

CHAPTER ONE

INTRODUCTION

The present study is on "Perception of Teachers on the Textbook 'My English' Prescribed for Grade Six." This introductory chapter consists of background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background

Teaching and learning are very complex phenomenon and systematic process as they require different ingredients to make the learning complete. A textbook is one of the ingredients of teaching and learning process that establishes link between teachers and students.

It is a manual of instruction or a standard book in any branch of study which is used in educational institutions. It can also be any standard book on a subject, which is necessarily used in a particular course. Although most of the textbooks are only published in printed format, many are now available as online electronic books. Sometimes, it is defined as an edition of a book especially intended for the use of students who are preparing for an examination on an academic discipline, as distinct from the trade edition of the same title, sometimes published in connection with a workbook, lab manual, etc. Textbook is a teaching tool or material which presents the subject matter defined by the curriculum. A university textbook is required to contain the complete overview of the subject, including the theories, as well as more permanent chapter.

Textbooks are such kinds of books that treat a subject comprehensively and are used by students as a basic tool for their study. They are used in schools and colleges. Each and every academic discipline is guided by the curriculum consisting of teaching aim, contents and methods of teaching, evaluating

scheme, time allotment, textbooks and so on. For this sense, all textbooks are written to meet the objectives of the curriculum. Textbooks are the most fundamental requirement of any successful teaching learning activity. They are the authentic materials to present in the classroom because they are the most economical, easily available and widely used tools of education system. They are not only the collection of teaching items to be presented within the classroom but also the most comprehensive teaching material containing all kinds of information that the students of particular level are expected to acquire within the period of academic session. There are other teaching materials such as T.V., radio, multimedia projector, computers, programmed text, etc. Textbook is very essential and beneficial to the great extent. Regarding the advantage of textbook, Harmer (1991, p. 257) says :

A textbook has obvious advantage for both teachers and students. Good textbook often contains lively and interesting materials. They provide sensible programming of language items clearly showing what have been studied so that students can revise grammar, functional points that have been concentrated on.

In the same way, Sheldon (1988 as cited in Awasthi, 1979, p. 1) states that textbook is the almost universal element of teaching, a guide for a teacher, a memory aid for the pupils, a permanent record or measure of what has been learnt. Similarly, McGrath (2002, p. 7) notes that textbook as a compass may give direction for teachers and learners about their course, lesson, or class.

From the above ideas, it can be said that a textbook is the most important tool both teachers and students when there are not other reference materials. For the effective teaching, both the teachers and students will have to rely fully on the textbooks available. If there are absence of good reference materials and libraries. School textbooks are the vehicles through which attempts can be made to disseminate and reinforce dominant cultural forms. On the other hand,

the textbook should address the political, social, contextual and economical values of the existing situation.

1.2 Statement of the Problem

Textbook analysis plays an important role to reform the educational system. Unless we analyze a textbook, we cannot claim whether it is appropriate for the particular level of students or not and whether it is helpful to achieve the national goals of education or not. It is something that gives a measure of progress and achievement as lessons are completed one by one until the book is finished. It is a systematic process in the sense that it follows systematic procedures or it is based on certain criteria. A textbook can be seen from two different angles, firstly what it contains or what kinds of things we find in a textbook and secondly, what is the purpose or what is the function of a textbook ? The answer to the first question is that a textbook, specifically a language textbook, contains different kinds of reading materials (e.g. story, poem, newspaper, reports, letters, advertisements and so on), activities (e.g. reading, writing, listening, speaking, grammar and so on), the students are expected to do, illustrations to help them to understand the reading materials or do the different activities, and usually a content in the beginning, and a glossary at the end. The answer to the second question is that the textbook is meant for helping students to learn the target language. Its function is to help teaching learning activities in a class.

The problems addressed in this study is that it has tried to bridge the gap between the textbooks and its practicality. It has provided a clear picture of the content. It means, whether the contents is relevant or not is another issue of this study. If we do not analyze the textbook systematically, the goal of the educational process will not be fulfilled. There are various researches conducted in the department of English education in the area of textbook analysis. Among them, Perceptions of Teachers on the Textbook my English Prescribed for Grade Six is new one. It is necessary to study the textbook to find out the strengths and weaknesses of the

book. So, this study entitled "Perception of Teachers on the Textbook English for Grade Six" has made an attempt to study the book in terms of physical and academic aspects.

1.3 Objectives of the Study

The main objectives of my study were as follows:

- i. To analyze perceptions of teachers on the textbook my English prescribed for grade six in terms of :
 - a) Physical aspects (cover page design, size of the textbook, lettering and spacing, binding and paper quality)
 - b) Academic aspects (objectives, contents, language and language skills, exercises and activities, illustration)
- ii. To list some pedagogical implications.

1.4 Research Questions

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

- i. What are the teachers responses on physical and academic aspects of the textbook ?
- ii. What are the strengths and weaknesses of the book ?
- iii. Whether the prescribed book for grade six seems relevant to the teachers and students or not ?

1.5 Significance of the Study

This study will be of paramount importance for English teachers to prepare necessary classroom materials to teach the students of grade six. The present study is expected to be significant to the people who are directly or indirectly involved in teaching and learning activities. Mainly textbook writers, curriculum designers, syllabus designers are benefited to design the textbook in

accordance with the current status of the students. They can design the materials and contents of the textbook keeping in mind the level and present need of the learners. The researchers who are interested in carrying out research in the field of textbook analysis will be benefited in the sense that they can develop their knowledge on theoretical aspects of their research topic. It is equally important to assess the suitability of materials for all language skills.

1.6 Delimitations of the Study

Since it is a small research, the researcher attempted to carry out the study taking the following points of limitations into the consideration:

- a. The study was limited to the analysis of physical and academic aspect of the grade six textbook.
- b. The study was based on samples collected in Rukum district.
- c. The population of the study was limited to 30 English teachers.
- d. The study was limited to the textbook entitled "English for Grade Six."
- e. The study focused on teachers' responses and the materials incorporated in the textbook.
- f. Only interview schedule questionnaire was used as tools for the data collection.

1.7 Operational Definitions of the Key Terms

The definitions of the key terms used in this study are as follows:

Academic aspect : In this study, the term 'academic aspect' refers to the inner qualities of the textbook such as, objectives, contents, language and language skills, exercises illustrations, etc.

Biography : The study of a person's life written by somebody else.

Glossary : A list of technical or special words, especially those in a particular text, explaining meaning.

Physical aspect : Physical aspects refer to outside part of the textbook such as, size, binding, lettering and spacing of the textbook.

Questionnaire : A written list of questions that are answered by a number of people so that information can be collected from the answers.

Textbook : Textbook, in this study, refers to the books that teachers use to teach students of grade six.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Review of related literature and conceptual framework are necessary for any research work. This section broadly deals with the theory related to this research. It also deals with implication of those literature or researches for the present study and the conceptual framework developed from the discussed theory and focus of the study. In this section, I have gone through different sources available related to proposed study. Generally, this section includes review of the related theoretical literature, review of related empirical researches, implications of the review of the study and conceptual framework.

2.1 Review of Related Theoretical Framework

A number of theories have been developed from different perceptions on textbook analysis. The information obtained from different literature is stored under the main themes and theories. So, theoretical framework guides any research work by using 'what work' in the experience or exercise of doing something directly involved in research study. The theoretical literature of this study consists of English language teaching in Nepal, text book : brief introduction, kinds of textbooks, importance of textbook analysis and the importance of textbook. In the same way, it includes the theoretical framework of textbook analysis and description of the New English textbook prescribed for Grade six.

2.1.1 English Language Teaching in Nepal

English is a major international language which is used in different parts of the world. It is also the language of medicine, media, science and technology. Today, a vast store of knowledge and technology is explored through English. It is a passport through which one can visit the whole world and one who knows English can enjoy the advantage of world's citizen. English provides its

users a key which opens the doors for various opportunities of job, education and progress. It is the powerful means to achieve the end of development.

English language has been given great importance in the education system of Nepal. Language teaching came into its own as a profession in the twentieth century. The whole foundation of contemporary language teaching was developed during the early part of twentieth century (Richards and Rodgers, 2002, p.8).

English is widely used language in the world. Most of the world's people use English to fulfill their different purposes such as to establish international diplomatic relationship; to contact international business, to study books, journals, newspapers of the world to get information about science and technology. Most of the international books are translated in English.

Furthermore, most of the countries have adopted English language as a second/foreign language teaching in their own country because of its popularity. It is the link language of the various speech communities. There is no doubt that English has been established as a popular language in Nepal. People think that those who are able to communicate in English are considered to be well educated and intelligent persons. If someone lacks the ability to use English, s/he is considered as an uneducated and unintelligent person. So, a person who knows English enjoys a great deal of prestige in the present world. Even in Nepal, English learners have high prestige in professional as well as academic field. It is taught in so many private, public, government aided schools and colleges as a compulsory subject from class one to bachelor level. In schools of private sector, the English language is the medium of instruction. The main aim of teaching English in Nepal is to enable the learners to communicate in English and develop communicative competence.

English language teaching was begun in Nepal with the foundation of Durbar High School in 1854 A.D. Junga Bahadur Rana, the Rana ruler, visited England

in 1850. So English has been learned and taught in Nepal since Rana Regime. According to Awasthi (1979):

The history of the English language in Nepal goes back to the seventeenth century, when King Pratap Malla ruled over Kathmandu. In this period 'English was simply used for very limited purpose however it is almost hard to find the documented history regarding the use of English. Later, the role of King Prithivi Narayan Shah used the English language to suspect missionaries on supplying information to East India company as a business enterprise (pp. 1-4).

In fact, Jung Bahdur Rana was highly impressed by English education system during his visit in England. So he opened Durbar High School at Thapathali. But the education was only for the members of the Rana families and their children. After many years, the common people of Nepal got opportunity to learn English. The opening of Tri-chandra college in 1918 A.D. marked to the formal beginning of English in higher education in Nepal. Educational development began after the establishment of democracy in 1950. Since then, many educational institutions were established through out the nation. Several reports and research studies regarding education were carried out and several reports were made. Especially, the new education system plan of Nepal (NESP, 2028) brought a revolution in the education system of Nepal. But after the restoration of democracy in 1989 A.D. several efforts have been made in the field of education. Furthermore, the National Education Commission (NEC) 1992 A.D. laid great emphasis on the improvement of English language curriculum. After that various meetings have recommended to introduce English as a compulsory subject in all schools of Nepal from beginning. The English curriculum has been designed for primary level education in Nepal to

fulfill the immediate needs of children learning English and building a basic knowledge for further studies.

In Nepal, there are some non-governmental organizations helping to develop English. There are Literary Association of Nepal (LAN), Linguistic Society of Nepal (LSN) and Nepal English Language Teachers Association (NELTA) and some other organization have been facilitating teaching/learning of English. Their main role is to make the English language assessable to the people of disadvantaged communities, provide facilities at reduced cost to the people living in the remote areas.

2.1.2 Textbook : Brief Introduction

Textbooks are the treasures of knowledge for the students as well as teachers. They reflect the graded and selected materials for the learners.

Grant (1987, p.12) says, "Textbook is used to refer to the course book typically aims to cover all aspects of the language and supplementary textbooks devoted to textbooks on skill areas." Similarly, Haycraft (1978, p.12) states, "It is something concrete that gives a measure of progress and achievements as lessons are completed, one by one, until finally the book is finished."

Textbooks are found as authentic and non-authentic materials. Authentic materials are those that are designed for native speakers; they are the real texts. These materials expose to learn the real language in real life and give meaning or communication. Non-authentic materials are those that are typically designed for pedagogical purpose of the language learners (Harmer, 1991, p.257).

Thus, the textbook is a very helpful device in teaching learning activities. It is a part of teaching and learning activities which is developed for academic institutions to achieve predetermined objectives set out in the curriculum. It is the most commonly and widely used instructional material in schools, colleges, and universities.

2.1.3 Types of Textbook

Textbooks are of different types depending on their contents. In this regard, Grant (1987, p.12) categories textbooks into two broad types of textbook: 'traditional textbooks' and 'communicative textbooks'. They are discussed below.

2.1.3.1 Traditional Textbooks

The term 'traditional' refers to the way the textbook is designed. They try to get students to learn language as a system. So, forms, structures and patterns of language are focused in those traditional textbooks. They focus only receptive skill (i.e. listening and reading) not productive one (i.e. reading and writing). According to Grant (1987, p.13), traditional textbooks have the following characteristics:

-) They tend to emphasize the forms, or patterns of the language (i.e. grammar)
-) They tend to focus on reading and writing activities
-) They are often quite easy for teachers.
-) They emphasize the importance of accuracy.
-) They do not give priority on language functions, like information, making requests, apologizing and asking the way.

2.1.3.2 Communicative Textbook

Communicative textbooks try to solve the problems of traditional textbook by creating opportunities for the students to use all language skills in the classroom and in real life situations. Communicative textbooks are widely used in language learning and teaching process. They develop the communicative competence of the students through reflecting the students need and interest. Grant (1987, p.14) mentions the following characteristics of communicative textbooks:

- i. They try to reflect the students 'needs and interests.'
- ii. They emphasize the skills in using the language, not just the forms of language and they are activity based.
- iii. They usually have good balance among the four language skills, but may emphasize listening and speaking more than a traditional textbook does.
- iv. They tend to be very specific in their definition of aims.
- v. Both content and methods reflect the authentic language of everyday life.
- vi. They encourage work in groups, pairs.
- vii. They emphasize fluency not just accuracy.

2.1.4 Importance of Textbook Analysis

Textbook analysis plays pivotal role to reform the educational system. Unless we analyze a textbook, we cannot say whether it is appropriate for the particular level of students or not and whether it is helpful to achieve the national goals of education or not. It is the systematic process of analysis in the sense that it follows systematic procedures based on certain criteria.

We analyze the textbook for the purpose of teaching learning. It should present an opportunity to learn the ideas, topics and procedures it included. The textbook analysis aims to assess the quality and quantity of it's content. Many people argue that the teacher is much more important source agent than the textbook. In the hands of a good teacher, even a bad textbook can be made to work well after analyzing. So, all the textbooks should be analyzed and evaluated regularly from time to time to keep them up to date. It is essential to analyze the textbook in the sense that the textbook prescribed for a particular level may not be appropriate to the level, interest and need of the learner.

Van Els (1983, as cited in Dawadi, 2004) states:

Research into the use of textbook in schools and their efforts on teaching and learning can play a very important role in textbook selection.

Extending our knowledge of the effects of textbook on learning will bring about new or improved criteria for textbook selection. The number of wrong choices made as a result of speculations about expected or hoped effects of textbook could, in this way be some what reduced.

Therefore, textbook analysis provides opportunity for better investigation either within particular contexts, or more fundamentally, between contexts (p. 7).

2.1.5 Importance of Textbook

The textbook is one of the most important tools for effective teaching learning process. In other words, it is used as a guide to gain the objectives of the educational process. A good textbook is necessary for both teachers and students because it helps them in many ways. It provides them a clear framework. Teachers and students know where they are going to and what is coming the next. So, there is a sense of structure and progress. Traditionally, it is important during the class period. There is no preparation before the class meets. The teacher explains the subject matter and the meaning of facts. He can supplement the material of the book to make better understanding. But in the academic circle, it is considered as an economical device for achieving the objectives of a particular syllabus. The materials and activities that are included in the textbook are meant helping students learn language and use it in their real life situation.

Regarding the importance of a textbook, Khaniya (2003, p.2) says :

In our school education, a single set of textbooks is prescribed in each course of study mostly the books being used were written by those writers who could win competitive bidding for writing textbooks. The implication is that the books were not selected from among competent books. The books must have been approved by a group of competent people but it was not clear whether or not the books were examined before they were approved against a well designed framework. It can be argued that the books could have been better if a competent frame was developed for the purpose of developing textbooks against which the books could have been examined.

A textbook should address the needs and interests of the learner. So, while selecting and organizing a textbook, an author should care about the needs and interests of the learners s/he should follow the steps of developing textbook. The quality of textbook depends upon the purpose for which such textbooks are used. However, the textbook should be used as a means not an end. It should never set a limit. It should be used interestingly to keep the students' attention in learning. The textbook must be up-to-date and should be revised frequently to eliminate unnecessary or irrelevant things. It should be free from any biasness and present accurate facts. Therefore, the textbook furnishes a large collection of well selected and graded items, i.e. teaching items.

2.1.6 Evaluation of Textbook

Textbook evaluation is generally done to select the most appropriate textbook from the array of textbooks available on the market, to adopt and revise

textbooks which are being used in class. Textbook evaluation can also serve the purpose of teacher development (Hutchinson, 1987, p. 22).

When teachers are involved in developing their own criteria for evaluating their materials, they are obliged to analyse their own presuppositions and clarify their theories as to the nature of language and learning.

According to Hutchinson (1987, p. 22), the following steps are considered while evaluating the text:

a. Analyse the nature and underlying principles of the teaching/learning situation

The evaluation of any textbooks requires the understanding of the nature and underlying principles of the teaching and learning situation. This merely deals with the consideration of the goals and aims of the text. Broadly speaking, it includes:

- analysis of student needs
- identification of the goals of the curriculum and aims of the syllabus
- identification of the constraints of the classroom context

b. On the basis of the results of your analysis, define criteria on which the evaluation will be based

The evaluation of the textbook requires the identification of the criteria on which the underlying principles of the text can be analyzed and compared.

Thus, the following points should be considered:

- Prioritise criteria.
- Analyse the nature and underlying principles of the available materials.
- Compare the results of the two analyses: How far do the materials fulfil your chosen criteria?
- the identification and definition of your criteria is one of the most important steps in the textbook evaluation process.

- Criteria will change from context to context and even from teacher to teacher since they are defined on the basis of particular student needs and the constraints of particular classroom contexts

Similarly, Grant's (1987, p. 72) views that textbooks are evaluated according to the following criteria:

-) Practical Considerations
-) Layout and Design
-) Activities
-) Skills
-) Language Type
-) Subject and Content
-) Miscellaneous

2.1.7 Theoretical Framework of Textbook Analysis

Textbooks are important tools for teaching learning activities. They are the means to achieve curriculum objectives as well as the general national goals of the education. The success of education system depends upon the actual implementation of the textbook. A good textbook should be arranged systematically with its physical and academic aspects. Different experts have provided different criteria for evaluating textbook. Grant (1987, p.119) has provided the CATALYST test in which each of the letter represents the eight criteria by which we can decide whether the textbook is appropriate to the target group or not. Each of letters of CATALYST refers to the following criteria:

- C – Is the textbook communicative?
- A – Does it match with aims and objective ?
- T – Is the course teachable ?
- A – Are the additional materials available ?
- L – Is the level of the book appropriate ?

Y – Is your impression good ?

S – Does it meet the interest of the students ?

T – Has the course been tried and tested ?

According to Grant (ibid) a good textbook should address the responses of the above mentioned questions. He also argues about the initial evaluation, detailed evaluation and in use evaluation of the textbook. Similarly, Bhattarai (2001, p.36) states, "To broad criteria used for evaluating a textbook are it's physical aspects and it's contents. The first one is our body and second one is its mind. An ideal (or a perfect textbook establishes a good harmony between the sound body and sound mind."

To sum up, there are two aspects of a good textbooks which are mentioned as below :

2.1.7.1 Physical Aspects

The physical aspects of the textbook refer to the outside part of the textbook which is also known as peripheral aspect of the textbook. The following sub-headings come under the physical aspect of the textbook.

(i) Cover page design

The cover page and its design must be designed very tactfully and psychologically. It must be gentle, attractive with colourful background which adds the beauty of the book. On the other hand it attracts learners attention and arises curiosity to read and write in language learning activities.

(ii) Size of the textbook

The size of the textbook is very important for the readers to develop their interest in reading. These books should have appropriate in size, portable and interesting to read.

(iii) Binding and paper quality

Binding and appropriate quality of paper are other characteristics of a good textbook. They ensure the durability of the textbook.

(iv) Lettering and spacing

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

2.1.7.2 Academic Aspects/Internal Aspects

Academic aspects denote internal or intrinsic qualities of the textbooks. The inner quality of a textbook includes the following aspects :

(i) Objectives

A good textbook should reflect the objectives set in the curriculum on its contents. A textbook should be prepared in such a way that the students after completing the textbook, should be able to gain language skills as mentioned in the curriculum. Khaniya (2003, p.23) argues, "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 contains objectives specific by the curriculum.

(ii) Contents

Content selected in a textbook should address the needs and interest of the learner. The content should be selected from the insiders perception. It should have good link with the physical, social and contextual environment to the learner. Organization and presentation of the contents should be based on whole to part, simple to complex, known to unknown etc. It means the content

should be selected and graded on the basis of the level of students and their previous knowledge.

(iii) Language and Language skills

The role of language is vital while conveying any message. It means, the language used in the textbook plays an important role for better understanding of the text. On the other hand, language used in the textbook should be colloquial, contextual to the interest and level of the learner. The activities or listening, speaking reading and writing skills should have included in the textbook as the form of recorded materials, presentation of dialogue, reading passage and writing paragraph respectively. There should be less focus on structural aspects and much more priority should be given on communicative competence.

(iv) Exercises and activities

The exercises in the textbook should be interesting and suitable to the level of students. There should be included a lot of exercises which encourage students to work individually, in pair, or even in group as well. The exercise should focus on different language skills to the students. They should be selected and graded in such a way that learner would not feel any kind of hesitation in instructional process. Rai (1998, p.21) says, 'the exercises should be interesting and suitable to the level of the students.'

(v) 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, diagrams etc. to illustrate different concept. Rai, (1998, p.23) argues, "Illustrations create motivation and interest in students, help them understanding better, do certain activities and facilities of language learning."

2.1.8 Description of the Textbook English for Grade Six

The textbook 'English for Grade Six' is a part of the course as a compulsory subject which is especially designed for the students of Lower Secondary Level: Grade Six. The first edition of this book was written by Naresh Prasad Gautam, Arun Kiran Pradhan, Christine Stone, and Pramod Kumar Shah in the year 1994 to help to achieve the learning outcomes set in the curriculum. This basic level (6 to 8) curriculum, which was revised in 2011, introduces competences on the basis of which learning outcomes are devised. These learning out comes are manifested in the contents, exercises and other skill wise activities. After the task force, comprised of Krishna Raj Hamal, Padma Prasad Pandey, Tulsi Prasad Acharya, Bishnu Prasad Parajuli and Madhu Upadhaya, accomplished the entire revision of this book to make it compatible with the revised curriculum. The textbook is published by government of Nepal Ministry of Education Sanothimi, Bhaktapur. It is an integrated course for students of English which includes all language skills i.e. listening, speaking, reading and writing.

The textbook entitled 'English for Grade Six' : Lower secondary level consists of seventeen units. Each unit contains language function, grammar and exercises. The contents, exercises and other skill-wise activities are given much more focus on the book. The contents required to practice various language learning activities are drawn from wider spectrum such as environment, religion, technology, entertainment, sports and biography, etc. The presentation of activities are symmetrical : each unit presents exercises in a similar fashion that will certainly make it convenient for the users.

2.2 Review of Related Empirical Literature

Textbook analysis has gradually gained importance over the last few decades, both from practical i.e. teaching point of view and from research point of view. Analysis of textbook is highly significant in the field of teaching and learning. In the case of newly applied textbook, it is immense to be analyzed to find out

whether it fulfils the dire need of the target group or not. A number of researches have been carried out in relation with the textbook analysis under the supervision of the department of English Education T.U., Kirtipur. So, I have attempted to make here to review the related literature particularly carried out on textbook analysis.

Lamichhane (1999) carried out a study entitled "An Analysis of the New English Textbook for Grade Eight." The main objective of his research was to find out whether the objectives for developing speaking and writing skills set out in the curriculum were fulfilled by the exercises given in the textbook. He selected 20 teachers from different schools through non-purposive sampling strategy. Interview schedule was his main tool for data collection. He arrived at the conclusion that the materials had been organized systematically based on psycholinguistic principles, progressive development of principles from known to unknown, easy to difficult and shorter to longer ones. He also studied the physical aspects of the textbook but other skills and aspects remained untouched. Most of the teachers agreed that the exercises given in the textbook were sufficient for developing communication skills and writing skills but they put negative views on other points.

Bhattarai (2001) had prepared an evaluation of textbooks English for Grade VI-X, which was conducted as a part of Benefit Monitoring and Evaluation (BMAE) programme for the Secondary Education Project (SEDP). The main objective of his study was to evaluate the suitability and quality of English textbook of lower secondary and secondary level. He used secondary sources for his study. He had reported that there were many defects in the lower secondary textbooks such as the paper used is inferior quality, the covers were dull, the binding was weak, the type size had been determined without consideration, the presentation of the materials was poor lacking systematicity and regularity, no proper editing is made even in the revised version etc. Besides, he has also found that the selection of the materials is highly subjective and unsuitable for the level and interest of the learners and difficult

to teach for the teachers. He found that the textbook of Grade IX and X were the most perfect of all the textbooks.

Ansary, and Babaii (2002) have published an article entitled 'Universal Characteristics of EFL/ESL Textbooks : A Step Towards Systematic Textbook Evaluation'. The main objectives of the article was to explore whether or not a defacto consensus exists at all over what makes a good/standard neutral, universal and broad characteristics of EFL/EL textbooks. They offered a close scrutiny of a corpus of 10 EFL/ESL textbook evaluation checklists conveniently sampled. They developed a framework of textbook evaluation so that the framework can be applied to suit a particular EFL/ESL program. Their conclusion shows that no textbook is perfect, so teachers should have the option of assigning supplementary materials based on their own specific needs in their own specific teaching situation. They further argued that if every group of situation has different needs, no one textbook can be a response to all differing needs. So, the teacher should not only depend on pre-packaged set of textbooks instead textbook should be taken as a simple tool in the hands of teacher. Materials should be chosen on the basis of the teachers own interest and needs for management of language learning.

Dahal (2002) carried out a research work entitled "An Analysis of New English Textbook for Grade Six". The main objective of his research was to find out the physical aspects of English book for grade ten. He selected thirty teachers of Nawalparasi by using non-purposive random sampling procedure. Interview schedule was his main tool for data collection. He found out that the cover page design was not attractive and durable, the binding are weak, the hand drawn pictures did not clarify the abstract concept of the materials, it lacked enough drill and that the textbook had not provided any model of post card writing, questionnaire, curriculum vitae, notice, and advertisement although the curriculum has stated that the students would be able to produce a variety of authentic text types.

Ghimire (2003) carried out a research entitled, "An Analysis of the Link English course for PCL first year and Grade Eleven." The objective of his research was to analyze the Link English course in terms of its physical as well as adequacy of the contents. He selected sixty students of grade eleven through the use of non purposive random sampling. He used questionnaire as the tool of his research. He concluded that the physical aspects of the textbook was poor lacking an appropriate size, lacking the quality of the paper and durable binding. The book also had deficiency of exercises for developing oral skills. Nevertheless, the text served as a fundamental basis for the higher education in Nepal as it functions as a link between SLC and higher studies compulsory English curricula. The emphasis on grammar and vocabulary items and its design like a workbook in which students can write are its positive aspects.

Bohara (2004) conducted a research entitled, "A Descriptive study of the English Textbook for Grade One." The main objective of his research was to find out utility of the contents of English textbooks for grade one. Sixty English teachers of primary level were selected through judgmental sampling strategy. He used a set of questionnaire for his study He found that some vocabulary items were missing on the textbook. He found that 217 vocabulary items are included in the text but the textbook presents a list of only 183 items. Only the cardinal numbers are found in the textbook. In the same way, he found that printed letters are found a bit dark and bold, and the binding of the textbook is not attractive. But his study had not covered the appropriateness of language and exercises.

Kandel (2006) carried out a study on "An Analysis of the textbook : A case of Academic Encounters: Life in Society." The main objective of his study was to analyze the academic as well as physical aspects of the textbook of PCL first year. He prepared two sets of questionnaire based on the academic and physical aspects of the textbook to obtain the data for the study. The population of the study considered of the lectures taking classes in PCL first year under Tribhuvan University and the students who studied PCL first year in academic year in Chitwan and Kathamndu districts. They were selected through

judgmental sampling strategy. His main findings showed that the book was not easy handling, that the book does not give the priority on listening and speaking text and exercises on the other hand the book has not included the conversational language etc.

Binadi (2012) carried out a research entitled "An analysis of the textbook: Enrich your English" for three year bachelor's degree for Humanity (BA) students. The main objective of his study was to analyze the material in terms of difficulty level, vocabulary selection and need and interest of the learners. The population of his study was teachers and students of B.A. first year. He used questionnaire as a tool for data collection. He found out that physical aspects like, binding, paper quality, cover page designing and academic aspects like language skills, and exercises of the textbook was good. On the other hand, the content, organization and presentation of the book was not found good. He also found out that the book was particularly designed for Indian students.

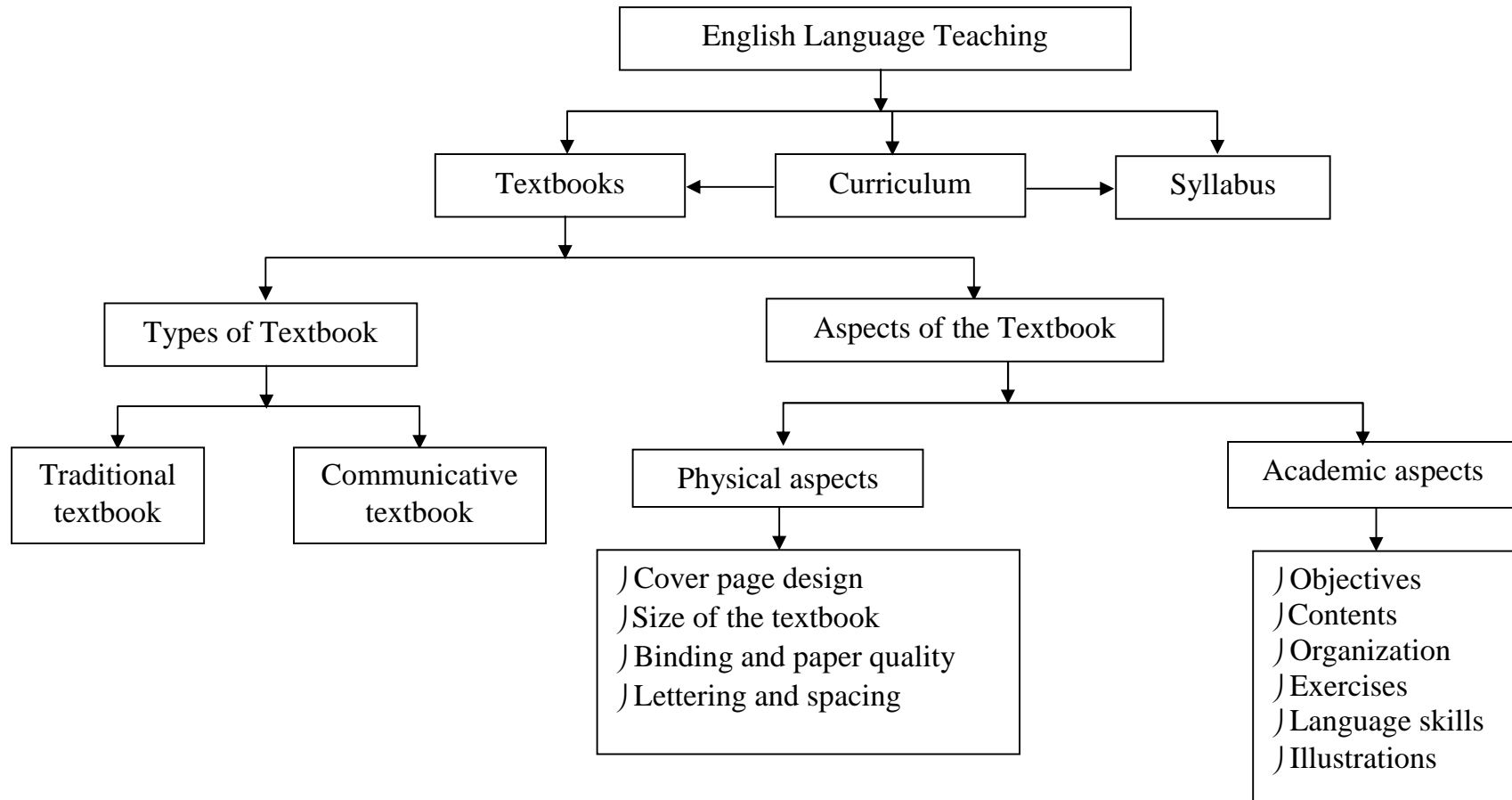
Regarding the analysis of the textbook "English for Grade Six" which has been prescribed for the government school, no research work has been carried out yet. Therefore, the researcher had made an attempt to analyze it in terms of its physical and academic aspects.

2.3 Implications of the Review of the Study

In the process of conducting this research, I reviewed different theses in the Department of English Education. Not only those theses but also books and other related materials were reviewed. I got lots of ideas from theses and other books like Grant (1987), Harmer (1983) etc. They provided knowledge on the theoretical aspects of textbooks and its types. The researcher had used survey research design to conduct this research. Therefore, I got ideas on the process of survey design after reviewing the book by Nunan (1992). In the same way, specially the study conducted by Bohara (2004) helped me to design questionnaire as the tool of data collection. The study conducted by Binadi (2008) expanded my horizon of knowledge on the methodological aspects of my study.

2.4 Conceptual Framework

The study on "The textbook analysis prescribed for grade six" was based on the following conceptual framework.



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter presents the procedure of the study, which involves the design of the study, population, sample and sampling strategies, study area/field, data collection tools, data collection procedure and data analysis and interpretation procedure. I adopted the following methodologies for this research work.

3.1 Design and Methods of the Study

There are various designs of the research discovered in various literatures; I selected survey research design for this study. Survey is a superficial study of an issue or phenomenon. It is widely used research design which is carried out on the existing situation of an event. Cohen and Manion (2010, p.205) say, "Survey 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 a single researcher." It is commonly used method of investigation in educational research. It is mainly carried out to find out the people's attitudes, opinions and the specific behaviour on certain issues, phenomena, events and/or situations. Nunan (1992, p.140), states that the main purpose of a survey research is to obtain a snapshot of conditions, attitudes and events at a single point of time. The finding of survey is generalizable and applicable to the whole group. Similarly, Sukhia, Ranjan and Dyani (1974, p.206) say, "Survey research is a method for collecting and analyzing data obtained from large number of respondents representing a specific population collected through highly structured questionnaire or interview schedule."

Nunan (1992, p.141) suggests the following eight step procedures of survey research in a more comprehensive way :

Step 1 : Define objectives – What do we want to find out ?

- Step 2 : Identify target population – Who do we want to know about ?
- Step 3 : Literature review – What have other's said discovered about the issues?
- Step 4 : Determine sample – How many subjects should we survey, and how we identify these ?
- Step 5 : Identify survey instruments – How will the data be collected ?
questionnaire/interview ?
- Step 6 : Design survey procedure – How will the data collection actually be carried out ?
- Step 7 : Identify analytical procedure – How will the data be assembled and analyzed ?
- Step 8 : Determine reporting procedure – How will results be written up and presented ?

Since survey research is a method for collecting and analyzing data obtained from large number of respondents representing a specific population collected through highly structured questionnaire or interview schedule and its findings are generalizable and applicable to the whole group, it is necessary to be followed for my research as well because my research also is generalizable and applicable to the whole group.

3.2 Population, Sample and Sampling Strategies

The population of this study consisted of English teachers who had been teaching English at grade six in different government aided schools in Rukum district. In order to carry out this research, I selected thirty subject teachers who were teaching English book at thirty different government aided schools in Rukum district through non-random purposive sampling procedure. I selected one teacher from each school using non random purposive sampling procedure.

3.3 Study Area/Field

The study area of it was concerned with Rukum District and field of it was related to the perceptions of teachers on the textbook my English prescribed for grade six.

3.4 Data Collection Tools

The main tools for data collection were questionnaire. The questionnaire included closed-ended and open ended items.

3.5 Data Collection Procedure

In the process of data collection, I used the following steps to collect the required information:

- a. For this, I went through the textbook in detail and prepared questionnaire.
- b. I visited 30 English teachers in different government aided schools in Rukum district.
- c. I established friendly rapport with them and explained the objectives of the study.
- d. Then, I provided them with questionnaire to supply their views.
- e. After that, I collected the responses of the informants.
- f. At last, I thanked them for providing necessary information.

3.6 Data Analysis and Interpretation Procedure

The collected data from the primary sources were analyzed and interpreted descriptively using simple statistical tools. I presented the facts in different lists and tables.

CHAPTER – FOUR

ANALYSIS AND INTERPRETION OF RESULTS

This chapter is mainly concerned with the analysis and interpretation of the collected data. The researcher collected the required data from the thirty English teachers of lower secondary level. The responses were analyzed and interpreted under different thematic headings. The data were analyzed with descriptive statistics such as measures of frequency counts with the text elicited from the open-ended items in the questions. The researcher had arranged the questions thematically into six groups to meet the objectives of the study. The collected data from questionnaire have been analyzed and interpreted under the following headings:

4.1 Analysis of Data and Interpretation of Results

The data for this research work collected through questionnaire and interview schedule have been analyzed under the following subheading.

4.1.1 Analysis of the Data Collected through Close-ended Questionnaire

In this section, I have made an attempt to analyze the data that were collected through the close-ended questionnaire. I asked seven items to them. The data related to these items are given in the following sub heading.

4.1.1.1 Teachers' Perceptions on the Language of the Text Book

In the first item I asked them to respond on the language of the textbook to find out teachers' perception on the language of the text book. Here, the researcher observed and analyzed different types of statements given by the informants.

According to the responses given by the teachers regarding the language of the textbook in the following table:

Table 1
Perception on the Language of the Text Book

S.N.	Item	Response of the teachers								Total No.
		SA		A		D		SD		
		F	%	F	%	F	%	F	%	
1	Language of the textbook is adequate to the level and interest of the students.	6	20%	3	10%	19	63.33%	2	6.66%	30
2	Subject matters are selected in term of the difficulty level.	7	23.33%	8	26.66%	9	30%	6	20%	30
3	Language organization of the textbook fits with the level of the students	5	16.66%	17	56.66%	6	20%	2	6.66%	30
4	The different unit enlisted in cohesive order	4	13.33%	18	60%	2	6.66%	6	20%	30

Note: SA - Strongly agree, A = Agree, D = Disagree, SD = Strongly Disagree

From the above Table1, it is found that 20% teachers strongly have agreed, 10% teachers have agreed, 63.33% have disagreed and 6.66% teachers have strongly disagreed with the item no. 1. In conclusion, most of the teachers i.e. 63.33 are not found to be satisfied with the language of the text book.

Similarly, regarding the subject matter of the textbook according to the student level, it is found that 23.33% teachers strongly have agreed, 26.66% teachers

have agreed, 30% teachers have disagreed and 20% teachers have strongly disagreed. Thus, 23.33% of the teachers agree with item no. 2.

In this way, regarding the language organization of the textbook fits with the level of the students, it is found that 16.66% teachers have strongly agreed, 56.66% teachers have agreed, 20% teachers have disagreed and 6.66% teachers have strongly disagreed. In conclusion, most of the teachers' perception is found positive regarding this item. Similarly, regarding different units enlisted in cohesive order, it is found that 13.33% teachers have strongly agreed, 60% teachers have agreed, 6.66% teachers are found disagreed and 20% teachers strongly disagreed. In conclusion, most of the teachers are positive towards this item

4.1.1.2 Teachers' Perception on the Proficiency Level of Textbook

Similarly, I have asked them about the proficiency level of textbook it means the language of the textbook that fits with the different proficiency. The response of the teachers on this item in the following table has been presented in the following table:

Table 2
Perception on Proficiency Level of Textbook

S.N.	Item	Response of the teachers								Total No.
		SA		A		D		SD		
		F	%	F	%	F	%	F	%	
1	Elementary proficiency	10	33.33%	2	6.66%	13	43.33%	5	16.66%	30
2	Limited proficiency	3	10%	5	16.66%	7	23.33%	15	50%	30
3	Full proficiency	9	30%	13	43.33%	6	20%	2	6.66%	30
4	Native proficiency	3	10%	7	23.33%	10	33.33%	10	33.33%	30

From the above Table 2, it is found that 33.33% teachers have strongly agreed, 6.66% have agreed, 43.33% have disagreed and 16.66% have strongly disagreed with an item 'elementary proficiency'. In conclusion, most of the teachers have agreed that language of the textbook fits the elementary proficiency. Similarly, in limited proficiency 10% teachers are found to be strongly agreed, 16.66% teachers are found to be agreed, 23.33 % teachers are found to be disagreed and 50% teachers are found to be strongly disagreed. In conclusion, most of the teachers do not agree that the language of the textbook fits limited proficiency.

In the same way, with the full proficiency, 30% teachers have strongly agreed, 43.33% teachers have agreed, 20% teachers have disagreed and 6.66% teachers have strongly disagreed. In conclusion, most of the teachers agree with the statement that the language of the textbook fits the full proficiency. Similarly, regarding the average percent of the teachers' responses on the native proficiency, 10% teachers strongly have agreed, 23.33% teachers have agreed, 33.33% teachers have disagreed and 33.33% are found to be strongly disagreed.

In overall, language organization of the textbook is found to be quite satisfactory.

4.1.1.3 Perceptions on the Quality of the Course Materials

In the same way, I also asked them about their perception on the quality of the course materials prescribed in the course in terms of their applicability in learning process. The responses of the teachers have been analyzed in the following table with the different types of items.

Table 3
Perception on the Quality of the Course Materials

S.N	Item	Response of the students								Total No.
		SA		A		D		SD		
1	Very useful	18	60%	7	23.33%	3	10%	2	6.66%	30
2	Useful	15	50%	6	20%	6	20%	3	10%	30
3	Some useful	6	20%	6	20%	5	16.66%	13	43.33%	30
4	Not useful	0	0%	0	0%	9	30%	21	70%	30

The above table shows teachers' perception on the quality of the course materials prescribed in the course in terms of their applicability in learning process. Nearly 60% teachers are found to be strongly agree, 23.33% have agreed, 10% have disagreed and 6.66% are found to be strongly disagreed with the item 'very useful'. Similarly, 50% teachers are found to be strongly agreed on second item, 20% teachers are found agreed, 20% teachers are found disagreed and 10% teachers are found strongly disagreed. Likewise, on third item 'some useful', 20% teachers are found strongly agreed, 20% teachers are found agreed, 16.66% teachers are found disagreed and 43.33% teachers are found strongly disagreed. On fourth item 'not useful', 30% teachers are found disagreed and 70% teachers are found strongly disagreed. In conclusion, most

of the teachers have strongly agreed for the quality of the course materials prescribed in the course in terms of their applicability in learning process.

4.1.1.4 Teachers' Perceptions on the Content of the Textbook

I asked the teachers to reveal their perception on the content knowledge of the textbook focus on the student. The response of the teachers has been presented in the following table with the different types of items.

Table 4
Teachers' Perception on the Content of the Textbook

S.N.	Item	Response of the teachers								Total No.
		SA		A		D		SD		
		F	%	F	%	F	%	F	%	
1	Using in the learning process	13	43.33%	7	23.33%	5	16.66%	5	16.66%	30
2	Link to the particular practice	13	43.33%	10	33.33%	5	16.66%	2	6.66%	30
3	Knowledge of learners and their characteristic	7	23.33%	14	46.66%	7	23.33%	2	6.66%	30
4	Focus for the better understanding to the text	12	40%	10	33.33%	5	16.66%	3	10%	30

The above table shows the teachers' perception on the content knowledge of the textbook focus on the student. Nearly 43.33% teachers are found strongly agreed, 23.33% teachers are found agreed, 16.66% teachers are found disagreed and 16.66% teachers are found strongly disagreed with an item 'using in the learning process'. In conclusion, most of the teachers have

strongly agreed with this item. Similarly, 43.33% teachers have strongly agreed, 33.33% teachers have agreed, 16.66% teachers have disagreed and 6.66% teachers have strongly disagreed with an item 'link to the particular practice'. In conclusion, most of the teachers have strongly agreed with this item. On the third item 'knowledge of learners and their characteristic, 23.33% teachers have strongly agreed, 46.66% teachers have agreed, 23.33% teachers have disagreed and 6.66% teachers have strongly disagreed with this item. On fourth item 'focus for the better understanding to the text' 40% teachers have strongly agreed, 33.33% teachers have agreed, 16.66% teachers have disagreed and 10% teachers have strongly disagreed. In conclusion, most of the teachers are found to be strongly agreed with first, second and fourth items.

4.1.1.5 Teacher's Perception on the Relevancy of Course

In next item I asked them to give their views on the relevancy of the teachers' perception on the course English for grade six is relevant to learning context. The response of the teachers has been presented in the following table with the different types of items:

Table 5
Teacher's Perception on the Relevancy of Course

S.N	Item	Response of the students								Total No.
		SA		A		D		SD		
		F	%	F	%	F	%	F	%	
1	Very relevant	6	20%	13	43.33%	9	30%	2	6.66%	30
2	Relevant	7	23.33%	9	30%	9	30%	5	16.66%	30
3	Somewhat relevant	3	10%	3	10%	12	40%	12	40%	30
4	Irrelevant	3	10%	1	3.33%	12	40%	14	46.66%	30

The above table shows the teachers' perception on course English for grade six is relevant to learning context. It is clear that 20% teachers strongly agreed, 43.33% teachers have agreed, 30% teachers have disagreed and 6.66% teachers

have strongly disagreed with the item ‘very useful’. Similarly, on second item ‘useful’, 23.33% teachers have strongly agreed, 30% teachers have agreed, 30% teachers have disagreed and 16.66% teachers have strongly disagreed. Similarly, on third item ‘somewhat useful’, 10% teachers have strongly agreed, 10% teachers have agreed, 40% teachers have disagreed and 40% teachers have strongly disagreed. On fourth item ‘not useful’, 10% teachers are found strongly agreed, 3.33% teachers are found agreed, 40% teachers are found disagreed and 46.66% teachers were found strongly disagreed. In conclusion, most of the teachers have strongly agreed with the statement English for grade six is relevant to learning context.

4.1.1.6 Teachers' Perception on the Usefulness of Exercise for Teachers

The teachers were asked to give their responses on the exercise of the text book. The responses of the teachers have been presented in the following table:

Table 6
Teachers’ Perception on the Exercise of the Text Book

S.N.	Item	Response of the teachers								Total No.
		SA		A		D		SD		
		F	%	F	%	F	%	F	%	
1	Judge the teachers knowledge only	7	23.33%	10	33.33%	10	33.33%	3	10%	30
2	Encourage the teachers for the interaction	5	16.66%	10	33.33%	5	16.66%	10	33.33%	30
3	Encourage the teachers to share their ideas	14	46.66%	10	33.33%	3	10%	3	10%	30
4	Encourage the teachers to develop their creativity	15	50%	10	33.33%	3	10%	2	6.66%	30

The above table shows the `teachers' perception on the exercise of the text book focused in learning process. 20% teachers are found strongly agreed, 23.33% teachers are found agreed, 33.33% teachers are found disagreed and 10% teachers are found strongly disagreed. So, it can be concluded that most of the teachers have disagreed that it judges teachers' knowledge only. Similarly, 16.66% teachers are found strongly agreed, 33.33% teachers are found agreed, 16.66% teachers are found disagreed and 33.33% teachers are found strongly disagreed on second item 'encourage the teachers for the interaction' in context. In the same way, 46.66% teachers are found strongly agreed, 33.33% teachers are found agreed, 10% teachers are found disagreed and 10% teachers were found strongly disagreed on the third item 'encourage the teachers to share their ideas'. With the last item 'encourage the teachers to develop their creativity', 50% teachers are found strongly agreed, 33.33% teachers are found agreed, 10% teachers are found disagreed and 6.66% teachers are found strongly disagreed. In conclusion, most of the teachers are found strongly agreed with the last item 'encourage the teachers to develop their creativity'

4.1.1.7 Teachers' Perception on the Usefulness of the Exercise for the Students

I also asked the teachers to present their views on whether the exercise of the text book is highly students' oriented or not. The responses of the teachers have been presented in the following table with the different types of items.

Table 7
Teachers' Perception on the Usefulness of the Exercise for the Students

S.N.	Item	Response of the students								Total No.
		SA		A		D		SD		
		F	%	F	%	F	%	F	%	
1	Provide the different activities	20	66.66%	8	26.66%	2	6.66%	0	0%	30
2	Students' participation in group and pair work	5	16.66%	10	33.33%	5	16.66%	10	33.33%	30
3	Facilitates students to interact in the classroom	10	33.33%	10	33.33%	5	16.66%	5	16.66%	30
4	Encourages students to share their ideas, feelings and experiences	18	60%	5	16.66%	5	16.66%	2	6.66%	30

The above table shows the teachers' perception on the exercise of the text book is highly teachers' oriented. 66.66% teachers are agreed, 26.66% teachers were found agreed, 6.66% teachers were found disagreed and non of the teachers were found strongly disagreed with the first item that teachers 'provide the different activities' to the students. In conclusion, most of the teachers were found strongly agreed with this item. Similarly in the second item 'teachers' participation in group and pair work' 16.66% teachers were found strongly agreed, 33.33% teachers are found agreed, 16.66% teachers were found disagreed and 33.33% teachers were found strongly disagreed. In conclusion, most of the teachers were found strongly agreed with this item. In the same way, 33.33% teachers were found strongly agreed, 33.33% teachers were found agreed, 16.66% teachers were found disagreed and 16.66% teachers were also found strongly disagreed with the third option 'facilitates teachers to interact in the classroom'. In conclusion most of the teachers were found agreed with this option. Similarly, 60% teachers are found strongly agreed, 16.66% teachers were found agreed, 16.66% teachers are found disagreed and 6.66% teachers were also found strongly disagreed with the fourth item 'encourages teachers to share their ideas, feelings and experience'. In conclusion, most of the teachers were found strongly agreed with this item.

4.2 Analysis of the Responses Collected through Open-ended Questions

In the open-ended question (appendix-ii), the teachers were asked to give their views on the applicability of the objective, difficult level of the textbook, problems of the textbook while learning process, strong points, weak points and suggestions for the improvements of the textbook. Similarly, some questions were asked about the learning activities, different materials, reading text and so on.

Thus, the responses provided by the respondents have been presented in the following sub-headings:

4.2.1 Design of the Cover

There is well known saying that "a book is not judged by its cover, but its contents". However, this is not true for the beginners. The more attractive the cover of the book becomes, the more curiosity a learner will have to study the course. When teachers were asked about the design of the cover, nearly 80% of them answered that the cover was not so attractive for grade six students. Nevertheless, 20% of the teachers were found to be satisfied with the design of the cover.

Some of the views of the teacher on the cover of the textbook are as follows:

T₁ = The color of the cover of the textbook is not so bright and attractive.

T₂ = There should be red and black color so that students could be attractive to read this book time and again.

On the basis of their views, it can be concluded that the design of the cover was not so attractive for the students of grade six.

4.2.2 Appropriacy of the Binding of the Textbook

The binding of the book also matters with the learners. The stronger the binding of the book becomes, the more interested the learner will be to have the book. When the teachers were asked about the binding of the book of grade six, nearly 70% of them answered that the bindings of the book was appropriate. However, 30% of them answered that the binding of the book was not so strong.

Some of the views of teacher on the appropriacy of binding are given below:

T₁: The binding of the book seems to be strong and long lasting.

T2: The book has been bounded with the gum so it is really very strong.

On the basis of the views of the teacher, it can be concluded that the binding of book was appropriate for the students.

4.2.3 Grading of the Exercises of the Books

When the teachers were asked to give their views on whether exercises contained in the book have been graded from simple to complex or not, most of them answered that the book had followed the principal of grading exercises from simple to complex. However, very few of them answered that the book has not followed the principle of grading from simple to complex.

Some of the views of teacher on the appropriacy of binding are given below:

T1: The book has adopted the principal of grading the exercises from easy to complex as the language function and grammatical exercises have been interlocked with each other.

T2: The exercises of the first and second chapters are easy for students to perform. However, exercises of the last chapters are highly mechanical.

On the basis of the views of the teacher, it can be concluded that the text has followed the principal of grading exercises from simple to complex.

4.2.4 Objectives of the Textbook

The teachers were asked to give their views on the objectives of the text book. The responses given by them regarding objectives of the textbook have been presented in the following points:

- J The objective of the textbook was successful to reach the destination set out in the curriculum because lots of readings, close exercises and contextual as well as functional strategies were presented in the extbook to fulfill the objectives set out in the curriculum.

-) The use of the language gambits in the text was to develop communicative competence in the students.

On the basis of the views of the teacher, it can be said that the textbook has really met the objective of the curriculum.

4.2.5 The Activities Included in the Textbook are Motivating

The teachers were also asked to respond whether the activities included in the text are motivating. Their responses on this items have been presented below:

-) The textbook has included different activities such as; Ask and write, read answer and write, dialogue writing, fill in the blanks, reading comprehension, grammatical exercises.
-) The textbook focuses on the reading and speaking activities.
-) The language functions included in the textbook focus on different gambits like greeting, expressing ability, apologizing and so on. So, this shows that teachers are really motivated from the different activities of the textbook.

On the basis of the views of the teacher, it can be said that teachers are really motivated from the different activities of the textbook.

4.2.6 The Materials Used in the Textbook

Similarly, the teachers were asked to present their views on materials used in the textbook. The responses given by them have been presented in the following points:

-) The materials in the textbook were not found sufficient to meet the objective of the textbook in the context of Nepal.
-) The subject matters and activities included in the textbook were found to have more grammatical exercises which were highly mechanical.

So, it can be concluded that the material used in the text are not so sufficient to met the objective of the text.

4.2.7 The Communicative Approach of the Textbook

The responses given by the teachers regarding communicative approach have been presented in the following points:

-) The textbook focuses on speaking, listening and writing skills to develop communicative competence of the learners.
-) In order to be communicative textbook, the book should focus two language skills speaking and listening skills rather than the writing and reading. So the textbook focuses on the communicative approach.

Thus, it can be said that the textbook is communicative in nature as it has included communicative activities.

4.2.8 The Strong Points of the Textbook

The responses given by the teachers with regards to strong points of textbook have been presented in the following points:

-) This textbook presents the different puzzle exercises to sharpen the mind of the beginners.
-) This textbook includes different dialogues to involve students in group and pair work.
-) This textbook helps the teachers to think critically.
-) This textbook consists a lots of exercises, set of questions, and extra information about Nepal.
-) This textbook helps the teachers to develop the vocabulary power.
-) This textbook contains well selected and contextual activities to develop the communicative competence of the students.

-) The inclusion of different cultural activities and places of Nepal familiarizes the student with different cultures and places of Nepal.

On the basis of analysis of the teacher's view, it can be concluded that this textbook is rich in cultural terminology and has included a lot of exercises for the learners.

4.2.9 The Weaknesses of the Textbook

In the same way, the teachers were asked to give their views on the weaknesses of the textbook. The responses given by them have been presented in the following points:

-) The grammatical exercises are highly mechanical which makes the learner boring.
-) This book highly focuses on fill-in-the blank exercises rather than other exercises.
-) This textbook is not useful for dull students in the context of Nepal.

On the basis of analysis of the teacher's view, it can be concluded that this textbook is not reasonable for dull students.

4.2.10 Difficulties/ Problems that are Faced by the Teachers

The responses given by the teachers regarding the difficulties faced by them have been presented in the following points:

-) There is some difficulty in illustration in the context of Nepalese teachers.
-) Learning materials and other authentic materials are not available easily.
-) Some vocabularies and sentences of the textbook are very difficult to understand for the students.
-) The grammatical exercises like relative clauses are beyond the comprehension level of the students.

On the basis of analysis of the teacher's view, it can be concluded that the vocabularies used in the textbooks are beyond the level of the primary level teachers.

4.2.11 Suggestions for the improvements of the textbook

The teachers were asked to give their views on the improvement of the book. The responses given by them have been presented in the following points:

-) The activities of the textbook should be selected according to the level of the teachers in the context of the Nepal.
-) Related reference materials should be made easily available.
-) The textbook should focus on reading comprehension.
-) The textbook should be made as practicable as possible for the learners.

Thus, the book should have the provision of different teaching strategies that help the teacher to teach the text effectively.

4.2.12 Utility of the textbook in the context of Nepal

Response given by the teachers regarding the utility of the textbook in the present context have been presented in the following points:

-) The textbook published by the Nepalese writers provide authentic knowledge and it helps us to develop our creativity.
-) This textbook includes cultural and historical places of Nepal which brings unity in Nepal.
-) This book helps to develop the speaking skill of the beginners and develop linguistic competence.

On the basis of the views from teachers, it can be concluded that district book is useful for the Nepalese learners.

4.3 Summary of Findings

On the basis of analysis and interpretation of data, the finding of the study can be presented as follows:

-) Language organization of this textbook was found quite satisfactory according to the level of the teachers.
-) It was found that 63.33% teachers did not agree that the language of the textbook fits the elementary level.
-) It was found that 66.66% teachers were not satisfied with the proficiency level of the text book.
-) It was found that 60% teachers agreed the materials prescribed in the textbook were applicable.
-) It was found that 55% teachers strongly agreed towards the quality of the course materials included in the textbook.
-) A majority of teachers responded that a textbook was relevant for teaching and learning context.
-) It was found that 50% teachers agreed that textbook 'provide different activities' for the students while learning.
-) The teachers were found to agree that the exercises in the text were students centered rather than teachers' centered.
-) It was found that a large number of teachers opined that the cover of the book was not attractive.
-) The binding of the textbook was found to be appropriate for the learners.
-) It was found that the textbook focused on the reading and writing skill in the activities.
-) A majority of teachers responded that the textbook had the provision of communicative approach.

CHAPTER-FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter is concerned with some conclusions and recommendations which have been obtained from the analysis and interpretation.

5.1 Conclusions

A textbook is the collection of materials prescribed by the curriculum, under which it is designed for intending to meet its objectives. It is a pivotal aspects of the total teaching and learning process. A textbook has a good variation of subject matter and it has limitations with a chronological and systematic presentation of materials. It also addresses the physical, mental and psychological aspects of the learners. A good textbook is necessary for both teacher and students because it helps them in many ways. It is a document that reflects the objectives and teaching items prescribed in the syllabus. However, all textbooks not meet the required needs and interest of the learners.

To complete study, I went through five different chapters. In first chapter, I have presented the background of the study that includes objectives research questions, significance of the study, delimitations of the study and operational definitions of the key terms. In second chapter, I have discussed the review of the related literature which consists of the theoretical part of research. On the basis of the review of related literature, I have developed conceptual framework to conduct this study. The methods and procedures of the study have been described in third chapter. The design of this study was survey and data were collected by using both primary and secondary sources. Thirty lower secondary English teachers of Rukum district were selected through purposive non-random sampling procedure to carry out the study. I exploited questionnaire as the main tools for collecting data. In fourth chapter, I have analyzed and interpreted data descriptively using appropriate tables and pie-

charts. And in last chapter, I have presented the conclusion of the study and recommendation or the basis of findings of the study.

After the collection, analysis and interpretation of data and the discussion made on the summary of the findings, I found that the language organization of this textbook satisfactory. The quality of course materials was also good. The binding of the book was found to be appropriate. Moreover, the teachers were satisfied with the material prescribed in the textbook. However, the proficiency level of textbook was not found to be appropriate. Similarly, the cover of the textbook was not attractive too.

On the basis of the conclusion of this study, it can be said that to make course book more attractive, the cover of the textbook should be made attractive. The book should be modified to meet the proficiency level of the student.

5.2 Recommendations

On the basis of the findings of the research, I have made the following recommendation for the policy level , practice level and further research.

5.2.1 Policy Related

The educational product of a country depends on the educational policy implemented by that country or state. Similarly, materials designing is also highly influenced by policies formed by the nation. Some of the policy related recommendations are as follows:

- a) The policy makers of the country in the field of language teaching should utilize the findings of such studies to develop attractive cover of the textbook.
- b) It should be highly effective for Ministry of Education to prepare various motivating teaching materials and to implement them.

- c) Curriculum Development Center should pay attention on the findings of such study to update the resource materials and design attractive cover.
- d) Curriculum planners, course designers, material developers, textbook writers should develop the textbook in accordance with the needs and interests of the learners.
- e) Policy makers should design various programs that can give the teachers with more exposure in the areas of preparing teaching materials with local resources.

5.2.2 Practice Related

The recommendations at practice level are as follows:

-) The teacher should teach the content by using new technique and strategies.
-) The subject matter of the textbook should be taught according to the intellectual level of the learners.
-) The teacher should focus on communicative method of teaching and involve the student in different activities.
-) Different reference materials such as; reference book, dictionary and other related materials should be made easily available for the learners.
-) The teacher should be facilitator for the students while teaching and learning process.

5.2.3 Further Research Related

Some directions for further research are as follows:

- a) This research was limited to lower secondary level. It cannot be claimed that the findings of this research are applicable everywhere. Therefore, researchers should carry out this type of research including more samples at different levels of school curriculum.

- b) Additional research should be conducted related to other aspects of textbook like "suitability of the text in the present context".
- c) The researcher should carry out research to study the organizational pattern of the textbook.
- d) A new research should be carried out to focus on the physical and academic aspects of the book of primary level.

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Appendix I

Dear Respondents,

In the partial fulfilment for the Master of Education in English, I am conducting a research on the topic, "**Perception of Teachers on the Textbook English for Grade Six**" under the supervision of **Mr. Guru Prasad Poudel**, Teaching Assistant, Department of English Education, T.U., Kirtiupr, Kathmandu. In course of data collection I am here with you. I would like to collect your opinion on the different aspects of textbook analysis of the above mentioned textbook. The finding of this research will be fruitful to the different people who are directly and indirectly involved in the field of ELT. Your responses will be very helpful for this study. I have prepared a set of interview questionnaire. I request you to go through the questions and give unbiased and accurate response. The answer you provided will use for only this study. I will be indebted for your great contribution.

Researcher

Sabendra Khadka

Department of English Education

T.U., Kirtipur

Name of the school: Date:.....

Name of the teacher:.....

Qualification:

1. Perception of the teachers about language of the textbook :				
Item/Scale	Strongly Agree	Agree	Disagree	Strongly Disagree
Language of the textbook is adequate to the level and interest of the students.				
Subject matter are selected in term of the difficulty level.				
Language organization of the textbook fits with the level of the students				
The different unit enlisted in cohesive order				
2. The language of the textbook fits with the different proficiency of the students:				
Elementary proficiency				
Limited proficiency				
Full proficiency				
Native proficiency				
3. The quality of the course materials prescribed in the course in terms of their applicability in learning process:				
Very useful				
Useful				
Somewhat useful				
Not useful				
4. The content knowledge of the textbook focus on the student:				
Using in the learning process				

Link to the particular practice				
Knowledge of learners and their characteristic				
Focus on the better understanding to the text				
5. The textbook "English for grade six is relevant to learning context.				
Very relevant				
Relevant				
Somewhat relevant				
Irrelevant				
6. The exercise of the text book focus on:				
Judge the students knowledge only				
Encourage the students for the interaction				
Encourage the students to share their ideas				
Encourage the students to develop their creativity				
7. The exercise of the text book is highly students oriented in term of:				
Provide the different activities				
Students' participation in group and pair work				
Facilitates students to interact in the classroom				
Encourages students to share their ideas, feelings and experiences				

Appendix- II

Dear Respondents,

In the partial fulfilment for the master of education in English, I am conducting a research on the topic, "**Perception of Teachers on the Textbook English for Grade Six**" under the supervision of **Mr. Guru Prasad Poudel**, Teaching Assistant, Department of English Education, T.U., Kirtiupr, Kathmandu. In course of data collection I am here with you. I would like to collect your opinion on the different aspects of textbook analysis of the above mentioned textbook. The finding of this research will be fruitful to the different people who are directly and indirectly involved in the field of ELT. Your responses will be very helpful for this study. I have prepared a set of interview questionnaire. I request you to go through the questions and give unbiased and accurate response. The answer you provided will use for only this study. I will be indebted for your great contribution.

Researcher

Sabendra Khadka

Department of English Education

T.U., Kirtipur

Questionnaire for the Teachers

Name of the teacher :

Name of the school :

Qualification :

Experience :

Training :

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

1. Do you think the design of the cover page is attractive ?
.....
.....
2. Is there appropriate binding in the textbook ?
.....
.....
3. Are the exercises graded from simple to complex ?
.....
.....
4. Do you think the spacing between words, phrases, sentences and paragraph is suitable ?
.....
.....
5. Whether the activities seem relevant and motivating to the students ?
.....
.....
6. Do the materials used in the text meet the objectives set out in the curriculum ?
.....
.....

- 7. Is this book based an communicative approach ?
.....
.....
- 8. What are the strength of the textbook ?
.....
.....
- 9. What are the weaknesses of the textbook ?
.....
.....
- 10. What is your suggestion for improvement of the textbook ?
.....
.....

Thank you very much

Appendix III

Selection of Teachers and Schools While Conducting Research Work

S.N.	Name of the teacher	Name of School	Level
1	Pawan Khadka	Shree Adarsha Ma.Vi. Kharabang, Rukum	B.Ed.
2	Amar Shah	Shree Janasahayog Ma.Vi. Jang Rukum	B.Ed.
3	Hastiman Pun	Putha Higher Secondary School Maikot, Rukum	M.Ed.
4	Ganesh Reule	Shiddha Gupha Lower Secondary School Arjal, Rukum	I.Ed.
5	Deepak B.C.	Himalaya Higher Secondary School Naigad, Rukum	M.Ed.
6	Bibek K.C.	Bal Bikash Lower Secondary School Pwang, Rukum	B.Ed.
7	Gita Malla	Shree Sanivery Lower Secondary School Kharkhola, Rukum	B.Ed.
8	Arjun Malla	Jaljla Lower Secondary School Ranma, Rukum	B.Ed.
9	Raj Kumar Sunar	Shree Janajyoti Lower Secondary School Jang, Rukum	I.Ed.
10	Sher Bahadur K.C.	Shree Tribhuvan Janata Higher Secondary School Khalanga, Rukum	M.Ed.
11	Dhurba Thapa	Shree Tribhuvan Janata Higher Secondary School Khalanga, Rukum	B.Ed.
12	Jagat Bahadur Oli	Shree Yamuna Nanda H.S.S. Sherigawn, Rukum	M.Ed.
13	Bikash K.C.	Shree Himalaya Secondary School Hukum, Rukum	B.Ed.
14	Chal Bahadur Tulachan	Shree Himalaya Lower Secondary School, Okhma Rukum	B.Ed.

15	Kiran Malla	Shree Rukmini H.S.S. Rukumkot, Rukum	B.Ed.
16	Anil Acharya	Rukmini H.S.S. Rukumkot, Rukum	M.Ed.
17	Manika Gharti	Putha H.S.S. Maikot, Rukum	B.Ed.
18	Mahesh Budha	Shree Hiamalaya H.S.S. Kol Rukum	M.Ed.
19	Dhan Man Pun	Shree Siddha Mandali Secondary School Nakha, Rukum	B.Ed.
20	Nabin Sharma	Shree Hiamalaya School Sisne, Rukum	B.Ed.
21	Krishna Gautam	Balhit Secondary School, Okhrana Sisne, Rukum	B.Ed.
22	Tek Bdr. B.K.	Jajajyoti Secondary School Nakha, Rukum	B.Ed.
23	Deepak Oli	Bijayswori Secondary School Khalanga, Rukum	B.Ed.
24	Bhupendra Bohara	Janagariti Lower Secondary School Mayang, Rukum	B.Ed.
25	Rajendra Pun	Shukra H.S.S. Shima Rukum	B.Ed.
26	Chandra Bahadur Nepali	Mahendra Higher Secondary School Chhibang, Rukum	M.Ed.
27	Arjun Pun	Mahendra Secondary School Taka Sera, Rukum	M.Ed.
28	Lokmani Adhikari	Tribhuwan Janata Secondary School Chhipri Daha, Rukum	M.Ed.
29	Bimal Pun	Sarswoti Higher Secondary School Ratamata, Rukum	B.Ed.
30	Manendra Oli	Sisne Secondary School Pipal, Rukum	B.Ed.