

CHAPTER - ONE

INTRODUCTION

1.1 General Background

A textbook is a manual of instruction or a standard book in any branch of study. It is produced according to the demand of the educational institutions. It can also be any standard book on a subject, which is necessarily used in a particular course. Although most textbooks are only published in printed format, many are now available as online electronic books. Sometimes it is defined an edition of a book specifically intended for the use of students who are enrolled in a course of study or preparing for an examination on an academic discipline, as distinct from the trade of edition of the same title, sometimes published in conjunction 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 to be of more permanent character.

Textbooks are such kinds of books that treat a subject comprehensively and are used by students as a basis for a study. They are used in schools and colleges in general. Each and every academic discipline is guided by the curriculum consisting of teaching aim, contents, and methods of teaching, evaluating scheme, time allotment, textbooks etc. For this sense, all textbooks are written to meet the objectives of the curriculum. Textbooks are the most fundamental requirement of any successful teaching and learning activities. Textbooks are the authentic materials to present in the classroom because they are the most economical, easily available and widely used tools of education. 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 a particular grade are expected to acquire

within the period of academic session. There are other teaching materials such as T.V., radio, multimedia projectors, computers, programmed text, etc.

Husen (1994, Vol-) says:

Textbooks aim to present content in age as well as developmentally appropriate ways. They present the corpus of knowledge and skills considered essential in becoming an educated person. They symbolized a set of values and assumptions about one's nation and world and one role and place within them.

In the same way Harmer (1983, p.257) says:

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

A textbook is everything for the teacher and students in the places where there is no other reference materials. For the effective teaching and learning both the teachers and students will have to rely fully on the textbooks available in the absence of good reference materials and libraries. School textbooks are one vehicle through which attempts can be made to disseminate and reinforce dominant cultural forms. As Fitzgerald (1979) notes, "Textbooks appear to represent a fairly progressive consensus of values and assumptions about the purpose of evaluation and social, political and economical values". In the present situation in Nepal, there we do not have the facilities of even a blackboard in the classroom, let us keep away the other supplementary materials and reference, textbook is only the main source of teaching and learning.

1.1.1 Importance of Textbook

The textbook is one of the most important tools for effective and efficient teaching learning process. In other words, it is used as a guide and a support to this process. A good textbook is necessary for both teacher and students because it helps them in many ways. 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. Textbooks remain essential tools for preserving and diffusing the world's storehouse of knowledge and wisdom. A textbook is to facilitate learning a language. Its materials and activities are meant to help students learn language and use it in their real life.

The importance of textbooks can also be as a document that reflects the objectives and teaching items set in the syllabus. But that is not all. A textbook can be seen from two different angles, firstly what it contains or what kind of things we find in a textbook and secondly, what is its purpose or what is the function of a textbook? The answer to the first question is that a textbook specificity a language textbook contains different kinds of materials: 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 students 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 learn the target language. Its function is to help teaching learning activities in a class.

In addition, most students invariably need a textbook. A folder full of classroom handouts fails to satisfy in ways that a textbook can. A folder is a substitute for a textbook. Like a map for a traveler in unknown territory, a

textbook is a reassurance for most students and teachers. It offers a systematic revision of what they have done, and a guide to what they are going to do. In our context, textbook is a must. The textbooks provide a basic exposure to students to written material. They help students to learn independently particularly through homework. They are self- teaching classroom devices.

To sum up, we can say that the textbook is a very helpful device in teaching-learning process. It can be a very useful in this process. However, the textbook should be used as a means not an end. It should never set a limit. It should be used interesting 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. In short, the textbook furnishes a large collection of well selected and graded language items, i.e. teaching items.

1.1.2 Importance of Textbook Analysis

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 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 finally the book is finished. It is a systematic process in the sense that it follows systematic procedures or it is based on certain criteria.

We begin the analysis of textbook as a first step in understanding what the textbook is being to propose in teaching learning process. We think of the textbook conduct as presenting an opportunity to learn the ideas, topics, and procedures it includes. The textbook analysis aims to assess the quantity and quality of aging content. Many people have argued that the teacher is much more important 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

written once 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 textbooks which are prescribed for a particular level may be either too easy or too difficult.

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 somewhat reduced”. Therefore, textbook analysis provides opportunity for better investigation either within particular contexts, or more fundamentally, between contexts.

1.1.3 Types of Textbooks

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

1.1.3.1 Traditional Textbooks

Traditional textbooks try to get students to learn the language as a system. Once they have learned the system, it is hoped that they are then equipped to use the language for their own purposes in any way they think fit. Such kinds of textbooks give emphasis on the forms or patterns of the language. The four skills of language are not used properly except reading and writing. They have the problem of lacking to use language contextually. They may have the following characteristics.

-) They tend to emphasize the forms, or patterns of language (The grammar).
-) They tend to focus on reading and writing activities.

-) They often make use of a great deal of source language.
-) They tend to focus rather narrowly on a syllabus and examination.
-) They seem easy to use for teachers.

1.1.3.2 Communicative Textbooks

Communicative textbooks try to create opportunities for the students to use the language in the classroom before using it in real life. They develop the communicative competence of the students through reflecting the students' need and interests. Communicative textbooks are much better than those of traditional textbooks. Such kinds of textbooks have the following characteristics.

-) They emphasize the communicative functions of language (e.g. asking for information, apologizing, asking the way, etc.).
-) They try to reflect students' needs and interests.
-) They emphasize skills in using the language- activities based.
-) They usually a good balance among the four language skills, but may emphasize listening and speaking.
-) They tend to be very specific in their definition of aims.
-) They encourage pair and group work and heavier demands on teachers' organizational abilities.
-) They emphasize fluency, not just accuracy.

1.1.4 "Writing for Advanced Learners of English" as a textbook

"Writing for Advanced learners of English" is one of the recommended books under the course title of "Reading, Writing and Critical Thinking", for the fulfillment of unit II and III prescribed for B.Ed. first year major English. The writer of this textbook is Francoise Grellet and published by Cambridge University Press, Cambridge in 2009.

1.1.4.1 General Objectives of the Course

This course exposes the students to the varieties of reading materials and writing strategies in order to enhance their academic skills. It adopts a content-based approach to the development of reading, writing and critical thinking.

The general objectives of the course are as follows:

-) To expose the students to wide a varieties of contemporary reading materials.
-) To facilitate them to read critically, and write logically.
-) To expose them to a variety of writing activities.
-) To encourage students to think independently.
-) To enhance their abilities to argue with reason, and confidence.

1.1.5 Qualities of Good Textbook: A Textbook Evaluation Framework

Analyzing the textbook is a challenging job. It is a systematic process and not random and haphazard work. Generally, the textbooks are written and designed by the related field experts to fulfill the objectives of the curriculum and also to meet the present day needs of the readers. Therefore, while evaluating a textbook one has to follow certain or framework. Textbook analysis concerns the pedagogical implications of the text and the content of the text itself. The detailed outline of textbook/materials evaluation framework proposed by McDonough and Shaw (2003) as cited by Awasthi (2006), is as follows:

a. The external evaluation

McDonough and Shaw (2003) proposed to start the observation of the organization of the materials in the book with the author/publisher's statements in two aspects:

-) The 'blurb', or the claims made on the cover of the teacher's/ students' book

-) The introduction and the table of the contents

These two aspects generally show the claims made by the author(s)/ publisher regarding the quality of the materials included in the textbook. These claims may further help in the process of evaluation of the materials. Comments on the following areas can be made from this initial evaluation:

-) The intended audience.
-) The proficiency level.
-) The context in which the materials are to be used.
-) How the language has been presented and organized into teachable units/lessons.
-) The author's views and methodology and the relationship between the language, the learning process and the learner.

The other factors they propose to take into account are:

-) Are there materials to be used as the main 'core' course or to be supplementary to it?
-) Is a teacher's book in print and locally available?
-) Is a vocabulary list/index included?
-) What visual materials does the book contain (photographs, charts, diagrams) and is it there for cosmetic value only or it is integrated into the text?
-) Is the layout and presentation clear or cluttered?
-) Is the material too culturally biased or specific?
-) Do the materials represent minority groups and/ or women in a negative way? Do they present a 'balanced; picture of a particular country/ society?
-) The inclusion of audio/ video material and resultant cost. Is it essential to possess this extra material in order to use the textbook successfully?

-) The inclusions of tests in the teaching materials (diagnostic, progress, achievements); would they be useful for your particular learners?

b. The internal evaluation

This is an in depth evaluation of the materials. “The essential issue at this stage for us is to analyze the external to which the aforementioned factors in the external evaluation stage match up with the internal consistency and organization of the materials as stated by the author/publisher’’, (McDonough and Shaw, 2003,pp.66-67).

As a part of the internal evaluation, the following factors should be borne in mind.

-) The presentation of the skills in the materials.
-) The grading and sequencing of the materials.

In doing so, McDonough and Shaw (ibid) propose the following questions to be addressed:

-) Where reading/ ‘discourse’ skills are involved is there much in the way of appropriate text beyond the sentence?
-) Where listening skills are involved, are recordings, ‘authentic’ or ‘artificial’?
-) Do speaking materials incorporate what we know about the nature of real interaction or are artificial dialogues offered instead?
-) The relationship of tests and exercises to (a) learner needs, and (b) what is taught by the course materials.
-) Do they feel that the material is suitable for different learning styles? Is a claim and provision made for self study and in such a claim justified?
-) Are the materials sufficiently ‘transparent’ to motivate both students and teachers alike, or would you foresee a student/teacher mismatch?

These questions seek answers regarding the presentation of the materials which further help in their sequencing and grading as per the established psychological principles of learning and teaching.

In addition to the external and internal evaluation, McDonough and Shaw (ibid) also propose an overall evaluation of the textbook in the light of the following parameters:

c. The overall evaluation

For this evaluation, McDonough and Shaw (2003) propose the following questions using the parameters.

-) The usability factors: How far the materials could be integrated into a particular syllabus as ‘core’ or supplementary.
-) The generalizability factor: Is there a restricted use of ‘core’ features which make the materials more generally useful?
-) The adaptability factor: Can parts be added/ extracted/ used in another context/ modified for local circumstances?
-) The flexibility factor: How rigid is the sequencing and grading; can the materials be entered at different points/ used in different ways?

As proposed by McDonough and Shaw there are three textbook evaluation factors but the researcher mainly focused on this study was internal evaluation. Using this factor the whole research was conducted, analyzed and interpreted.

1.1.6 Need of Research in the Field of Textbook

A textbook is a teaching material for the teacher and a learning material for the learner. It is one of the pivotal aspects of the total teaching and learning process. Teachers take textbooks as ‘bible, a guide, a crutch, a necessary evil or a burden’ (Gabrielatos, 2004:28). This statement indicates that a textbook can be both, a boon or burden. Learners are the focal points of any teaching

and learning process. This concept is a shift from teacher centered to learner centered approach which was developed during the 1970s. This approach led the concept of selecting/designing the textbooks keeping in mind the need of the learners as the once prepared and published commercially may not address the needs and aspirations of the learners in question. Therefore, research is essential that 'careful selection is made, and that the materials selected closely reflect and the aims, methods, and values of the teaching program' (Cunningsworth, 1995, P.7). Thus we can say in the field of textbook there need a research.

Before the establishment of democracy in 1950 no proper research was carried out to improve the quality of textbooks as they were unrelated to the needs of the children of the nation. They were upgraded, unillustrated and badly printed on poor quality paper. No systematic effort was made to develop the textbook industry in a planned way. Direct government involvement in the preparation of textbook was non existence.

Let us look at why we need research in the field of textbook. Cunningsworth (1984) suggested that there are a few teachers who do not use published course materials at some stage in their teaching career. We may wish at this stage to make a distinction between teaching situations where 'open-market' materials are chosen on the one hand, and where a Ministry of Education (or similar body) produces materials which are subsequently passed on to the teacher for classroom use on the other.

Another fairly typical factor to consider for research in the field of textbook is that teachers/course organizers are often under considerable professional and financial pressure to select a coursebook and ELT programme which will then become the textbook may be for years to come. For some teachers the selection of a good textbook can be valuable, particularly in contexts where the assimilation of stimulating, authentic materials can be difficult to organize.

The report of NNEPC (1956) was the first ever institutional effort materials including textbook. About textbooks, it is said that textbook criteria should include accuracy, adaptability to the proper age level of children, attractiveness, durability, interesting, well-illustrated, etc. Textbook research provides an important context for the analysis of the interplay of power, history and culture. After decades of involvement in textbook research UNESCO has at long last produced a methodological guidebook. Some researchers outline many of the considerations that textbook analysis needs to take before and while embarking on research projects. Essentially, they emphasize the complexity of textbook research and the need for them to consider all eventualities during their preparation to conduct a project.

Van Els (1983) states, “Textbook description and evaluation have gradually gained importance over last few decades both from a practical (teaching) point of view and from research point of view.” This also shows that evaluation of a textbook is praiseworthy.

A textbook is an essential tool in the hand of a skilled teacher. However, a special care has to be taken in its preparation, selection, and or adaptation to suit the linguistic proficiency of the learners on the one hand and their immediate and future needs on the other. All the foregoing discussions show the importance of textbook evaluation.

1.2 Review of Related Literature

Textbook description and evaluation have gradually gained importance over the last few decades, both from practical i.e. teaching point of view and from research point of view. Evaluation of textbook is highly significant in the field of teaching and learning. In case of newly applied textbook, it is immense to be evaluated to find out whether it fulfils the need of the target group or not. A number of researches have been carried out the connection with the textbook

`analysis under the supervision of the department of English Education T.U., Kirtipur.

Lamichhane (1990) has carried out a study entitled, “An Analysis of the New English Textbook for Grade Eight” to find whether the objectives for developing speaking and writing skills set out in the curriculum are fulfilled by the exercise given in the textbook. He has arrived at the conclusion that the materials have been organised 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. He has interviewed 20 teachers from different schools. Most of the teachers have agreed that the exercises given in the textbook are sufficient for developing communication skills and writing skills but they have put negative views on other points.

Dahal (2001) has analyzed new English textbook on the title, “English for Grade X: A Textbook Analysis”. He has carried out the research in terms of physical aspects, organization of the materials and its presentation. His study is positive towards the organization and the presentation of the materials but it is negative on physical aspects of the book. He has found that cover page design is not attractive and durable. Binding of the textbook is weak, the hand written drawn pictures of the textbook do not clarify the abstract concepts, the textbook lacks drills and the textbook has not provide any model of postcard writing, bio-data, notices and advertisement although the curriculum has started that students will be able to produce a variety of authentic text type.

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 analyse the Link English course in terms of its physical as well as adequacy of the contents. The analysis and interpretation of the textbook has

been done towards the academic aspects of the textbook. Some drawbacks regarding the physical aspects of the textbook are also included in his findings.

Dawadi (2004) analyzed the English Textbook for Grade Seven to find out the quality of the textbook in relation to its physical and academic aspects. She found that the content of the textbook is not in harmony with English curriculum of that class. The findings of her study have been listed under the strengths and weaknesses headings and some recommendations have been made on the basis of the findings.

Similarly, Bohora (2004) conducted a research entitled, “A Descriptive Study of the English Textbook for Grade One” and found that same vocabulary items are missing on the textbook. He found that 217 vocabulary items are in 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 this study does not care about the appropriateness of language and exercises.

Poudel (2005) carried out a research entitled “An Analysis of English Textbook for Grade VI”. He has analyzed the book on basis of the checklists provided by Wilga (1968) and Grant (1987). Similarly, Khanal (2006) examined out a study entitled, “An Analysis of the Optional English Textbook for Grade Five”. He analyzed the textbook using the both aspects. The population of the study consisted of 30 teachers with at last one year’s teaching experience in related subject and 20 students who had studied the present book at their schools. His findings of the study are summed up on strengths and weaknesses of the textbook.

Kandel (2006) studied and analyzed, “An Analysis of the Textbook: A case of Academic Encounters: Life in Society”. He analyzed the academic as well as physical aspects of the textbook of PCL first year. He prepared two sets of questionnaires based on the academic and physical aspects of the textbook to

obtain the data for the study. The population of the study consisted of the lectures taking classes in PCL first year under Tribhuvan University and the students who studied PCL first year in academic year in Chitawan and Kathmandu districts.

Wasti (2008) also carried out a research entitled “Academic Analysis of the New Headway English”. She found that the book contains communicative activities and presents four language skills in systematic way. The contents included in the book are interesting because that introduce foreign culture, the book lacks pronunciation aspect of language, and the size of the text book is odd and not durable. Binding, language and literary materials are not balanced.

Regarding the analysis of the textbook “Writing for Advanced Learners of English” which has been prescribed for B.Ed. first year, no research work has been carried out. So, the present study aims to assess the suitability of the organization of materials and skills. I finished this research in the light of academic aspects of textbook evaluation which McDonough and Shaw (2003) call internal evaluation of textbook.

1.3 Objectives of the Study

The objectives of the study were as follows:

- a) To analyse the textbook in terms of structure of the book i.e. manipulation, imitation, variations on a theme and invention.
- b) To pin point whether the language materials used in the textbook are sufficient to meet the related objectives for developing written English.
- c) To suggest pedagogical implications.

1.4 Significance of the Study

Mainly, students, teachers, textbook writers and syllabus designers will be benefited from this study. It identifies the appropriateness of the proposed book

for B. Ed. first year. It is equally important to assess the materials for reading and writing skills and effectiveness of the textbook. It would be helpful for the improvement of the proposed textbook. This study will also be significant to those who are interested in evaluating the textbooks.

CHAPTER - TWO

METHODOLOGY

The researcher adopted the survey method in this study. This method enabled the researcher to find out the related facts regarding the textbook analysis of ELT. Similarly, the students and teachers should have an opportunity to express how they feel about the book 'Writing for Advanced Learners of English' for B.Ed. first year. It was done through the two sets of questionnaire. The source of data, sampling procedures, tools for data collection and limitations of the study are specified as follows:

2.1 Sources of Data

In the process of this study both primary and secondary sources of data were used.

2.1.1 Primary Sources of Data

The primary sources of data for this study were collected from the B.Ed. first year students who were studying major English and the teachers who taught this book in Kathmandu Valley. For this study the responses were collected from the students in the written form using a set of questionnaire.

2.1.2 Secondary Sources of Data

The secondary sources of data for this study were collected from the textbook itself. In addition to this, the secondary data were collected from different reference books, course of study, journals, articles and different web pages related to textbook analysis. Some of them were Wilkins (1977), Crystal (1990), Bhattarai (2001), etc.

2.2 Sampling Procedure

Eighty students from different B.Ed. campuses of Kathmandu Valley were taken as the sample population for this study. Eight B.Ed campuses affiliated with T.U. were selected using purposive sampling procedure. Ten students and one teacher from each campus were selected purposively.

2.3 Tools for Data Collection

The researcher used two different sets of questionnaires to collect the data from the informants. The questionnaires included close ended questions which were constructed basically to find out the students' and teachers views for the improvement of the textbook. They were also requested to drop their attitudes regarding the strengths, weakness of the subject matter of the textbook.

2.4 Process of Data collection

For data collection, the researcher proposed a checklist for textbook evaluation and according to this he prepared two sets of questionnaires. Then the researcher selected eight B.Ed. campuses for the purpose of data collection. After that, he himself visited the selected campuses of Kathmandu Valley. He established rapport with the concerned authority. After getting permission, he met the English teacher and got his/her permission and requested him/her for help. Then he went to the classroom, selected students randomly and asked them to be gathered in a fixed place. He distributed the questionnaires to the students and waited for their completion. After that, he collected the filled up questionnaires from the students. He also got the questionnaire filled out by the teachers.

For the secondary data, the researcher visited libraries, departments, books and web pages.

2.5 Limitations of the Study

The study had the following limitations:

- a) The area of the study was confined to Kathmandu Valley.
- b) The population of the study was limited to 80 students of major English of 8 B.Ed. campuses in which 10 students and 1 teacher were selected from each campus.
- c) The study was limited to the analysis of textbook "Writing for Advanced Learners of English" prescribed for B.Ed. first year of T.U.
- d) The study was limited mainly in academic quality of the textbook.
- e) The study focused on students' opinions and the materials incorporated in the textbook.

CHAPTER - THREE

ANALYSIS AND INTERPRETTAION

This chapter of this thesis is concerned with the analysis and interpretation of the data. The data collected from the informants were analyzed and interpreted to find out the appropriacy of materials and practicability of the textbook 'Writing for Advanced Learners of English' prescribed for B.Ed. first year in terms of the checklist prepared by the researcher. The checklist model is based on the subject matter of the textbook. It has been already mentioned that a set of questionnaire was provided to the students and another set to the teachers. Both sets were the interrelated and they were designed in such a way that the information collected from a set. from students were verified and further classified by the subsequent set of questionnaire i.e. from teachers. The checklist model covers general areas of the textbook whereas the questionnaires consider the specific areas of it.

The questions which were asked to the students and teachers were closed ended and one open ended question from each structure part of textbook. The questionnaires covered mainly academic or internal aspects of the textbook. They were particularly based on the objectives set in the curriculum. There were three parts. The first part of this chapter deals with the checklist prepared by the researcher himself based on the internal evaluation of textbook. The second part of this chapter deals with observation of teachers about the textbook, they have taught. Such observations are based on the categorical responses in terms of structure-wise questions. And the final part of this chapter deals with the opinions of the students regarding the textbook which they have already studied completely. Such opinion is also presented on the basis of percentage.

Both sets of questionnaires were divided into four areas. They were: manipulation, imitation, variations on a theme and invention. These areas are

the structure parts of the book which leads the in-depth investigation into the materials.

3.1 Checklist for Evaluating Textbook

This checklist is prepared by the researcher himself to evaluate the textbook. There are different categories of the textbook which are discussed below:

a) Writing poetry

Poetry is expressive writing of the most personal kind and, as such, needs careful and sensitive treatment. It should always be an optional activity in general purpose English language teaching with multicultural backgrounds. This textbook teaches to write poems in blank verse which gives students the opportunity to explore the language, to organize their ideas with great care, to manipulate sentence structure, to select words, and to think about appropriate collocations. It also encourages the drafting process.

b) Language

Language used in a textbook should be correct, colloquial and textual. It should be appropriate to situation or context.

c) Subject matter

The subject matter should fit the level and interest of the learners. It should provide them new information. It should cover all the contents of the curriculum in a well organized and systematic way.

d) Writing models

Writing different models of genres enhance the writing comprehension of the students. The textbook covers the different genres such as acrostics, advertisements, haikus, limericks, proverbs, tall tales, etc.

e) Writing about paintings

In the textbook, there are many texts that describe or take their inspiration from paintings. From the paintings students describe the theme, technique of the painter in a written language.

f) Level of language

The level of language used in this book is appropriate.

g) Vocabulary

A good textbook has well organized and selected vocabularies. Our mainly concern area is writing so writing text improves the students' vocabulary power.

h) Approach

Approach of this book describes how students acquire the knowledge of the written language. It encourages students to follow model texts in producing their own written work. Within an approach there should be studied the nature of language learning. The techniques and procedures of teaching learning activities are mentioned.

i) Jigsaw story writing

The use of picture stories to stimulate narrative writing in EFL is well established. This task uses a picture story and the principle of the information gap to create task dependency.

3.2 Analysis and Interpretation of the Teachers' Perception on Internal Evaluation of the Textbook

A teacher is a person who provides schooling for others. The teacher facilitates the learning by encouraging, prompting, interacting, etc. with good questioning

techniques. The classroom is a beehive of activity. Students should be engaged in problem solving activities. That is why successful teaching learning requires good classroom management and well known rules and procedures. There is no doubt that teachers have better acquaintance with the textbook they have been using than other people working in the education system. So, here, to highlight teachers' opinions about internal aspect of the textbook of this study are presented.

Internal evaluation of the textbook is based on its academic aspects. It is assumed that academic aspects of a textbook are its soul. Here in the research, teachers are the important respondents for the primary data. Internal evaluation of textbook of this chapter has been divided in sub-headings. For analyzing teachers' opinions simple percentage method is used. Their options are split into three options: yes, partially and no. The four different areas are analyzed and interpreted in the following way:

3.2.1. Analysis and Interpretation of Manipulation Part of the Textbook

Manipulation is the controlling or handling something with skill. In our research area, it means the textbook should have the subject matter for expanding or contracting incomplete texts. The aim here is to help on accuracy as well as on text types and their rules of composition.

Regarding the manipulation part of the textbook nine different questions were prepared and asked. Under this accuracy in writing, editing texts, writing process, etc are were focused. Among them, 1 question was proposed to write the view of manipulation part of textbook.

Table No. 1

Teachers' Response Towards Manipulation

S.N.	Statements/Question	Yes	Partially	No
1.	This part of book mainly focuses on accuracy in writing	62.5%	25%	12.5 %
2.	Improving, editing and punctuating are type major exercise.	90%	10%	0%
3.	All are the guided exercises but not free expression.	87.5%	12.5%	0%
4.	Students edit and rewrite the passes.	25%	50%	25%
5.	Writing processes are categorized.	100%	0%	0%
6.	Texts are guided from planning to drafting, reviewing, revising, etc.	75%	12.5%	12.5%
7.	The editing process used in the book checks the accuracy of text.	37.5%	50%	12.5%
8.	Most of the exercises are based on punctuation.	0%	25%	75%
9.	What are the main strengths of this part of textbook?			

The above table shows that regarding the manipulation part of textbook, it has some very strong points. They are: the textbook emphasizes the accuracy in writing, it is guided by textbook texts, and students' editing and rewriting passages are focused. Among them, the role of punctuation is to make the text clear and easy to read. The respondents have expressed their positive opinions about almost all the points related to the subject matter. It seems that the main positive aspect of this book is that the subject matter suits the mental level of the majority of the students. Besides this, the subject matter included in this book seems to be given new information for writing skills. The respondents positively responded that the students' writing activities are important in building up confidence in the process. The last open ended nature of question demands the positive values of the textbook so as they agreed that the book has several guided writing activities and the found that texts are based on editing,

punctuating, revising, etc. So, it makes us clear that this part of book proposes accuracy in writing.

However, some of the respondents have blamed that the textbook has not free writing activities whereas it only focuses on guided writing.

3.2.2 Analysis and Interpretation of Imitation Part of the Textbook

Imitation means the action of copying somebody or something but here it brings together activities of the textbook that the learners can work in an inventive way. This part of the textbook includes different genres of writing such as stories, fables, fairy tales, etc.

Regarding the imitation part of the textbook seven different questions were designed and asked. They were related to paragraph writing, group working, sonnet writing, etc.

Table No. 2

Teachers' Response Towards Imitation

S.N.	Statements/Question	Yes	Partially	No
1.	Different styles of poem writing fit the level of students.	25%	62.5%	12.5%
2.	Group work is mainly focused in this book.	50%	25%	25%
3.	This part of book includes stories, fables and fairy tales.	87.5%	12.5%	0%
4.	Most of the proverbs have similar structures.	100%	0%	0%
5.	Only sonnet is presented there but does not teach about it.	50%	50%	0%
6.	Paragraph writing is the core objective of this part of book.	12.5%	25%	62.5%
7.	Please write the positive aspects of this part of book.			

The above table shows that the organization and presentation of the different genres are generally satisfactory in the judgment of the practicing teachers. Exercises are concerned with the group work, sometimes pair work. The strong aspects of this part are the presentation of different writing models i.e. genres partially fit the level of students whereas they are necessary at this level. The informants claimed that effective pieces of writing usually show a clear paragraph plan, each paragraph with a topic sentence leading into support sentences which develop the topic but here is not clearly proposed it in the book. The level of B.Ed. students is not imitating so many proverbs have similar structures, that is why the subject matter of proverb writing is like hard and fast rule to generate.

Besides these, the respondents responded that the textbook has well organized lessons of writing genres, visual poems, parodying a genre and the examples of short poems. These kinds of activities enhance the learners writing comprehension because the students of this level have already passed the good command of English grammar and vocabulary. These are positive aspects claimed by the informants based on open-ended answer. This part of book has the short examples of sonnet and those are not sufficient for students. Lastly, most of the imitating activities are covered in this part.

3.2.3 Analysis and Interpretation of Variations on a Theme Part of the Textbook

Variations on a theme cover the texts of exploring parallel but different ways of expressing ideas. Jigsaw story writing activities are there in the book. It also includes writing book reviews, illustrating parables and turning one type of genre into another.

The following table clears the third part of the textbook:

Table No. 3

Teachers' Response Towards Variations on a Theme

S.N.	Statements/Question	Yes	Partially	No
1.	This part of book starts with the article writing.	100%	0%	0%
2.	There are pictures through which students use narrative technique and write a text.	37.5%	50%	12.5%
3.	Book reviews are clearly presented.	75%	25%	0%
4.	Teaching through play does not improve students' writing skills.	0%	12.5%	87.5%
5.	Pictures stories are well established.	75%	12.5%	12.5%
6.	Please write some advantages of jigsaw story writing.			

The above table reveals that most of the lessons included in the textbook are interesting to read and write. The initiation of this part of the textbook emphasizes the processes of article writing. An article is a piece of writing on a particular subject that has been written for publication in a newspaper or magazine. But here in the book such kind of tasks aim is to progress the students' academic training or hobbies. Majority of the informants agreed that a biased article does not present the information in a fair and objective way.

The presentation and use of picture stories stimulate narrative writing. The pictures of the book are attractive. Pictures have long had a role in language teaching and wide range of visually-based material can be used in the teaching of writing. Through jigsaw story writing students can work individually and write down as many words as they can base on their response to the picture. The exercises which are based on play writing avoid some of the cliches that too often come to mind. There is neat combination of paintings that help to

write a short essay or poem. The majority of the respondents believed that teaching through play improves students' writing skill. It is motivating and enjoyable, it practices dialogue writing and it is writing for performance. It also creates a real audience.

The responses of the informants according to the open-ended question jigsaw story writing is crucial for writing comprehension and it uses the principle of information gap to create task dependency. An information gap task is basically one where one student or group students holds information which is unknown to another student or group. The advantage of jigsaw story writing is that it stimulates real life where communication frequently involves the passing on of previously unknown information from one person to another. In this task of this book there is only one picture from the sequence and students are required to pool their knowledge in order to piece the story together.

3.2.4 Analysis and Interpretation of Invention Part of the Textbook

Invention is the action of inventing something. This part of book aims to try more inventive and creative forms of writing. In this part, free writing technique is used for the purpose of generating ideas. It tries to overcome the problem of writer's block. It has sometimes been called speed writing or quick writing because its main feature is writing as quickly as possible without stopping. But here in the book freewriting is a useful follow-on activity from brainstorming which can be done as a class or with students working individually. There are the ideas of writing longer texts. The following table shows the questions and responses made by the teachers. Here, the responses are tabulated in percentage.

Table No. 4

Teachers' Response Towards Invention

S.N.	Statements/Question	Yes	Partially	No
1.	Open writing activities are clearly organized.	75%	25%	0%
2.	Writing poems through pictures are clearly presented there.	75%	12.5%	12.5%
3.	Pictures are clear and clean to understand.	100%	0%	0%
4.	This part refers students working in groups and pairs.	100%	0%	0%
5.	New words suit the intellectual level of students.	50%	50%	0%
6.	The presentation of content is simple for teachers to follow and use.	62.5%	25%	12.5%
7.	Could you please suggest for the improvement of this part of textbook.			

The above table shows the strong aspects of the invention part i.e. part D of the textbook. There are such as open writing and freewriting tasks which are clearly organized. According to the respondents there are many students in classes who are not doing examinations and who are not necessarily learning English for academic or professional purposes. They enjoy creative writing; and many of those who have specific purposes for writing enjoy the chance to be more creative. But in my point of view open-ended nature of the activities creates creative writing and those make the students' more creative. In the textbook, many poems describe or take their inspiration from paintings. The paintings are attractive and beautiful. Teaching of poetry expands students' language awareness and interpretative abilities. The type of poem writing selected certainly demonstrates the language of imagination but it is clear and

comprehensible language expressed in written form writing poems gives students' the opportunity to explore the language.

The 100% of teachers claimed that the part D of the book makes students to work in group and pair. There is a nice combination of pieces of writing that the students work in pairs. The new vocabularies included in the book are fitted for the intellectual level of B.Ed. students. The majority of the respondents respond that the presentation of content is simple for teachers to follow and use.

According to the answer of last question, the suggestions for the improvement of the last part of the book are there must be more writing exercises with tape script. There should be added the glossary. Lessons should be improved to fit for advanced level not for lower levels.

Many of the activities described in earlier sections are often classified as 'pre-writing' and in fact they are the part of writing processes. Activities in this section mark the move from the so-called pre-writing stage to actually writing a first draft, even if as in fastwriting and loopwriting, stretches of the text have already been produced. Fundamental to the approach to writing which are presented in the book are the processes of revision and rewriting.

3.3 Analysis and Interpretation of the Students' Perception on Internal Evaluation of the Textbook

In the process of collecting information about the internal evaluation of the textbook, the researcher had also prepared some questions and asked the students to response in written form. This area of the study divided into four sub-areas as already mentioned in teachers' perception on evaluating textbook.

3.3.1 Analysis and Interpretation of Manipulation Part of the Textbook

Manipulation part is the first part i.e. part A of the textbook. This is the stage of brainstorming by the teacher and the students. This part makes students to generate in written form as draft. Since writing is primarily about organizing information and communicating meaning, generating ideas is clearly a crucial part of the writing process. The following table shows the question and responses made by the learners. Here, the responses are tabulated in percentage.

Table No. 5

Students' Response Towards Manipulation

S.N.	Statements	Yes	Partially	No
1.	Manipulation focuses on accuracy in writing.	62.5%	25%	12.5%
2.	It includes the text of improving, editing, punctuating, etc.	100%	0%	0%
3.	Exercises are based on existing texts in this section.	77.5%	13.75%	8.75%
4.	There are sufficient rewriting and editing passages in the book.	87.5%	12.5%	0%
5.	This has been structured to reflect the stages of the writing process.	67.5%	21.25%	11.25%
6.	There is a good deal of recycling in the process from planning to drafting, reviewing, revising, etc.	100%	0%	0%
7.	The editing process in the book makes the final readjustment and checks accuracy so that the text is maximally accessible to the reader.	50%	40%	10%
8.	The exercises related to punctuation are sufficient to write clear to the students.	51.25%	31.25%	17.5%

The above table shows that the lessons graded and sequenced in this book are basically related to the procedures of improving, editing, punctuating, drafting, etc. processes. There are techniques of generating ideas which may prove useful. To assist in generating ideas at the initial stage, there are two main kinds of discovery technique: 'guided' and 'unguided'. Guided techniques are those in which a range of questions is provided to discover ideas. Unguided techniques are those in which the book does not rely on external prompts. Thus, the ideas are not predetermined. Most of the texts are focused on drafting because this is the initial stage. Students make draft and rewrite the texts. Finally, they edit the poorly written texts. The majority of the instructions of exercises are based on existing texts. The tasks of the book present a range of technique for encouraging good pre-writing and drafting strategies in the process of composition.

The editing process makes the final readjustments and checks accuracy so that the text is maximally accessible to the reader. In summary, the drafting process in the book focuses primarily on what the writer wants to say, while redrafting progressively focuses on how to say it most effectively. The topic and activities of the book are designed to help learners get ready for writing. There is a wide variety of reading and writing material available but the reading material is not very good and is too accuracy based.

3.3.2 Analysis and Interpretation of Imitation Part of the Textbook

In this section of the textbook most of the texts are depended on writing in a variety of genres, e.g. acrostics, advertisements, proverbs, etc. This part claims that imitating is one of the best ways of learning. The following table shows the questions and responses made by the learners.

Table No. 6

Students' Response Towards Imitation

S.N.	Statements	Yes	Partially	No
1.	The approach is used in this book largely through group work in which a text is discussed by individual or pair work for writing.	100%	0%	0%
2.	The writing of different style of poems fits the level of students.	28.75%	41.25%	30%
3.	There are different forms of poem writing in the book.	85%	10%	5%
4.	Many proverbs have similar structures.	100%	0%	0%
5.	Most of the stories are fables or fairy tales.	60%	37.5%	2.5%
6.	The lesson presents only one example of sonnet but does not explain about it.	60%	0%	0%
7.	The textbook provides many opportunities for paragraph writing.	60%	28%	12%

The above table shows that the approach which is used in the book is largely through group work and pair work in the process of writing. There are the different forms of poem writing. The whole 100% students agreed with the point that the most of the proverbs have the similar structures. There is one example of sonnet but there is not enough information of writing sonnets. At this stage it is also useful to consider how the materials may guide and frame teacher- learner interaction and the teacher-learner relationship. There is a very good combination of writing different genres. Captions and slogans for advertisements are recognized. Different short forms of poem writing are clearly proposed in the part B i.e. imitation. In my point of view, all the forms poems are suit the mental and intellectual level of B.Ed students. All the texts of this part of book aim are to enhance the paragraph writing.

3.3.3 Analysis and Interpretation of Variations on a Theme Part of the Textbook

This part of the textbook covers the different parts of article writing, story writing, essay writing, etc. in different ways of expressing ideas. The following table shows the responses made by the learners on part D of the textbook.

Table No. 7

Students' Response Towards Variations on a Theme

S.N.	Statements	Yes	Partially	No
1.	This part of book starts with the article writing.	56%	41%	3%
2.	The pictures of the book are well drawn.	91%	9%	0%
3.	There are exercises on story telling from different points of view.	56.25%	37.5%	6.255
4.	The book reviews used in the book are sufficient for you.	8.75%	28.75%	62.5%
5.	The play used in the book makes the students able to write the features of it.	61.25%	26.25%	12.5%
6.	Exercises are graded in terms of difficulty level.	55%	30 %	15 %
7.	The use of picture stories to stimulate narrative writing is well established	57.5%	27.5%	15%

The above table presents the responses given by the learners in terms of the textbook evaluation. There are some strong aspects regarding the illustrations included in the book. They are: the pictures are well drawn, they are accurate and realistic and they are useful in concretizing the abstract ideas. More than half of students agreed that the pictures are directly related to the lesson. Most of the respondents (55%) agreed that the exercises are presented in graded difficulties.

In comparison to strong aspects, the textbook has some weak aspects regarding the illustrations. They are: the pictures are not colorful and they are not as attractive as they should be to motivate the learners.

3.3.4 Analysis and Interpretation of Invention Part of the Textbook

This part of book organizes the open- ended nature of activities and that create freewriting activities. This is the ending part i.e. part D; it has so many group activities which are useful for overcoming inhibitions. In previous parts of the book the activities are gradually progressed from fairly controlled writing tasks to much freer ones. Let us look the below table of learners' responses and the researcher's analysis and interpretation.

Table No. 8

Students' Response Towards Invention

S.N.	Statements	Yes	Partially	No
1.	This part of book contains more open writing activities.	98.75%	1.25%	0%
2.	There are enough exercises on poems about paintings.	86.25%	8.75%	5%
3.	Pictures are clear and clean.	58.75%	26.25%	15%
4.	Group work and pair work techniques are suggested.	100%	0%	0%
5.	Rest of the stories is completed by students.	76.25%	17.5%	6.25%
6.	There are no rules of completing short novel.	68.75%	18.75%	12.5%
7.	The book covers vocabulary writing finally.	50%	50%	0%
8.	Students create a new text through vocabulary selection.	65%	21.25%	13.75%

The above table reveals that the final part of the book aims to try to more inventive or creative of writing. There are the attractive paintings having exercises on poem writing and the respondents agreed that the pictures of the book are clear and clean. Besides these, this part does not develop controlled writing but it develops freewriting tasks. Jigsaw story writing is well established. The book does not cover new vocabulary items. So, the textbook does not create a new text through vocabulary selection. Writing tasks are mainly instructed and guided by group work and pair work techniques. This book is also concerned with the product and process of completing a short novel. Writing short novel helps the learners to activate the written language and have fun. Using such activities has clear advantages for language learning. The topics of the lesson are always useful in everyday life. The learners describe their day and what is going on at home at certain time with the help of freewriting activities.

This section of the book is essential part in preparing the learners from controlled writing to creative writing. The pair work at this stage belongs to the communicative activities. Group work has also proposed when the texts are turned to each other by the students. Different tasks are assigned to different groups and pairs. In the book group work promotes a positive atmosphere or affective climate for improving the writing tasks.

3.4 Structure of the Textbook

The textbook 'Writing for Advanced Learners of English' is new textbook prescribed for B.Ed. first year. It is different from the old one. This book is like a sourcebook rather than a course book. It contains four structure parts i.e. from part A to part D. They are: manipulation, imitation, variation on a theme, and invention respectively.

Manipulation focuses on some aspects of accuracy in writing: improving and editing text, punctuation, and selection of important information, different text types and their rules of composition. For example, students are invited to:

-) rewrite and edit poorly written texts;
-) shorten and lengthen texts;
-) transform one text type into another (e.g. an extract from a novel into a newspaper article).

Imitation brings together activities in which students can be as inventive as they wish within a given framework such as a particular genre or writer's style. Activities in this part include for example:

-) writing in a variety of genres (e.g. acrostics, advertisement, proverbs, etc);
-) parody and pastiche.

Variations on a theme lead students' parallel but different ways of expressing ideas. They are, for instance, asked to:

-) write articles or accounts in a biased or unbiased;
-) tell a given story from different points of view;
-) write stories or essays, observing particular stylistic constraints.

And the last part D i.e. invention contains more open writing activities. For instance:

-) finishing a poem or a story;
-) writing about pictures.

3.4.1 Analysis of Writing Skills in the Textbook in Light of Their Objectives

This book is itself named 'writing for advanced learners of English'. The aim of the book is to encourage the students to write and take pleasure in writing. The focus is not on language and grammar but on activities that will lead them to free expression. The different units of the book therefore progress from simple activities to more complex ones, from guided writing to free expression. This book mainly focuses on writing skills but not others. So throughout the book students are encouraged to do the various writing tasks individually, then to evaluate, analyze and revise their draft through pair work or discussion with the whole group.

This book is for advanced students of writing who already have a good command of English grammar and vocabulary and have had practice in writing a range of everyday texts types, e.g. letters, postcards, newspaper articles, etc. The material provides a wide range of challenging activities that develop students' imaginative and creative writing skills.

Students are encouraged to study and experiment with a large variety of text types, e.g. stories, poems, articles, book reviews, limericks, advertisements, etc as well as writing procedures, e.g. editing, correcting, imitating, parodying, etc. The book will also sensitize students to aspects of writing such as punctuation, bias, point of view, style and implied reader which are as essential to reading to writing. Indeed, most of the units start from reading material and lead them from analysis to production.

The book thus aims to give students the opportunity of trying more inventive or creating forms of writing and to help them become more critical of their own and others' writing. To sum up, the writing skills of the book are well managed.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

This chapter consists of the major findings of the research. It also deals with some recommendations and pedagogical implications which are derived on the basis of findings.

4.1 Findings

It is found that, the textbook 'Writing for Advanced Learners of English' is totally concerned with the writing activities. It provides a wide range of challenging activities that develops students' imaginative and creative writing skills. The main aim of the textbook is to encourage the students to write and take pleasure in writing. After the analysis and interpretation of the data and the researcher's check list model of evaluating textbook the findings of the study are presented below under the four different headings.

4.1.1 Regarding the Manipulation

- a. In this section of the book there are focused on some aspects of accuracy in writing. They are: improving and editing text, punctuation, and selection of important information, different text types and their rules of composition.
- b. Improving, editing and punctuating are the major exercises.
- c. The role of the punctuation is to make the text clear and easy to read.
- d. It seems that the main positive aspects of this part of the book are the subject matter suits the mental level and the majority of the students.
- e. It has several guided and controlled writing activities.
- f. This is the stage of brainstorming by the teacher and the students.

4.1.2 Regarding the Imitation

- a. In this section of the textbook most of the texts are depended on writing in a variety of genres, e.g. acrostics, advertisements, proverbs, etc.
- b. Exercises are concerned with group, sometimes pair work.
- c. The textbook has well organized of writing models of genres, visual poems, parodying a genre and the examples of short poems.
- d. There are also presented the captions, slogans for advertisements.
- e. Many of the texts aim are to enhance the paragraph writing.

4.1.3 Regarding the Variations on the Theme

- a. This part of the book emphasizes the jigsaw story writing.
- b. It also includes writing book reviews, illustrating parables and turning one type of genre into another.
- c. It also covers the different style of article writing, essay writing, story writing, etc. in different ways of expressing ideas.
- d. Pictures in the book are well drawn and they are accurate and realistic.
- e. There is a neat combination of paintings that help the students to write a short essay or poem.
- f. Teaching through play improves learners' writing skill.

4.1.4 Regarding the Invention

- a. This part of textbook aims to try more inventive and creative forms of writing.
- b. In this part freewriting technique is used for the purpose of generating ideas.
- c. In the textbook, many poems describe or take their inspiration from paintings.
- d. The new vocabularies included in the book suit for the intellectual level of the learners.
- e. The presentation of content is simple for teachers to follow and use.

- f. In the book group work provides a positive atmosphere for improving the writing tasks.

4.2 Recommendations

The following are some recommendations and pedagogical implications derived from the study:

- a. This textbook only contains more exercises but not clearly instructed the tasks.
- b. This book claims that the focus is not on language and grammar but all the lessons are directly or indirectly related to language and grammar. So, to improve writing skills it is necessary to focus on language and grammar.
- c. More interesting materials such as language games, puzzles, songs, carton stories, jokes, etc. should be added in the textbook.
- d. The pictures should be neatly drawn in natural colour.
- e. Lessonwise objectives should be clearly given.
- f. Such kind of book is only recommended for advanced level. It should be referred for intermediate level also.
- g. It guides controlled writing more than creative writing activities. It should be covered the more open-ended nature of writing activities.
- h. Being a new coursebook for B.Ed. level, it is very difficult to follow. So, there should be the both teacher' and students' guidebook.

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APPENDIX-I

Sampling population

S.N.	Source	No. of Students	No. of Teachers
1.	Mangal Multiple Campus, Kirtipur	10	1
2.	Janamaitri Multiple Campus, Kuleshwor	10	1
3.	Mahendra Ratna Campus, Tahachal	10	1
4.	Kathmandu Shiksha Campus, Putalisadak	10	1
5.	ICS Education Campus, Tinkune	10	1
6.	Baneshwor Campus, Baneshwor	10	1
7.	Koteshwor Multiple Campus, Mahadevsthan	10	1
8.	Lalit Education Campus, Pulchowk	10	1

Questionnaire for the Students

Name:

Campus:

Sex: Male Female

Please go through the statements and tick the answer which you think the best one.

A. Manipulation

1. Manipulation focuses on accuracy in writing.
a) yes b) partially c) no
2. It includes the texts of improving, editing, punctuating, etc.
a) yes b) partially c) no
3. Exercises are based on existing texts in this selection.
a) yes b) partially c) no
4. There are sufficient rewriting and editing passages in the book.
a) yes b) partially c) no
5. This book has been structured to reflect the stages of the writing process.
a) yes b) partially c) no
6. There is a good deal of recycling in the process from planning to drafting, reviewing, revising, etc.
a) yes b) partially c) no
7. The editing process in the book makes the final readjustment and checks accuracy so that the text is maximally accessible to the reader.
a) yes b) partially c) no

8. The exercises related to punctuation are sufficient to write clear to the students.
- a) yes b) partially c) no

B. Imitation

1. The approach is used in this book largely through group work in which a text is discussed by individual or pair work for writing.
- a) yes b) partially c) no
2. The writing of different style of poems fits the level of students.
- a) yes b) partially c) no
3. There are different forms of poem writing in the book.
- a) yes b) partially c) no
4. Many proverbs have similar structures.
- a) yes b) partially c) no
5. Most of the stories are fables or fairy tales.
- a) yes b) partially c) no
6. The lesson presents only one example of sonnet but does not explain about it.
- a) yes b) partially c) no
7. The textbook provides many opportunities for paragraph writing.
- a) yes b) partially c) no

C. Variations on a theme

1. This part of book starts with the article writing.
- a) yes b) partially c) no

2. The pictures of the book are well drawn.
a) yes b) partially c) no
3. There are exercises on story telling from different points of view.
a) yes b) partially c) no
4. The book reviews used in the book are sufficient for you.
a) yes b) partially c) no
5. The play used in the book makes the students able to write the features of it.
a) yes b) partially c) no
6. Exercises are graded in terms of difficulty level.
a) yes b) partially c) no
7. The use of picture stories to stimulate narrative writing is well established.
a) yes b) partially c) no

D. Invention

1. This part of book contains more open writing activities.
a) yes b) partially c) no
2. There are enough exercises on poems about paintings.
a) yes b) partially c) no
3. Pictures are clear and clean.
a) yes b) partially c) no
4. Group work and pair work techniques are suggested.
a) yes b) partially c) no
5. Rest of the stories is completed by students.
a) yes b) partially c) no

6. There are no rules of completing short novel.

a) yes b) partially c) no

7. The book covers vocabulary writing finally.

a) yes b) partially c) no

8. Students create a new text through vocabulary selection.

a) yes b) partially c) no

Questionnaire for the Teachers

Name:

Campus:

Sex: Male Female

Please go through the statements and tick the answer which you think the best one and write the answer of open-ended question from each part of the textbook.

A. Manipulation

1. This part of book mainly focuses on accuracy in writing.
a) yes b) partially c) no
2. Improving, editing and punctuating are the major exercises.
a) yes b) partially c) no
3. All are the guided exercises but not free expression.
a) yes b) partially c) no
4. Students edit and rewrite the passages.
a) yes b) partially c) no
5. Writing processes are categorized.
a) yes b) partially c) no
6. Texts are guided from planning to drafting, reviewing, revising, etc.
a) yes b) partially c) no
7. The editing process used in the book checks the accuracy of text.
a) yes b) partially c) no
8. Most of the exercises are based on punctuation.

- a) yes b) partially c) no

9. What are the main strengths of this part of textbook?

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B. Imitation

1. Different style of poem writing fits the level of students.

- a) yes b) partially c) no

2. Group work is mainly focused in this book.

- a) yes b) partially c) no

3. This part of book includes stories, fables and fairy tales.

- a) yes b) partially c) no

4. Most of the proverbs have similar structures.

- a) yes b) partially c) no

5. Only sonnet is presented there but does not teach about it.

- a) yes b) partially c) no

6. Paragraph writing is core objective of this part of book.

- a) yes b) partially c) no

7. Please write the positive aspects of this part of book.

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C. Variations on a theme

1. This part of book starts with the article writing.
a) yes b) partially c) no
2. There are pictures through which students use narrative technique and write a text.
a) yes b) partially c) no
3. Book reviews are clearly presented.
a) yes b) partially c) no
4. Teaching through play does not improve students' writing skill.
a) yes b) partially c) no
5. Picture stories are well established.
a) yes b) partially c) no
6. Please write some advantages of jigsaw story writing.
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D. Invention

1. Open writing activities are clearly organized.
a) yes b) partially c) no
2. Writing poems through pictures are clearly presented there.
a) yes b) partially c) no
3. Pictures are clear and clean to understand.
a) yes b) partially c) no

4. This part refers students working in groups and pairs.

- a) yes b) partially c) no

5. New words suit the intellectual level of students.

- a) yes b) partially c) no

6. The presentation of content is simple for teachers to follow and use.

- a) yes b) partially c) no

7. Could you please suggest for the improvement of this part of textbook.

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