

**A TEXTBOOK ANALYSIS OF LOTUS ENGLISH
READER GRADE SIX**

**A Thesis Submitted to the Department of English Education in
Partial Fulfillment for the Master's Degree in Education**

**Submitted by
Radha Tiwari**

**Faculty of Education
Saptagandaki Multiple Campus
Bharatpur Chitwan, Nepal
2013**

**A TEXTBOOK ANALYSIS OF LOTUS ENGLISH
READER GRADE SIX**

**A Thesis Submitted to the Department of English Education in
Partial Fulfillment for the Master's Degree in Education**

**Submitted by
Radha Tiwari**

**Faculty of Education
Saptagandaki Multiple Campus
Bharatpur Chitwan, Nepal
2013**

T.U. Reg. No: 9-2-299-63-2005

Date of Approval: 2070

Second Year Symbol No: 2400029

Date of Submission: 2070/05/13

DECLARATION

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

Date: 02-10-2013

.....
Radha Tiwari

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mrs. Radha Tiwari** who has completed the research of her M.Ed. thesis entitled Textbook **Analysis of Lotus English Reader Grade VI** under my guidance and supervision.

I recommend the thesis for acceptance.

.....
Mr. Prem Prasad Siwakoti (Guide)

Lecturer

Department of English Education

Saptagandaki Multiple Campus

Bharatpur Chitwan

Date:02-10-2013

DEDICATION

Dedicated to

*My parents who devoted their life to my education
and the respected teachers whose constant encouragement
inspired me to become what I am today.*

ACKNOWLEDGEMENTS

Any accomplishment requires continuous encouragement and invaluable suggestions from different personalities of the same field and this work is not different. Therefore, the present research work would not have appeared in this form without the effort of the different personalities of department of English Education, Saptagandaki, Multiple Campus and other well wishers.

First of all, my heart is delighted to take this opportunity to put my sincere gratitude on record to my thesis supervisor **Mr. Prem Prasad Siwakoti**, lecturer of Saptagandaki Multiple Campus, Bharatpur for his continuous guidance, valuable suggestions, encouragement, instructions and cooperation to present this thesis in this form.

I am very much indebted to **Mr. Dharma Raj Ghimire**, head of the department of English Education, Saptagandaki Multiple Campus for his invaluable encouragement and suggestions in completing this thesis.

I am very much grateful to **Mr. Tritha Raj Aryal**, Reader, Department of English Education, Prithvi Narayan Multiple Campus, Pokhara for evaluating my thesis and providing me a lot of valuable suggestions.

I would like to offer my sincere gratitude to **Mr. Deepak Adhikari**, lecturer of Department of English Education Saptagandaki Multiple Campus who provided me constructive suggestions to carry out this research work.

I am equally grateful to **Mr. Om Prakash Pokhrel**, lecturer of Saptagandaki Multiple Campus for his kind support and co-operation to carry out this research work.

I would like to express my sincere gratitude to **Mr. Padam Lal Bharati**, lecturer of Saptagandaki Multiple Campus for his kind support and inspiration for my research work.

I am equally grateful to all the teachers and the students of Nawalparasi district who provided valuable information to carry out this research work.

Furthermore, my great appreciation goes to my husband **Mr. Chiranjibi Gaundel** for good computer support. Lastly, my heartily honor goes to my family members for their invaluable contribution to my career development and encouragement during my study.

Date:02-10-2013

Radha Tiwari

ABSTRACT

This thesis entitled **A Textbook Analysis of Lotus English Reader Grade VI** is an attempt to analyze the textbook in terms of its physical aspects, academic aspects and the needs and interest of the learners. In the process of this study, the researcher collected data from primary and secondary sources. The primary sources of data were the responses provided by the English teachers who are teaching Lotus English Reader and students who were taught English using Lotus English Reader in different parts of Nawalparasi district. The main secondary source of data was the textbook itself. In order to collect the data, two sets of questionnaire were prepared for the teachers and students. Apart from this, the researcher herself studied the textbook in detail. The obtained data were tabulated and analyzed using a simple statistical tool. The findings of the study are based in teachers' and students' perceptions on the textbook. The findings are, the textbook incorporates interesting readings; data based factual information derived from native Nepali and English culture, and it is able to motivate the learners. The textbook to a great extent exhibiting authenticity of reading materials, 70% of the respondents agree with it and it incorporates some para orthographic texts such as table and diagram, therefore, it provides the learners with a reading experience. But glossary, a very important part of a language textbook is not given; all teachers and students have negative response on it. The exercise is sufficient for the students in developing academic skills, since 70% of the respondents agree with it.

The present study is divided into four major chapters. The first chapter deals with a brief introduction of the English language, textbook and its importance, types of textbook, theoretical framework of textbook

analysis, qualities of good textbook, review of related literature, objectives and significance of the study. The second chapter deals with methodology adopted to carry out this research work under which the primary and secondary sources of data, population of the study, tool for data collection, process of data collection and limitation of the study are presented. The third chapter includes analysis and interpretation of data collected from different sources. This chapter is divided into four sections; the first section deals with the teacher's responses on the qualities of the textbook and then the second section deals with teacher's open responses on the qualities of the textbook. Similarly, the third presents student's responses on the qualities of the textbook. The last section describes student's open responses on the qualities of the textbook. The last chapter consists of findings derived from the analysis and interpretation of the textbook. Finally, some recommendations are made for further improvement of the textbook. Besides, the supportive material such as, questionnaire and their responses are presented in the appendix section of thesis.

TABLE OF CONTENTS

Declaration	i
Recommendation for Acceptance	ii
Recommendation for Evaluation	iii
Evaluation and Approval	iv
Dedication	v
Acknowledgements	vi
Abstract	viii
Table of contents	x
List of Tables	xiii
List of Symbols and Abbreviations	xiv

CHAPTER-ONE

INTRODUCTION	1-23
1.1 General Background	1
1.1.1 English Language Teaching in Nepal	2
1.1.2 Textbooks and their role in Teaching English	4
1.1.3 Kinds of Textbook	6
a) Traditional textbook	6
b) Communicative textbook	7
1.1.4 Relationship between Curriculum, Syllabus and Textbook	9
1.1.5 Theoretical Framework of Textbook Analysis	10
1.1.5.1 Academic Aspects	11
a) Objectives	11
b) Content	11
c) Language	12
d) Function	12
e) Exercises/Activities	13

f) Illustration	13
g) Supplementary Materials	13
1.1.5.2 Physical aspects	14
a) Cover page design	14
b) Size of textbook	14
c) Binding and paper quality	14
d) Lettering and Spacing	14
1.1.6 Advantages of Using Textbook	15
1.1.7 Importance of Textbook Analysis	15
1.1.8 Lotus English Reader	17
1.2 Review of Related Literature	18
1.3 Objectives of the Study	22
1.4 Signification of the Study	22

CHAPTER-TWO

METHODOLOGY	24-25
2.1 Sources of Data	24
2.1.1 Primary Sources	24
2.1.2 Secondary Sources	24
2.2 Population and Sampling Procedure	24
2.3 Tools for Data Collection	25
2.4 Process of Data Collection	25
2.5 Limitation of the Study	25

CHAPTER – THREE

ANALYSIS AND INTERPRETATION	26-45
3.1 Teachers’ Responses on the Qualities of the Textbook	26
3.1.1 Physical Aspects of the Textbook	26
3.1.2 Academic Aspects of the Textbook	28

3.1.2.1 Content	28
3.1.2.2 Language	29
3.1.2.3 Organization and Presentation	31
3.1.2.4 Illustrations	33
3.1.2.5 Exercises	35
3.2 Teachers' Open Responses on the Qualities of the Textbook	37
i) Strength of the book	37
ii) Weaknesses of the textbook	38
iii) Suggestions to improve the textbook	38
3.3 Students' Responses on the Qualities of the Textbook	39
3.4 Students' Open Responses on the Qualities of the Textbook	44
i) Strengths of the textbook	44
ii) Weakness of the textbook	45
iii) Suggestions to improve the textbook	45

CHAPTR – FOUR

FINDINGS AND RECOMMENDATIONS	46-48
4.1 Finding	46
4.2 Recommendations	48

REFERENCES

APPENDICES

Appendix A Questionnaire for Teachers

Appendix B Questionnaire for Students

LIST OF TABLES

S.N.	Title	Page No.
Table No. 1:	Teachers' Response on Physical Aspects of the Textbook	27
Table No. 2:	Teachers' Responses on Content	28
Table No. 3:	Teachers' Responses on Language	30
Table no.4:	Teachers' Responses on Organization and Presentation	32
Table no. 5:	Teachers' Responses on Illustrations	34
Table no. 6:	Teachers' Responses on Exercises	36
Table No.7:	Students' Responses	40

ABBREVIATIONS AND SYMBOLS

%	: Percentage
A.D.	: Anno Domini
ARNEC	: Around National Education Commission
CUP	: Cambridge University Press
EFL	: English as a Foreign Language
eg.	: For Example
ELT	: English Language Teaching
ESL	: English as Second Language
HSEB	: Higher Secondary Education Board
i.e.	: That is
M.Ed.	: Master in Education
N.E.C	: National Education Commission
PCL	: Proficiency Certificate Level
Pvt. Ltd	: Private Limited
SAARC	: South Asian Association for Regional Co-operation
T.U.	: Tribhuvan University
UK	: United Kingdom
UNO	: United Nations Organization
USA	: United States of America

CHAPTER – ONE

INTRODUCTION

1.1 General Background

Language is the most widely used means of communication which is common to all. It is the unique gift that helps to share ideas, feelings, emotions, thoughts and experiences. Lyons (1992,p-2), writes, "It is possession of language which most clearly distinguishes human from other animals".

English is a language through which a vast store of knowledge and advanced technology is explored. More than fifty percent of text books and print media of the world in any discipline are published in this language. Seminars, workshops and meetings are held in this language nationally and internationally. Therefore, it is English without which we can never pluck the fruit of the rapid advancement and innovations occurring in the field of science and technology, various developments, international relationships and tremendous progress achieved in the different field of human language. Therefore, English has become the need and high demand of the people of modern time.

Most of the people of the world use spoken form of English rather than written form. The major objectives of most of the language programmes are to prepare the learners for meaningful interaction, making them able to use and understand natural speech form.

In our context, English is very important language. English being a universal language has always been and will always be a medium of communication all over the world. It is the language which is spoken by

the majority of the world population. If we want remain in touch with the outside world, we have to learn English. Those who want to go for higher studies, carry out research works, be in touch with the works of great scholars of other countries or want to travel abroad, this cannot possibly do without a good knowledge of English. In the scientific world, many researches are done in English and the rest of whatever is done in their language is immediately translated into English. So, it is necessary to know English or he/she will cut himself/herself off from the world of knowledge.

1.1.1 English Language Teaching in Nepal

Actually, the history of the teaching of English in Nepal is linked with Jang Bahadur Rana, the first Rana ruler, who first visited England in 1850 A.D. He was much influenced by English education system during his visit. Only for children of Rana families, he established Darbar High School (now Bhanu Bhakta Secondary School at Rani Pokhari) in 1853 A.D., which was the first (English) school in Nepal. After many years, common people got an opportunity to study the English language. Another step was the opening of Tri-chandra College in 1918 A.D., the first college of Nepal which opened the door for the study of English at the higher level as well. After the establishment of democracy in 1950A.D., several reports and research studies regarding education were carried out and such reports were made. But, there was not seen any substantial change in English education. Furthermore, the National education commission (NEC) - 1992 report (as cited in Sharma and Sharma 2005, p.129) and several meetings have given great emphasis on introducing English as a compulsory subject in all schools of Nepal from the very beginning (as cited in Bohora, 2004, p.3). In this regard, the

government of Nepal has given great priority to the English language in its education system. Now, ELT has been introduced right from Grade 1 to the Bachelor's degree as a compulsory subject. The primary level English curriculum (Grades I-V) has been introduced since 2003 A.D. (as cited Bohora, 2004, p.3). The English curriculum has been designed for primary level education in Nepal, with a view of catering to the immediate needs of children learning English and building a basic foundation for their further studies. Moreover, it aims at developing a comprehensive communicative competence, on the part of the learners' (Primary English curriculum, 2003, cited from Bohora, 2004, p.4).

In the context of Nepal, English plays a vital role in education. It is considered as the foundation of education. So, the textbooks are designed to develop all the four language skills. So, Nepal has introduced the communicative approach to language teaching and learning. In the course of regular updating and improving in education system in Nepal, English language curriculum has undergone through several revisions. Teaching of English in school is aimed to enable pupils to exchange ideas with people of any nationality who speak and write in English. Only the Nepali language cannot fulfill students' needs of the scientific and technical knowledge of the world because it has no scope in other countries. Moreover, English is also taken as the means for improving social status of any individual. So, it is very important to the sustainable development in the context of Nepal.

English has already become an indispensable vehicle for the transmission of modern civilization. It is considered as a passport through which one can visit the whole world and one who knows English can enjoy the

advantage of a world citizen. Thus, English is the only means of preventing our isolation from the world.

Nepal is an active member of international organizations like the UNO and the SAARC. It has established diplomatic relations with more than 100 countries of the globe. In all its dealings with other nations, English is needed as an international language. Moreover, Nepal hosts a number of tourists every year as it attracts people from all over the world. Again, we need of English to communicate with these tourists/visitors. Another factor for the need of English education is that many of the advanced countries have been helping Nepal in its development process by providing her with financial assistance and technicians. We need to deal with such technicians through English. Likewise, the recruitment of Nepalese young men in the British Army boosted the importance, need and value of English education. For all these reasons, the knowledge of English has become a 'must' in Nepal, particularly to the students for their study and also to those who work in tourism, foreign affairs and international trade.

1.1.2 Textbooks and their role in Teachings English

A textbook is prepared on the basis of the designed curriculum. It is used by both the students and teachers for the particular course of study. In other words, a textbook is a tool dealing with a definite subject of study systematically arranged, intend to use at specified level of institution and used as principal source of study, material for a particular course, Gupta (1985,p.5) says that, A textbook differs from a book by virtue of the principles, which control its selective organization of the subject matter,

carefully presentation for the material for selected group of students and the assistance for the teacher which it is supposed to build in itself.

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

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

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

- i) It should suit the needs, interest and abilities of the students.
- ii) It should suit you [the teacher]...
- iii) The textbook must meet the needs of official public teaching syllabuses or examinations.

Textbook as instruction materials have great importance in teaching and learning a language. A textbook has obvious advantages for both teachers and students. Toneja (1973) as cited in Sharma (1995, p.32) says that a textbook is; Important for teacher since it defines and delimits his task. Students too like textbooks since they foster the perception of progress as units and books are completed. Textbooks also provide materials which

students can look back at for revision, and at their best their visual and topic appeal can have a powerful engaging effect.

Likewise, Harmer (1983, p.13) provides the followings roles of textbooks;

- i) To provide the students and teachers the subject matter which help them achieve the target goal.
- ii) To limit the subject matter to the extent which the students need to master.
- iii) To include language function and form systematically in a gradual progression that fosters easy learning.
- iv) To support a programmed of instruction.
- v) To reflect the teaching items set in the curriculum.
- vi) To present instruction and exercises for practice in what students have just learn.
- vii) To bring coordination in examination.
- viii) To provide stimulus for student writing assignments.
- ix) To offer a systematic revision of what they have done and to guide what they are going to do.

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

1.1.3 Kinds of Textbook

Grant (1987), distinguishes between two types of broad categories of textbook as follows.

a) Traditional textbook

Traditional textbooks demand an authoritative teacher, one who explains aesthetic value of literary text had include different grammatical rules

followed by few examples and then get them to go on doing grammatical exercise for the whole class. As a result, although they know about the language system, the students fail to communicate as they need. Grant (1987, p.13) lists the characteristics of a traditional textbook as follow.

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

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

b) Communicative Textbook

Communicative textbooks try to solve the problem of traditional textbooks by creating opportunities for the students to use the language in the classroom and in real life situations. Communicative textbooks are widely used in language learning and teaching process. These textbooks aim at developing communicative competence in the students. They focus on teaching language but not teaching about language. In these days, the word ‘communicative’ is on everyone’s lips. Communicative textbooks brought a modern trend in the whole teaching – learning system. Communicative textbooks try to overcome the weakness of traditional textbook. Grant (1987, p.14) mentions the following characteristics of communicative textbooks:

- i) They try to reflect the students' needs and interest.
- ii) They emphasize the skills in using the language, not just the forms of language and they are therefore actively 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.

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

The teaching items in the communicative textbooks include communicative activities in which different functions of language can be realized. The teaching items, therefore, include language functions such as greeting, introducing, apologizing, making request, writing memos.

The reading texts including authentic texts, as far as possible, which the students may come across at some points in their lives, such as advertisement, letters, newspaper articles and menus. The communicative textbooks demand the teachers to have a role of a facilitator, or a manager: They do not give a long and complicated lecture but creates a

situation in which students actively take part in communication, work in group and in pair, and carry out some project work, and consequently become good communicators even if they have very little linguistic knowledge.

1.1.4 Relationship between Curriculum, Syllabus and textbook

Traditionally curriculum has been regarded as the subject matter to be taught inside the classroom. It is the totality of all the learning to which students are exposed to during their study in the school, in the classroom, in the laboratory, in the library, in the workshop and on the playground. So, curriculum is the backbone of teaching learning process.

Robertson(1971,p.87), writes, “Curriculum includes the goal, objectives, content, process, resources, resources and means of evaluation of all the learning experiences planned for pupils both in and out of the school and community through classroom instruction and related program”. Likewise, Taba (1962, p.125) says “Curriculum is a plan for learning”. After evaluating the various definitions, we can conclude that curriculum is the whole plan of teaching and learning activities towards achieving goals. Therefore, the success and failure of teaching and learning depends on curriculum. If the curriculum is best it guides the whole teaching and learning process and help to achieve the objectives of teaching and learning activities.

Syllabus refers to the subpart of curriculum with a specification of the contents to be taught. syllabus must specify what components or learning items must be available or learned by a certain time, what is the most efficient sequence in which they are learned simultaneously, what items is available from stock i.e. already known; and the whole process is determined by considerations of how long it takes to produce or learn, a

component. So, syllabus is just one part of whole education programme. It is also a guideline for the teachers as well as students to follow their teaching process.

The course of study is the statement of contents with a limited care on whom to teach, why to teach, what to teach and how to teach. So, it is a part of the syllabus and it is series of lessons on a particular.

Textbook is a material which is actually applied in the classroom to obtain the objectives of curriculum. It is the way by which we meet our destination. It contains the detail information about all topics and it is the best medium of curriculum, used in the classroom as well as beyond the classroom. It is very useful and important material in the sense that, it is sustainable and easy to consult. All the teachers and students can use it according to their needs.

Therefore, curriculums, syllabus and textbook are interrelated subject matter, without one they cannot complete their chain. Curriculum is the overall plan of education, syllabus is the subpart of curriculum with a specification of the content to be taught and the textbook is a material which contains all contents in detail. So, curriculum, syllabus and text book are the interrelated part of education system.

1.1.5 Theoretical Framework of Textbook Analysis

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

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

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

There are basically two aspects of a good textbook. One is the peripheral aspects which is called physical aspects of the book. Another is the internal aspects which is called academic aspect. Physical aspects contain its physical structures like cover page, size of the book, binding, paper quality and lettering and spacing of the book. Likewise, academic aspects contain objectives of the book, content, language, function, exercises, illustration and supplementary materials of the book. So, while analyzing about the text book these two aspects play a crucial role which are broadly described below:

1.1.5.1 Academic Aspects

It is an inner quality of a textbook which includes following aspects:

a. Objectives

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

b. Content

The content selected in a textbook should cater for the needs and interests of the learners. They should be informative and should be thought

provoking as well. The contents should have a good link with the physical and social environment of the learners. Organization and presentation of the contents should be based on from simple to complex principle. That is to say, the content should be well selected and graded.

c. Language

Language should suit the competence level of the learners. The language should also match with the purpose and the need of the learners for learning the language. If the students' purpose of learning language is to gain skills for day –to- day communication, the textbook should focus on colloquial language. If the course aims to develop academic skills in students, the textbook should contain academic language. The language should be correct, colloquial, textual and appropriate to the situation or context. New vocabularies and structures should be well selected and presented in graded form depending upon the level of students.

d. Function

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

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

e. Exercises/Activities

There should be clear instruction for each exercise in the textbook, a good textbook should include a variety of exercise which encourages students to work individually, in pair, or in group as well. There should be a room for students' innovation and nobility. The exercises should focus on developing different language skills in the students. They should be objective oriented too. Rai (1998, p.21) says, “ The exercises should be interesting and suitable to the level of students.” He adds that, “..... the activities should be such that the students have to think and act individually, in pairs and in groups.”

f. Illustration

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

g. Supplementary Materials

Supplementary materials are those teaching learning materials which help or add something to teach or to learn the subject matter of the book or to complete it.

Harmer (2005, p.423) says, “Many tasks make a valuable contribution to the teaching and learning of English. First among these are writing materials - whether these are one – off activities, longer units or whole books. Materials writing can be challenging and stimulating, and when done in tandem with teaching can provide us with powerful insights. So, that, both the writing and the teaching become significantly more involving and enjoyable.”

So, supplementary materials are the additional materials which assist both the teachers and learners to enhance language learning by providing supplementary exposure of English to the students. Among the various supplementary materials, Lotus English Reader is one which has been implemented in private schools.

1.1.5.2 Physical aspects

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

i) Cover page design

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

ii) Size of textbook

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

iii) Binding and paper quality

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

iv) Lettering and Spacing

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

1.1.6 Advantages of Using Textbook

Generally speaking, textbook is an essential for teaching – learning process. It presents the body of knowledge in the form of the teaching item in a systematic way. It leads the teaching – learning activities as per the objectives set out in the curriculum. It is always used to facilitate the teacher for teaching whereas it is equally important and essential for the students. As it is a very useful and inevitable material for teaching – learning process, its importance in our context does not need to be over emphasized.

Richards (2001 as cited in Awasthi, 2006, p.1-2) points out the following principal advantages of using textbook:

- They provide structure and syllabus for a program.
- They help standardize instruction.
- They maintain quality.
- They provide a variety of learning resources.
- They are efficient.
- They can provide effective language models and input.
- They can train teachers.
- They are visually appealing.

The use of textbook plays a crucial role in teaching- learning environment by supplying several useful teaching materials.

1.1.7 Importance of Textbook Analysis

Textbook analysis plays a vital role in classroom teaching. It is not a haphazard and random process. It is a major task by which the revision of a textbook can be carried out. The prepared textbook should regularly be examined because without analyzing a textbook, we are not able to know the appropriateness of a textbook. All of the textbooks need continuous

evaluation. But, frankly speaking, most of the textbooks in our country are not examined regularly after they are used in classroom.

Awasthi (2006, p.5) says, Through the evaluation of textbook, a teacher knows the content of the book, the style in which it is written, and its strength and weakness, which facilitates him/her to adopt it to suit the course aims, learners' need and the teachers' beliefs.

Similarly, Khaniya (2003,p.2) says, In our school education a single set of textbooks are prescribed in each course of study mostly the books being used were written by those writers who would win the competition for writing textbooks. Furthermore he said, the implication is that the books were not selected from among competent books. The textbooks most 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 frame work. It can be argued that the books could have been better if a competent framework was development for the purpose of developing textbooks against which the textbooks could have been examined.

Textbooks are selected or revised in accordance with the instructional objectives and requirement. This has to be done on the basis of systematic analysis and research. A textbook considered to be good once may become outdate in course of time. There is a need for continuous revision and of updating textbooks from time to time. For this a continuous analysis of the textbooks is a necessary.

Textbook description and evaluation have gradually gained importance over the last few decades both from a practical (teaching) researcher's point of view.

1.1.8 Lotus English Reader

Lotus English Reader is designed for the students of the pre-primary, primary, and lower-secondary levels in private schools. It is edited by Dr. Govinda Raj Bhattarai, Anjana Bhattarai, Dr. Bal Mukunda Bhandari and Mr. Yadav Prasad Adhikari. It is published by Vidyarthi Prakashan (P) LTD Kathmandu.

The textbook consists of seven major activities beginning with let's read together/let's sing. The units proceed to listen and say, listen and do, reading time, work with grammar, reading for pleasure, play with words and sound practice.

Bhattarai et al. (2009,p.3) said, "Lotus English is a student centered course (series) in the English Language designed for the students of pre-primary and lower secondary levels". The textbook presents all the language skills and aspects.

Similarly, Bhattarai et. al. (2009) said, it consists of the mostly carefully selected and graded authentic materials from a wide variety of next types and genres so as to address the needs and expectations of the students, teachers, and parents. Every attempt has been made to ensure that the materials for listening, speaking, reading and writing in this course are interesting and appropriate to enable the students to become efficient users of the language.

They further claim that the Reader aims to develop basic linguistic competence and skills among the learners to help them communicate accurately and fluently. It aims to consolidate and enhance their

knowledge of English grammar and vocabulary. Another target of this course is to develop a greater sensitivity among the learners towards language, literature, people, society and their environment.

The course is based on interactive pedagogical approaches, participatory method and activity oriented classroom techniques through pair work, group interaction, role-play, information gap activities and task-based learning. These provide the students with sufficient opportunities for meaningful and contextual communication and practice.

1.2 Review of Related Literature

The existing research works carried out at the Department of English Education are not directly related to the present topic. However, the researcher has made an attempt of reviewing the related studies which are presented chronologically as follows:

Lamichhane (1999), has carried out a research work entitled ‘An Analysis of New English Textbook for Grade Six’. The main objective of the study was to find out whether the language materials used in the textbook are sufficient to meet the objectives set out in the curriculum for developing spoken and written skills. He has concluded that the textbook is appropriately designed from the point of view of gradation of vocabulary, developing communicative skill and writing skill as mentioned in the curriculum and that the textbook is based on psychological principles.

Ansary, and Babail, (2002) have published an article ‘Universal Characteristics of EFL/ESL Textbooks: A Step towards Systematic Textbook Evaluation’ in the TESL –journal. They offer here is based on a close scrutiny of a corpus of 10 EFL/ESL textbook evaluation checklists

conveniently sampled. The main objectives was to explore where or not a de facto consensus exists all over what makes a good/standard neutral, universal and broad characteristics of EFL/ESL textbook. They develop framework 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. Besides, they say if every group of situations has different needs, no textbook can be a response to all different needs. So, the teacher should not only depend on pre-packaged set of textbook instead textbook should be taken as a simple tool in the hands of teachers. Materials should be chosen on the basis of the teachers own interest and needs for management of language learning.

Dahal (2002) has carried out a research work entitled ‘English for Grade X: A Textbook Analysis’ in term of its physical aspects, organization of the materials and their presentation. He reveals that the cover page design is not attractive and durable, the binding is weak, the hand drawn pictures do not clarify the abstract concept of the materials, it lacks enough drill and that the textbook has not provided any model of postcard writing, questionnaire, curriculum vitae, notice, and advertisement although the curriculum has stated that the students will be able to produce a variety of authentic text types.

Bhattarai (2003) has prepared an evaluation report of the existing English textbook for grade VI-X, what was conducted as a part of Benefit Monitoring and Evaluation (BMAE) program for the Secondary Education Project (SEDP). He has reported that there are many defects in the lower secondary textbooks such as the paper used is of inferior

quality, the covers are dull, the binding is weak, the type size has been determined without consideration, the presentation of the materials is poor lacking systematic 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 our learners and difficult to teach for the teachers. He states that the textbooks of grades IX and X are the most perfect of all the textbooks.

Ghimire (2003) has undertaken a research on the topic ‘An Analysis of the Link English Course for PCL first year’. The main objective of the study was to analyze the textbook in terms of the physical aspects and the adequacy of the contents, and to find out whether the text serves as a course for linking the SLC English syllabus with the PCL first year English syllabus and the first year of higher secondary level. His conclusion shows that the physical aspects of the textbook is poor lacking an appropriate size, lacking the quality of the paper and durable binding. The book also has deficiency of exercises for developing oral skills, the primary language skill. Nevertheless, the text serves as a fundamental basis for the higher education in Nepal as it functions as a link between SLC and higher secondary 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.

Dawadi (2004) carried out a research work entitled ‘A Study on Textbook: English for Grade Seven’ aiming at examining the qualities of the textbook in terms of its physical and academic aspects as well as its relation to the curriculum. The main finding is that the textbook is good on some aspects and not so good in others. The good aspects of the book consist of its size, length and difficulty level of the materials, the

connection between the reading text and exercises, the focus on communication activities such as group works and pair works, the distribution of reading and writing materials etc. The weakness of the textbook consist of the lack of attractive and durable cover page design, lack of good connection between the main topic and the reading exercises, inadequacy of content on relation to that of curriculum, irrelevant listening exercises and lack of drill.

Kandel (2006) has carried out a study entitled ‘An Analysis of Textbook: A Case of Academic Encounter Life in Society’ one of the textbooks in compulsory English of PCL first year TU. He has analyzed the physical and academic aspects of the book. His main findings are that the book is not easy handing, that the book does not pay attention towards listening and speaking text and exercise, no attention towards conversational language etc.

Khanal (2006) carried out a research work entitled ‘An analysis of Optional English Textbook for Grade Five’. The main objective of his study was to analyze the textbook in terms of its physical features, subject matter and their organization and presentation, language, illustration and exercises. His findings reveal that the book has got both strengths and weaknesses. He has stated sixteen strong points and thirteen weak points of the book.

A number of researches have been carried out in connection with textbook analysis at the Department of English Education, T.U. Kirtipur. But no research work has been carried out to analyze and evaluate Lotus English Reader for Grade VI. This research is also different from others as it attempts to analyze the textbook which was used by different private

schools as a supplementary textbook and tries to find out how such textbooks help to enhance the English language skills of the students.

1.3 Objectives of the Study

The objectives of the study were as follows:

- i) To analyze Lotus English Reader VI in terms of
 - a) Physical aspects (shape, size, cover, binding)
 - b) Academic aspects (content, language, organization and presentation, illustration and exercise.)
 - c) Need and interest of the learners.
- ii) To suggest some pedagogical implications of the study

1.4 Significance of the Study

This study is anticipated to be significant for the improvement of ‘Lotus English Reader’ and to help for its successful implementation on schools. It will also highlight the appropriateness of “Lotus English Reader”. This research provides feedback to the authors and publishers for the further improvement and also for providing an insight in preparing the teaching manual and the teachers’ guide and students’ workbook. Besides, it will be helpful for those, who are directly or indirectly involved in teaching and learning English and providing supplementary materials for different levels. It will encourage the researchers to study the textbooks deeply to find out the strong and weak aspects of it. It will be significant to obtain the objectives of the education by choosing the proper textbooks.

It is expected to be significant for the teachers and students who are teaching and learning English. This study will be beneficial for the researches, linguists, course designers, textbook writers and others who are related to language learning. Moreover, this study leaves the door

open for the prospective researchers to carry out researches on similar cases in coming days.

CHAPTER-TWO

METHODOLOGY

This chapter deals with the sources of data, sample population and sampling procedure, tools for data collection, process of data collection and limitation of the study.

2.1 Sources of Data

In the process of this study, the researcher used both primary and secondary sources to collect required information for the study.

2.1.1 Primary Sources

The primary sources of data were the responses provided by the teachers and students collected through a set of questionnaire. The researcher visited different private schools of Nawalparasi district and asked the questions to the teachers and students to collect the data.

2.1.2 Secondary Sources

Major secondary sources of data of this study were the textbook itself and other theses, journals that were related to textbook analysis. Some of the articles and books were Grant (1987), Rai (1998), Bhattarai (2001), Harmer (2005), Awasthi (2006).

2.2 Population and Sampling Procedure

The sample sizes of this study were Twenty English Teachers who were using 'Lotus English Reader' to teach English and twenty students who were taught English by using the same textbook. The teachers and students were selected from ten different private schools of Nawalparasi district by using random sampling procedure.

2.3 Tools for Data Collection

In order to collect the data for this study, a set of close-ended questionnaire were prepared. The closed form of questionnaire consisted of three scales, 'Agree', 'Disagree' and 'Uncertain'. At the end of close-ended questions, blank spaces were provided and the teachers and students were requested to write their views for the improvement of the textbook on their own. Their native language 'Nepali' was also used to make them clear about questions.

2.4 Process of Data Collection

In the process of data collection, the researchers studied the textbook in a great detail and prepared questionnaire. After that, the researcher visited the different Private schools and resource centers of Nawalparasi. Then, the researcher distributed the questionnaire to the teachers visiting them personally and requested them to respond to the questions related to the various aspects of the textbook. The students were also requested to express their views for the given questions and the researcher distributed the questionnaire to the students and collected them by visiting their class.

2.5 Limitation of the Study

The study had the following limitations:

- a. The sample size of the study was the twenty English teachers and twenty students from different private schools of Nawalparasi.
- b. The study was limited to the analysis of a supplementary material Lotus English Reader.
- c. The study was limited on the analysis of physical aspects, academic aspects and the students' needs.

CHAPTER – THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data collected from primary sources. Having collected data, I tabulated the information and analyzed them under the following main headings.

- i. Teachers' responses on qualities of the textbook.
- ii. Teachers' open responses on the qualities of the textbook.
- iii. Students' responses on qualities of the textbook.
- iv. Students' open responses on the qualities of the textbook.

3.1 Teachers' Responses on the Qualities of the Textbook

The researcher had prepared a set of closed-ended questionnaire that included seven different aspects of the textbook and a set of open-ended questionnaire that include five questions. The questionnaire of close-ended type provided the teacher respondents with three options agree, disagree and uncertain. The respondents had to choose one that best reflects their observation among the options. The responses made by the teacher's respondents have been tabulated in terms of simple percentage method. The analysis of different aspects of the textbook is presented as follows.

3.1.1 Physical Aspects of the Textbook

Regarding the physical aspects of the textbook, a set of questionnaire was constructed and distributed and the information required was sought. Physical aspects of the textbook are the most important part. First impression is the last impression like that it plays an important role in teaching learning activities. It should be attractive and durable. Teachers' response on the physical aspects of the textbook is given as follows:

Table No. 1
Teachers' Response on Physical Aspects of the Textbook

S.N.	Statements	Responses		
		Agree	Uncertain	Disagree
1	The size of the textbook is appropriate to the students.	70%	10%	20%
2	The spacing between the lines is satisfactory.	70%	10%	20%
3	The spacing between the words is satisfactory.	60%	10%	30%
4	The spacing between the paragraphs is satisfactory.	80%	5%	15%
5	The printing is free from errors.	60%	10%	30%
6	The type size used in the book is suitable.	80%	10%	10%
7	The margin left in both sides is suitable.	20%	20%	60%

Regarding the subject matter, as the table includes, there are many good aspects of textbook. 70% of the respondents agree that the size of the textbook is appropriate and the spacing between lines is satisfactory. Similarly, 60% of the respondents agree that the spacing between the words is satisfactory and the printing is free from errors. Likewise, 80% respondents agree that the spacing between the paragraphs is satisfactory and the type size used in the textbook is suitable.

Only 20% of the respondents said that the margin left in both sides of the page is suitable. This is the weak point of the textbook

3.1.2 Academic Aspects of the Textbook

Regarding the academic aspect of the textbook, a set of questionnaire that included six different sub-aspects was constructed and distributed and the information required was sought.

3.1.2.1 Content

The content selected in a textbook should cater the needs and interests of the learners. They should be informative and should be thought provoking as well. The content should have a good link with the physical and social environment of the learners. Teachers' responses on the content of the textbook are presented as follows:

Table No. 2
Teachers' Responses on Content

S.N.	Statements	Responses		
		Agree	Uncertain	Disagree
1	The subject matter suits the mental level of the majority of the students.	40%	20%	40%
2	The subject matter is interesting to the students.	60%	10%	30%
3	The contents of the textbook are relevant to the students' need.	60%	0%	40%
4	The subject matter meets the requirement of good average and weak students.	40%	10%	50%
5	The subject matter gives new information.	70%	20%	10%
6	The subject matter is free from sex bias.	70%	10%	20%
7	The content is applicable to day to day work.	50%	20%	30%
8	The content includes the subject matter that represents the events of circumstances.	10%	20%	70%

Regarding the subject matter, as the table 2 includes, there are some good aspects of the textbook. The seventy percent of the respondents agreed

that the subject matter gives new information and that it is free from gender bias. Similarly, sixty percent of the respondents agree that the contents are relevant to the students' needs. The relevance of the content to every day work is also good aspect of the textbook since up to fifty percentages of the respondents have positive response upon them.

Only forty percent of the respondents said that the subject matter suits the requirement of good, average and weak students i.e. for all students. So, this comes to be not so good aspect of the textbook. The subject matter does not meet the existing ability of the majority of the students. The textbook is indifferent in representing the local culture and events of local circumstance, which seems to be a poor aspect of the textbook as over seventy percent of the respondents had negative response upon that.

3.1.2.2 Language

The language should be correct, colloquial and textual appropriate to the situation or context. New vocabularies and structures should be well selected and presented in graded form depending upon the level of students. Teachers' responses on language of the textbook as follows:

Table No. 3
Teachers' Responses on Language

S.N.	Statement	Responses		
		Agree	Uncertain	Disagree
1	The language used in the textbook is academic.	80%	20%	0%
2	The language matches with the competence level of the majority of the students.	50%	20%	30%
3	There is gradual introduction of new words in the book.	60%	20%	20%
4	New words are equally distributed in different reading text of the book.	20%	20%	60%
5	The new words suit the intellectual level of the students.	40%	40%	20%
6	The structures are presented in graded form.	40%	20%	40%
7	The structures are well selected.	50%	20%	30%
8	The book emphasizes communicative functions of language.	50%	0%	50%
9	The language used in the book is colloquial.	20%	5%	75%

Regarding the language of the textbook, the table 3 indicates that the book has only one strong aspect: it focuses on academic language. Eighty percent of the respondents agree that the language used in the textbook is academic. The table asserts that there are many good aspects of textbook.

Sixty percent of the respondents agree that there is gradual introduction of new vocabulary and that the key vocabulary is well defined. Similarly, fifty percent of the respondents are of the opinion that the language matches with the competence level of the majority of students. Moreover, fifty percent of the respondents agree that the book emphasizes communicative functions of language.

Negative aspects of the textbook regarding its language. As the table presents, only forty percent of the respondents agree that new words suit the intellectual level of the students and the structure are presented in graded form.

Regarding language, the book also has some poor aspects. For instance, only twenty percent of the respondents agree that new words are equally distributed in different reading texts of the book. Similarly, seventy five percent of the respondents ascertain that the language used in the book is not colloquial.

3.1.2.3 Organization and Presentation

The organization and presentation of textbook should be appropriate to meet the set objectives. The selected contents should be properly graded like ‘simple to complex’, or ‘known to unknown’. They should be graded in terms of the difficulty level. They should be presented in a systematic format and they should help the learners to provoke thinking. The organization and presentation of the textbook are as follows

Table no.4
Teachers' Responses on Organization and Presentation

S.N.	Statement	Responses		
		Agree	Uncertain	Disagree
1	The presentation of the subject matter is easily understandable.	65%	5%	30%
2	The presentation suits the nature of content and there has been a unified thematic content.	70%	0%	30%
3	The reading texts are short enough and the task sufficiently scaffolds to allow a student at this level to access the texts successfully.	70%	10%	20%
4	The reading materials are presented in graded difficulties.	40%	20%	40%
5	There is glossary at the end of the book.	0%	0%	100%
6	You found an appropriate match between the topics and the reading texts.	80%	0%	20%
7	Language and the concept of the previous reading text recur in the following chapter.	70%	10%	20%

Regarding the organization and presentation, the content of the book, as the table 4 includes that as the table presents 80% of the respondents found an appropriate match between the topics and the reading texts, and they agree that there has been a unified thematic content throughout the book.

Similarly, the book also exhibits many good aspects in terms of the content organization. As has been represented in the table, 70% of the respondents confirm that the presentation suits the nature of content, that the reading texts are short enough and the task sufficiently scaffold to allow the students at this level to access the text successfully. Similarly, the same number of respondents agreed that the language and concept of the previous reading text recur in the following text. In addition to that, the presentation of the subject matter is easily understandable and it is simple for the teacher to follow and use it since 65% of the respondents had positive responses on these.

Since only 40% of the respondents agree that the reading materials are presented in graded difficulties, the gradation of the reading material is not well. Hence, this has been not good aspect of the textbook.

In this regard, the book also has got a poor aspect, i.e. the book does not have glossary, one of the essential parts of a language textbook, at the end.

3.1.2.4 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 and diagrams. to illustrate the difficult concept. Teachers' opinions on illustration presented in the textbook are as follows:

Table no. 5**Teachers' Responses on Illustrations**

S.N.	Statements	Responses		
		Agree	Uncertain	Disagree
1	The pictures in the book are clear.	60%	20%	20%
2	The ideas and the concept in the reading texts are well illustrated by means of graphs, table and diagrams.	70%	10%	20%
3	The text highlights the important message.	60%	0%	40%
4	The illustrations are appropriate.	60%	10%	30%
5	They are directly related to the lesson.	50%	10%	40%
6	They encourage the learners to work in pairs and groups.	50%	10%	40%
7	They encourage learners to solve the problems.	40%	10%	40%
8	They are attractive to motivate the learners and are appealing.	40%	20%	40%

In terms of illustration, table 5 exhibits, the book does not reflect any strong aspect. None of the statements has positive response made by more than 75% of the respondents.

But surprisingly, the book's illustration contains many good aspects. Seventy percent of the respondents agree that the ideas and concept in the reading text are well illustrated. Similarly, 60% of the respondents have positive responses on the clarity of the pictures, on the highlights of the important message, and on the appropriateness of the illustration.

Besides, the book also has some not so good aspects. In reference to the table, only 50% of the respondents agree that the illustration in the book helps to encourage the learners to work in pairs and groups. The table also indicates some weak aspects of the book in terms of its illustration. Only 40% of the respondents agree that the illustrations are appealing, that they encourage learners to solve the problems and that they are attractive to motivate the learners.

3.1.2.5 Exercises

Each textbook should have enough exercises to the learners to practise more. So, there should be clear instruction for each exercise in the textbook for both teachers and students. A variety of exercises should encourage the learners to think and work individually, in pairs as well as in groups. The exercises should be suitable for students' cognitive and academic levels. Teachers' responses on exercises included in the textbook are as follows:

Table no. 6
Teachers' Responses on Exercises

S.N.	Statements	Responses		
		Agree	Uncertain	Disagree
1	Instructions given for doing the exercises are clear.	80%	0%	20%
2	The exercises help the teachers in diagnosing the students learning difficulties.	65%	0%	35%
3	The exercises are sufficient for the students in developing academic skills.	70%	0%	30%
4	They help to develop the creativity of the students.	50%	10%	40%
5	There is uniformity in the number of exercises in each reading text.	20%	0%	80%
6	They encourage learners to work in pairs and in groups and in discuss issues.	50%	0%	50%
7	They provoke thinking.	55%	25%	20%
8	They are graded in terms of difficulty level.	30%	20%	50%
9	The exercises demand students to reflect what they have studied in the text.	60%	0%	40%

In the table 6 exhibits, Out of the given 9 statements, as regard the exercises of the book, the responses range from 30% to 80%. In terms of

exercises, the only strong aspect of the book is that the instructions given for doing exercises are clear. Eighty percent of the respondents have positive response on it.

Surprisingly, table 6 exhibits that there are many good aspects of the exercises. Among the respondents, 70% agrees that the exercises are sufficient for the students in developing academic skills. In the same away, the other good aspects of the book are that the exercises help teachers in diagnosing the students learning difficulties. Similarly, 60% of the respondents agree that the exercises demand students to reflect what they have studied in the text and 55% of the respondents agree that the exercises provoke thinking of the respondents.

Table 6 also presents some not so good aspects of the exercises. In that, only 50% of the respondents agree that the exercises help to develop the creativity of the students. Similarly, 30% of the respondents view that they are not graded in terms of difficulty level. As the table reflects, none of the aspects of the book's exercise is termed as poor.

3.2 Teachers' Open Responses on the Qualities of the Textbook

To seek the general opinions of the teachers regarding the strengths, weaknesses and suggestions for the improvement of the book, their open-ended questions were constructed and given away to the respondents. The frequency of the similar responses made by different respondents was calculated and the response with higher frequency was taken into consideration. The questions and the frequent responses are enlisted as follows:

i. Strength of the Book

The teachers were asked questions regarding the positive or strong aspects of the textbook. The strong aspects of the book inferred from the teacher's responses are the textbook emphasizes academic language. One teacher has said that the subject matter included in the book reflects the information which students might have witnessed or experienced. Similarly, another teacher said that the exercises are based in the reading texts and exercises are challenging where students get chance to reflect their personal experiences too. He further added that instructions and picture are clear and Para -orthographic texts are well presented.

ii. Weaknesses of the Textbook

The weaknesses of the book discerned from the responses are those that do not include different literary genres, and do not aim to teach day to day vocabulary. Most of the teachers said that the book lacks supplementary materials such as teacher's manual. All teachers viewed that the textbook is lamb in terms of glossary, an inevitable part of a language teaching book. They also said that the textbook does not address the learners' experience and their own culture as it is not targeted to Nepali students. But all teachers said that textbook has infirmity of varieties of communicative activities.

iii. Suggestions to improve the Textbook

Suggestions were frequently appeared in the responses of the teachers. Some more grammar based exercises should be included. Some varieties of different literary genres are to be embodied. For parallelism across teachers, a teacher's manual should be devised. Almost all teachers suggested that a glossary should be affixed. Some more communicative

activities should be comprised. Test contains in the book should touch the learner's experience.

3.3 Students' Responses on the Qualities of the Textbook

As a textbook is basically prepared to help students at a certain level learn the language items set in the curriculum, it should meet the students need, interest, and their language level of proficiency. So, the researchers had prepared a set of close-ended and a set of opened- ended questionnaire to collect the students' reaction on the textbook they have been using.

The students were provided with a set of 35 questions followed by three options in each which the students were to choose one of the three alternatives. Here, the researcher has made an attempt to tabulate their responses in terms of percentage as follows.

Table No.7
Students' Responses

S.N.	Statement	Responses		
		Agree	Uncertain	Disagree
1	The cover page is attractive.	80%	0%	20%
2	The printing is neat and clean.	75%	10%	15%
3	The book is portable.	80%	10%	10%
4	The binding is suitable.	70%	15%	15%
5	The quality of paper is good.	50%	20%	30%
6	Most of the lessons are interesting to read.	80%	0%	20%
7	You studied about Nepalese culture in the book	0%	0%	100%
8	Most of the lessons are neither too easy nor too difficult.	75%	0%	25%
9	You learn the language which helps you to develop your academic skills.	85%	0%	15%
10	All the students (weak, good, very good) are able to understand the ideas and the concept in the book.	70%	0%	30%
11	The reading texts are real life oriented.	60%	0%	40%

12	The lessons are related to your society and culture.	20%	0%	80%
13	The exercises encourage you to write academic writing.	85%	0%	15%
14	You are able to understand the language.	60%	0%	40%
15	You seem to learn many new words from the book.	60%	0%	40%
16	There is repetition of new words over the reading.	70%	0%	30%
17	You learn new structure in each reading.	70%	0%	30%
18	The lessons are neither too long nor too short.	80%	0%	20%
19	There are sufficient speaking exercises in the book.	25%	0%	75%
20	Graphs, charts and pictures are used to illustrate the ideas in the text.	90%	0%	10%
21	There are varieties of reading materials.	50%	0%	50%
22	There are both guided and free exercises.	50%	0%	50%
23	The pictures are attractive.	55%	0%	45%
24	The pictures help you to understand the text.	80%	0%	20%

25	You are able to write something with the help pictures.	70%	0%	30%
26	The pictures are visible and clean.	70%	0%	30%
27	You are able to know how to do exercises.	45%	20%	35%
28	There are sufficient exercises in the book.	70%	30%	0%
29	You found the exercises interesting.	60%	20%	20%
30	There are exercises to reflect your personal feeling.	60%	30%	10%
31	They bring fun on doing those exercises.	60%	25%	15%
32	The exercises are challenging.	65%	20%	15%
33	The book gives a sense of reading a course at school level.	70%	20%	10%
34	You find a match between the topics and the readings.	100%	0%	0%
35	The key vocabulary is highlighted and well defined.	50%	50%	0%

In table 7, the researcher classifies the qualities of the book into four categories in terms of their degree of magnitude. The aspects with positive response of over 75% of the respondents have been considered as a strong quality. In that, over three fourth of the respondents agreed that the textbook has some strong qualities: the cover page is attractive, the book is portable, the reading texts are interesting and the difficulty level of most of the reading text is appropriate, the texts help students develop academic skills and introduce students to academic writing, most of the reading are neither too long nor too short. Besides, the textbook makes use of graphs, charts and pictures to illustrate the ideas and concepts.

The aspects, which 50% to 75% of the respondents agree on, have been considered as good qualities of the book. As has been shown by the above table, more than half of the respondents assert that the binding is good, the printing is neat and clean, the texts are understandable and are real life oriented, the language is not so difficult and yet it contains some new vocabulary, which the students can learn, and that these words also recur across the readings. They also confirm that they learn new structures that the reading texts are of various types, that the pictures the book contains are attractive, visible, and clean and they encourage students to write something. The exercises are interesting and sufficient. Working on the exercises the students can reflect their personal feelings, too. The book gives a sense of reading a course at school level and the exercises are challenging, too.

The aspects which only 25% to 50% of the respondents agree on, have been considered as weak aspects. For example, only 50% of the respondents agree that the paper quality is good and 45% of the respondents agree that they are able to know how to do exercises given in

the book. The poor aspect of the book which only less than third of the respondents responded positively is that the book excludes Nepali culture. So, the students do not have any opportunity to learn English language through Nepali culture.

3.4 Students' Open Responses on the Qualities of the Textbook

For seeking the general opinions of the students regarding the strengths, weaknesses and suggestions for the improvement of the textbook, three open-ended questions were asked to the respondents. The frequency of the similar responses made by different respondents was calculated and the responses with higher frequency were taken into consideration. The responses have been analyzed below.

i. Strengths of the Textbook

The strong aspects of the book inferred from the student responses are that the reading texts are interesting and the difficulty level of the most of the reading texts is appropriate, the texts help students develop academic skills and introduce students to academic writing, most of the reading is neither too long nor too short. Besides, the textbook makes use of graphs, charts and pictures to illustrate the ideas and concepts. The materials included in the text tries to teach the target language culture. The texts are understandable and are real life oriented, the language is not so difficult and yet it contains some new vocabulary which the student can learn, and that these words also recur across the readings. They also confirm that they learn new structures that the reading texts are of various types, that the pictures the book contains are attractive, visible, and clean and they encourage students to write something.

ii. Weakness of the Textbook

The weakness of the book is discerned from the responses and opinions from observing the textbook. The students said that the topics and vocabulary are new, language is also vast and it takes a lot of time to read and find out the meaning. Almost every respondent says that the book is lamb in terms of glossary, an inevitable part of a language teaching book which is needed for clarifying the difficult meaning found in the textbooks. According to the students the textbook has no distribution of different literary texts. It does not aim to teach day to day vocabulary since most of the materials in the texts are authentic. So, students say that they cannot study Nepali culture very well.

iii. Suggestions to improve the Textbook

Suggestions were frequently appeared in the responses of the teachers. Some suggests that more grammar based exercises should be included and varieties of different literary genres are to be embodied as well. All says that glossary should be affixed in the textbook so that the meaning of the difficult words from glossary will assist both teachers and students. Similarly, Nepali culture should be included to familiarize in the Nepali tradition.

CHAPTER – FOUR

FINDINGS AND RECOMMENDATIONS

The main purpose of this research was to analyze the textbook ‘Lotus English Reader for Grade VI’ in terms of physical aspects, academic aspects and needs and interest of the learners. In order to carry out the research, the researcher studied the textbook in a great detail and prepared a set of questionnaire to obtain the data for the study. Then the collected data were tabulated, analyzed quantitatively using descriptive technique and presented. The population of the study consisted of twenty teachers and twenty students from different private schools of Nawalparasi district who have been involved in teaching and learning ‘Lotus English Reader’. Altogether, including teachers and students, forty persons were selected for the purpose of this study.

4.1 Findings

The main findings of the study are as follows:

- i. Regarding the language of the textbook, it focuses on academic language. 80% of the respondents agree that the language used in the textbook is academic.
- ii. There is gradual introduction of new vocabulary and 60% of the respondents agree that the key vocabulary is well defined.
- iii. The textbook to a great extent exhibits authenticity of the reading materials and 70% agree that it incorporates Para orthographic texts such as table, diagram, bar, chart and therefore, provides the learners with a reading experience. Besides, they also make further challenges available to the learner to grasp the message from them.
- iv. The textbook does not seem to teach communicative function colloquial, figurative, and literary use of language; 75% of the

- respondents have negative response on it. So, the language is lifeless and boring.
- v. The level of language standard at various point of the textbook is beyond the grasp of the students at this level.
 - vi. Glossary, a very important part of a language textbook, is not given.
 - vii. The exercises are sufficient for the students in developing academic skills, since 70% of the respondents agree with it.
 - viii. The textbook colorfully highlights the headings and important cohesive devices used in the reading are dealt with in detail in the exercises that follow. Thus, the textbook helps the learners to point out the headings.
 - ix. The illustration of the ideas and concepts by means of picture, Para orthographic texts, colorful highlights, it is the strong aspects of the textbooks since 70% of the respondents have positive views on it.
 - x. There are sufficient exercises for developing students' listening, speaking, reading and writing skills.
 - xi. There is no uniformity on the number of exercises in each reading text. 80% of the respondents have negative response on it.
 - xii. The strong aspects of the textbook inferred from the 80% of the students respond that the reading texts are interesting and the difficulty level of most of the reading text is appropriate.
 - xiii. The textbook helps students to develop academic skills, 75% students agree that it introduces students with academic writing, most of the reading texts are neither too long nor too short.
 - xiv. The textbook makes use of graphs, charts and pictures to illustrate the ideas and concepts; 85% of the students agree about it.
 - xv. The materials included in the text try to teach the target language culture.
 - xvi. The weakness of the book is discerned from the responses and pinion from observing the textbook. They said that the topics and vocabulary

- are new; language is also vast and it takes a lot of time to read and find out the meaning.
- xvii. The textbook is lamb in terms of glossary, an inevitable part of a language teaching; 100% students expressed their negative view on it.
- xviii. It does not aim to teach day to day vocabulary since most of the materials in the texts are authentic. 80% of the students say that they cannot study Nepali culture very well.

4.2 Recommendations

On the basis of findings the following recommendations have been made.

- i. Exercises to develop the ability of handling communicative functions, colloquial and literary language are recommended to add.
- ii. The textbook should also include the contents which are drawn from the environment and the culture that the learners are also familiar with.
- iii. A variety of icons and symbols for giving instruction to the learners should be subsumed.
- iv. It is better to make the presentation and organization of the task systematic in terms of the number of exercise and the skills they are supposed to develop.
- v. The textbook should comprise some more exercises for oral skills development.
- vi. Some more exercises for personal writing, literary writing and writing practical texts: letter writing, application writing.
- vii. The textbook should expand the volume for aural-oral and communicative exercises such as information gap game, group work, and pair work, etc.
- viii. The textbook should be equipped with glossary and should also be supplemented by teachers' manual and students' work textbook.

REFERENCES

- Abbot, G. & Wingard, P. (1991). *The teaching English as an international language*, Penguin, London.
- Ansary, H. & Babail, E. (2002). Universal characteristics of EFL/ESL textbooks: A step towards systematic textbook evaluation. *Internet TESL journal*.
- Awasthi, J.R. (2006). Textbook and its evaluation. *Journal of NELTA*. Vol.11,1-9., Kathmandu.
- Bhattarai, G.R. (1986), *Methods of Teaching English*: Bhattarai Bandu Prakashan, Jhapa.
- Bhattarai, G.R. (2001). *Evaluation textbooks: English for Grade VI–X*. Kathmandu: Ratna Pustak Bhandar.
- Bhattarai, G.R., Bhandari. B.M., Bhattarai, A., Ahakari, Y.P. (2010). *Lotus English Reader*. Vidyarthi Prakashan (P.) LTD, Kathmandu.
- Bohara, P.B. (2004). *A descriptive study on the English textbook for grade one*. An unpublished thesis, T.U., Kathmandu.
- Crystal, D. (1997). *English as a global language*. Cambridge: CUP.
- Dahal, M. (2002). *English for grade X: A textbook analysis*, An unpublished M.Ed. Thesis, T.U., Kritipur.
- Dawadi, S. (2004). *A study on textbook: English for Grade 7*. An unpublished M.Ed Thesis, T.U., Kritipur.
- Devkota, G.B. (1979), *Nepalko Rajanitik Darpan*. Ratna Pustak Bhandar, Kathmandu.
- Ghimire, P.B. (2003). *An analysis of the link English course for PCL first year and grade XI*. An unpublished M.Ed. Thesis, T.U., Kathmandu.
- Grant, N. (1987). *Making the most of your textbook*. London: Longman.

- Harmer, J. (2005). *The practice of English language teaching*. London: Longman.
- Kandel, R. (2006). An analysis of textbook- A case of academic encounter: An unpublished M.Ed. thesis, T.U., Kritipur.
- Khanal, I.P. (2006). Analysis of the optional English textbook for grade V: An unpublished M.Ed. thesis, T.U., Kritipur.
- Khaniya, T.R. (2003). A framework for effective reading materials. *PABSON Review*. Vol.11
- Lamichhane, P.B. (1999). *An analysis of new English textbook for Grade VI*. An unpublished M.Ed. Thesis, T.U., Kathmandu.
- Lyons, J. (1992, p.2). *Language and linguistics*. Kundi, India CUP.
- Pahuja, N.P. (1995). *Teaching of English*, New Delhi: Anmol Publication.
- Rai, V.S. (1998). *English language teaching materials and practice*. Kathmandu: Bhundi Puran Prakasan.
- Richards, J. et. al. (1985), *Longman dictionary of applied linguistic*. London: Longman.
- Richards, J.C., & Rodgers, T.S. (2009). *Approaches and methods in language teaching*. Cambridge. CUP
- Sharma & Sharma (2005, p.129). The national education commission report.
- Sheldon, L. (1987). *ELT textbook and materials*. Oxford: Modern English Publication in Association with the British Council.
- Subedi, Y.R. (2005). *An analysis of Grade XI English Textbook: Meaning into Words*. An unpublished M.Ed. Thesis, T.U., Kritipur.
- Taba, H. (1962). *Curriculum development theory and practice*. Hancort Brance Jovanovich, Inc. New York.

Appendix-A

QUESTIONNAIRE

Name of the teacher.....

Name of the school

Qualification

Experience.....

Training.....

You are requested to give your opinion each of the following questions.

1. The size of the book is appropriate to the students of that level.

a) Agree b) Uncertain c) Disagree

2. The spacing between the lines is satisfactory.

a) Agree b) Uncertain c) Disagree

3. The spacing between words is satisfactory.

a) Agree b) Uncertain c) Disagree

4. The spacing between paragraphs is satisfactory.

a) Agree b) Uncertain c) Disagree

5. The printing is free from errors.

a) Agree b) Uncertain c) Disagree

6. The type size used in the book is suitable.

a) Agree b) Uncertain c) Disagree

7. The margins left in both sides are suitable.

a) Agree b) Uncertain c) Disagree

8. The contents of the textbook are relevant to the students need.

a) Agree b) Uncertain c) Disagree

9. The subject matter meets the requirements of good average and week students.

a) Agree b) Uncertain c) Disagree

10. The subject matter is interesting to the students.
a) Agree b) Uncertain c) Disagree
11. The subject matter gives new information.
a) Agree b) Uncertain c) Disagree
12. The subject matter is free from sex bias.
a) Agree b) Uncertain c) Disagree
13. The content is applicable to day to day work.
a) Agree b) Uncertain c) Disagree
14. The content includes the subject matter that represents the events of local circumstance and culture.
a) Agree b) Uncertain c) Disagree
15. The language used in the textbook is academic.
a) Agree b) Uncertain c) Disagree
16. The language matches with the competence level of the majority of the students.
a) Agree b) Uncertain c) Disagree
17. There is gradual introduction of new words in the book.
a) Agree b) Uncertain c) Disagree
18. New words suit the intellectual level of the students.
a) Agree b) Uncertain c) Disagree
19. The structures are well selected.
a) Agree b) Uncertain c) Disagree
20. The book emphasizes communicative functions of language.
a) Agree b) Uncertain c) Disagree
21. The language used in the book is colloquial.
a) Agree b) Uncertain c) Disagree
22. New words are equally distributed in different reading text of the book.
a) Agree b) Uncertain c) Disagree

23. The presentation of the subject is matter is easily understandable.
a) Agree b) Uncertain c) Disagree
24. The structures are presented in graded form.
a) Agree b) Uncertain c) Disagree
25. The reading text is short enough and the tasks sufficiently scaffold to allow a student at this level to access the texts successfully.
a) Agree b) Uncertain c) Disagree
26. The reading materials are presented in graded difficulties.
a) Agree b) Uncertain c) Disagree
27. There is glossary at the end of the book.
a) Agree b) Uncertain c) Disagree
28. You found an appropriate match between the topics and the reading texts.
a) Agree b) Uncertain c) Disagree
29. Language and the concepts of the previous reading text occur in the following chapter.
a) Agree b) Uncertain c) Disagree
30. The presentation suits the nature of content and there has been a unified thematic content.
a) Agree b) Uncertain c) Disagree
31. The pictures in the books are clear.
a) Agree b) Uncertain c) Disagree
32. The ideas and the concept in the reading texts are well illustrated by means of graphs, tables and diagrams.
a) Agree b) Uncertain c) Disagree
33. The illustrations are appropriate.
a) Agree b) Uncertain c) Disagree

34. The text highlights the important message.
a) Agree b) Uncertain c) Disagree
35. The illustrations are directly related to the lesson.
a) Agree b) Uncertain c) Disagree
36. They encourage the learners to solve the problems.
a) Agree b) Uncertain c) Disagree
37. They are attractive and motivate the learners.
a) Agree b) Uncertain c) Disagree
38. They are directly related to the lesson.
a) Agree b) Uncertain c) Disagree
39. Instructions given for doing the exercises are clear.
a) Agree b) Uncertain c) Disagree
40. The exercises help the teachers in diagnosing the students learning difficulties.
a) Agree b) Uncertain c) Disagree
41. The exercises are sufficient for the students in developing academic skills.
a) Agree b) Uncertain c) Disagree
42. They help to develop the creativity of the students.
a) Agree b) Uncertain c) Disagree
43. There is uniformity in the number of exercises in each reading texts.
a) Agree b) Uncertain c) Disagree
44. They encourage learners to work in pairs and in groups and discuss issues.
a) Agree b) Uncertain c) Disagree
45. They provoke thinking.
a) Agree b) Uncertain c) Disagree
46. They are graded in terms of difficulty level.
a) Agree b) Uncertain c) Disagree

47. The exercise demand students to reflect what they have studied in the texts.

- a) Agree b) Uncertain c) Disagree

Overall comments and suggestions

1. What are the strong points of the textbook? Please list.

a)

.....
.....

b)

.....
.....

c)

.....
.....

2. What is the weakness of the textbook? Please list.

a)

.....
.....

b)

.....
.....

c)

.....
.....

3. What are your suggestions for improvement? Please specify.

a)

.....
.....

b)

.....
.....

c)

.....
.....

Appendix-B

QUESTIONNAIRE

Name of the students

Name of school

Class..... Roll No.

You are requested to give your opinion each of the following questions.

1. The cover page is attractive.
a) Agree b) Uncertain c) Disagree
2. The printing is neat and clean.
a) Agree b) Uncertain c) Disagree
3. The binding is suitable.
a) Agree b) Uncertain c) Disagree
4. The book is portable.
a) Agree b) Uncertain c) Disagree
5. The quality of the paper is good.
a) Agree b) Uncertain c) Disagree
6. Most of the lessons are interesting to read.
a) Agree b) Uncertain c) Disagree
7. Most of the lessons are neither too easy nor too difficult.
a) Agree b) Uncertain c) Disagree
8. You learn the language which helps you to develop your academic skills.
a) Agree b) Uncertain c) Disagree
9. The reading text is real life oriented.
a) Agree b) Uncertain c) Disagree
10. The lessons are related to your society and culture.
a) Agree b) Uncertain c) Disagree

11. The exercises are helped to write academic writing.
a) Agree b) Uncertain c) Disagree
12. You are able to understand the language.
a) Agree b) Uncertain c) Disagree
13. You seem to learn many new words from the book.
a) Agree b) Uncertain c) Disagree
14. There is repetition of new words over the readings.
a) Agree b) Uncertain c) Disagree
15. You learn the new structures in the readings.
a) Agree b) Uncertain c) Disagree
16. The lessons are neither too long nor too short.
a) Agree b) Uncertain c) Disagree
17. There are sufficient speaking exercises in the book.
a) Agree b) Uncertain c) Disagree
18. Graphs, charts and pictures are used to illustrate the ideas in the text.
a) Agree b) Uncertain c) Disagree
19. There are varieties of reading materials.
a) Agree b) Uncertain c) Disagree
20. The pictures are attractive.
a) Agree b) Uncertain c) Disagree
21. The Pictures helps you to understand the text.
a) Agree b) Uncertain c) Disagree
22. The pictures are visible and clean.
a) Agree b) Uncertain c) Disagree
23. There are sufficient exercises in the book.
a) Agree b) Uncertain c) Disagree
24. You found the exercises interesting.
a) Agree b) Uncertain c) Disagree

25. The exercises are challenging.
a) Agree b) Uncertain c) Disagree
26. There are exercises to reflect your personal feelings.
a) Agree b) Uncertain c) Disagree
27. You find the match between the topics and the readings.
a) Agree b) Uncertain c) Disagree
28. All the students (weak, good, very good) are able to understand the ideas and concept in book.
a) Agree b) Uncertain c) Disagree
29. You are able to write something with the help of pictures.
a) Agree b) Uncertain c) Disagree
30. You studied about Nepalese culture in the book.
a) Agree b) Uncertain c) Disagree
31. You are able to know how to do exercise.
a) Agree b) Uncertain c) Disagree
32. They bring fun on doing those exercises.
a) Agree b) Uncertain c) Disagree
33. The book gives a sense of reading course at school level.
a) Agree b) Uncertain c) Disagree
34. The key vocabulary is highlighted and well defined.
a) Agree b) Uncertain c) Disagree

Overall comments and suggestions

1. What are the strong points of the textbook? Please list.

a)

.....

b)

.....

c)

.....

2. What is the weakness of the textbook? Please list.

a)

.....

b)

.....

c)

.....

.....

3. What are your suggestions for improvement? Please specify.

a)

.....

b)

.....

c.

.....

Appendix-A

QUESTIONNAIRE

Name of the teacher.....Ashok Poudel.....

Name of the school ..Siddhartha English Boarding school

QualificationB.A.....

Experience...5 years

Training..M.ELTA

You are requested to give your opinion each of the following questions.

1. The size of the book is appropriate to the students of that level.

a) Agree b) Uncertain c) Disagree

2. The spacing between the lines is satisfactory.

a) Agree b) Uncertain c) Disagree

3. The spacing between words is satisfactory.

a) Agree b) Uncertain c) Disagree

4. The spacing between paragraphs is satisfactory.

a) Agree b) Uncertain c) Disagree

5. The printing is free from errors.

a) Agree b) Uncertain c) Disagree

6. The type size used in the book is suitable.

a) Agree b) Uncertain c) Disagree

7. The margins left in both sides are suitable.

a) Agree b) Uncertain c) Disagree

8. The contents of the textbook are relevant to the students need.

a) Agree b) Uncertain c) Disagree

9. The subject matter meets the requirements of good average and weak students.

- a) Agree b) Uncertain c) Disagree
10. The subject matter is interesting to the students.
a) Agree b) Uncertain c) Disagree
11. The subject matter gives new information.
 a) Agree b) Uncertain c) Disagree
12. The subject matter is free from sex bias.
 a) Agree b) Uncertain c) Disagree
13. The content is applicable to day to day work.
a) Agree b) Uncertain c) Disagree
14. The content includes the subject matter that represents the events of local circumstance and culture.
a) Agree b) Uncertain c) Disagree
15. The language used in the textbook is academic.
 a) Agree b) Uncertain c) Disagree
16. The language matches with the competence level of the majority of the students.
 a) Agree b) Uncertain c) Disagree
17. There is gradual introduction of new words in the book.
 a) Agree b) Uncertain c) Disagree
18. New words suit the intellectual level of the students.
a) Agree b) Uncertain c) Disagree
19. The structures are well selected.
 a) Agree b) Uncertain c) Disagree
20. The book emphasizes communicative functions of language.
 a) Agree b) Uncertain c) Disagree
21. The language used in the book is colloquial.
a) Agree b) Uncertain c) Disagree

22. New words are equally distributed in different reading text of the book.
 a) Agree b) Uncertain c) Disagree
23. The presentation of the subject is matter is easily understandable.
 a) Agree b) Uncertain c) Disagree
24. The structures are presented in graded form.
a) Agree b) Uncertain c) Disagree
25. The reading text is short enough and the tasks sufficiently scaffold to allow a student at this level to access the texts successfully.
 a) Agree b) Uncertain c) Disagree
26. The reading materials are presented in graded difficulties.
a) Agree b) Uncertain c) Disagree
27. There is glossary at the end of the book.
a) Agree b) Uncertain c) Disagree
28. You found an appropriate match between the topics and the reading texts.
 a) Agree b) Uncertain c) Disagree
29. Language and the concepts of the previous reading text occur in the following chapter.
 a) Agree b) Uncertain c) Disagree
30. The presentation suits the nature of content and there has been a unified thematic content.
a) Agree b) Uncertain c) Disagree
31. The pictures in the books are clear.
 a) Agree b) Uncertain c) Disagree
32. The ideas and the concept in the reading texts are well illustrated by means of graphs, tables and diagrams.
 a) Agree b) Uncertain c) Disagree

33. The illustrations are appropriate.

- a) Agree b) Uncertain c) Disagree

34. The text highlights the important message.

- a) Agree b) Uncertain c) Disagree

35. The illustrations are directly related to the lesson.

- a) Agree b) Uncertain c) Disagree

36. They encourage the learners to solve the problems.

- a) Agree b) Uncertain c) Disagree

37. They are attractive and motivate the learners.

- a) Agree b) Uncertain c) Disagree

38. They are directly related to the lesson.

- a) Agree b) Uncertain c) Disagree

39. Instructions given for doing the exercises are clear.

- a) Agree b) Uncertain c) Disagree

40. The exercises help the teachers in diagnosing the students learning difficulties.

- a) Agree b) Uncertain c) Disagree

41. The exercises are sufficient for the students in developing academic skills.

- a) Agree b) Uncertain c) Disagree

42. They help to develop the creativity of the students.

- a) Agree b) Uncertain c) Disagree

43. There is uniformity in the number of exercises in each reading texts.

- a) Agree b) Uncertain c) Disagree

44. They encourage learners to work in pairs and in groups and discuss issues.

- a) Agree b) Uncertain c) Disagree

45. They provoke thinking.

a) Agree b) Uncertain c) Disagree

46. They are graded in terms of difficulty level.

a) Agree b) Uncertain c) Disagree

47. The exercise demand students to reflect what they have studied in the texts.

a) Agree b) Uncertain c) Disagree

Overall comments and suggestions

1. What are the strong points of the textbook? Please list.

- a) The subject matter gives new information
- b) The language is academic
- c) Instructions and pictures are clear

2. What is the weakness of the textbook? Please list.

- a) There is no glossary at the end of the text book
- b) The text book does not teach day to day vocabulary
- c) The text book does not address the learners experience

3. What are your suggestions for improvement? Please specify.

- a) Some more grammar based exercises should be included
- b) Glossary should be included at the end of the book
- c) Some more communicative activities should be included

Appendix-B

QUESTIONNAIRE

Name of the students Nitu Basyal.....

Name of school Siddhartha E.B. School.....

Class.....6..... Roll No. 3.....

You are requested to give your opinion each of the following questions.

1. The cover page is attractive.

a) Agree b) Uncertain c) Disagree

2. The printing is neat and clean.

a) Agree b) Uncertain c) Disagree

3. The binding is suitable.

a) Agree b) Uncertain c) Disagree

4. The book is portable.

a) Agree b) Uncertain c) Disagree

5. The quality of the paper is good.

a) Agree b) Uncertain c) Disagree

6. Most of the lessons are interesting to read.

a) Agree b) Uncertain c) Disagree

7. Most of the lessons are neither too easy nor too difficult.

a) Agree b) Uncertain c) Disagree

8. You learn the language which helps you to develop your academic skills.

a) Agree b) Uncertain c) Disagree

9. The reading text is real life oriented.

a) Agree b) Uncertain c) Disagree

10. The lessons are related to your society and culture.
a) Agree b) Uncertain c) Disagree
11. The exercises are helped to write academic writing.
 a) Agree b) Uncertain c) Disagree
12. You are able to understand the language.
a) Agree b) Uncertain c) Disagree
13. You seem to learn many new words from the book.
a) Agree b) Uncertain c) Disagree
14. There is repetition of new words over the readings.
 a) Agree b) Uncertain c) Disagree
15. You learn the new structures in the readings.
 a) Agree b) Uncertain c) Disagree
16. The lessons are neither too long nor too short.
 a) Agree b) Uncertain c) Disagree
17. There are sufficient speaking exercises in the book.
a) Agree b) Uncertain c) Disagree
18. Graphs, charts and pictures are used to illustrate the ideas in the text.
 a) Agree b) Uncertain c) Disagree
19. There are varieties of reading materials.
a) Agree b) Uncertain c) Disagree
20. The pictures are attractive.
 a) Agree b) Uncertain c) Disagree
21. The Pictures helps you to understand the text.
 a) Agree b) Uncertain c) Disagree
22. The pictures are visible and clean.
 a) Agree b) Uncertain c) Disagree

23. There are sufficient exercises in the book.
a) Agree b) Uncertain c) Disagree
24. You found the exercises interesting.
a) Agree b) Uncertain c) Disagree
25. The exercises are challenging.
a) Agree b) Uncertain c) Disagree
26. There are exercises to reflect your personal feelings.
a) Agree b) Uncertain c) Disagree
27. You find the match between the topics and the readings.
a) Agree b) Uncertain c) Disagree
28. All the students (weak, good, very good) are able to understand the ideas and concept in book.
a) Agree b) Uncertain c) Disagree
29. You are able to write something with the help of pictures.
a) Agree b) Uncertain c) Disagree
30. You studied about Nepalese culture in the book.
a) Agree b) Uncertain c) Disagree
31. You are able to know how to do exercise.
a) Agree b) Uncertain c) Disagree
32. They bring fun on doing those exercises.
a) Agree b) Uncertain c) Disagree
33. The book gives a sense of reading course at school level.
a) Agree b) Uncertain c) Disagree
34. The key vocabulary is highlighted and well defined.
a) Agree b) Uncertain c) Disagree

Overall comments and suggestions

1. What are the strong points of the textbook? Please list.

a) Many reading materials in book.

b) pictures are clear.

c) Reading texts are interesting.

2. What is the weakness of the textbook? Please list.

a) Language is hard to understand.

b) No meaning in a book.

c) Nepali culture is not mentioned.

3. What are your suggestions for improvement? Please specify.

a) Meaning is needed.

b) Some more grammar based exercises.

c) Include some nepali culture based texts.