

CHAPTER ONE

INTRODUCTION

1.1 General Background

Humans are distinct and unique species in this world in comparison to other living beings because humans use language to communicate their ideas, feelings, and thoughts but except humans other animals use means of communication to share their ideas. Human language has some special characteristics as creativity, structure dependence, duality of pattern etc. They acquire and learn language by different means as speaking, reading, writing and listening. They use sign language as well.

Teaching and learning language among human being is popular and it is being done from centuries. Roughly, it must have been started from the era of human civilization. The world of human is diversified due to caste, ethnicity, religion, culture and custom. Language is also highly dominated by these aspects. People speak different languages in this world. English is one of the languages spoken by the human race. It is the most popular, well developed, standardized and internationally used language.

In fact, English is highly used as a link language, language of diplomacy, mass communication, trade, foreign mission, academic medium of instruction and it has rigorously been used in the field of education system. Many books, magazines, periodicals, journals, newspapers and so on of the world are being published in English.

Nepal opened its door for English education when Rana Prime Minister Janga Bahadur Rana established Darbar High School in 1854 A.D. Mr. Ross and Mr. Canning were the first English teachers in Nepal. Rana Prime Minister Janga Bahadur brought them in Nepal from England when he went there for his visit. Another giant step of English Education in Nepal was the establishment of Tri-Chandra College in 1918 A.D.

English has been a second medium of instruction in Nepal in community based schools, as except English other subjects are being taught in Nepali medium. However, the Interim Constitution, 2063 B.S of Nepal has given right to take education in mother tongue; common medium of instruction in Nepal is Nepali. In case of private schools, English has been the first medium of instruction because most of the private school textbooks are printed in English and they are taught in English medium in Nepal .Here is a great debate to deal with difference in private and government schools because of the difference in using the textbooks. The textbooks they are using are based on the Curriculum specified by curriculum development centre of Nepal. Nevertheless, SLC result in private schools is better than general schools. There are varieties of textbooks in the market for the same grade for private schools where as public schools use the same textbooks throughout the country. Thus, there is a question whether the result is better in private schools because of the textbooks they are using or not. Thus, I am intended to analyze an English textbook that is being used in different parts of the country for a couple of years in private sector.

1.1.2 What is a Text book?

Generally, a textbook is a material that is used in the classrooms. It is considered as a material used either by teachers or by students as a main source of what they want to teach or learn. It is based on syllabus and is selected and graded as per the level of students. Textbooks are designed by subject experts. To know more about the textbook we can analyse some views about the textbook given by different writers.

Grant(1987,P.12) states, "The textbook is used to refer to the course book which typically aims to cover all aspects of language , and supplementary textbooks devoted to particular topics or skills area". It shows that textbook is a course book that covers language skills and aspects. It gives a clear idea to the learners and the teachers about what is to be learned and taught.

To quote Hilton (1965, p.1470 in Kandel, 2006, p.4),

The text book is a special kind of book. It seldom expresses new knowledge for that is not its function. Its essential function is rather to make the knowledge which does exist available to the students in a selected order way.

From the definition, it is clear that a textbook is a book that does not produce a new knowledge but its essential function is to make knowledge which does exist available to the students in the selected order way.

OALDC (2005, P.1587) defines a textbook as "a book that teaches a particular subject and that is used especially in schools and colleges". The definition shows that textbook is a book to teach particular subjects in colleges and schools.

Be and Crabbe (1999,p.5) point out the aim of the textbook in the fourth international conferences on language development as" The aim of textbook is to help the student review and systematize the materials he has learnt ,and at the same time continue to train his four language skills: listening and comprehension, speaking , reading , and writing". The definition focused on four language skills. It further adds to review and systematize the materials that students have learned.

For Group(1985,p.5, cited in Kandel,2006,p.4) " A textbook that differs from a book by virtue of the principle, which controls its selective organization of the subject matter , careful presentation of the materials for teaching , it is supposed to build in itself". He states that textbook is supposed to build on itself because there is careful organization and presentation of the subject matter.

Based on the above definitions, we can conclude that textbook is a printed part of a certain message based on a designed curriculum. It is a guide for the teacher. It is important reading material prepared for the students and solely for students use. It is an authentic source of knowledge. It should be imparted in the classroom as intended by curriculum. It contains different kinds of reading materials (e.g. story, poem, novel, one act play and so on) and activities (e.g. listening, reading, writing and so on). We can further conclude that a textbook is a book dealing with definite subject of study systematically arranged, intended for the use at a specified level of instruction and used as a principal source of the study materials for a given course.

1.1.3 Importance of Textbook

Textbooks are very important in classroom because they list the subject matter to be taught in the classroom. In many cases they help with the methods of teaching as well. They direct both to the teacher and the students what ought to do during the class hour. Textbooks play vital roles in achieving the objectives of the curriculum. They have great importance in a country like Nepal where only a few teachers and students have access to TV, radio, F.M., newspapers etc. All needy teaching materials are not available. Only textbooks remain the sole source of teaching learning materials.

Highlighting the value of textbook, Harmer (1997, p.257) states,

It has obvious advantages for both teachers and students. Good textbooks often contain lively and interesting materials; they provide a sensible progression of language item clearly showing what has been studied. So the students can revise grammatical and functional points that they have been concentrating.

The above given definition states that the textbook is essential, lively and interesting material for both the teachers and students. They sensibly progress language in students and revive grammatical and functional points the students have been concentrating.

Similarly, to quote Seaton (1982, P.40, in Kandel, 2006, p.13),

A textbook is necessary as it acts as a visual record of progress and can thus be a psychological support to the students. It is also useful as a memory aid and for consolidation of work at home; at the same time the book can be a syllabus for the teacher.

The definition states that textbooks work as visual records and psychologically supports the students.

Ur (1997, in Poudel 2004, p.5) summarizes the advantages of using textbook as follows:

- a. It provides a clear framework.
- b. In many places course book serve as a syllabus
- c. The course book provides texts and learning tasks which are likely to be an appropriate level for most of the class.
- d. The textbook saves time for the teacher who would otherwise have to prepare his/her own.
- e. A book is the cheapest way of providing learning materials for each learner.
- f. A book is a convenient package.
- g. For teachers who are inexperienced and occasionally unsure of their knowledge of the language, the course book can provide useful guidance and support.
- h. The learners can use the course book to learn new material review and monitor progress with some degree of autonomy.
- i. A learner without a course book is more teacher dependant.

In fact, textbooks are very helpful to facilitate learning a language. Its materials and activities are meant to help students learn language and use them in their life situation. In our context textbook is a must. Our teachers and students have rare access to many other teaching learning materials (e.g. teacher book, work book, visual aids and so on) which makes textbooks indispensable. Thus, we know that textbooks are very important. Undoubtedly, they are the core around which subjects are taught. From the above interpretation the importance of the textbook can be presented as follows:

- a. It benefits both teachers and the students.
- b. Students can revise what they have learned.
- c. It provides psychological support to the students.
- d. The textbook can help as a syllabus to the teachers and the students.
- e. It provides a clear framework.
- f. It is the cheapest way of providing the learning materials for each learner.
- g. For the inexperienced teachers the textbook provides support.
- h. The textbook makes the learners more self dependent.

1.1.4 Types and Characteristics of Textbook

Grant (1987, p.12) distinguishes two types of textbooks. They are as follows:

1.1.4.1 Traditional Textbook

Traditional textbooks are those which assume that language learning is learning of the grammar of that language. They get students to learn the language as a system, grammar. They assume that once the students learn the grammar of the language, then they will be able to use it in real life situation for their own purposes. The teaching items selected for the textbooks are the grammatical items and reading texts as poems, essays, novels, one act plays and so on of the great authors of the

past. Traditional textbook emphasizes the translation of L1 into L2 and appreciates literary tasks. These exercises also determine the teacher's role and students' roles. The teacher's role is authoritative and students' role is passive. Grant (1987, p.13) points out the following characteristics for the traditional textbooks:

- a. They tend to emphasize the form or pattern of the language(of the grammar)more than communicative functions of the language-the job we do using it , for example asking for conformation, making request, apologizing, asking the way etc.
- b. They tend to focus reading and writing activities rather than listening and speaking.
- c. They often make use of great deal of L1.
- d. They emphasize importance of accuracy.
- e. They tend to focus rather narrowly on syllabus and examination.
- f. They are often attractive to some teacher because they seem easy to use, and are highly examination -oriented.

Grant (1987, p.13) says, “Students work through them, sometimes for years and often conscientiously. However, despite this, at the end of their studies they are still incapable of using the language: they may know its grammar –the system –but they can’t communicate in it”. The definition states that traditional textbook cannot help students to communicate in spite of their long use in the past..

1.1.4.2 Communicative Textbooks

Communicative textbooks are those that are based on the belief that language learning is learning to use the language in real life situation. They create the opportunities for the students to learn the language in classroom, a sort of 'half way house', before using it in real life. The exercises will be appropriate for

conversation, pair work, group work, playing games, role-play and so on. The teacher's role is of a facilitator rather than authoritative. The role of the students is very active. Very often they interact with each other or even with the teachers. But the teacher is a facilitator. The students may not be very good at grammar of the language, but they can use the language very fluently and appropriately in real life. Thus, communicative textbook serves the practical purpose of learning language.

Grant (1987, p.14) presents the following characteristics of the communicative textbooks:

- I. They emphasize the communicative function of the language-the job people do using the language, not just the forms.
- II. They try to reflect students' needs and interest.
- III. They emphasize the skills in using the language, not just the forms of language and they are therefore activity- based.
- IV. They usually have the good balance between the four language skills, but they may emphasize listening and speaking more than traditional textbooks do.
- V. They tend to be very specific in their definitions of aims.
- VI. Both context and method reflect the authentic language of every day life.
- VII. They encourage works in groups and pairs and, therefore, make heavier demands on teacher's organizational abilities.
- VIII. They emphasise fluency, not just accuracy.

According to Grant (1987, p.14), "Communicative activity is any classroom exercise that helps the students to use the language they have learned in the classroom real life". It states that communicative activities help the students to use the language in real classroom.

1.5 Qualities of a Textbook: A Theoretical Framework for the Textbook Analysis

The textbook is an important teaching aid in language teaching and learning processes. It determines not only what will be taught but also how it will be taught. It presents the knowledge in a systematic way. It contains different kinds of language materials as stories, poems, advertisements, letters etc. And it is written on the basis of syllabus. It always provides knowledge and information on the process of teaching learning activities. It is important for classroom teaching.

Ur (1996, p.186) presents the qualities of the textbook as follows:

- a. Objectives explicitly laid out in an introduction and implemented in the materials.
- b. Approaches educationally and socially acceptable to target community.
- c. Clear attractive layout, easy to read.
- d. Interesting visual materials available
- e. Interesting topics and task.
- f. Varied topics and task; so as to provide for different learner levels, learning styles, interest etc.
- g. Clear instruction
- h. Systematic coverage of syllabus.
- i. Contents clearly organized and graded (Sequence by difficulty).
- j. Periodic reviews and test selections.
- k. Plenty of authentic language.
- l. Good pronunciation, explanation and practice.
- m. Fluency practice in all four-language skills.

- n. Good vocabulary explanation and practice.
- o. Encourage learners to develop their own learning strategies and to become independent in their learning.
- p. Adequate guidance for teacher, not too heavy preparation load.
- q. Audio cassettes.
- r. Readily available.

Where's the definition it can be said that a textbook should have clear objectives. It should be based on curriculum, accepted by the target community, clear academic and physical features. They should be wisely selected and graded as per the level of the students.

Ansary and Babaii (2002), present the following universal features of EFL/ESL textbooks:

a) Approach

- i. Dissemination of a vision (theory or approach) about
 - the nature of language
 - the nature of learning
 - how the theory can be put to use

b) Content presentation

- i) Stating purpose(s) and objective(s)
 - for the total course
 - for individual units
- ii) Selection and rationale
 - coverage
 - grading

-sequence

-organizing

iii) Satisfaction of syllabus

- To the teacher

- providing a guide book
- giving advice on the methodology
- giving theoretical orientations
- key to the exercise
- supplementary materials

-To students

- piecemeal, unit by unit instruction
- graphics (relevant, free from unnecessary details, colourful etc.)
- periodic revisions
- workbook
- exercise and activities
 - ✓ in the classroom
 - ✓ homework
 - ✓ simple exercise with clear instructions
 - ✓ varied and copious
- periodic test sections
- accompanying audio-visual aids

c) Physical Make-up

- a. appropriate size and weight
- b. attractive layout
- c. durability

- d. high quality of editing and publishing
- e. appropriate title

d) Administrative Concerns

- a. marco- state polices
- b. appropriate for title
 - culture
 - religion
 - gender

e) Appropriate price

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Williams (1983, P.250), presents a scheme for evaluating a textbook as: linguistic and pedagogical criteria such as:

- general
- speech
- grammar
- vocabulary
- reading
- writing

He presents (p.253) technical criteria as:

- picture
- diagram
- charts
- table, etc.

Broadly speaking any textbook contains following peripheral features and internal aspects:

a) Peripheral features hold the following features:

- layout of the book
- lettering and spacing
- printing and binding
- paper quality
- pricing
- pictures and illustration
- availability

b) Internal aspects of the textbook contain the following aspects:

- language and language skills
- exercises and activities
- illustration
- language function
- revision
- supplementary materials:
 - songs and rhymes
 - games and puzzles
 - workbook
 - audio visual materials
 - teacher's manual

1.6 Importance of Textbook Analysis

Many teachers and students solely depend on the textbooks for the teaching and learning processes. The needs and the situation of the students do not remain the same. They change in course of time. The need of education also changes as per time. Consequently, the syllabus is also changed to meet of the students needs. If the syllabus and the textbooks are not based on curriculum, intended achievements cannot be obtained. Thus, the textbooks are to be analyzed to know whether they fulfilled the needs of the students and the objectives of the curriculum or not. On the other hand, the textbooks are revised with the changing curriculum. In public schools, same textbooks are used throughout the country but in case of the private schools, there is a fierce competition for the selling of the textbooks. Either for private or public school, the analysis of the textbooks is a must to know its relevance and its appropriateness. On the other hand, evaluation of the students and achievement of objectives of curriculum highly depend upon textbooks. In case of textbooks used in private schools, we find many writers for the textbooks for the same grade. So, there is a question whether all textbooks written by those writers meet the requirements of an ideal textbook. Thus, it is essential to analyze the appropriateness of those textbooks written by different writers.

According to Van Els, Bongaerts, Extra, Van Os& Van Dieten (1983, p.298), "Textbooks description and evaluation have gradually gained the importance over the last few decades both from the practical(teaching) point of view and the research point of view." From this view, it is clear that the textbook analysis is a noble task from a few decades either from the teaching point of view or research point of view.

Regarding the importance of the textbook analysis, Dhakal (2006, P.11, in Sharma 1995), presents, " Textbooks are the part of school education in Nepal and abroad. We produced a large number of textbooks every year in Nepal but they are not based on research findings, as they are not assessed empirically. No effect seems to have made to undertake a through evaluation of textbooks". They are the parts of school education throughout the world. A large number of textbook are being produced every year. Same is the case in Nepal. Nevertheless, the textbook being produced in Nepal are not based on research finding and they are not evaluated empirically.

Richards (2001, p.1-2 cited in Awasthi 2006, p.3) lists the following principal advantages of using the textbooks:

- I. They provide structure and syllabus for programme.
- II. They help standardize instruction.
- III. They maintain quality.
- IV. They provide a variety of learning resources.
- V. They are efficient.
- VI. They can provide effective learning models and input.
- VII. They can train teachers.
- VIII. They are visually appealing.

As a matter of fact, we clearly know that all the textbooks should be regularly examined to find out whether they are appropriate for a particular teaching group or not .So textbook analysis is one of the major parts of educational reforms. It is seen that good, qualified and expert textbook writers are in shadow and so-called imature writers are in publicity. Thus, the truth must be declared by the analysis of the textbooks.

1.1.7 A Textbook: Lotus English Reader-7

The textbook 'Lotus English Reader -7' is a textbook designed for private schools of Nepal. This textbook is being used in many parts of Nepal. Some more information about the book are as follows:

Title of the book: LOTUS ENGLISH READER-7

Publisher: VIDYARTHI PRAKASAN (P) LTD

Copyright: publisher

Authors: Dr. Govinda Raj Bhattarai, Dr. Anjana Bhatarai, Dr. Bal Mukunda Bhandari & Mr. Yadav Prasad Adhikari

Edition: 2007

Layout: Himal Poudel

Illustrators: Kesab Raj Khanal & Prem Lamsal

ISBN: 978-99946-1-053-2

The book contains nine units. Each unit contains "Let's read together, Function practice (listening and speaking), Reading time, (Intensive Reading), Writing, Work with Grammar, Reading for pleasure (Extensive Reading), Play with words sections. Unit 4, 6 and 7 consist of sound practice sections.

- a. Let's read together: This section presents carefully selected and graded rhymes, songs and poems (which are) intended to provide warm up activities for the entire unit.
- b. Listen and say/ listen and do/ ask and do: This section introduces every day language functions such as greeting, requesting, introducing, asking for permission, giving permissions and so on and the activities provides the

students with innumerable opportunities for meaningful communication and practice so as to enhance their listening and speaking skills.

- c. Reading time: This section is intended to develop reading skills among the students.
- d. Writing activities: The writing exercises are given at the end of the reading time emerged from the reading text themselves. The exercises ranging from copying, gap filling, guided writing to free writing provide the students with a lot of opportunities for the production of meaningful written work.
- e. Work with grammar: This section is the section to focus on the relevant structures that have often used been while practicing the language function introduced in the unit
- f. Reading for pleasure: This section presents different kinds of stories which provide the students with maximum exposure to the English language and develop their interest and sensitivity towards language and literature.
- g. Play with words: This section reinforces the words learned in units and enriches the students' vocabulary. These exercises deal with synonyms, antonyms, collocations, suffixes, prefixes, phrases, single words and words puzzles.
- h. Listen and practice: This section presents activities on English vowels and consonants sounds in minimal pairs. Such exercises also present homophones, homonyms, consonant clusters, and silent letters and so on.

1.2 Review of Related Literature

Evaluation of a textbook is highly significant in the field of teaching and learning. In case of newly applied textbook, it is immense to be evaluated to find out whether it has fulfilled the needs of learners or not. In Departments of English education a few research works have been done on the evaluation of the textbooks. But the evaluation of the textbook in the field of the private schools has been rarely done. Thus, this is an effort to analyze the textbook that has newly been applied in the field of education especially in private sector.

Lamichhane (1999) has carried out a research on "An Analysis of the New English Textbook for Grade VIII." The objective of his study was to find out whether the language materials used in new textbook of grade 8 are sufficient to meet the objectives set out in the curriculum related to spoken and written English. He has interviewed 20 teachers from different schools. Most of the teachers have agreed that the exercises given in the textbook are sufficient to a great extent for developing communicative skills in the textbook but they have put negative views on the other points. He has arrived at the conclusion that the exercises given in the textbook are sufficient to a great extent for developing communicative skills but the other things are missing in the textbook. It means he concluded that all the essential elements are not enough in the textbook.

Poudel (2004) has carried out a research on "An Analysis of English Textbook for Grade VI" His objectives of the study were to study the textbook in terms of physical features, subject matter, language, illustration and exercises. He did research on 30 English teachers and 20 students studying in Grade six at government aided schools of Kathmandu valley. He used closed-ended and open-ended questionnaires to elicit the data. He found that the subject matter, language

vocabulary and exercises in the textbook are good. The book is based on the curriculum. He has concluded that the physical features of the book are good but cover page, binding, pictures, listening skills and supplementary materials are not satisfactory enough. He concluded that only the trained teachers can use it effectively.

Kandel (2004) carried out a research on "An Analysis of Textbook: A Case of Academic Encounters: Life in Society". His objectives of the study were to find out the quality of the textbook and to find out whether the book has sufficient reading and writing or not. He carried out a research on 10 lecturers and 20 students teaching and studying PCL from Kathmandu and Chitwan Districts. Two sets of the questionnaires were prepared to obtain the data for the academic and physical aspects of the book. He found that spacing of the words, lines and paragraphs are good, subject matters are free from the sex-bias, reading and writing sections are satisfactory, durable binding, systematic exercises, attractive pages, subject matter with day to day events, new vocabularies and real pictures, authentic materials, heading, sub-heading and new vocabularies are in different colours. He found the weaknesses of the book as lacking varieties in exercises, no attention paid to pronunciation, only narrative types of the reading passages, lacking psychological order, only few grammatical exercises, lack of literary writing as story, drama, poems and so on, lack of adequate pair and group work, inappropriate size of the book and lack of game exercises to carry out. He made the conclusion that the textbook should be based on context, students' workbook and teachers' guide should be prepared.

Gandarbha (2006) carried out a research on "An Analysis of English Textbook: A Case of B.ED. General English". His objectives of the study were to find out

whether the reading and writing skills are sufficient or not and to find out the difficulty level and vocabulary selection in the textbook. He studied on 3 subject experts, 10 subject teachers who have at least one year experience in teaching the same course and 20 students who studied the 3 years B.ED. He took their opinions in written form with open-ended question. He found out that the textbook of compulsory English for B.ED. First Year is appropriate and suitable according to the age and level of the students. The materials for the reading and writing skills used in the textbook are sufficient to meet the objectives set out in the curriculum. There is a variety in the selection and gradation of materials. Reading and writing materials are as per the needs and interests of the learners and they are neither too easy nor too hard for the learners. There is proper selection of vocabularies and they are gradually introduced into textbook. He concluded that the textbook seeks active participation on the part of the students.

Koirala (2005) has carried out a research on the topic "Headway English Book for Grade Seven". His objective of the study was to analyze the textbook in terms of physical and academic aspects of the book. He had his research on its physical and academic aspects. He studied on 20 teachers in Syngja district who had at least one-year teaching experience in the subject. He used multiple-choice closed-ended questionnaire to obtain the data. He found out that the book is good in quality but lacks to relate to the curriculum.

A few research works have been carried out on textbook analysis. But most of them are related to the over prescribed of for public school. Only some research works have carried out for the textbook of private school. There are a number of textbooks that are being used in the private schools of Nepal. The book '**Lotus**

English Reader' is running in the third year of its publication. It would, then, be relevant to carry out the analysis of the textbook in question. .

1.3 Objectives of the study

The objectives of the present study were as follows:

- a. to analyze the textbook in terms of its physical aspects:
 - i. lay out of the book
 - ii. lettering and spacing
 - iii. printing and binding
 - iv. paper quality
 - v. pricing
 - vi. pictures and illustrations
 - vii. availability

- b. . to analyze the textbook in terms of its academic aspects:
 - i. content and topics
 - ii. language and language skills
 - iii. exercises and the activities
 - iv. illustrations
 - v. language functions
 - vi. revisions
 - vii. supplementary materials such as ,games, puzzles, audiovisual materials, teacher's manual

- c. . to list some pedagogical implications.

1.4. Significance of the study

This study is expected to be significant mainly in the following ways:

As the study identified the appropriateness of Lotus English Reader textbook for grade seven students of Nepal, the study will be significant for the authors as well as curriculum designers. They could incorporate the findings of the study while revising the textbook. Similarly, the research will help the researchers who carry out research on textbook analysis, textbook writers, language teachers and language trainers to their higher extent. It will further be useful for successful implication of the textbook 'Lotus English Reader' in language teaching and learning.

CHAPTER TWO

METHODOLOGY

This chapter describes the design of the plans and procedures of the study which were carried out to achieve the desired objectives of the study by the researcher. It consists of the sources of data, sample population, sampling procedure, tools for data collection, process of data collection, and limitations of the study.

2.1 Sources of Data

In the process of the study, the researcher used both primary and secondary sources of data.

2.1.1 Primary Sources

The primary sources of data were responses made by teachers who have been teaching Lotus English Reader, the students who have studied the book in grade seven and the researcher himself.

2.1.2 Secondary Sources

The secondary source was the textbook itself. In addition to this, the other secondary sources of the data were different books, journals, theses, and websites. Some of them were Atkins(2001),Kumar(1999),Ur(1996),Rai(1998), Williams (1983),Tucker(1995) and so on for the theoretical background of the textbook analysis.

2.2 Sampling Procedure

The population of the study was the teachers and students from 5 private schools in Morang district. The data were collected from, Dulari, Mrigauliya and Indrapur VDCs of Morang district. Three schools from Indrapur VDC, one from Sundarpur and one from Mrigauliya were selected to elicit the data. There were five teachers and seventy-five students as a source of the data. One teacher and fifteen students were selected from each school. Among fifteen students seven male and eight female were selected from each school. Thus, the sampling type was stratified random sampling. The researcher observed fifteen classes, three classes in each school of the same teachers. The name of the schools and the students are given in the “Appendix-C”.

2.3 Tools for Data Collection

For collecting data, two sets of questionnaires were prepared. One set of the questionnaire was for the teachers and another for the students. Both the teachers and the students got the open-ended and closed-ended items. The close-ended questionnaire required three options to be written; 'A, B, C'. Where "A" for "Agree" , "B" for "disagree and "C" for "disagree". At the end of the questionnaire, five opened ended questions for students and seven open ended questions for teachers were also asked. They were asked to write the strengths and weaknesses of the book as well. The set of questionnaires were piloted to two teachers and four students. Among them, two were male and two female students. There was also a form developed for the researcher to fill in during the class observation of the researchers at respective schools. There were the options as “frequently, sometimes, occasionally, *and* not at all” (See Appendix-D)

2.4 Process of data Collection

For the process of data collection, the researcher himself studied the textbook three times and made detail observations. Then the researcher went to the field and made rapport with the school principals and the subject teachers who were teaching the textbook and the students who had studied it. After two days he distributed the set of questionnaires to the teachers and the students. They were given to choose alternates 'Agree, Disagree and Neither agree nor disagree' writing 'A' for agree, 'B' for disagree and 'C' for neither agree nor disagree. They returned the set within three days to the researcher. The researcher also filled in the form with the options 'frequently, sometimes, occasionally, *and* not at all' observing the classes of the teachers in the respective schools.

2.5 Limitations of the study

The following were the limitations of the present study:

- a. The population of the study was limited to English teachers of 5 private schools of Morang district and the students of respective schools.
- b. The study was limited to the textbook "Lotus English Reader-7".
- c. The study was limited to the analysis of physical and academic aspects of the textbook only.
- d. Only 75 students and 5 teachers were sampled for the study.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis, interpretation and the presentation of the data obtained through different tools that were used to collect data. There are mainly three parts in this chapter.

First part of this chapter deals with analysis and interpretation of the data obtained from the teachers.

Second part deals with analysis and interpretation of the data obtained from the students.

Third part deals with the analysis and interpretation of the data obtained from the researcher's class observation.

3.1 Analysis and interpretation of teachers' responses

There is no doubt that teachers have better acquaintance with the textbook as they have been using it more than three years. Keeping the fact in view, due priority was given to their perception in making the judgments of the qualities of the textbook. Hence, this analysis is presented systematically to highlight the teacher's opinions about different aspects of the textbook under this study. Among the different aspects of the textbook physical aspect is one. The analysis of the physical aspect of the textbook 'Lotus English Reader-7' has been presented as follows:

3.1.1. Physical aspects of the book from the teachers' prospective

Table No. 1

Physical aspect of the textbook

S.N.	Statements	A	B	C
1	The layout of the textbook is good.	60%	20%	20%
2	The lettering and spacing of the textbook are visible enough.	80%	20%	0%
3	Printing and binding of the book are good.	60%	20%	20%
4	The paper quality is good.	80%	0%	20%
5	Pictures and illustrations of the book are attractive.	40%	20%	40%
6	The pictures in the book are colourful.	0%	80%	20%
7	The book is easily available in the locality.	60%	20%	20%
8	The book is attractive and durable cover page.	60%	20%	20%

The interpretation on the basis of the above table on the physical aspects of the book is presented as follows:

- a. **Lay out of the textbook:** Sixty percent of the respondents agreed with the quality of the lay out of the textbook. Thus the textbook is good in its lay out. Twenty percent each disagreed about it and could not decide against it respectively. On the average the lay out of the book seems to be good.

- b. **Lettering and spacing:** The lettering and spacing of the book seems appropriate as eighty percent of respondents agreed with it. Only twenty percent of them disagreed. Thus, the lettering and spacing of the book is found better.

- c. **Printing and binding:** The printing and binding of the book seem appropriate as sixty percent of the respondents put positive responses, twenty percent put negative responses and 20% are not certain about it. Thus, it can be said that the printing and binding of the book is good.

- d. **Paper quality:** Eighty percent of the respondents agreed with the statement made about paper quality of the textbook but none of them disagreed with it and twenty percent of them have neutral responses. They can not decide against it. The response shows that the paper quality of the book is better.

- e. **Pictures and illustrations:** Forty percent responses given by the respondents are in agreement with the statement made about attractive pictures and illustrations; twenty percent each disagreed and are not sure about them. Thus, the pictures and illustrations in the textbook are of average quality.

- f. **Pictures in the book are colourful:** Eighty percent of the respondents disagreed with the statements made for the colourful pictures in the textbook, twenty percent of them could not decide against it and none of them agreed the statement. The pictures in the textbook are not colourful.

Only one colour i.e. blue is there through out the textbook. Thus the colour of the pictures in the book is not appropriate.

- g. **Availability of the book:** Sixty percent of respondents agreed with the statement made about availability of the textbook, twenty percent of each disagreed with it and could not decide against it. It shows that the textbook is available in the market.
- h. **Cover page:** Sixty percent of the respondents agreed with the statement made about the cover page, twenty percent of each disagreed it and could not decide against it. It shows that most of the teachers find the cover page of the textbook acceptable.

From the above interpretation it seems that some physical aspects of the book are quite better. Nevertheless, some physical aspects of the textbook are to be improved.

3.1.2. Academic aspects of the book from teachers prospective

Table No-2

Academic aspect of the textbook

S.N.	Statements	A	B	C
1	The contents and the topics of the book are good.	60%	20%	20%
2	They are suitable to the students.	60%	20%	20%
3	The language used in the textbook is appropriate for the level of the students.	40%	20%	40%

4	The book has listening, speaking, reading and writing exercises.	100%	0%	0%
5	They are enough.	60%	20%	20%
6	The exercises given in the textbook are appropriate.	40%	20%	40%
7	Enough exercises are given in the textbook.	80%	0%	20%
8	The language used in the book is correct.	100%	0%	0%
9	The exercises are interesting for the students.	60%	20%	20%
10	Students can do the exercises themselves as well.	40%	40%	20%
11	The students enjoy reading the book.	80%	0%	20%
13	Day to day language functions are practiced in the book.	60%	0%	40%
14	There are colloquial language uses in the book.	40%	40%	20%
15	There are revision exercises in the book.	0%	100%	0%
16	They are appropriate and based on previous lessons.	0%	100%	0%
17	There are songs and rhymes in the book.	100%	0%	0%
18	They are interesting and the students enjoy them.	80%	0%	20%
19	Songs and rhymes are suitable to the students.	80%	0%	20%
20	They are also based on the culture of the students.	20%	60%	20%
21	There are audiovisual materials in the book.	100%	0%	0%

22	They are interesting to the students.	60%	20%	20%
23	Cassettes and CDs are available in the market.	0%	100%	0%
24	The sound on them is audible enough.	0%	0%	100%
25	They are suitable to the students.	0%	0%	100%
26	There is a workbook for it.	40%	20%	40%
27	The workbook is appropriate for the learners.	40%	20%	40%
28	The teacher's manual is available in your locality.	100%	0%	0%
29	The manual helps you to teach.	40%	20%	40%
30	The manual has correct answers.	100%	0%	0%
31	The manual is error free.	100%	0%	0%
32	The manual really helps you when you are in a problem.	20%	60%	20%
33	The illustrations in the textbook are appropriate for the students.	60%	0%	40%
34	There are games and puzzles in the textbook.	100%	0%	0%
35	They are appropriate and interesting for the students.	60%	0%	40%

Considering the above table the academic aspects of the textbook from teachers' view point can be interpreted as follows:

- a. **Contents and topics of the book:** The contents and topics of the textbook seem good as the sixty percent respondents gave positive responses these aspects. The language in the book is moderate as per the level of the students as forty percent of the respondents are positive, twenty percent of

them are negative and forty percent are neutral to it. They are suitable to the students as only twenty of the respondents are with the response 'disagree' and 20% with 'neither agree nor disagree'. Thus, the contents and the topics of the textbook are good, they are suitable to students and the language used in it is average.

- b. **Language and language skills:** The language and the language skills of the textbook seem better as for the appropriateness of the language sixty percent respondents agreed with the statement made about them. The textbook comprises of four language skills: listening, speaking, reading, and writing. As cent percent of the respondents agreed the correctness of the textbook, the language used in the textbook is correct.

- c. **Exercises and activities:** There are enough exercises in the textbook. They are neither very easy nor very difficult and they are interesting to the students. The students can solve most of the exercises themselves. However, sometimes they have to take the help of the teachers to solve the exercises in the textbook. Eighty percent of the respondents agreed that the students enjoy solving the exercises given in the textbook. They also seem to enjoy reading the lessons given in the textbook. Similarly eighty percent of them agreed adequacy of exercises given in the textbook. Forty percent of respondents agreed with the appropriateness of the exercises but forty percent of them neither agreed nor disagreed whereas twenty percent of them disagreed with it. It shows that the students can solve the exercises given in the textbook, however sometimes they have to take teachers assistance. Students enjoy the lessons given in the textbook. There are

enough exercises given for the students to practice. Nevertheless, the exercises are appropriate in average for the students.

- d. **Illustrations:** The illustrations given in the book are good for the students as sixty percent of the respondents agreed it with and forty percent of them neither agreed nor disagreed but there is no negative response for it. Thus, the illustrations in the textbook are found good.
- e. **Language functions:** Different language functions are mentioned in the textbook with day to day language as sixty percent of them agreed with it whereas forty percent are found neutral. There is also use of colloquial language as forty percent of the respondents are for it even though they may not be sufficient as forty percent of were against it and twenty percent of them could not give decision on it. It shows that there is no separate use of the colloquial language.
- f. **Revisions:** There seems no revision for any lesson in this textbook. There are cent percent disagreements of the respondents for it. Thus, the textbook lacks revision exercises.
- g. **Games and puzzles:** There are games and puzzles in the textbook and they are appropriate for the students as sixty percent of the respondents agreed it and forty percent of them are neutral to this aspect. Thus, it can be said that the games and the puzzles given in the textbook are good.
- h. **Songs and rhymes:** There are songs and rhymes in the book as cent percent of the respondents agreed the statement. They are interesting to

read to the students as eighty percent of the respondents agreed with the statements. But they are not based on the culture of the students as sixty percent of them do not agree that they are based on their culture. To sum up, the songs and rhymes in the textbook are interesting to read to the students but they are not based on the learners' culture.

- i. **Audio-visual materials:** From the responses made by the respondents it seems that the audio visual materials are not available in the market as cent percent of the respondents disagreed with the statement. Thus, the sole source of studying the book is the textbook only.
- j. **Workbook:** Only some teachers are in the touch with the workbook as only forty percent of the respondents agreed with the statements, and twenty percent of them are not sure about it. Forty percent of the respondents agreed with the statement about the appropriateness of the workbook that is why the workbook is appropriate for the students as only forty percent of them are in touch with it. They often do not use it in the class as they are not available to the students' hands.
- k. **Teacher's manual:** Teacher's manual is available in the market as cent percent of the respondents agreed with the statements made about it. The same percent of the respondents agreed with the statement made about the correctness of answers in it. Nevertheless, the teacher's manual contains answer for only some exercises as sixty percent of the respondents disagreed that it helps them when they are in problem. The teachers are not well facilitated when they are in problems. It is error free.

3.1.3. Subjective Judgments Expressed by the Teachers on the Qualities of the Textbook

Seven open-ended questions were asked to the teachers to seek general information about the textbook. The frequency of the responses to each question was calculated. Thus, only the responses with higher frequency were taken into consideration. The questions asked to them and answers with their higher frequency are presented as follows:

Table No-3

Teachers' opinions on the qualities of the textbook

S.N.	Question	Answers
1	Please make the overall impression of the book.	-The book is really helpful for students to teach second language. -The book is interesting both to the teachers and the students and students -It is neither very easy nor difficult.
2	What is good aspect you like in this book?	-The book has emphasized the phrasal verbs and the communicative aspects of the book. -Durable cover page, authentic language and inclusion of listening, speaking, reading and writing, puzzles, games and so on
3	What improvement do you expect in this book?	-It would be better if it came with revision exercises, glossary, and colourful pictures and, some more exercises to practice. -It would be better if some exercises for guided writing are included in the textbook. -It would be more interesting if some lessons about Nepal, Nepali people and Nepalese culture too were added.

4	What are the weaknesses of the book?	<ul style="list-style-type: none"> -The language of this book is quite difficult for the average and poor students. -Listening CDs are not available. -It would be better if it is with some writing techniques. -The teacher manual is not completely supporting to the teachers.
5	What suggestions do you want to make to the textbook writers?	<ul style="list-style-type: none"> -While writing the textbook it might be better if the language level of the student of the remote area is also considered.
6	Mention anything if you want to write about the book.	<ul style="list-style-type: none"> -The book is very useful and strong for vocabulary learning. -If the book comes reforming some shortcoming in coming editions will serve the practicability of the book. -The book seems very appropriate for the facilitated students but it is rather difficult for the students of remote area.
7	Write the strengths of the book.	<ul style="list-style-type: none"> -The language used in the book is correct and authentic. -Four language skills are included in the textbook. -Learners can know the foreign people and culture. -The book tries to accommodate all genres of the literature. -The teaching and learning activities given in the textbook are student-centered. -The lay out of the book is good. -Vocabularies are incorporated well in this book. -Stories and the dialogues given in the book help to motivate students and the students enjoy them much. -Work with grammar, Play with words, and Sound practice exercises in the book are very useful for the students and they really enjoy them

From the teachers opinions the following generalization can be made about the qualities of the textbook:

- a. The textbook is useful to teach English as second language.
- b. It is interesting to the teachers and students.
- c. This book is neither easy nor very difficult.
- d. The book has emphasized phrasal verbs and communicative aspects of the book.
- e. The book has durable cover page authentic language.
- f. It includes listening, speaking, reading and writing skills.
- g. The book also contains puzzles and games.
- h. Revision exercises, glossary and some exercises to practice are to be included in further editions.
- i. The book lacks guided writings.
 - a. The book includes very less about the Nepal and Nepalese cultures.
- j. Difficult language for the poor students, unavailability of ht listening CDs and incomplete teacher manuals to support the teachers are the some of the weaknesses of the textbook.
- k. The textbook mainly facilitates urban area students rather than remote area students.
- l. It provides correct and authentic language, provides with knowledge about foreign people and culture, comprises of all genres of literature, includes student-oriented activities, contains good lay out and incorporates vocabularies.

3.2. Analysis and interpretation of students' responses:

The students are the people to study the book. Textbooks are especially designed for them. That is why the textbook must be interesting to the

learners for their better learning. Therefore, an effort has been made to find out the students' response on the book. The responses made by the learners to different statements are presented in percentage as follows:

Table No- 4
Students' responses

S.N.	Statements	A	B	C
1	The lessons were interesting to read.	93%	0%	6%
2	You studied about the Nepalese culture in the book	6.66%	86.66%	6.67%
3	All the students (good, average and weak) were able to read the book	73.33%	9.33%	17.34%
4	The language in the book helped you to communicate	60%	20%	20%
5	The lessons were neither easy nor difficult to learn.	93.33%	2.67%	4%
6	You learned many new things	100%	0%	0%
7	The length of the lessons was suitable.	66.67%	16%	17.33%
8	You practiced listening, reading, speaking and writing.	100%	0%	0%
9	You learned new structure in each unit.	97.34%	1.33%	1.33%
10	The pictures in the book were very interesting.	26.67%	33.33%	40%
11	The letters in the books were clear to read.	100%	0%	0%

12	The book had stories, poems, and conversations, listen and so on.	100%	0%	0%
13	They were interesting.	92%	2.67%	5.33%
14	The book was expensive.	53.34%	13.33%	33.33%
15	You felt easy to the carry book.	100%	0%	0%
16	You got the exercises interesting to do.	70.67%	17.33%	12%
17	You found games, puzzles, and songs in the book.	100%	0%	0%
18	You found them interesting.	86.67%	8%	5.33%
19	They brought fun in the class.	61.33%	13.33%	25.34%
20	You understood the instructions how to do the exercises.	76%	14.67%	9.33%
21	There were many pictures in the book.	20%	26.67%	53.33%
22	They were colourful.	26.67%	66.67%	6.66%
23	You practiced English sounds.	100%	0%	0%

This table shows that the lessons in the book are interesting to read for the students as 93% students agreed with the statement made about the lessons of the textbook. The textbook lacks enough lessons on Nepalese culture as 86.66% of the respondents disagreed the statement made about it. Good, average and weak students can read the book as 73.33% of the respondents agreed with the statement made about it. The language in the book helps the students to communicate as 60% of them gave positive responses to the statement made about it where as 20% of them do not agreed and 20% of them are neutral on it. The lessons are neither easy nor difficult to learn as 93.33 % of the respondents agreed with the statement made about it. The book contains many new things for the students as 100% of

them agreed the statement. The lessons in the book have suitable length as 66.67% of them agreed with it. The book comprises the listening, speaking, reading and writing skills in each unit as 100% of the respondents agreed the statements. Students can learn new structures in each unit as 97.34% of them agreed with the statement made about it. The pictures in the book are not very interesting to the students as 26.67% of them agreed, 33.33% of them disagreed and 40% of them neither agreed nor disagreed with the statement made about it. Cent percent of the respondents agreed with the appropriate letterings and printing of the book. The book has stories, poems, conversation and listening texts as cent percent of them agreed with the statement made about it. They are interesting to read for the students as 92% of them agreed with the statement made about it. The price of the book is rather expensive as 53.34% of them agreed with the statement made about it, 13.33% of them disagreed with it and 33.33% can not decide against it. cent percent of the students feel easy to carry the textbook. The exercises in the book are interesting to the students to do as 70.67% of them agreed with the statement made about it. There are games and puzzles in the book and they are interesting to the students as 86.67% of them agreed with the statement made about it. They bring fun in the class as 61.33% of them agreed with the statement made about it. The instructions given in the book are understandable to the students for doing exercises as 76% of the respondents agreed with the statement made about them. There are a few pictures in the textbook and they are not colourful as only 26.67 % of them agreed the statements whereas 66.67% of them disagreed with it and 6.66% of them could not decide it. The students can practice English sounds as cent percent of the respondents agreed with the statement about it.

3.2.1 Analysis and interpretation of students' responses on open ended questions

There were only four open-ended questions for the students. Those open ended questions were asked to seek the general opinions of the students about the book. The frequency of the responses to each question was calculated. Thus, only the responses with higher frequency were taken into consideration. The following questions were asked to collect the information:

Table No-5
Students' responses to open-ended questions

S.N.	Questions	Answers
1	What were the things you liked in the book?	- Stories, new language items, grammar exercises and dialogue. -Listening texts. -Games and puzzles. -Poems and play with words -Attractive cover and durable binding.
2	What were the things you expected more in the book?	-Different pictures different colours. -More exercises to practice -Guided writing -Listening cassettes and exciting stories on our cultures and foreign cultures.
3	What things do you expect in coming edition?	-Some thing more about us and our people. -More puzzles and games. -Any way the book ought to be interesting. -Quite simple language and the glossary.

4	What suggestion do you want to make in the book?	<p>-If the book comes with further more interesting lessons, it will be more effective.</p> <p>-The book is expected to come with some national cultures.</p> <p>-The price should be less, pictures should be colourful, further interesting lessons are to be included and the simpler poems should be there. as they have very vast language to understand to the students.</p>
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From the above table the following things can be summarized:

- a. Lessons in the textbook are interesting to students.
- b. Games and puzzles in the book are appropriate to the students and they bring fun.
- c. The book contains attractive and durable cover page.
- d. The textbook has only one coloured pictures.
- e. The book needs to add some guided writing as well.
- f. Listening cassettes are to be made available.
- g. The language of the textbook should be quite easy.
- h. Some more lessons related to Nepal and Nepalese culture should be added.

3.3. Analysis and interpretation of the textbook on the basis of the observation form

The researcher used an observation form to observe the effect of the teaching and learning activities of the lesson taught using the textbook. An observation form was prepared to record the effectiveness of the book in teaching and learning. The impression of the observation has been presented in percentage as follows:

Table No- 6
Researcher's classroom observation record

S.N.	Statements	frequently	sometimes	occasionally	Not at all
1	The students pay interest to the book.	60%	20%	20%	0%
2	They feel easy to learn through the lesson in the text.	20%	60%	20%	0%
3	The students communicate through the language items in the textbook.	40%	40%	20%	0%
4	They can learn new language items in lesson.	80%	0%	20%	0%
5	The students feel boring during the class.	0%	0%	0%	100%
6	Only few students take part in language activities.	20%	60%	20%	0%
7	The book helps the students to know the culture of the target language.	20%	60%	20%	0%
8	The book helps the students know day to day vocabularies.	60%	20%	20%	0%
9	The teacher can easily handle the lesson.	80%	0%	20%	0%

10	The teaching class is interesting and lively.	80%	20%	20%	0%
11	The teacher is benefited by the teaching items in the lesson.	60%	20%	20%	0%
12	The teacher frequently communicates to the students.	40%	40%	20%	0%
13	The teacher just facilitates and the students often keep practicing the language activities.	20%	20%	40%	20%
14	The teacher is confused with the language items and the exercises given in the book.	0%	0%	20%	80%
15	The teacher presented the lesson from simple to complex.	80%	0%	20%	0%
16	The teacher uses the teaching materials in the class.	0%	20%	80%	0%
17	The students solve the puzzles in the book.	20%	40%	40%	0%
18	They enjoy solving puzzles in the textbook.	60%	20%	20%	0%
19	The grammatical items in the book are related with the text.	80%	0%	20%	0%
20	The teacher also uses L1 of students' in the class.	0%	0%	80%	20%

21	The teacher uses only English in the class.	80%	20%	0%	0%
22	The teacher can solve the sign post questions and the questions after the text.	100%	0%	0%	0%
23	The students feel very difficult to understand the text.	0%	40%	60%	0%
24	They can practice the sound practice exercises in the given exercises.	0%	0%	100%	0%
25	They can write on the writing exercises given in the text.	80%	0%	20%	0
26	The book sometimes also associates the students with their feelings and thoughts.	20%	40%	40%	0
27	The teacher could follow the exercises given in the text.	100%	0%	0%	0

From the class observation it is clear that the students pay good attention to the class while the book “LOTUS ENGLISH READER” was being taught. Sixty percent students felt easy to learn through the book but twenty percent of them feel quite difficult to learn through its and rests of them feel neither easy nor difficult. It seems that the students can communicate between them and learn new vocabularies. They do not feel bore during the class. Participation of the students in language activities seems average. Nevertheless, the book seems to have satisfactory knowledge about the culture of the target language. The book is rich in day to day vocabularies. The teachers can easily handle the lessons and more often

their classes are interesting and live. They are rarely confused with the language items and the exercises in the textbook. Most of the teaching classes were found simple to complex as eighty percent of them presented the lessons accordingly. The teachers sometimes use the teaching materials too in the class. The exercises given in the textbook are related with the lessons which the students enjoy more often. The teachers rarely use the L1 of the students in the class teaching as eighty percent of them occasionally use L1 of the students but none of them use it frequently. The students feel neither easy nor very difficult too understand the text. There are some exercises in the textbook where the students can practice sounds exercises as well yet they do not seem sufficient as sound practice is one of the important aspects in language learning. But it seems as if the sound aspect is given less priority in the textbook. The book holds writing skills as well. Some lessons in the textbook are also related to the thoughts and feelings of students as well.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

The purpose of this study was to analyse the physical and academic aspects of the textbook 'LOTUS ENGLISH READER -7. For this research, two sets of questionnaire were developed based on the physical and academic aspects of the book, one set for the students and another set for the teachers. There was also developed a observation form to observe and find out effectiveness of the textbook in the teaching and learning class. The data has been calculated, tabulated and analyzed using simple statistical tools.

The sampled population of study selected the teachers who were teaching the same book at the moment and they were at least three years experienced in the field of teaching. Similarly the students were selected who were studying the same book at the moment. The number of the students was 75 and the number of the teacher was 5. For elicitation of the data the teaching learning class of the same teachers and students' 15 class, 5 classes from one school were observed.

The collected data were analyzed by using the tables and percentage

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4.1 Findings

From the analysis and interpretation of the data, the findings of the study are summed up as follows:

4.1.1 Physical aspect of the book

- a. The lay out of the book is good. It has durable and attractive cover page. It is easy enough for students to carry.
- b. The lettering and spacing of the book is better. They are visible enough to read.
- c. The printing and binding of the book is good. The printing is clear and the binding is durable.
- d. Paper quality of the book is better.
- e. The book is rather expensive for Nepalese students.
- f. The illustrations in the book are good but pictures are not colourful. They have only one colour i.e. blue.
- g. The book is available in the market however it sometimes lacks in the local market.

4.1.2. Academic aspects of the book

- a. The contents and the topic in the book are good; they are suitable to the students. They are interesting to read for students. The language used in it is quite difficult. There are less topics and contents are about Nepal and Nepalese people.
- b. The textbook comprises four language skills i.e. listening, speaking, reading and writing. Listening skills gets less priority in comparison to other skills.
- c. The exercises and activities are interesting for the students to read. They sometimes need to take teacher's help to solve them. There are quite less exercises for writing and listening. The Exercises are appropriate in average for the students.
- d. The illustrations in the textbook are found good.

- e. Different language functions are mentioned in the textbook with day to day language. But there is no separate use of colloquial language.
- f. There are no revision exercises in the book.
- g. Supplementary materials such as games and puzzles, songs and rhymes are included in the textbook. They are appropriate for the students. But audio cassettes or CDs are not available. Listening CDs are not available. Thus the sole source of study is the textbook only. Teacher's Manual is also available in the market. It provides correct answers too. It is error free but it holds the answers of some exercises only. It can not always help the teachers when they are in problem.

4.1.3 Pedagogical implications

- a. The book is suitable as per the level of the students.
- b. The book can be easily implemented in grade seven.
- c. It helps to strengthen learning English as a second language.
- d. This book is richer in academic aspects in comparison to other so-called immature writers' textbook.
- e. The book provides the learners with target language culture.
- f. The book may become the best with minor improvement in it.
- g. The book provides the learners with correct and day today language.

4.2. Recommendations

Nothing may be error free in the world. The analysis and the interpretation of any thing may come with different results and findings. If analysis and interpretation are done with different people in different places and circumstances, the result varies due to social needs and activities. The result

may also vary from one person to another person's analysis and interpretation if it is done by different people.

On the basis of the above mentioned findings followings recommendations can be made for Physical aspects of the book:

- a. The price of the book should be moderate for the Nepalese students.
- b. The pictures in the book are to be made colourful.
- c. It is better if the textbook is available in the students' hands in time.

On the basis of the findings followings recommendations can be made for academic aspects of the book:

- a. Some more topics about Nepal and Nepalese people are to be included in coming editions. It would better if less difficult language is used in the text.
- b. It would better if the book edits including equal exercises for listening texts.
- c. The book is further better if more writing exercises are included.
- d. The students will be more grateful if the book comes with separate use of colloquial language.
- e. It is better to give some revision exercises in the textbook.
- f. If audio cassettes and CDs are available to teachers' and students, they would avoid the monotonous learning through textbook.
- g. If the Teacher's Manual is edited with the answers of all the exercises, they will be benefited while they are in problems.

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Appendix A
Letter for the school

Biratchowk
Morang

Tel: 9742013510

The principal

.....
.....

Dear Sir

Most respectfully, I would like to inform you that I am an M.Ed. student of Sukuna Multiple campus. I am going to have a thesis on the topic Lotus English Reader Grade-7: A Textbook Analysis. I have come to know that you have applied the textbook. I would like to have some relevant data for the study from your teachers and students. I hope you will help me, as you do!

Yours Faithfully
Gunanidhi Luitel

Appendix B

Questionnaire for the Teachers

The name of the teacher..... Age..... Sex...

School:.....District:.....

You are required to give your opinions on the each of the following statements. Please put your opinion writing " **A** or **B** or **C**". If you agree write " **A**", if you disagree, write "**B**" and if you neither agree nor disagree write "**C**" in the response column. You can put any comments you like in the comment column.

I. physical aspects:

S.N.	Statements	Responses	Comments
1	The layout of the textbook is good.		
2	The lettering and spacing of the textbook are visible enough.		
3	Printing and binding of the book are good.		
4	The paper quality is good.		
5	Pictures and illustrations of the book are attractive.		
6	The pictures in the book are colourful.		
7	The book is easily available in the locality.		
8	The book is attractive and durable cover page.		

II. Academic Aspect of the book:

S.N.	Statements	Response	Comment
1	The contents and the topics of the book are good.		
2	They are suitable to the students.		
3	The language used in the textbook is appropriate for the level of the students.		
4	The book has listening, speaking, reading and writing exercises.		
5	They are enough.		
6	The exercises given in the textbook are appropriate.		
7	Enough exercises are given in the textbook.		
8	The language used in the book is correct.		
9	The exercises are interesting for the students.		
10	Students can do the exercises themselves as well.		
11	The students enjoy reading the book.		
13	Day to day language functions are practiced in the book.		
14	There are colloquial language uses in the book.		
15	There are revision exercises in the book.		
16	They are appropriate and based on		

	previous lessons.		
17	There are songs and rhymes in the book.		
18	They are interesting and the students enjoy them.		
19	Songs and rhymes are suitable to the students.		
20	They are also based on the culture of the students.		
21	There are audiovisual materials in the book.		
22	They are interesting to the students.		
23	Cassettes and CDs are available in the market.		
24	The sound on them is audible enough.		
25	They are suitable to the students.		
26	There is a workbook for it.		
27	The workbook is appropriate for the learners.		
28	The teacher's manual is available in your locality.		
29	The manual helps you to teach.		
30	The manual has correct answers.		
31	The manual is error free.		
32	The manual really helps you when you are in a problem.		
33	The illustrations in the textbook are		

	appropriate for the students.		
34	There are games and puzzles in the textbook.		
35	They are appropriate and interesting for the students.		

Open Ended questions:

a) Please make the overall impression of the book.

.....

b) What is the good aspect you like in this book?

.....

.....

c) What reforms do you expect in this book?

.....

.....

d) What are the weaknesses of their book?

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.....

.....

e) What suggestions do you want to make to the textbook writers?

.....

f) Mention any thing if you want to write about the book.

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.....
g) Write the strengths of the book.
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Appendix C
Questionnaire for students

Name..... Class..... Age.....

Sex..... Name of the school.....

You are requested to give your opinions on each of the following statements.

Please put your opinion writing "A or B or C". If you agree write "A", if you disagree, write "B" and if you neither agree nor disagree write "C" in the response column. You can put any comments you like in the comment column

S.N.	Statements	Responses	Comment
1	The lessons were interesting to read.		
2	You studied about the Nepalese culture in the book		
3	All the students (good, average and weak) were able to read the book		
4	The language in the book helped you to communicate		
5	The lessons were neither easy nor difficult to learn.		
6	You learned many new things		
7	The length of the lessons was suitable.		
8	You practiced listening, reading, speaking and writing.		
9	You learned new structure in each unit.		
10	The pictures in the book were very interesting.		
11	The letters in the books were clear to read.		

12	The book had stories, poems, and conversations, listen and so on.		
13	They were interesting.		
14	The book was expensive.		
15	You felt easy to the carry book.		
16	You got the exercises interesting to do.		
17	You found games, puzzles, and songs in the book.		
18	You found them interesting.		
19	They brought fun in the class.		
20	You understood the instructions how to do the exercises.		
21	There were many pictures in the book.		
22	They were colourful.		
23	You practiced English sounds.		

Open Ended Questions

I. What were the things you liked in the book?

.....

II. What were the things you expected more in the book?

.....

III. What things you expect in book in coming editions?

.....

IV. Write any suggestions you want to make in the book.

.....

Appendix-D

Observation Form for Researcher

Teacher's name:.....

School

No. of students:.....

S.N.	Statements	frequently	sometimes	occasionally	Not at all
1	The students pay interest to the lessons in the book.				
2	They feel easy to learn through the lessons in the text.				
3	The students communicate the language items in the text.				
5	They can learn new language items in lesson.				
6	The students feel bore during the class.				
7	Only few students take part in language activities.				
8	The book helps the students to know the culture of the target language.				
9	The book helps the students to know the day to day vocabularies.				
10	The teacher can easily handle the lesson.				
11	The teaching class is interesting and live.				
12	The teacher is benefited by the teaching items in the lessons.				
13	The teacher frequently communicates the students.				
14	The teacher just facilitates and the students often keep practicing the language activities.				
15	The teacher is confused with the language items and the exercises given in the book.				
16	The teacher presented the lesson simple to complex.				

17	The teacher uses the materials in the class.				
18	The students solve the games and puzzle in the book.				
19	They enjoy them.				
20	The grammatical items in the book are related with the text.				
21	The teacher uses only English in the class.				
22	The teacher also uses L1 of students in the class.				
23	The students can solve the sign post questions and the questions after the text.				
24	The students feel very difficult to understand the text.				
25	They can practice the sound practice exercises in the exercises given.				
26	They can write on the writing exercises given in the text.				
27	The book sometimes also associates students with their feeling and thoughts.				
28	The teacher could follow the exercises given in the book.				

Observer's Name: **Guna Nidhi Luitel**

Date of observation:.....

APPENDIX-E

The names of the schools that were selected for the collection of the data are:

- I. The Rising Secondary English Boarding School, Indrapur-3, Morang
- II. Bal Prativa Secondary English boarding school , indrapur-1, Morang
- III. Triveni English Boarding School, Indrapur-3

IV. Bright Future Secondary English Boarding School , Mrigauiya-9,Morang

V. Jupiter Secondary English School, Dulari-2,Morang

The names of the students who were selected for the data collection were as follows:

- i. Rabin Adhikari (B.B.S.E.S)
- ii. Bimal Dahal(B.B.S.E.S)
- iii. Manish Karki(B.B.S.E.S)
- iv. Madan Khanal(B.B.S.E.S)
- v. Yubes Basnet(B.B.S.E.S)
- vi. Ramsagar shah(B.B.S.E.S)
- vii. Kamal Rai(B.B.S.E.S)
- viii. Sapana Chaudhary(B.B.S.E.S)
- ix. Astha Adhikari(B.B.S.E.S)
- x. Anisha Adhikari(B.B.S.E.S)
- xi. Kanchan Shrestha (B.B.S.E.S)
- xii. Kabita Lamichanne(B.B.S.E.S)
- xiii. Astha Shrestha(B.B.S.E.S)
- xiv. Mandira Bista(B.B.S.E.S)
- xv. Junu Chapagain. (B.B.S.E.S)
- xvi. Dipika Tamang (T.R.S.E.S)
- xvii. Puja Rajbansi(T.R.S.E.S)
- xviii. Chetena Karki(T.R.S.E.S)
- xix. Susan Bahandari(T.R.S.E.S)
- xx. Ranju Karki(T.R.S.E.S)
- xxi. Birshana Rai(T.R.S.E.S)
- xxii. Resma Karki(T.R.S.E.S)

- xxiii. Pratima Karki(T.R.S.E.S)
xxiv. Prabat Rai(T.R.S.E.S)
xxv. Bijay Rai(T.R.S.E.S)
xxvi. Lila Katwal(T.R.S.E.S)
xxvii. Srijan Basnet(T.R.S.E.S)
xxviii. Alin Bista(T.R.S.E.S)
xxix. Anish Khadka(T.R.S.E.S)
xxx. Kamal Pandey(T.R.S.E.S)
xxxi. Alina Bista (B.P.S.E.S.)
xxxii. Srijana Basnet(B.P.S.E.S.)
xxxiii. Puja Dhakal(B.P.S.E.S.)
xxxiv. Anita Rai(B.P.S.E.S.)
xxxv. Binita Rai(B.P.S.E.S.)
xxxvi. Santi Magar(B.P.S.E.S.)
xxxvii. Ranju Karki(B.P.S.E.S.)
xxxviii. Anju Agrahari(B.P.S.E.S.)
xxxix. Sshanta Shrestha(B.P.S.E.S.)
xl. Rupak Ghimire(B.P.S.E.S.)
xli. Nirmal Dhakal(B.P.S.E.S.)
xlii. Sailesh Bogati(B.P.S.E.S.)
xlili. Manoj Adhikari(B.P.S.E.S.)
xliv. Anish Khadka(B.P.S.E.S.)
xlv. Manish Rout(B.P.S.E.S.)
xlvi. Sndhya Bhusel (T.E.B.S)
xlvii. Laxmi Nepal(T.E.B.S)
xlviii. Srijana Mishra(T.E.B.S)
xlix. Sapana Karki(T.E.B.S)

1. Biju Khadka(T.E.B.S)
- li. Nika Pandaey(T.E.B.S)
- lii. Uma Bhattarai(T.E.B.S)
- liii. Anu Rai(T.E.B.S)
- liv. Dinesh Khatiwada(T.E.B.S)
- lv. Prakash Katal(T.E.B.S)
- lvi. Dornidhi Katwal(T.E.B.S)
- lvii. Rupak Rout(T.E.B.S)
- lviii. Kebal Giri(T.E.B.S)
- lix. Ankit Adhikari(T.E.B.S)
- lx. Madan Rai(T.E.B.S)
- lxi. Puja Baral (J.S.E.S)
- lxii. Manish Ghimire(J.S.E.S.)
- lxiii. Sarita Gurung(J.S.E.S.)
- lxiv. Disna Rai(J.S.E.S.)
- lxv. Meenu sharma(J.S.E.S.)
- lxvi. Rachana Sangrula(J.S.E.S.)
- lxvii. Dristi Pandey(J.S.E.S.)
- lxviii. Yogita Basnet(J.S.E.S.)
- lxix. Saroj Basnet(J.S.E.S.)
- lxx. Alice Dhakal(J.S.E.S.)
- lxxi. Suman Chaudhary(J.S.E.S.)
- lxxii. Nagen Chaudhary(J.S.E.S.)
- lxxiii. Tritha Dhakal(J.S.E.S.)
- lxxiv. Sudhan Magar(J.S.E.S.)
- lxxv. Anuvab Rai(J.S.E.S.)

The name of the teachers who were selected for the data collection is:

- i. Shekhar Bhandari(T.R.S.E.S)
- ii. Shova khulal(T.E.B.S)
- iii. Navaraj Dahal(B.P.S.E.S.)
- iv. Bhanu Dangal(B.B.S.E.S)
- v. Usaha Poudel (J.S.E.S.)