    b) Agree    c) Neutral    d) Disagree    e) Strongly Disagree

##### E) Printing

i) The print is neat and clean.

a) Strongly Agree    b) Agree    c) Neutral    d) Disagree    e) Strongly Disagree

##### F) Paper quality

- i) The quality of the paper is good.
  - a) Strongly Agree    b) Agree    c) Neutral    d) Disagree    e) Strongly Disagree
- ii) The paper is durable.
  - a) Strongly Agree    b) Agree    c) Neutral    d) Disagree    e) Strongly Disagree

**G) Lettering**

- i) The letters are of appropriate font.
  - a) Strongly Agree    b) Agree    c) Neutral    d) Disagree    e) Strongly Disagree

**H) Spacing**

- i) The spacing between words, sentences and paragraph is suitable.
  - a) Strongly Agree    b) Agree    c) Neutral    d) Disagree    e) Strongly Disagree

**2) Questionnaire on Academic Aspects:**

**A) Objective:**

- i) The objectives of the textbook are suitable for the demand of the present society.
  - a) Strongly Agree    b) Agree    c) Neutral    d) Disagree    e) Strongly Disagree
- ii) The objectives of the textbook are clear.
  - a) Strongly Agree    b) Agree    c) Neutral    d) Disagree    e) Strongly Disagree

**B) Content:**

- i) The contents of the textbook are clear and easily understandable to the teachers and students.
  - a) Strongly Agree    b) Agree    c) Neutral    d) Disagree    e) Strongly Disagree
- ii) The contents of the textbook are relevant to the student's need.
  - a) Strongly Agree    b) Agree    c) Neutral    d) Disagree    e) Strongly Disagree
- iii) The contents of the book give up to data information.
  - a) Strongly Agree    b) Agree    c) Neutral    d) Disagree    e) Strongly Disagree

**C) Presentation and Organization:**

- i) The presentation and Organization of the content is principle based.
  - a) Strongly Agree    b) Agree    c) Neutral    d) Disagree    e) Strongly Disagree

**D) Vocabulary:**

- i) The key vocabulary is highlighted and well defined.
  - a) Strongly Agree    b) Agree    c) Neutral    d) Disagree    e) Strongly Disagree
- ii) The new vocabulary suits the intellectual level of students.
  - a) Strongly Agree    b) Agree    c) Neutral    d) Disagree    e) Strongly Disagree

**E) Structure:**

- i) The structures are well selected.
  - a) Strongly Agree    b) Agree    c) Neutral    d) Disagree    e) Strongly Disagree
- ii) The structures are useful for the learners.
  - a) Strongly Agree    b) Agree    c) Neutral    d) Disagree    e) Strongly Disagree

**F) Exercises:**

- i) The exercises fit the students level.
  - a) Strongly Agree    b) Agree    c) Neutral    d) Disagree    e) Strongly Disagree
- ii) The exercises are useful for the learners.
  - a) Strongly Agree    b) Agree    c) Neutral    d) Disagree    e) Strongly Disagree
- iii) They are adequate in number.
  - a) Strongly Agree    b) Agree    c) Neutral    d) Disagree    e) Strongly Disagree

**G) Function:**

- i) The book emphasizes the communicative functions of language.
  - a) Strongly Agree    b) Agree    c) Neutral    d) Disagree    e) Strongly Disagree
- ii) They are applicable to day to day life.
  - a) Strongly Agree    b) Agree    c) Neutral    d) Disagree    e) Strongly Disagree

**H) Illustrations:**

- i) The illustrations in the book are relevant and adequate in number.
  - a) Strongly Agree    b) Agree    c) Neutral    d) Disagree    e) Strongly Disagree
- ii) The pictures in the book are drawn well.
  - a) Strongly Agree    b) Agree    c) Neutral    d) Disagree    e) Strongly Disagree
- iii) They promote self-learning.
  - a) Strongly Agree    b) Agree    c) Neutral    d) Disagree    e) Strongly Disagree

**I) Supplementary Materials:**

- i) The supplementary materials selected in the book match the interest and level of students.
  - a) Strongly Agree    b) Agree    c) Neutral    d) Disagree    e) Strongly Disagree

**Overall comments and suggestions**

1) What are the strong points of the textbook? Please specify.

- a) .....
- b) .....
- c) .....
- d) .....

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

- a) .....
- b) .....
- c) .....
- d) .....

3) What are your suggestions for improvements? Please mention them.

- a) .....
- b) .....
- c) .....
- d) .....