

CHAPTER: ONE

INTRODUCTION

1.1 General Background

Language is a means of human communication. It is a special gift of man kind because of which human beings seem to be superior to all species on this earth in every respect. Language is the vehicle of communication for human beings. It is a social phenomenon which we use in the whole community to express our ideas and feeling by means of which we establish the relation in the society. To sum up, language is the voluntary vocal system of human communication.

There are so many languages in the world. Among them, English is the appropriate international language for Nepal and a vital tool for all students to become successful in local, national and international communication.

Undoubtedly, English is the means of communication globally and is also the major world language. The English language is taught as a foreign language in all the schools of Nepal starting from grade one and up to grade twelve. It is also taught as a compulsory subject up to the bachelor level in different universities in the country.

The English language has also a diplomatic use for the international and multilateral agencies. It is one of the six official languages in the UNO. In Lederer's (1990) words,

English is the most widely used language in the history of our planet. One in every seven human beings can speak it. More than half of the world's books and three-quarters of international mail are in English. Of all languages, English has the largest vocabulary. Perhaps as many as the million words and

one of the noblest bodies of literature (as cited in Sthapit, Basnyat, Bhattarai and Giri, 1994, p.1).

Thus, the importance of the English language in the present day world need not be over emphasized. It is a principal language for international communication and a gateway to the world body of knowledge. In view of those facts the English language is given great importance in the education system of Nepal. It is used as an access language or a library language and as a means of instruction and evaluation at the higher level of education. It also serves as the lingua franca in the national and international area.

So far as the history of official entry of the English language in Nepal is concerned, it is with the establishment of the first modern school Darbar High School in 1854 A.D. It was particularly established for the children of the Ranas. The introduction of English in Nepal had the deep interest of the Rana autocrats. Junga Bahadur Rana, who became the Prime Minister and a de facto ruler in 1846, visited England in 1850 to strengthen the ties of friendship with the powerful British Empire. He realized the importance of the English language to communicate and to strengthen his friendship with the English people to make his position even stronger in Nepal. Consequently, he invited an English man to teach his sons the English language in order to give English education to children of Rana families in Darbar High School. Later, during the reign of Chandra Shamsheer, the doors of Darbar High School were opened for common people. From 1854 to 1947 A.D. Only 13 secondary schools were opened. There were no college and university for higher education in Nepal until Tri-Chandra College was opened in 1918 A.D.

After the overthrow of the Rana Regime and the establishment of democracy in 1950 A.D., ELT spread gradually and became more systematic, and a number of schools and colleges were opened throughout the country. In 1971 NESP

was introduced. English teaching until this period was literature-oriented and method of teaching was Grammar Translation. NESP (1971) was modified in 1991 A.D. as it could not meet the desired goals but when it was formulated in the early 1980s, which is after a decade, the government commissioned a survey team under Alan Davies, which came out with the Davies Report after an extensive study of the ELT situation in Nepal. Based on the study, the survey reported that the overall situation of English was quite deplorable. Thus, the report recommended that English should be started from grade eight because ever less amount of it would be enough for Nepal.

After the restoration of democracy in 1990 A.D., several efforts were made to change, raise and update the whole education system. Nepal Education Commission (1992) laid great emphasis in introducing English as a compulsory subject from grade one in school level although it is being taught in pre-primary level in private schools of Nepal. After the second public revolution and the establishment of Republican Nepal, the English curriculum and textbook from grade one to ten were modified with many changes emphasizing on all four language skills.

To sum up,

The role of English language in Nepal has undergone a sea change from colonial context to post up approach, from ruler's language to science and technology, commerce, business, banking and industry, hotel management, tourism, media, advertisement, internet etc. It is the voice of progress and modernization, (Sharma, 2006, p. 25).

1.1.1 Definition of Textbook

Generally, a textbook is a course book which provides a clear framework for teachers and learners to know where they are going to and what is coming next. So, there is a sense of structure and progress. It contains text and learning tasks which are likely to be of an appropriate level for most of the classes. According to Ur (1996, p.188), a good textbook should have the following coverage:

- Pronunciation practice
- Introduction of new vocabulary and practice
- Grammar explanation and practice
- Recordings for listening practice
- Listening and speaking communicative tasks
- Reading and writing communicative tasks
- Mixed-skills communicative tasks
- Short and long reading texts
- Dictionary work
- Review of previously learnt material
- Some entertaining and fun activities

"A textbook is a teaching material for the teacher and a learning material for the learner. It is one of the pivotal aspects of the total teaching and learning process "(Awasthi, 2006, p.1-2).

In this way, he takes the textbook as an important teaching and learning material for both the teachers and learners.

Similarly, in Cunningsworth's (1995) words,

A textbook is an effective source of presentation of materials, a source of ideas and activities, a reference source for students, a syllabus where they reflect predetermined language objectives, and

support for less experienced teachers who have yet to gain confidence(as cited in Awasthi, 2006, p.1).

Similarly, Oxford Advanced Learners' English Dictionary (2000, p.1343) defines the textbook, "as a book that teaches a particular subject and that is used especially in schools and colleges."

From the above definitions, it is no doubt that a textbook is an important and helpful tool/device in teaching/learning process. It is an integral part of education. It is not only a guide for a teacher; it is also a memory aid for the pupils, a permanent record or measure of what has been learnt. It is a teaching/learning device which helps to achieve the objectives specified by the curriculum.

A textbook also plays an important role for implementing the national education system. So, it is a sign of equality for education. In Palmer's (1964, p.81) words, "Textbook may differ in the sort of material supplied and teacher may differ in their modes of presentation."

In some places, textbooks are taken for granted. In others they may not be used at all: the teacher works according to a syllabus, or according to his or her own programme, using textbooks and supplementary materials as the need arises. In Ur's (1996, p.183) words, "The term 'course-book' is used to mean a textbook of which the teacher and, usually, each student have a copy, and which is in principle to be followed systematically as the basis for a language course."

To sum up, a textbook is an essential tool in the hand of a teacher. It can be used as a material useful for both teachers and students to achieve the desired outcomes. It is an important means of the teacher-student interaction in the classroom. Thus, a textbook is a document that reflects the objectives and teaching items set in the syllabus.

1.1.2 Importance of Textbook

Textbook is an important tool of teaching/learning process, however, inquisitive students and experienced teachers can use other resources in teaching and learning the subject matter to achieve the objectives specified by the curriculum. A textbook saves time for the teacher who otherwise has to prepare his/ her own. It also acts as a guide as the materials are presented following the syllabus.

English language teaching in the Nepalese classroom is heavily depended upon the textbook. If this important teaching material is not properly used, learning will not be effective. It provides a basic exposure to students to written materials. A big advantage learners have with a textbook is that they can use the textbook to learn new materials, review and monitor progress with some degree of autonomy. A learner without a textbook is teacher-dependent. It helps students to learn independently particularly through homework. Like a map on tourists in an unknown place, a textbook is essential for the student. A textbook is taken as the most available and minimum supplementary material in the context of Nepal because of the geographical distinction and level, interest and capacity of the students.

Ur (1996, pp. 183-95) gives the following arguments in favour of the use of textbook:

- (a) A textbook is frameworks, which regulates and time the programs.
- (b) In the eyes of the learners, no textbook means any purpose.
- (c) Without a textbook, learners think their learning is not taken seriously.
- (d) A textbook provides ready made texts and learning tasks.
- (e) A textbook is a cheap way of providing learning materials.
- (f) A learner without a textbook is out of focus and teacher-dependent.
- (g) A textbook means security and guidance for the teachers.

Richards (2001) takes a textbook as a complete whole (as cited in Awasthi, 2006, p.3). Regarding the importance of the textbook, Ur (1996, p.193) again says, "The textbook helps to regulate and time the programme and, perhaps paradoxically, provides a firm jumping-off point for the creation of imaginative supplementary teaching ideas."

Thus, it can be concluded that the textbook is used to facilitate learning a language and its function is to help teaching/ learning activities in the classroom.

1.1.3 Differences Between Curriculum and Textbook

Curriculum is a general term that refers to the overall planning of an educational programme. It states the kinds of learning experiences, methodology, underlying theories of learning and testing procedure which will enable learners to attain learning objectives. It translates the educational needs of learner, society and related discipline to a concrete form and suggests a means of attaining them.

In Saylor and Alexander's (1974, p.76) words, "Curriculum is the total effort of the school to bring out desired outcomes in school and out of the school situation." Curriculum is defined by Allen (1984)," as a very general concept. It involves consideration of philosophical, social and administrative factors which contribute to the planning of an educational programme" (as cited in Sharma and Phyak, 2006, p.119).

In Nunan's (1988,P.96) words,

Curriculum is a large and complex concept and the term curriculum' is used in a number of different ways. In some contexts, it is used to refer to a particular programme of study. In another context, it is used more widely.

So, textbook is an important supplementary material which is mostly used by the teachers and students to achieve the objectives. Textbooks are guided by curriculum. As the curriculum intends to meet national goals of education, the textbooks are to meet learning outcomes that are purposed on the specific subject of a grade. Textbooks are the least expensive and the most available tools for teaching/ learning process. They fulfill the gaps between the knowledge and skill.

Curriculum and textbook have a whole-part relationship and they are also often used interchangeably by many people. Both curriculum and textbook are constructed to achieve the national, class-wise, subject wise and specific objectives of the each teaching item. They are taken as the means. Curriculum is taken as the formal document which is used by the school to gain the educational needs whereas a textbook is taken as the supplementary material to apply the curriculum in the classroom. So, curriculum is the theoretical aspect of instructional plan whereas a textbook is an activity- oriented, specifically a practical material.

Thus, the prepared textbook is used to achieve the objectives specified by the curriculum. Textbooks are perhaps, one of the prime means that support the whole educational programme which is guided and controlled by a curriculum.

1.1.4 Need for a Change of the English Textbook

We are, in fact, arriving at a crucial time. We need to strive to make education available to all the children, on the one hand, and to plan a quality education of the international level, on the other. In order to bring out the quality and time-demanded education, a change of the textbooks which are taught in school is inevitable. It is good that we are going ahead in the field and English education. It is not mistake to say that all Nepalese students must have the knowledge of English to broaden their outlook, to go in for higher studies, to communicate with the outside world and to compete with the changing situation of the modern world. A change is needed in the textbook of English. Different theories and principles are going to invest and apply in the language classroom. The English textbook should not only contain literary components and units of grammar but also genres of various subjects according to the level and linguistic ability of the students. Topics should be selected from science, history, politics, economics, media, law, commerce etc. and linguistic items should be dealt with devising experiences and classroom activities.

Curriculum and curricular materials get changed and revised in order to make them effective and relevant to the ever changing concepts. The topics or subject matters of the textbook need to be modified; may need to be changed due to the short gap of the time. National secondary school level curriculum 2006, has also recommended that the curriculum and textbook of different levels and grades should be revised or changed in every five years. To fulfill the national goal of education and produce the qualified manpower to compete with the national and international levels, English textbooks should be revised and changed due to the short gap of the time on the basis of the emerged theories and principles in the world. Different theories and principles are going to invest and apply in the language class room gradually due to the demand of time.

1.1.5 Factors Affecting Language Learning

There are a number of factors that seem to have a strong effect on success or failure in language learning. In other words, learners differ in a number of ways which affect L2 acquisition, in particular their rate of development and their ultimate level of achievement. If we are familiar with the factors, the teaching and learning of a language will be extremely easy. The factors which have been noticed to affect language learning include age, attitude, motivation, environment, procedure, aptitude, anxiety, personality, risk taking, the teacher's success, memory etc. Among them, the attitudes of the teachers towards the different theoretical and practical aspects of second language learning which directly influence on success or failure of the teaching and learning.

Second Language teaching and learning is a very different task. Curriculum, textbook, teaching method, principles, approaches, materials etc. are the determining factors which influence the second language learning. Here, it is concerned that the second language textbook is an important tool/device for the students and teachers to interact with each other. The teacher is an implementer or user of the language textbook who implements the textbook in the classroom by creating the appropriate language learning situation. In the context of Nepal, English language is taught from grade one up to higher level as the compulsory subjects; it is also taught as an optional subject in higher education.

1.1.5.1 Attitude

Attitude is a borrowed term in English from Latin word 'Aptus' which means fitness or adoptedness. Attitude is one of the prime factor in the English language and language learning. It refers to the learner's attitude towards the target language and users of the target language.

In Schuman's (1978) words, "Attitude is a social factor on a part with variables such as size of learning group. Attitude is the persistence shown by the learner

to striving for a goal" (as cited in Ellis 1985, pp.106). Wolf and Pant (2000, p.119) say, "People have certain feelings, perception and behaviour towards other things, people, places and times. These feelings and perceptions are called attitudes."

Similarly, Wilkins states that,

Attitudes are likely to be closely related to the response for learning.

Simply speaking, it refers to the way of thinking or behaving

towards something. Without positive attitude, we can hardly expect

learning to take place. It can be positive or negative (1972, p.184).

Larsen- Freeman (1991, p.78) discusses on the main characteristics of attitudes as follows:

- (a) Attitudes are cognitive and affective.
- (b) Attitudes are dimensional rather than bipolar they vary in degree of favourability and unfavourability.
- (c) Attitudes predispose a person to act on a certain way but the relationship between attitudes and actions is not strong one.
- (d) Attitudes are learnt, not herited or genetically endowed.
- (e) Attitudes tend to persist but they can be modified by experience.

As Brown (2000) points out that,

Attitudes are cognitive and affective; that is, they are related to thoughts as well as to feelings and emotions. Attitudes govern how one approaches learning, which in the case of language requires

exposure to a different culture and also to the difficult task of mastering a second language (p. 166).

Regarding the attitudes, Saraswathi (2004, p.33) maintains that, " Attitudes may refer to the set of attitudes a learner holds towards member of the target language group, as well as his/her own culture." Attitudes "forms a part of one's perception of self, of others, and of the culture in which one is living" (as cited in Brown, 2000, p. 168).

According to Gardner (1985, p. 10)" Attitudes are a component of motivation, which refers to the combination of effort plus desire to achieve the goal of learning plus favorable attitudes towards learning the language"

To sum up, we can say that attitude is a hypothetical construct that represents an individual's likes or dislikes for an item.

1.1.5.2 Impact of Teacher's Attitudes Towards the English Textbook

The research on attitude is not confined to the learner's attitudes towards the speakers of the target language only but goes beyond that. But studies have been done on the parents' attitude towards the learning situation, and the teachers' attitude towards the learners, have also been studied. All these studied showed that attitude towards different factors affect SLA. Although the teachers' and learners' attitude towards the TL textbook has not been studied till now.

Attitudes can be changed. In fact, changing attitude is very important in L2 teaching and learning. If the teachers and learners have positive attitudes towards the TL and their culture, they will certainly teach and learn better than those who foster negative attitude towards the TL. If the teacher has negative attitudes towards the curriculum and curricular materials, his/her teaching will never be effective.

In Spolsky's (1969, p.34) words,

In a typical language learning situation, there are a number of people whose attitude to each other can be significant: the learner, the teacher, the learners' peers and parents, and the speakers of language. Each relationship might well be shown to be a factor controlling the learner's motivation to acquire the language (as cited in Saraswathi, 2004, p.237).

In the same way, Tucker and Lambert (1984) say, "Teachers' attitudes are even more important than parental and community-wide attitude in influencing the outcome of instructed SLA (as cited in Larsen- Freeman & Long, 1991, p.110)." Regarding the importance of the attitude towards the teachers and learners for teaching and learning respectively, Brown (1994) puts forward that,

Second Language teachers and learners benefit from positive attitudes and the negative attitude may lead to decrease motivation. Yet the teacher needs to be aware that everyone has both positive and negative attitudes. The negative attitudes can be changed, often by exposure to reality (p.169).

It is well known that negative attitude towards the foreign language and language group, which often comes from stereotype and superficial contact with the target culture, can impede the learning of that language. Conversely, positive attitudes towards the foreign language and group, increase language learning success.

1.1.6 General Introduction of the Textbook

The students at grade ten have to study eight subjects which carry one hundred marks each. Out of them, compulsory English is one of the subjects in this class. The course is divided into two parts viz. theoretical and practical.

Theoretical part consists of reading and writing skills which covers 75 marks and practical part consists of listening and speaking skills which covers 25 marks.

A Short introduction of each skill is described as follows:

(a) Listening

Language is for communication rather than others. Listening is not just a single skill but an integration of several skills. It involves understanding of speaker's accent and pronunciation, his grammar, and his vocabulary and grasping his meaning. Language is for communication rather than for reading or studying authentic printed materials. The language teaching and learning theories and methodologies, now a days, have given much emphasis to communicative function of language. In the words of Sharma (2005, pp.238- 239), the importance of listening can be summed up categorizing the reasons of why listening:

More specifically, listening in second language learning is important to:

1. Recognize its characteristics speech sounds in isolation as well as in combination.
2. Discriminate between sounds within it and with comparison to our mother tongue.
3. Recognize words and understand their literal as well as metaphorical meaning.
4. Connect linguistic cues in order to construct meaning.

5. Identify the functions in a conversation.
6. Grasp the attitude of the speaker and the theme of the discourse.
7. Give appropriate feedback to the speakers.
8. Recall and reformulate what the speaker has said.

It is necessary in order to develop communicative efficiency in language. Simply, listening is the ability to identify and understand what others are saying.

Listening skill covers ten marks out of hundred in the practical exam for grade ten. Different listening exercises are given in each unit. For teaching those exercises, tape scripts are given on teacher's guides and Cassettes are distributed by CDC to each school. If the cassette is not available, the teacher uses his/her voice to teach.

(b) Speaking

Language means something spoken. Language learning mainly refers to learning speaking. Therefore, teaching of speaking is the main part of teaching of a language. But as the other skills, speaking also is not a single skill i.e. speaking is clearly much more than the production of speech sounds. It ranges from pronunciation to phatic communion. Thus, speaking is not the production of segmental and suprasegmental features in isolation. Usually, it occurs in connected speech; it develops the ability to manipulate the linguistic knowledge for the sake of communication and it means also establishing, retaining or maintaining, strengthening and even breaking the social relationship.

Regarding the revised textbook, it tends to contain the language materials like dialogues, role plays, simulations, games and songs etc. Speaking skill covers fifteen marks out of hundred for grade ten. Different speaking exercises are

given in each unit of the textbook to improve the speaking skill through group works, pair works, discussion, prepared talks etc. Spoken exercises are entitled with 'Have Your Say' for each lesson in the textbook which help the students to develop the communicative competency.

(c) Reading

Reading is a receptive skill because we receive message by reading something. In other words, reading involves the process of decoding. It can be also regarded as a productive skill as well because it involves relation between print and speech, and thereby involve pronunciation, which is one of the productive skills. It involves guessing, predicting, checking, asking one question, responding to the reading the text etc.

Reading skill covers 40 marks in grade ten. Different types of reading texts are given in the textbook such as literary genres, instructional manual, advertisements, newspaper etc. In order to develop reading skill, the textbook has given more opportunities to involve the students in various activities. Signpost approach is often used to reading. Slow reading, fast reading and silent reading exercises are given which are related to different disciplines. Two different types of reading passages are given in the final examination for assessing the reading ability viz. seen and unseen text. Those texts contain the different types of questions which help the students to develop the ability of reading comprehension.

(d) Writing

In the simplest form, writing can be the act of putting down something, which has been spoken, in conventional graphic form. But in its highly developed form, writing refers to the expression of ideas in a consecutive way according to the graphic conventions of the language. The ultimate aim of teaching

writing is to make the student able to express himself in a polished literacy form which requires the utilization of special vocabulary and certain refinement of structures.

In brief, it can be said that writing is one of the most important channels of communication and it involves the encoding of the message of any kind and which includes the phonological, grammatical and semantic systems of language. It contains the different components of writing skill viz. mechanics, coherence, cohesion and orthographic and paraorthographic text which are given in the textbook as well. Many guided and free writing exercises are given there to develop the students' own ability. Writing skill covers 35 marks for grade ten. Controlled writing, guided writing, writing orthographic text, free composition and grammar exercises are given in the textbook to develop the students' writing skill.

Similarly, twenty different types of communicative functions are given in the revised textbook. One hundred and fifty periods are required to complete the revised textbook. Each student must have an English textbook for grade ten. The aim of the revised English textbook for grade ten is to improve the language skills of students to meet the needs of learners and parents and the skill demanded by the nation. The learning objectives in this book concentrate on the development of communicative competency. Communicative competency in English has been a great demand of our society and nation. Therefore, the focus of the textbook is on the development of students' ability to communicate in English. The material follows the modern approach to ELT. Students learn the natural language of everyday life through practicing the four major language skills. These four skills are fully integrated in every unit of the revised textbook. Apart from these skills, different aspects of language viz. pronunciation, vocabulary, communicative functions, spelling etc. are also

emphasized in the revised textbooks which are included under the four language skills.

The content of the secondary English curriculum can be seen as a set of functions which are realized linguistically by grammatical structures and lexical items.

1.2 Review of Related Literature

Many research works have been carried out on analyzing and evaluating the textbooks. Many researches which are related to the analytical and attitudinal study of the textbook for different grades were done by different researchers for the fulfillment of the master's degree.

Spolsky (1969) studied on, "Attitudinal aspects of second language learning". He found that the importance of attitude as one of the factors in explaining degree of proficiency a student achieves in learning a second language. He has mentioned that, in typical language learning situation, there are a number of people, whose attitudes to each other can be significant; the learner, the teacher, the learner's peers and parents, and the speakers of language. Each relationship might well be shown to be a factor controlling the learner's motivation to acquire the language. He has more emphasized on the importance of attitude which influence the second language learning.

Awasthi (1979) carried out research entitled, "A study of attitude of different groups of people towards English language in the secondary schools of Kathmandu district." He found out that the different groups of people had positive attitudes towards the English language and were in favour of contributing English language and were in favour of contributing English as compulsory subject in the secondary schools and up to the SLC and also the majority of people did not want English to be replaced by any other foreign

languages. However, he has not studied the attitudes of the teachers towards the prescribed English textbook specifically for grade ten but he has focused more on the attitudinal study of different groups of people in Kathmandu district towards the English language as a whole.

Khanal (1999) completed a research entitled, "A study on the attitude of secondary level students towards learning English." He has found that the students had positive attitude towards learning English. They are fully supported by their parents but they had negative attitudes towards some aspects of the textbook, methods of teaching, learning environment within the school and examination system. But he did not emphasize on the attitude of the secondary level teachers towards the language textbook.

Similarly, Dahal (2002) carried out a research work on the topic, "English for grade ten: A textbook analysis" He analyzed the English textbook for grade ten (2001). His research has found out that the cover page design of the textbook is not attractive and durable. Binding of the book is weak. The handwritten pictures of the book do not clarify the abstract concept. The textbook lacks drill and it has not provided any mode of post-card writing, questionnaires, notice and advertisement although the curriculum has tested those students should be able to produce a variety of authentic text types. However, he did not find out the attitudes of the English teachers but emphasized more on analysis of the textbook. Thus, his study is more analytical rather than attitudinal.

Late K.C. (2003) has studied on, "The critical analysis and evaluation of the existing communicative English syllabus of higher secondary with reference to the Magic of Words and The Heritage of Words." He has found that both the books do not contain any pictorial illustrations which could be motivational. He says that the main motto behind those textbooks can be best summarized in the words of Nisani and Lohoni (1996:5), "...the most pleasant and efficient road to learning a language; and the only way truly mastering any language is reading.

He has suggested that everybody agrees that perfect textbook does not exist. Not all teachers rely exclusively on a textbook. However, while selecting a material, it would perhaps be more appropriate to compile well written materials in Nepalese languages and literature, history and culture as textbooks which could provide interesting and highly relevant contexts for the teaching and learning of the English language "(as cited in K.C.,2003). But his study is confined to the analysis of the textbook.

Paudel (2004) carried out a research on the topic, "A study as attitude towards learning compulsory English: A case of PCL." He has found the attitudes of the PCL level students towards learning compulsory English in terms of current textbook, methods of teaching, instructional materials, students' behaviour, and existing system of evaluation and examination. He has recommended that the textbook writers and curriculum designers should focus on communicative English, the content of Magic of words should be changed and presented in the simplest way and more exercises should be kept in workbook of Meaning into Words. Since he did not study the attitudes of the teachers; his study was confined to the students' attitude only. Present study is an effort to go out that direction to some extent.

K.C. (2005) carried his research on the topic, "An analysis of new English textbook for grade IX." The objective of his study was to examine the English textbook for grade IX in terms of its physical as well as academic aspect on the basis of teacher's opinion, theoretical framework and objectives listed in the curriculum from the study. He came to the conclusion that the textbook is based on learner-centered approach. All the four language skills are equally treated and practiced on them is in balanced and appropriate way. He has found same defects on physical aspect. He has more emphasized on the analytical study of the textbook. Thus, this present study is different from his research.

Rana (2008) carried out a research on the topic, "An analysis of English textbook Meaning into Words." The objective of his study was to examine the quality of the textbook in terms of physical and academic features and relationship between the curriculum and textbook. His research has found out that the size of the book is suitable to the level, sufficient visual materials are included and the workbook is available. The contents are suitably selected, graded and organized in hierarchical order on the basis of psycholinguistic principle. Apart from this, he has found many weak points on peripheral and academic features. His study is also more analytical rather than attitudinal.

Although, the research works mentioned above are related to the analysis of the textbook and attitudinal study of the learners towards language learning and English textbook. But the present study is different and new venture itself. It focuses on only the secondary level English teachers' attitude towards the revised English textbook for grade ten. Teachers are the implementers of the textbook in their own classrooms. So, their attitudes should be considered while the changes take place.

1.3 Objectives of the Study

The objectives of the study were as follows:

1. To find out the attitudes of the secondary level English teachers towards the revised English textbook for grade ten.
2. To compare between the old and the revised textbook in terms of its coverage, layout and subject matter.
2. To find out strengths and weaknesses of the textbook on the basis of the respondents' opinion.
3. To suggest some pedagogical implications for improvement.

1.4 Significance of the Study

This research work focuses on the attitudes of secondary level English teachers towards the revised English textbook for grade ten (2008). The textbook of English for grade ten has been changing from time to time. What the secondary level English teachers feel towards this revised textbook is the main concern of this study. It is necessary to do such study so that we can know whether the textbook is useful, interesting and according to the level and capacity of the students or not. Textbook is the only and premier source of exposure to the students and even for teachers in the most parts of Nepal. It has been being used as 'Bible'. Attitudes towards such an important teaching material must bring about something significant to guide in the textbook designing in the future.

Teachers are the important stakeholders in the ELT scenario of Nepal. So, this study mainly deals with the attitudes of secondary level English teachers. It is hoped that this study is very much interested in finding out whether the teachers are satisfied with the present textbook or not. Is the textbook taken as something pleasant, exciting thing to use or is it creating havoc among the teachers and students? So, this study will be useful to all those teachers who are involved in teaching English in grade ten. It will also be significant for curriculum designers, textbook writers, policy makers and other individuals, who are related directly and indirectly in teaching activities.

CHAPTER - TWO

METHODOLOGY

In this research work, the researcher was keenly interested in the attitudinal aspect of the secondary level English teachers towards the revised English textbook for grade ten. The researcher adopted the survey method in this study. For the fulfillment of the above mentioned objectives, the researcher adopted the following methodological strategies:

2.1 Source of Data

The researcher made use of both primary and secondary sources of data. However, primary source was the basic for the research. Thus, the study was based on the following sources of information:

2.1.1 Primary Sources

This study was primarily based on the primary sources of data. The data were mainly collected from the teachers who were teaching English at grade ten in Dailekh and Surkhet districts through questionnaires.

2.1.2 Secondary Sources of Data

For the facilitation of the study, the researcher consulted the old and new textbooks for grade ten, questions, personal records, different books, theses, journals, articles and reports. Some of them were as follows:

Brown, (1984), Ellis, (1985), Larsen- Freeman, & Long, (1991), Ur, (1996), Bhattarai, (2001), Kumar, (2005), Awasthi, (2006).

2.2 Sampling Procedure

The population under this study was too large. The researcher followed the procedures of random sampling for the present study. First of all, the list of twenty- five percent government-aided schools from Dailekh and twenty- five from Surkhet and hundred percent private schools from Dailekh and thirty percent from Surkhet were selected by random sampling procedure through the fish bowl technique. Specifically, the English teachers from those schools were selected to response the questions of the study. All the female English teachers were selected as respondents to reflect their opinions but there were not any female English teachers in both Dailekh and Surkhet districts in secondary level out of the selected schools. To sum up, there were altogether thirty- five government-aided schools and six private schools to study and collect the information.

2.3 Tools for Data Collection

To collect the data for this study, a set of questionnaire was prepared which was used to collect the teachers' views on different variables. There were altogether twenty-nine questions consisting of both open and close-ended types. For close-ended, a three- point Likert scale and Thurston scale for the convenience of respondents were developed. The respondents were also requested to tick the options that suit to their attitudes with appropriate reasons they had. For open-ended questions, respondents were requested to give their own opinions for the given questions.

2.4 Process of Data Collection

The following points show the stepwise procedures that the researcher followed to gather the required information:

- (a) The researcher visited the selected English teachers.
- (b) He distributed the questionnaires to them and requested those selected teachers to give their own true answers of the given questions.
- (c) He collected the respondents' answers and thanked them.
- (d) He studied his respondents' opinions carefully and analyzed them.

2.5 Limitations of the Study

The limitations of the study were as follows:

- (a) The study was confined to the attitudinal aspects of the aforementioned population.
- (b) The study was further limited to the attitudinal study of the revised textbook for grade ten through questionnaires only.
- (c) The study was limited only to the English textbook for grade ten. Other textbooks for the same grade were not studied.

CHAPTER -THREE

ANALYSIS AND INTERPRETATION

This chapter is mainly concerned with the analysis and interpretation of the data. The data collected from the respondents were analyzed and interpreted to find out the attitude of the secondary level English teachers towards the revised English textbook. It has been already mentioned that a set of questionnaire consisting of open-ended and close-ended questions were developed as a tool. Those survey items were developed to elaborate on the reasons for revising the textbook and to reveal the effect of positive and negative experiences on it. While analyzing the data, the total number of English teachers for each response was counted and the total number of response was changed into percentage. If there was 50% or above responses, it was considered as a positive attitude and below 50% as a negative attitude towards the questions.

3.1 Analysis of the Responses Obtained from the Questionnaires Addressed to the Teachers

For data reporting purposes, the survey responses were grouped according to categories. The questionnaire was addressed to the following areas:

1. The revision of the textbook
2. Differences between the old and revised textbooks

3.1.1 Analysis of Teachers' Attitudes Towards the Revision of the Textbook

All of the questions except two are included under this area. They were about the teacher's attitudes towards the revision of the textbook including its strengths and weaknesses. Teachers were also requested to give reasons to support their answers to close ended questions except some of them.

The first question was about the definition of the textbook. Maximum number of the teachers, i.e. 80% responded that a textbook is an important teaching material and source of presentation of materials. While some teachers reported simply that it is a teaching material for the teacher and learning material for the learner. All of the teachers agreed that the textbook is an important teaching device to interact between the teacher and the students.

The second question in this area was about the differences between the curriculum and textbook. Many educationists differentiate the textbook with curriculum in various ways. Over 90% respondents responded that there were many differences between the textbook and curriculum. They opined that both curriculum and textbook are means to achieve the desired outcomes but curriculum is a whole educational programme whereas a textbook is an important tool for teaching/learning process which is controlled and guided by curriculum. Only a few i.e. 5% respondents responded that curriculum and textbook can be taken synonymously in the context of Nepal while teaching and learning take place.

The third question, in this area was about the textbook is a means or an end. Curriculum designers, textbook writers and educationists support that the textbook is a prime means which is used as the supplementary material to achieve the desired goals. All of the respondents i.e. 100% opined that the textbook is only a means, not an end. They put forward that the textbook is not

a indispensable teaching material. Instead of such material, teachers can use other supplementary materials. They had positive attitude towards the textbook as a means of an end.

Table No. 1
Teachers' Attitudes towards the Revision
of the Textbook (in percentage)

Q.N. Responses	10. Curriculum and textbook have a whole part relationship:	29 (a). You need compulsory English for grade ten.	29 (b). You can teach English as well for this grade without a textbook
Strongly Agree	80	75	-
Agree	20	20	30
Neither Agree nor Disagree	-	5	45
Disagree	-	-	25
Strongly Disagree	-	-	-

Question No. 10 in this area was about the relationship between the curriculum and textbook. The maximum number of the respondents i.e. 80% strongly agreed and they are more impressed and a few teachers i.e. 20% agreed towards the question. To sum up, most of the teachers had positive attitudes towards the relationship between the curriculum and textbook.

Q. No. 29(a) was about the need of compulsory English for grade ten. The majority of the population i.e. 75% strongly agreed and 20% were agreed and a few teachers i.e. 5% were neutral whether they agreed or disagreed.

The 29 (b) question in this area was about the necessity of the textbook to teach. Nearly half of the population i.e. 45% was confused. Some of the respondents i.e. 30% teachers agreed that they could teach English as well for this grade without a textbook but a small number of respondents i.e. 25% disagreed it. They were irritated. The teachers had no positive attitude towards the need to the textbook to teach.

Table No. 2
Teachers' Attitudes Towards the Revision
of the textbook (in percentage)

Q.N. Responses	11. Which one of the advantages of using only an English textbook ?
A Clear framework	56.50
Over easiness	40
Limitation	2
Homogeneity	1.50

Q. No. 11 which is related to this area was about the advantage of using only an English textbook. More than 50 percent respondents i.e. 56.50% agreed that a clear framework is one of the important advantages of using only an English

textbook. Some of the respondents i.e. 40% stood at the over-easiness. But a small number of teachers i.e. 2% stood at the limitation and 1.50% at the homogeneity as one of the advantage of using an English textbook.

Question number 12 related to this area was “Who needs a textbook?”. Many researchers and scholars have found out that the textbook is necessary for both teachers and students for teaching and learning. The following table shows the respondents’ responses toward this question:

Table No. 3
Teachers’ Attitudes Towards the Revision
of the Textbook (in percentage)

Q.N.	12. Who needs a textbook ?
Responses	
Students	2
Teachers	-
Both A and B	98
Parents	-

Question number 12 related to this area was "Who needs a textbook?" The responses in table 3 represents that the considerable number of teachers i.e. 98% agreed that both teachers and students need textbook to teach and learn. Out of the total teachers, a few i.e. 2% displayed negative attitudes concerning the needs of the textbook.

The thirteenth question is related towards the evaluation of the textbook. The following table shows their responses towards the evaluation of the textbook:

Table No. 4
Teachers' Attitudes Towards the Revision
of the Textbook (in percentage)

Q.N.	Responses
13. While analyzing and evaluating the textbook, the teacher should evaluate the:	
Length of the book	27.02
Pricing	7.46
Lettering and spacing	3.54
Subject matter	61.98

Many teachers i.e. 61.98% reported that while analyzing and evaluating the textbook, the teacher should evaluate the subject matter of the textbook. Additionally, 27.02% agreed to length of the book; 7.46% to pricing and a few teachers i.e. 3.54% agreed to lettering and spacing. It means they were against this question. However, most of the teachers had positive attitudes towards this question. It was completely related with question no. 9, too.

The fourteenth question is also included under this area which was about the factors that have direct impact upon the students. The following table shows their responses towards the evaluation of the textbook:

Table No. 5
Teachers' Attitudes Towards the Revision
of the Textbook (in percentage)

Q.N. Responses	14. Which has direct impact upon the students ?
Availability of the textbook	21
Layout of the textbook	5
Price of the textbook	0.75
Quality of the textbook	73.25

The above table shows that the maximum number of the teachers i.e. 73.25% demonstrated more positive attitudes but stating that the quality of the textbook has direct impact upon the students then, 21% referred to availability of the textbook and 5% and 0.75% were in favour of the layout of the textbook and price of the textbook respectively.

The question in this area was about the revision of the textbook. Out of the total population, a good majority of the respondents i.e. 82.70% opined that the English textbook for grade ten is not changed but some topics are added, however, there was a mixed reaction on the issue of the revision of the textbook. A few number of teachers i.e. 17% agreed that the textbook is neither revised nor changed and 0.30% agreed towards completely changed. It can be shown in the following table:

Table No. 6
Teachers' Attitude Towards the Revision
of the Textbook (in percentage)

Q.N.	Responses
15. An English textbook for grade ten (2008) is:	
Completely changed	0.30
Not changed but some topics are added	82.70
Completely revised	-
Neither revised nor changed	17

Table No. 7
Teachers' Attitude Towards the Revision
of the Textbook (in percentage)

Q.N.	Responses
16. The main objective to revise the English textbook is:	
Get the higher score	5
Change the language policy	2.50
Convince the donors	62.50
Develop the learner's competency	20

Another question in this area was about the main objective to revise the English textbook. The percentage distribution demonstrates that the maximum

number of teachers i.e. 72.50% responded that the objective to revise the English textbook was to convince the donors. Some teachers i.e. 20% agreed to develop the learner's competency; 5% to get the higher score and only a few numbers of the respondents i.e. 2.50% opined that the main objective to revise the textbook was due to a change the language policy. Question number 6 i.e., open-ended question was also related with this category. In case, most of the teachers i.e. more than 90% pointed out that the revision of the textbook is just like old wine in a new bottles.

Table No. 8
Teachers' Attitude Towards the Revision
of the Textbook (in percentage)

Q.N. Responses	17. The revised textbook is in its nature.
Communicative	80
Prescriptive	-
Structural	15
Traditional	5

The seventeenth question in this area was about the nature of the revised textbook. It was evident from the table that about two third of the respondents i.e.80% agreed that the revised English textbook is communicative in its nature. Some of the respondents i.e. 15% agreed to structural and, surprisingly, almost 5% teachers showed negative attitudes towards others types of English and positive attitude toward traditional one.

The 29 (o) question was also related with this question. Most of the teachers i.e.80% agreed that the revised textbook is communicative but not structural and traditional. A few number of the respondents i.e. 20% were neutral; whether they agreed or disagreed to anyone.

Table No. 9
Teachers’ Attitudes Towards the Revision
of the Textbook (in percentage)

Q.N.	18. Which topics are mainly revised in the textbook ?
Responses	
Grammatical topics	-
Literary tasks	20
Communicative functions	4
Layout and the period	76

The question in this area was, “Which topics are mainly revised in the textbook?” The percentage distribution in table 10 shows specifically that a seemingly majority of them i.e. 76% as reflected by the data above, responded that the layout and the periods are mainly revised in the textbook. Some of the teachers 20% pointed out to literary tasks and a few teachers i.e. 4% claimed in communicative functions.

The 19th question in this area was, “Do you need to revise the compulsory English at grade ten this year?”

Table No. 10

Teachers' Attitudes Towards the Revision of the Textbook (in Percentage)

Q.N.	19. Do you need to revise the compulsory English at grade ten this year ?	21. Do you agree that the contents of the revised English textbook are systematically selected and graded ?	23. Have you got a positive attitude towards the revised English textbook for grade ten ?	24. Do you agree that the revised English textbook is available everywhere ?
Responses				
Yes	15	100	80	-
I don't know	30	-	20	-
No	55	-	-	100

The above table shows that more than half of the population i.e. 55% admitted that the book needs not be revised. They reasoned that the revision of the textbook devoid of the fixed time gap seems to be problematic. Some of the respondents agreed to "I don't know" and from the perspective of the teachers, a few teachers i.e.15% claimed to 'yes'.

The 21st question in this area was "Do you agree that the contents of the revised English textbook are systematically selected and graded?" The total number of teachers i.e. 100% claimed that the contents of the textbooks are systematically selected and graded in terms of students' level, interest, and the theories and principles of language learning.

The 29(c) question was also related with this question. All of the respondents were impressed towards it. The 21st question in this area was, “Have you get a positive attitude towards the revised English textbook?” Maximum number of respondent’s i.e. 80% had positive attitudes towards it. They reasoned that, it seemed to be more resourceful and communicative, out of the total population, 20% agree to “I don’t know” They might not in favour of the revision of the English textbook.

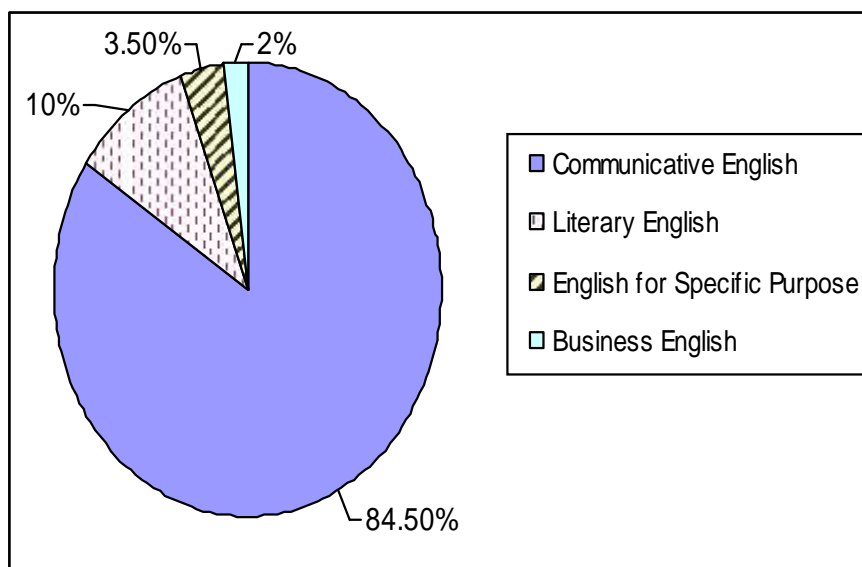
The 24 question in this category was, “Do you agree that the revised English textbook is available everywhere?” All of the participants i.e. 100% said ‘No’. They reasoned that the revised English textbook was not available due to the failure of the government.

The 29(l) question was also related with this question. Out of the total population, a maximum number of the participants i.e. 90% disagreed and felt that the revised textbook was not available everywhere today. A few teachers i.e. 10% displayed a negative attitude concerning the availability of the revised textbook.

The 20th question in this area was about the type of English they wanted to teach as the compulsory English at grade ten. The following pie-chart shows the percentage of their responses towards the types of English they wanted teach.

The following pie-chart depicts that the numerous number of teachers wanted to teach English as the compulsory subject in for grade ten.

**Pie-chart: Teachers' Attitudes Towards the Revision
of the Textbook of Q.No.20**



The above pie-chart shows that 84.50% teachers were in favour of communicative English for grade ten. They reasoned that it helps to develop the communicative competency like native speakers. Out of the total population 10% claimed that they wanted literary English because it can provide underlying structures and literary genres can only create something new. Some of the teachers i.e. 3.5% stated that they wanted English for specific purpose, because this is the age of medicine, engineering, science and technology. They viewed that they are the popular subjects in this modern age. A few respondents i.e. 2% revealed that they wanted business English because nowadays English is used in every business spot to communicate.

Table No.11
Teachers' Attitudes Towards the Revision
of the Textbook (in percentage)

Q.N. Responses	29 (d)	29 (e)	29 (g)	29 (h)	29 (i)	29 (j)	29 (k)	29 (m)	29 (n)
Strongly agree	-	-	-	10	-	-	2	20	-
Agree	100	5	15	61.25	51	69	52	58	50.50
Neither Agree nor Disagree	-	-	82.50	20	11.50	14.75	30	23	14.50
Disagree	-	15	2.50	8.75	37.50	15.25	16	-	35
Strongly Disagree	-	80	-	-	-	-	-	-	-1

For the above questions given in table 12, five alternatives were given to the respondents to tick; 'reason' was expected in the remarks but nobody put their reasons.

The 29(d) question was about the importance of the revised textbook. As shown in table 12, almost all the participants i. e. 100% admitted that the revised textbook helps the students to communicate in real life situation. The 29 (e) questions was about the layout and print of the revised textbook. Out of the total population, maximum number of teachers i.e. 80% strongly disagreed that the revised textbook has clear attractive layout and the print

easy to read. It is also notable that 15% disagreed and surprisingly a few teachers i.e. only 5% claimed that it has a clear layout and easy print.

The 29(g) question in this area was about the availability of the visual materials. Maximum number of the teachers i.e. 82.50% were neutral whether they agreed or disagreed. Some of the respondents i.e. 15% were fascinated and others i.e. 2.50% demonstrated negative attitudes by stating that appropriate visual materials are not available in the revised textbook.

The 29(h) question was about the addition of the subject matters or topics. There was a mixed reaction on the issue of this item. The above table indicates that most of the teachers i.e. 61.25% agreed and they demonstrated more positive attitudes towards this statement and almost a third of the teachers i.e. 20 were neutral. A few revealed populations i.e. 10% strongly agreed and 8.75% disagreed that interesting topics and tasks were added in the revised textbook.

The 29(i) question was about the academic characteristics of the textbook. Out of the total population, 51% teachers had positive attitude towards it. As shown in table, Some of the respondents i.e. 37.50% were irritated whereas 11.50% teachers were neutral by stating whether it encouraged learned to develop their own learning strategies and to become independents in their learning or not.

The 29(j) question was also about the academic features of the revised textbook. In accordance with the information in the table, the respondent teachers were divided in their views. It is apparently shown in the table that a maximum number of the respondents i.e. 69% agreed that good vocabularies and grammar, presentation and practice are given in the textbook. only 15.25% disagreed and 14.75% were neutral.

The 29(k) question was about the internal features of the textbook. A maximum number of teachers i.e. 52% had positive attitude towards the statement. They

put forward that the revised English textbook was an adequate guidance for the teacher; not to heavy preparation load. On the whole, they were impressed towards it. Only 30% teachers were puzzled and could not decide whether it was or not. Additionally, 16% respondents disagreed and a few number of the teachers i.e. 2% strongly agreed to the statement.

The 29(m) question was also about the features of the revised textbook. Out of the total population, more than fifty percent of the teachers i.e. 58% stated that the periodic review of the English textbook should be carried out. Some teachers i.e. 23% were neutral and a few participants i.e. 20% strongly agreed and they were more impressed towards it.

The 29(n) question was about the sociable part of the textbook. More than fifty percent i.e. 50.50% teachers stated that the revised textbook is socially acceptable material to both native and target community. Only 35% respondents were astonished to it and a few teachers were in neutral.

Table No. 12
Teachers' Attitude Towards the Revision of the
Textbook (In Percentage)

Q.N. Responses	25. Are you satisfied with the evaluation system ?	26. Do you agree with the evaluation system ?	27. Do you think internal evaluation system is essential for this textbook ?	28. Do you agree the fact that most of the students failed in this subject ?
Yes	43	48.50	100	90
I don't know	-	-	-	10
No	57	51.50	-	-

The 25th question in this area was, "Are you satisfied with the evaluation system?" Regarding this item, the above table shows that a maximum number of the teachers i.e. 57% responded that they were not satisfied with the evaluation system which was specified by the curriculum. They reasoned that their evaluation system was pass/fail oriented; not the performance oriented. Some of the teachers i.e. 43% agreed to the given question. They reasoned that only 75% testing could help the students to pass the exam.

The 26th question in this area was, "Do you agree with the allotment marks to different skills?" Nearby half of the participants i.e. 51.50% disagreed to it. They said that listening and speaking skills were not given more priority as

compared to reading and writing. Some of the teachers i.e. 46.50% agreed to it. They reasoned that marking division was quite good according to the level and performance of the students.

The 27th question in this area was, "Do you think internal evaluation system was essential for this textbook?" All of the respondents i.e. 100% responded that it was essential. They reasoned that it enhanced the chance of improving to English language. They also added that it could distinguish the strengths and weaknesses of the students in different aspects and skills of language.

The 28th question in this area was, "Do you agree the fact that most of the students failed in this subject?" The percentage distribution demonstrates the degree to which the most of the students failed in this subject. Almost all the respondents i.e. 90% agreed to it. They reasoned that students did not study hard and they only intended to cheat and guess in the exam. Only a few of the teachers i.e. 10% said 'I don't Know'. They reasoned that the evaluation system and the types of the question made the teachers and students confuse to determine and achieve the objectives.

3.1.2 Analysis of Teachers' Attitudes Towards the Differences Between the Old and the Revised Textbook

In this area, there were one open-ended and a close-ended question. Question number four was about the differences between the old and revised English textbook for grade ten and 12 about its standardization. Teachers were also requested to write reasons to support their answer to the close-ended question.

The fourth question in this area was about the differences between the old and the revised English textbook. A considerable number of the respondents i.e. 90% agreed that there were no more differences between them. They put

forward that slight changes took place in the revised textbook; some new language functions and literary genres were added, and time allotment was slightly changed. Some respondents noted that the nature (originality) of the textbook is not changed.

The 22nd question was about the standardization of the revised textbook. The following table shows the respondents' responses toward it:

Table No. 13

**Teachers' Attitudes Towards the Differences
Between the Old and Revised Textbook (in percentage)**

Q.N. Responses	22. Do you think that the revised English textbook is more standard than the old textbook ?
Yes	91.66
I don't know	3
No	5.35

The question was, "Do you think that the revised English textbook is more standard than the old textbook?" The percentage distribution in table 6 shows specifically that a maximum number of teachers i.e. 91.66% thought that the revised English textbook is more standard than the old one.. They reasoned that some literary genres and grammatical items are added according to the age and the level of the students.

Out of the total population, 5.35% viewed that the revised textbook is not more standard than the old one. They reasoned that only the volume of the revised textbook is enlarged and the inclusion of topics already studied can create no

interest in learning. They put forward that many grammatical topics and communicative functions are repeated from grade nine. And only 3% were neutral i.e. they did not know whether the revised textbook is more standard than the previous one or not.

CHAPTER – FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings of the research. It also deals with some recommendations and pedagogical implications which are made on the basis of analysis and interpretation of the data.

4.1 Findings of the Study

After the analysis and interpretation of the data, the findings of the study are summarized as follows:

The teachers had positive attitudes on different aspects of the revised English textbook for grade ten. On the basis of the analysis and interpretation of the data, area-wise findings are given as follows:

4.1.1 Attitudes of the Teachers Towards the Revised Textbook

After the analysis of the data, positive attitude was found towards the revised textbook, which is supported by the following findings:

- (1) The revised English textbook is a means not an end.
- (2) It provides a clear framework to teachers and students because they know where they are going to and what is coming next. Therefore, there is a sense of structure and progress.
- (3) The English curriculum and textbook have a whole part relationship which both is used to achieve the national goals of education.
- (4) Teachers want compulsory English at grade ten because it is an international language and works as a base for further study. So,

knowledge and skills of the English language help the students in future.

- (5) Textbook is not everything. However, English can not be taught without a textbook in secondary level in the present context in Nepal.
- (6) Mainly, some of the topics viz. an essay 'Breast feeding', a biography 'Florence Nightingale' etc and two poems - 'patriotism' and 'stopping by woods on a snowy evening' etc. are added in the revised textbook.
- (7) Specifically, some new grammatical topics, vocabularies, literary genres, communicative functions are given in the revised textbook which can create interest to learners to learn and understand the TL easily.
- (8) Generally, all of the skills and aspects of language are equally prioritized.
- (9) They are in the favour of the fact that internal evaluation system is essential to evaluate their actual performance.
- (10) They are in the favour of the time allotment such as 10 marks for listening, 15 for speaking, 45 marks for reading and 30 for writing skill.

4.1.2. Attitudes Towards the Differences Between the Old and the Revised Textbook

- (1) The revised textbook is more standard than the old one in terms of its coverage, layout and subject matters.
- (2) There are some slight changes between the old and the revised one on the following topics:

- a) Literary genres
 - b) Communicative functions
 - c) Grammatical items
 - d) Reading and writing texts
 - (e) Evaluation system
 - (f) Layout and the coverage of the Textbook etc.
- (3) Many topics which were previously kept in the 9th grade have now been transferred to grade ten textbook.
- (4) The new textbook is bulkier than the old one.

4.1.3 The Strengths and Weaknesses of the Revised Textbook

4.1.3.1 Strengths of the Textbook

The following strong points are made on the basis of the analysis of the responses of the respondents:

- a) Good vocabularies and grammar, presentation and practice are well given in the revised textbook.
- b) The exercises included in the revised textbook are sufficient to develop the students' all four language skills.
- c) The revised textbook is socially acceptable material to both native and target community if the teaching/ learning takes place appropriately.
- d) Emphasizing on communicative competency, the revised textbook is communicative in its nature.
- e) Arrangement of the topics is also remarkable logically.
- f) Contents of the textbook are carefully selected and graded.

- g) Compulsory English subject is also instrumental to study other subjects like math, science and population written in English.
- h) The revised textbook helps the students to communicate in real-life situation.
- i) It has a clear attractive layout; and print easy to read.
- j) Interesting topics and tasks are added in the revised textbook.
- k) The way of the book presentation makes even the novice untrained teacher to take up the jobs early.

4.1.3.2 Weaknesses of the Revised Textbook

On the basis of the analysis of study, the following weak points of the textbook are made:

- a) Some of the topics/subject matters do not match with the level and capacity of the students such as a poem 'patriotism,' the article 'computer', 'breast feeding', some language functions, speaking and listening activities etc.
- b) Most of the teachers are not satisfied with the evaluation system.
- c) The textbook has lack of fun activities.
- d) Practically, reading and writing skills are more emphasized and listening and speaking are less prioritized.

4.2 Recommendations

The following are recommendations made on the basis of the findings of the study:

- (1) Communicative English is the best type of English required in the compulsory English for grade ten. So, the curriculum designer and the textbook writers should focus on it.
- (2) Contents of the revised English textbook should be changed and presented in the simplest way according to the level and capacity of the students.
- (3) Difficult stories, essays, dramas and poems given in the revised textbook should be replaced by the simplest form according to the level and capacity of the students. So that they can easily understand them.
- (4) Real and factual stories and dramas which happen in real life situation should be kept.
- (5) A work book or practice book should be prescribed by curriculum.
- (6) Some more communicative topics must be added in a good English textbook.
- (7) An English textbook should be revised or changed completely in every five years.
- (8) The main objective to revise or change the English textbook should develop the learners' communicative competency.
- (9) The contents of the textbook should be carefully selected and graded in terms of the students' level, interest, learning theories and principles.
- (10) The textbook should be available everywhere.

- (11) Evaluation System should be performance-oriented but not pass/fail-oriented.
- (12) There should be an internal evaluation system to evaluate the actual performance of the students to enhance the improvement of the English language of the students.
- (13) The textbook should help the students to communicate in real life situation.
- (14) The exercises included in the English textbook should be sufficient to develop all four language skills and all aspects.
- (15) Interesting topics and tasks should be added in the textbook which help to motivate the students to learn second language.
- (16) Internal evaluation (practical examination) should be valid, realize, useful and impressive as well.
- (17) English should be the main medium of communication in the classroom and should be used as much as possible. So that, the textbook should provide the basic ideas and techniques.
- (18) Games and puzzles and other fun activities should be included in the textbook.
- (19) In addition of textbook, teacher support materials for the appropriate grade, including cassettes and a cassette player and teacher's guide should be provided to each school.
- (20) Extensive training will be needed for the teachers to ensure effective implementation of the textbook.
- (21) The modern concept of the construction of the local curriculum and textbook should be applied while the language teaching and learning take place.

- (22) All of the difficult words should be glossed if their meanings are vital to the comprehension of the text.
- (23) The exercises should be truly rich in their variety and clarity.
- (24) The reading text should have been organized systematically on the basis of well established psycholinguistic principles, gradually progressing from simple to complex, easy to difficult, shorter to longer etc.
- (25) Transcription of the words which are given in the glossary should be added.

APPENDICES

Appendix - I

Dear sir /Madam,

This questionnaire is a part of my research study entitled, "**The Revised English Textbook for Grade X: An attitudinal study.**" under the supervision of Mr. Uttam Kumar Gaulee. Your co-operation in completing the questionnaire will be of great value to me. Please feel free to put your response required by the questionnaire. I assure you that the responses made by you will be exclusively used confidentially only for the present study.

Researcher

Dhirendra prasad Sharma

School's name:

Teacher's name:

Address:

Qualification:

Teaching Subject:

Types of Training (If any):

Experiences:

APPENDIX - II

1. What is a textbook ?

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.....

2. What are the differences between a curriculum and textbook?

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.....
.....

3. Is the textbook a means or an end?

.....
.....
.....

4. Are there any differences between the old and revised textbook for grade ten?

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.....
.....
.....

5. In your view, which important topics are added in the revised textbook?

.....
.....
.....

6. What is your view towards the specific purpose to revise an English textbook this year?

.....
.....
.....

7. What are the strong and weak points of the revised textbook?

.....
.....
.....

8. Which topics must be included within a good English textbook?

.....
.....
.....

9. What are the uses of an English textbook to teachers and students?

.....
.....
.....

Please tick (✓) the mark which you believe the best:

10. Curriculum and textbook have a whole part relationship:

- a) Strongly agree b) Agree c) Strongly disagree d) Disagree

11. One of the advantages of using only an English textbook is:

a) A clear framework b) Over easiness c) Limitation d)
Homogeneity

12. Who needs a textbook?

a) Students b) Teachers c) Both A and B
d) Parents

13. While analyzing and evaluating the textbook, the teacher should evaluate the:

a) Length of the book b) Pricing c) Lettering and spacing d) Subject matter

14. Which has direct impact upon the students?

a) Availability of the textbook b) Layout of the textbook
c) Price of the textbook d) Quality of the textbook

15. An English textbook for grade ten (2008) is:

a) Completely changed b) Not changed but some topics are added
c) Completely revised d) Neither revised nor changed

16. The main objective to revise the English textbook is to:

a) Get the higher score b) Change the language policy

- c) Convince the donors
- d) Develop the learner's competency

17. The revised textbook is..... in its nature.

- a) Communicative
- b) Prescriptive
- c) Structural
- d) Traditional

18. Which topics are mainly revised in the revised English textbook?

- a) Grammatical topics
- b) Literary tasks
- c) Communicative Functions
- d) Layout and the period

Please tick the mark placed 'Yes', 'I don't know' and 'No' and give some reasons to support your answers.

19. a. Do you need to revise the compulsory English at grade ten this year?

- i) Yes
- ii) I don't know
- iii) No

b. Why do you think so? Give some reasons.

.....
.....

20) a. Which types of English do you want as the compulsory subject for grade ten? (Tick one or more alternatives)

- i) Communicative English
- ii) Business English

iii) Literary English

iv)

English for specific purpose

21) a. Do you agree that the contents of the revised English textbook are systematically selected and graded?

i) Yes

ii) I don't know

iii) No

b. Why do you think so ? Give some reasons to support your answer.

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22. a. Do you think that the revised English textbook is more standard than an old textbook?

i) Yes

ii) I don't know

iii) No

b. Why do you think so? Give some reasons.

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.....

23. a. Have you got a positive attitude towards the revised English textbook for grade ten?

i) Yes

ii) I don't know

iii) No

b. Why do you think so? Give some reasons.

.....
.....
.....

27) a. Do you think internal evaluation system is essential for this textbook?

i) Yes

ii) I don know

iii) No

b. Why do you think so ? Give some reasons.

.....
.....
.....

28) a. Do you agree the fact that most of the students failed in this subject ?

i) Yes

ii) I don't know

iii)

No

b. Why do you think so ? Give some reasons.

.....
.....
.....

29. Please indicate your reaction to each of the following statements by using tick (✓) in the right cell that represents your level of agreement and disagreement with it.

S.N.	Criterion	Strongly agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Reasons (if any)
a	You need compulsory English for grade ten.						
b	You can teach English as well for this grade without a textbook						
c	Contents of the revised textbook are clearly organized and graded.						
d	The revised textbook helps the students to communicate in real life situation.						
e	It has a clear attractive layout; and print easy to read.						
f	The exercises included in this						

	textbook are sufficient to develop the student's all four language skills.						
g	Appropriate visual materials are available.						
h	Interesting topics and tasks are added.						
i	It encourages learners to develop their own learning strategies and to become independent in their learning.						
j	Good vocabularies and grammar, presentation and practice are given.						
k	It is as an adequate guidance for the teacher; not to heavy preparation load.						
l	Readily available locally.						
m	Periodic review is						

	carried out.						
n	It is a Socially acceptable material to both native and target community.						
o	It is communicative in its nature.						

Please, provide some suggestions to improve the English textbook for grade ten.

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————— *Thank You* —————

APPENDIX - V

The content of the Revised Textbook for Grade - X

Unit	Skills/Aspects	Genre/Function	Topic/example
Before You begin			
Unit 1	Reading	Poem, Brochure	Weathers Parsa Wildlife Reserves
	Writing	Letter to a friend Brochure	Village or town of tourist interest
	Speaking	Agreeing and disagreeing	
	Listening	Conversation	Exchanging information
	Grammar	Neither, so.....	So do I, Neither do I
Unit 2	Reading	Drama	Courage of a blind girl
	Writing	Paragraph	
	Speaking	Talking about the past	
	Listening	Personal memories	Learning the English language
	Grammar	Past simple and past perfect	
Unit 3	Reading	Memoir	Hailstorm
	Writing	Letter to friend	Describing an accident
	Speaking	Talking about the past	
	Listening	Personal experience	Lost child
	Grammar	Past perfect continuous	
Revision 1	Listening	Conversation	Computers

	Speaking	Expressing probability, and agreeing/ disagreeing	
	Reading	Story	
	Writing	Completing story Interpreting chart	
	Grammar	Simple present, simple past and past perfect	In 29 years time rhinos may disappear from the earth. I agree/I'm afraid I don't agree. I had already heard the good news before I reached the classroom
Unit 4	Reading	Letter	Personal problem
	Writing	A letter from nephew, reply, dialogue	
	Speaking	Asking for reasons, purposes and their responses	(though, although, even though, however, in spite of, despite)
	Listening	Conversation	Career
	Grammar	Question with why and because	Why did you walk into the room? I walked into the room because.....
Unit 5	Reading	Anecdotes poem	Culture where the Mind is Without Fear
	Writing	Paragraphs summary, essay	Festivals
	Speaking	Expressing conditions	

	Listening	Conversation	Safe motherhood
	Grammar	First conditional	If you smoke, you will get cancer.
Unit 6	Reading	Drama Poem	Career Knowledge
	Writing	Letter to a friend paragraphs	Learning
	Speaking	Expressing conditions	
	Listening	Conversation	Preferences
	Grammar	Second and third conditional	If Sita could sing, she would Had you work harder, you would have.....
Unit 7	Reading	Essay	Breast feeding
	Writing	Poster, paragraph	
	Speaking	Expressing unexpected results	Although formula manufactures advertise,
	Listening	Conversation	
	Grammar	Connectives-linking unexpected results	Unexpected results
Revision 2	Listening	Conversation	Most important people
	Speaking	Criticizing, expressing preferences and conditions	
	Reading	Essay	food
	Writing	Letter to a friend	
	Grammar	Present perfect with	You shouldn't have.... I

		should passive, first conditional	don't like being laughed at. If you help others they will help you
Unit 8	Reading	Drama	Generation gap
	Writing	Characterization, dialogues	
	Speaking	Giving and withholding permission	
	Listening	Conversation	Nature conversation
	Grammar	Simple present with can, must and let	You can... But you mustn't... Let her sit here
Unit 9	Reading	Newspaper articles Letter	NBI Parsa... etc. Village life
	Writing	News stories, letter to pen friend	
	Speaking	Reporting statements	
	Listening	Conversation	Save the trees
	Grammar	Reported speech	He told me (that) he was leaving.
Unit 10	Reading	Story Autobiography	Interview
	Writing	Dialogues, essay	Town/village life
	Speaking	Reporting questions	
	Listening	Talk	Personal memory
	Grammar	Reported speech (questions)	Gita asked me where Hari was.

			The girl asked if Hari was at home.
Unit 11	Reading	Regulations	Cultural differences
	Writing	Rules/regulations	
	Speaking	Reporting, giving and withholding permission	
	Listening	Interview	Women's empowerment
	Grammar	Passive	I'm not allowed to stay at home on Sundays
Revision 3	Listening	Conversation	Higher studies
	Speaking	Expressing conditions, giving/withholding permission, reporting	
	Reading	Brochure	Computer
	Writing	Essay	
	Grammar	Second and third conditional, reported speech	
Unit 12	Reading	Cartoon captions	Rumour
	Writing	Paragraphs	Pets, animal rights
	Speaking	Expressing preference	

	Listening	Conversation	Begging
	Grammar	Simple present, passive	I prefer tea to coffee My dog likes being washed.
Unit 13	Reading	Biography	Florence Nightingale

	Writing	Biography, story	
	Speaking	Talking about personal experiences	I have lived in the mountains and terai
	Listening	Paragraph	
	Grammar	Present perfect	I've lived here since my birth.
Unit 14	Reading	Memoir Poem	Childhood Where the Rainbow Ends!
	Writing	Paragraph poem	Live and let live
	Speaking	Reporting commands	
	Listening	Conversation	Party
	Grammar	Reported speech	She told Hari not to sit there.
Unit 15	Reading	Regulations Essay	Hostel, bus, zoo My trip to Ilam
	Writing	Explaining signs. regulations, instructions	
	Speaking	Giving advice, warning	
	Listening	Interview	The dangers of smoking
	Grammar	Must not +V, V ing+be +V pp	
Revision 4	Listening	Conversation	Examination
	Speaking	Reporting commands, questions and withholding permission	
	Reading	Story	Troublesome child
	Writing	Paragraphs	

	Grammar	Reported speech	He asked Manoj to bring the book. She asked me who I was and why I was there. You are no allowed to go in there.
Unit 16	Reading	Essay	Health
	Writing	Making charts	Tuberculosis in SAARC countries
	Speaking	Interpreting tables, graphs, charts, diagrams	
	Listening	Conversation	Remedies for flu
	Grammar	Simple present tense	The table shows that... According to the diagram chart...
Unit 17	Reading	Story Conversation	A payment greater than money Directing a tourist
	Writing	Essay, letter to friend	
	Speaking	Talking about the past: comparing past with present	
	Listening	A talk	My village
	Grammar	Used to	
Unit 18	Reading	Story Essay	First day at school Wildlife conservation
	Writing	Diary	
	Speaking	Describing people,	

		objects and action using causatives, active/passive voices and relative pronouns	
	Listening	Radio interview	The NA and conservation
	Grammar	Reported speech, causative and passive voices	
Unit 19	Reading	Story	An accident
	Writing	Paragraphs	Biographies
	Speaking	Indicating time and motion	
	Listening	Conversation	
	Grammar	Prepositions of time and motion	Show fell on the hills. Pangre does not sleep at night, etc.
After your finish			
Glossary			
Listening texts			

APPENDIX - VI

Names of the Selected Schools of Dailekh

S.N.	School's name	District	Govt./Private
1	Ma.Vi. Shermakot	Dailekh	Govt.
2	Ma.Vi. Bestada	Dailekh	Govt.
3	Ma.Vi. Santada	Dailekh	Govt.
4	Ma.Vi. Naumule	Dailekh	Govt.
5	Ma.Vi. Toraya	Dailekh	Govt.
6	Ma.Vi. Dullu	Dailekh	Govt.
7	Ma.Vi. Jambukandh	Dailekh	Govt.
8	Ma.Vi. Nayabazar	Dailekh	Govt.
9	Ma.Vi. Binayak	Dailekh	Govt.
10	Ma.Vi. Kimugaun	Dailekh	Govt.
11	Ma.Vi. Dandaparajul	Dailekh	Govt.
12	Ma.Vi . Awal parajul	Dailiekh	Govt.
13	Ma.Vi. Girkhani, Chauratha	Dailiekh	Govt.
14	Ma.Vi. Kharigaira	Dailiekh	Govt.
15	Ma.Vi. Aairandi	Dailiekh	Govt.
16	Ma.Vi. Tartang	Dailiekh	Govt.
17	Ma.Vi. Khadkabada	Dailiekh	Govt.
18	Ma.Vi. Chupra	Dailiekh	Govt.
19	Ma.Vi. Khora	Dailiekh	Govt.
20	Sunrise Boarding School	Dailekh	Private
21	Phulbari Boarding School	Dailekh	Private

Appendix - VII

Names of the Selected Schools of Surkhet

1	Ma.Vi. Ramghat	Surkhet	Govt.
2	Ma.Vi. Malarani	Surkhet	Govt.
3	Ma.Vi. Latikoili	Surkhet	Govt.
4	Ma.Vi. Danda	Surkhet	Govt.
5	Ma.Vi. Itram	Surkhet	Govt.
6	Ma.Vi. Gagretal	Surkhet	Govt.
7	Ma.Vi. Bazaar	Surkhet	Govt.
8	Ma.Vi. Dhodekhali	Surkhet	Govt.
9	Ma.Vi. Dhulayabit	Surkhet	Govt.
10	Ma.Vi. Ghusra	Surkhet	Govt.
11	Ma.Vi. Mehalkuna	Surkhet	Govt.
12	Ma.Vi. Chhinchu	Surkhet	Govt.
13	Ma.Vi. Bhairabsthan	Surkhet	Govt.
14	Ma.Vi. Neware	Surkhet	Govt.
15	Usha Bal Batika	Surkhet	Private
16	Aadarsha Boarding School	Surkhet	Private
17	Elite Boarding School	Surkhet	Private
18	Immanual Boarding School	Surkhet	Private
19	Eager Bridge Boarding School	Surkhet	Private
20	Jwala Boarding School	Surkhet	Private

Appendix- VIII

Opinions of the teachers from Surkhet and Dailekh (In Percentage)

S.N.	Q.N.	Respondents' Opinions					S.N.	Q.N.	Respondents' Opinions		
		5	4	3	2	1			3	2	1
1	10	80	20	-	-	-	1	19	15	30	55
2	29.a	75	20	5	-	-	2	21	100	-	-
3	29.b	-	30	45	25	-	3	22	91.66	3	5.34
4	29.c	100	-	-	-	-	4	23	80	20	-
5	29.d	-	100	-	-	-	5	24	-	-	100
6	29.e	-	5	-	15	80	6	25	43	-	57
7	29.f	56	20	15.20	5	3.8	7	26	48.5	-	51.5
8	29.g	-	15	82.5	2.5	-	8	27	100	-	-
9	29.h	10	61.25	20	8.75	-	9	28	90	10	-
10	29.i	-	51	11.5	37.5	-	3=Yes, 2=I don't know, 1=No,				
11	29.j	-	69	14.75	15.25	-					
12	29.k	2	52	30	10	-					
13	29.l	-	10	-	90	-					
14	29.m	20	58	23	-	-					
15	29.n	-	50.5	14.5	35	1					
16	29.o	-	80	20	-	-					

5=Strongly Agree, 4=Agree, 3=Uncertain, 2=Disagree, 1=Strongly Disagree

* The data of the open-ended and the multiple choice items which were analyzed in this research are not given in the table above.

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