

CHAPTER ONE

INTRODUCTION

1.1. General Background

The English language is an international language. It is used worldwide. Many books, dictionaries, and encyclopedias, have been written in the English language. It is also one of the languages used in the UN. Richards et al. (1995, p.1) state that the current status of English has turned a significant percentage of world's population into part time users or learners of English (as cited in McDonough and Shaw, 1993, p. 4). Similarly, Griffith (2005, pp.1-2) states:

One billion people speak or are trying to speak English, according to an estimate published by British Council. It is not clear who has counted them all, but it has been said that 300 million people are learning English at the present time. Nine-tenth of the world's electronically stored information is in English and a majority of the 50million internet users communicate in the language you are reading at this time.

Similarly, it is also used in education and mass media popularly. English can be used at every corner of the world. The importance of English in the present day world is being increased and Nepal cannot be the exception of it. 'It is now one of the most widely spoken languages in the world, with well over four hundred million native speakers and roughly the same number who speak it as second language', (Barber 1999, p.236).

Regarding the global spread of the English language, Hasman (2000, p.2) says:

Worldwide over 1.4 billion people live in countries where English has official status. One out of five of the world's population speaks English with some degree of competence. And

by 2000 one in five-over one billion people-will also be learning English. Over 70% of the world's scientists read English. About 85% of the world's mail is written in English. And 90% of all information in the world's electronic retrieval systems is stored in English. By 2010, the number of people who speak English as a second or foreign language will exceed the number of native speakers.

It has been proved that one who has a good command of English can easily survive in any part of the world. 'It is a treasure house of knowledge as well' (Khanal, 2006, p.121). English has become an asset through which a broad world can be viewed. As a result, English holds a very important position in our education system and is taught as a compulsory subject from primary level to higher level of education. English language teaching has become a focus for different language speaking communities and also important contact language in the world. People would also need to learn English to survive in an English speaking community. In this regard, the English language is functioning as the target language for us.

English is often considered as the most widely used language of the world. It is the dominant language of the United Kingdom, the United States, Australia, Canada and many other countries. It is used as an official language in several countries such as India, Hong Kong, the Philippines, Singapore, South Africa, Ireland, New Zealand and so on. Moreover, it is the mostly taught language in mass media, business, entertainment, diplomacy and the internet. 'English has been globally used and so the monopoly of native speakers of English over its stock of knowledge has become a myth' (Sharma, 2006, p.25).

Therefore, the value of teaching and learning English has increased. 'Today English is the world's most widely studied foreign language' (Richards and Rodgers 2001, p.3). In our country Nepal, English is a compulsory subject from grade one to bachelor level in public schools and colleges and it is used as

medium of instruction in private schools and colleges. In private schools and colleges, all subjects except Nepali are taught in English.

In English language teaching, many aspects such as teaching materials, teacher and teacher training and textbook play significant role.

1.1.1 Brief Introduction to Course Book

Cambridge International Dictionary of English (1995) defines textbook as “a book that contains detailed information about a subject for people who are studying that subject”. Similarly, Oxford Advanced Learner’s Dictionary (7th ed) defines textbook as “a book that teaches a particular subject and that is used specially in school and colleges. And course book as a book for studying form used regularly in class.” In Rowntee’s (1981, p.320) words, a textbook is:

A book on which the main ideas of a course of study are based or on which it draws for examples, case studies, exercises etc. Many books are adopted as textbooks whether or not their authors meant them as such. Books written intentionally as textbooks are likely to make use of such devices as overviews, summaries, glossaries, objectives, worked examples, student exercises, etc. With some textbooks, there may be a supplementary teacher’s manual.

Course books are prepared for teaching learning purpose. They are designed for academic purposes. Therefore, in a course book, all aspects of the language are presented along with supplementary course books. To support this view, Grant (1988, p.12) says:

We shall use the term textbook to apply to both course books, which typically aim to cover all aspects of the language, and supplementary textbooks devoted to particular topics or skill

areas. Unless otherwise specified, textbook is used to refer to course books.

Thus course book is prepared for a particular level of students presenting detailed information to achieve predetermined goals and objectives. It is widely used in academic studies. It is useful for both teachers and students. 'A textbook is teaching material for the teacher and a learning material for the learner' (Awasthi, 2006, p.1). Similarly, McGrath (2006, p. 171) says,

Course books are a central element in teaching-learning encounters not only in school settings but frequently also in tertiary-level service, English contexts. They will tend to dictate what is taught, in what order and, to some extent, how as well as what learners learn.

Thus we can conclude that textbooks and course books are synonymously used. They are prepared to achieve goals and objectives determined by curriculum. So, they are prepared according to the syllabus of particular level.

1.1.2 Role of Course Book in ELT

Course books play 'a pivotal role in language classrooms in all types of educational institutions - state schools, colleges, language schools - all over the world' (Lamie,1999,p.1). Similarly, Richards (2000, p.1.) says:

Textbooks are a key component in most language programs. In some situations they serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. They may provide the basis for the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in. In other situations, the textbook may serve primarily to supplement the teacher's instruction. For learners, the textbook may provide the major source of contact

they have with the language apart from input provided by the teacher. In the case of inexperienced teachers textbooks may also serve as a form of teacher training –they provide ideas on how to plan and teach lessons as well as formats that teachers can use. Much of the language teaching that occurs throughout the world today could not take place without the extensive use of commercial textbooks is hence an important part of teacher’s professional knowledge.

Therefore there is a close relation between teaching/learning and course book. It provides contents of lesson, balance of skills and the kinds of language as input to the students. For inexperienced teachers, it also serves as a form of teacher training. They can get many ideas from course book. Without course book, language learning can not be possible. Harmer (2008, p. 146) says,

With a good coursebook, there is strong possibility that the language, content and sequencing in the book will be appropriate, and that the topics and treatment of the different language skills will be attractive. As a result the teacher will want to go ahead and use what is in the book.

Course books play a vital role in achieving the objectives of the curriculum and have great importance in a country like Nepal where materials like TVs, films and computers are not sufficiently available. Harmer (1991, p. 257) states:

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

Course book is the main weapon while tackling a teaching/learning situation. Most of the teachers in our country are not trained. 'In case of Nepal where only 21.3% of teachers are trained' (Awasthi, 2003, p. 20). They do not know how to handle teaching/ learning materials other than the course books. Besides, there is lack of additional materials that can be used instead of course books. Therefore, the importance of course book has been raised. Similarly, from examination point of view, course books bring uniformity. Hence, course books have a great importance in our context.

1.1.3 Advantages of Course Book

The course book has its own significance. From different angles, we can get many advantages. Both teachers and students can get advantages from course books. Harmer (1997, p.256) states, 'Good course book often contain lively and interesting materials; they provide a sensible progression of language items, clearly showing what has to be learnt'. Richards (2001pp.1-2) lists the following principal advantages of using textbooks:

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

Ur (1996, p.183-95) also gives the following arguments in favor of the use of textbooks:

- A textbook is a frame work which regulates and times the programs.
- In the eyes of the learners, no textbook means no purpose.
- Without a textbook, learners think their learning is not taken seriously.
- A textbook provides readymade texts and learning tasks.
- A textbook is a cheap way of providing learning materials.
- A learner without a textbook is out of focus and teacher-dependent, and perhaps most important of all;
- For novice teachers a textbook means security, guidance and support.

1.1.4 Limitations of Course Book

Though Course books play pivotal role in teaching and learning, ‘textbooks can also have an adverse effect on teaching...textbook also tend to follow the same format from one unit to the next’ (Harmer, 2008, p.257). Similarly, Awasthi, (2006, p.3) says, ‘It is seen that teachers use the textbooks as their master and follow them as their religious books. They become less creative and get overindulged in the prescribed textbooks.’ Moreover, Harmer (2008, pp.152-153) mentions, ‘There is the ever-present danger that both teacher and students will get locked into the book, using its content as the only material which is taken into the classroom, and always teaching and learning only the way the book suggests.’

Richards (2001, p.3) has discussed the following potential negative effects.

-) They may contain inauthentic language.
-) They may distort content.
-) They may not reflect students' need.
-) They are expensive.

In the same way, Ur (1996,pp.183-195) gives the following arguments against using textbooks.

- If every group of students has different needs, no one textbook can be a response to all differing needs.
- Topics in a textbook may not be relevant for and interesting to all.
- A textbook is confining i.e. it inhibits teachers' creativity.
- A textbook of necessity sets prearranged sequence and structure that may be realistic and situation friendly.
- Textbooks have their own rationale, and as such they cannot by their nature cater for a variety of levels, every type of learning styles, and every category of learning strategies that often exist in the class, and most important of all, perhaps,
- Teachers may find themselves as mediators with no free hand and slave, in fact, to others' judgments about what is good and what is not.

1.1.5 Types of Course Book

It may be difficult to categorize coursebook into some specific types. However, Grant (1987) distinguishes between two very broad categories of textbook which are introduced as specified as follows:

a) Traditional Text Book

Traditional textbooks are those which are traditional in their assumption about language learning, in the teaching items, and in their roles of the teacher and students rather than the date when they are published. Traditional textbook, as influenced by behaviorism, maintains that language learning is habit formation, gives emphasis on writing, and grammar. Their main aim is to help students learn grammar. 'The traditional textbook tries to get students to learn the language as a system' Grant (1987, p.13). They consequently include teaching items such as article, preposition, transformation etc. and reading text as poem, essay, plays, etc. by renowned authors of the past. Traditional textbook demands an authoritative teacher. As a result, students cannot get communicative competence and performance. Grant (1987, p.13) lists the characteristics of a traditional textbook as follows:

-) They tend to emphasize the forms, or patterns, of language (grammar) more than the communicative functions of language: the jobs we do using it, for example, asking for information, making requests, apologizing, asking the way, etc.
-) They tend to focus on reading and writing activities, rather than listening and speaking activities.
-) They often make use of a great deal of L1.
-) They emphasize the importance of accuracy.
-) They tend to focus rather narrowly on a syllabus and examinations.

-) They are often attractive to some teachers, because they are easy to use, and are highly examination orientated.

We also find traditional textbooks which are popularly used these days. Relatively it is easy to apply them in class room. Even in the modern time, we can not discard the benefit of traditional textbooks. ‘They have great advantage that, generally speaking, a teacher can use them without too much difficult’ Grant (1983, p.13).

b) Communicative Textbook

Communicative textbooks are those which try to solve the problems created by the traditional textbooks by creating opportunities for the students to play with language in the classroom as in the real life. Consequently, they can be able to use the language in their real life authentically. The communicative textbooks are based on the belief that language is learnt by using the language rather than knowing the formal grammar system of it. They give emphasis on acquisition of language skills: listening, speaking, reading and writing in students. So, the teaching items in the book includes ample of communicative activities in which different functions of language can be realized. The teaching items, therefore, include such as greeting, introducing, apologizing, making request, writing letters, writing memos etc. The reading texts include authentic text, as far as possible, which the students may come across at some points in their lives, such as advertisement, letters, newspaper articles, menus etc. Grant (1987, p.4) lists some of very broad characteristics of communicative textbook as follows:

-) They emphasize the communicative functions of language-the job people do using the language- not just the forms.
-) They try to reflect the students’ needs and interests.
-) They emphasize skills in using the language, not just the forms of language, and they are therefore activity based.

-) They usually have a good balance among the four language skills, but may emphasize listening and speaking more than a traditional textbook does.
-) They tend to be very specific in their definition of aims.
-) Both content and methods reflect the authentic language of everyday life.
-) They encourage work in groups and pairs, and therefore make heavier demands on teachers' organizational abilities.
-) They emphasize fluency, not just accuracy.

Communicative textbooks are today's demand. In language teaching and learning, they play great role. However, it is difficult to apply them in class. Trained, practical and energetic teachers, sufficient authentic materials and enthusiastic students are the requirement to use them in class room.

1.1.6 Significance of Course Book Analysis

As we have discussed, course books have both advantages and disadvantages. So, course book analysis has been a part of major educational reform. Course book analysis is not mere selection of it. It is a systematic observation and assertion of brighter as well as darker facets of a course book, but not a random and haphazard process. 'It is through the evaluation of textbook a teacher knows the content of the book, the style in which it is written, and its strength and weaknesses, which facilitate him/her to adapt it to suit the course aims, learners' needs and the teachers' beliefs' (Awasthi, 2006, p. 5). In the same way, Grant (1987, p. 188) has said a book should satisfy three conditions:

-) It should suit the needs, interest and abilities of your students.
-) It should suit you (the best book in the world won't work in your classroom if you have good reasons for disliking.)

-) The textbook must meet the needs of official public teaching syllabus or examination.

We need to evaluate course book to check whether the above mentioned conditions are met or not. 'Any course book should be used judiciously, since it cannot cater equally to the requirements of every classroom setting' (Williams, 1983, p.251, as cited Ansary and Babaii). Therefore, the course textbooks should be evaluated very well to use them optimally. Though course books are written to achieve the objectives of the educational programme, they may have certain weaknesses. To know their strength, weakness, relevancy and usefulness, we need to evaluate them. While evaluating textbooks, the process should be based on certain principles and theories.

1.1.7 Theoretical Bases of Course Book Analysis

Different scholars have given different theoretical frame works. Some of them are as follows:

1.1.7.1 Grant's Three Stage Evaluation (1987, p.119)

i. Initial Evaluation

It is carried out after the book is prepared. It is done quickly. 'In initial evaluation, obviously unsuitable materials are filtered out. One way of finding out whether a book is worth looking at more closely is to apply the CATALYST test' (Grant, 1987). The following criteria are measured in initial evaluation.

-) Communicative? Is it communicative? Will the students be able to use the language to communicate as a result of using the book? Many teachers regard this as a fundamental question.
-) Aim? Does it fit in with our aims and objectives? These may be the authorities, or devised by ourselves.

-) Teachable? Does the course seem teachable? Does it seem reasonably easy to use, well-organized, easy to find your way around.
-) Available Add-ons? Are there any useful add-ons –additional materials such as teacher’s book tapes workbook, etc? If so, are they available?
-) Level? Does the level seem about right?
-) Your impression? What is your overall impression of the course?
-) Student interest? Are your students likely to find the book interesting?
-) Tried and tested? Has the course been tried and tested in real classroom? Where? By whom? What were the results? How do you know?

ii. Detailed Evaluation

After Initial evaluation, ‘we then have to decide how well it will do, and whether it is more, or less, suitable than other textbooks that are available’ (Grant 1987, p.121). It refers to a trial evaluation. The book is distributed to the selected schools to use by the respective teachers. This trial evaluation is done for a particular period. Suggestions and feedback are collected from the respective teachers and students on the basis of following three conditions (Grant, 1987, p. 121):

-) Does the course suit your students?
-) Does it suit the teacher?
-) Does it suit the syllabus?

‘This questionnaire can be applied to a single textbook. However, it would be more revealing to apply it to at least two, for comparison’ (Grant, 1987, p. 121).

iii. In-use Evaluation

This is the final evaluation of the textbook. This kind of evaluation is continuous. ‘Once you have adopted a textbook, it is of course necessary to reevaluate it constantly’ (Grant 1987, p.121) If any suggestions and feedback are obtained, the book is improved by making required revisions.

1.1.7.2 Cunningsworth’s Criteria

Cunningsworth (1995) (as mentioned by Richards, 2001, p.4) proposes the following criteria of course book evaluation:

- They should correspond to learner’s needs. They match the aims and objectives of language learning program.
- They should reflect the uses (present or future) which learners will make of the language. Textbook should be chosen that will help equip students to use language effectively for their own purposes.
- They should take account of students’ needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid “method”.
- They should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.
- The individual evaluators take these criteria in their own ways keeping in view the constraints they have to work with it.

1.1.7.3 McDonough and Shaw’s Classification

McDonough and Shaw (1993) have proposed external evaluation, internal evaluation and over all evaluation. They are as follows:

i. The External Evaluation

According to McDonough and Shaw (1993, p. 67) the organization of the materials in the book is examined as stated by author/publisher by looking at:

- ‘The ‘blurb’, or the claims made on the cover of the teacher’s/students’ book
- The introduction and table of contents

In this stage, ‘we also find it useful to scan the table of the contents page in that it often represents a bridge between the external claim made for the materials and what will actually be presented inside the materials themselves’ (McDonough and Shaw, 1993,p. 67). ‘These two aspects generally show the claims made by the author(s)/publisher regarding the quality of the materials included in the textbook’ (Awasthi, 2006, p.8). ‘From the ‘blurb’ and introduction we can normally expect comments on some/all of the following (McDonough and Shaw, 1993, p. 67):

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

While evaluating materials, ‘There are some other factors that we believe it necessary to take into account at this stage as follows (McDonough and Shaw, 1993, p.71):

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

ii. The Internal Evaluation

This is an in depth evaluation of the material (Awasthi 2006, p.8). ‘The essential issue at this stage for us is to analyze the extent to which the aforementioned factors in the external evaluation stage match up with the internal consistency and organization of the materials as stated by the author/publisher’, (McDonough and Shaw ,1993,p.75). For the effective internal evaluation of the materials, ‘we need to examine at least two units

(probably more) of a book or set of materials to investigate the following' (McDonough and Shaw, 1993, p. 75):

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

While doing internal evaluation, according to McDonough and Shaw (1993) the followings questions should be addressed:

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

In addition to the external and internal evaluation McDonough and Shaw (1993) also propose an overall evaluation.

iii. The Overall Evaluation

‘At this stage we hope that we may now an over all assessment as to the suitability of the materials by considering the following parameters’

(McDonough and Shaw, 1993, p.77):

- The usability factor
- The generalizability factor
- The adaptability factor
- The flexibility factor

‘The textbook evaluator has to see the general use of the materials to integrate them with the total syllabus of the grade in question’ (Awasthi 2006, p.8).

1.1.6.4 Harmer’s Possible Areas for Consideration and Possible Questions for Course Book Analysis

Harmer (2008, p. 153) proposes the following possible areas for consideration and possible questions for coursebook analysis:

Possible areas for consideration	Possible questions for coursebook analysis
Price and availability	How much does the coursebook cost? Will students have to buy any extra material (workbook, etc)? Are all the components (coursebook, workbook, teachers guide, audio, etc) available? What about other levels? Is this good value for money? How much does the whole package (with all the components) cost?
Add-ons and extras	Apart from a workbook, what other extras are offered with the course? Are there Internet sites with extra material

	<p>(exercises, texts, etc), or with ‘meeting places’ for users?</p> <p>What else does the publisher offer to support the course?</p> <p>What value should we place on the extras that are available?</p>
Layout and design	<p>Is the book attractive? Is its design appropriate for (a) the students, and (b) the teacher? Does the design of the book make it easy to follow?</p>
Instructions	<p>Are the instructions clear and unambiguous? Are they written in language that the students will understand? Can the coursebook be used by students working on their own, or is a teacher necessary to show them how to use it?</p>
Methodology	<p>What kind of teaching and learning does the coursebook promote? Is there a good balance between study and activation? How do the authors appear to think that people learn languages and do we agree with them?</p>
Syllabus	<p>Is the syllabus appropriate for our students? Does it cover the language areas (grammar, vocabulary, functions, pronunciation, etc) that we would expect? Do we and our students like the sequencing of language and topics, etc? Does the coursebook build in a feeling of progress?</p>
Language skills	<p>Does the coursebook have the appropriate balance of skills? Is the skills work really designed to promote the skills (e.g. writing-for-writing, not writing-for-learning)? Are there possibilities for both study and activation in the skills areas? Are the skills activities likely to engage students?</p>
Topics	<p>Does the book contain a variety of topics? On balance, are the topics appropriate for the kind of students who will be</p>

	using the coursebook? Are the topics likely to engage the students?
Cultural appropriacy	Is the material appropriate for the cultural situation that the students are in? Do the texts contain culturally insensitive material? Are the activities appropriate for the learning culture? Is the coursebook unprejudiced in the way it deals with different customs, ethnicities, races and sexes?
Teacher's guide	Does the coursebook have an accompanying teacher's guide? Is it easy to use? Does it explain things clearly? Does it offer alternatives to the coursebook activities? Does it have all the answers that teachers and students need? Does it provide differentiated activities for fast and slow learners?

1.1.8. Introduction to Reason to Write: Strategies for Success in Academic Writing (advanced)

According to new curriculum 2065, 'Reason to Write: Strategies for Success in Academic Writing (advanced)' is one of the two books which has been prescribed by Tribhuvan University as course books of compulsory English for B.B.S. and B.A. first year to achieve some of the following specific objectives. The objectives are to enable the students to:

-) develop critical skills acquire a range of intellectual and interpersonal skills
-) evaluate and interpret text materials
-) explain the material logically orally or on paper, and
-) work independently and as a member of a group.

This book has been written by Mary R. Colonna and Judith E Gilbert. The detailed information about the book is as follows:

Name of the book	Reason to Write: Strategies for Success in Academic Writing
Writers	Mary R. Colonna and Judith E Gilbert
Series	Advanced
Series Editors	Robert F. Cohen and Judy L. Miller
Publisher	Oxford University Press
Date of Publication	2006
Copy Right	At Publisher
Prescribed for	B.B.S. and B.A. first year
Weightage	50%
Prize	Not mentioned

The writers have prepared series of the book. They are: High Beginning, Low Intermediate, Intermediate and Advanced. Regarding advanced series, Colonna and Gilbert (2006, p.v) says:

This book is intended for students who will soon be expected to respond to the demands not only of the college composition course but also of the college curriculum itself. Although the students at this level need to work at becoming more comfortable with the rhetorical styles that they were first exposed to in ‘Reason to Write Intermediate’, they also need to be taken a step further and be taught to summarize, synthesis ,and response and on the integration of these skills into a comprehensive writing experience.

It also focuses on the documentation methods necessary for research papers in college courses.

In this book, there are eight units, each unit consists of:

i. Fluency Practice: Free writing

In this section students explore the theme of the unit by drawing on their own knowledge and ideas. They can freely express their thoughts and share them with a partner.

ii. Reading for Writing

Each unit contains a provocative reading passage followed by a series of writing activities. It follows the principle, ‘developing writing through reading’. They use vocabulary and syntactic forms of reading in discussion and writing.

iii. Prewriting Focus

This section prepares the students for the writing tasked by developing their interpretive skills. Students are asked to write short opinions of their own and to practice writing summaries of the opinions expressed in their group discussion.

iv. Structure Writing Focus

In this section of the unit, students are guided through a series of steps that will lead to the successful completion of the writing task. Each unit provides different type of writing task. In unit one , the students learn to write summary and response ,in unit two descriptive essay, in unit three classification essay , in unit four advantages and disadvantages essay, in unit five cause-and-effect essay, in unit six comparison-and-contrast-essay, in unit seven literary analysis essay and in unit eight argumentative essay.

Structure writing has five steps. They are starting to write, preparing first draft, revising the first draft, editing the second draft and preparing the final draft.

v. Additional Writing Opportunities

In this section, the students are given the opportunity to write on a wide variety of additional stimulating topics. However, this time they are writing without step-by-step guidance.

1.2 Review of Literature

So far as the textbook analysis is concerned, there are some research works carried out in the Department of English Education, T.U. Kirtipur. Some of them are reviewed here:

Lamichhane (1999) carried out research work on the topic, "An analysis of new English for grade VIII" to analyze its physical and academic aspects. He found that the textbook is appropriate and based on psycholinguistic principles. He found that the book does not contain all the contents of curriculum and the exercises are not sufficient.

Dahal (2002) carried out a research on the topic of "English for grade X: A Textbook Analysis" to analyze physical and academic aspects. He has touched all aspects of the textbook for grade X. His research work shows that cover page design of the textbook is weak; the hand drawn pictures of the textbook do not classify abstract concepts; the textbook lacks drills and the textbook has not provided any model of postcard writing; questionnaire, bio-data, notices and advertisement although the curriculum has stated the students will be able to produce a variety of authentic text type.

Poudel (2004) carried out a research entitled "An Analysis of English Textbook for Grade VI, to analyze the textbook in terms of its physical and academic

aspects and found that both physical and academic qualities of the textbook are satisfactory. They are according to the level of the students.

Dawadi (2004) carried out a research entitled "Analysis of Grade VII English Textbook" to examine physical and academic qualities and the relationship between the curriculum and the textbook. She found that physical and academic qualities of the book are favourable and satisfactory and the relationship between the curriculum and the textbook is maintained.

Subedi (2005) carried out a research entitled "Analysis of Grade Eleven English" textbook "Meanings into Words" to find out the quality of "Meaning into Words" in terms of academic aspects. He found that the book contains more communicative activities. The content items provide new information to the students; there are no exercises for developing vocabulary power; content is graded from simple to complex format; exercises are graded in terms of difficulty level and the pictures in the book are relevant.

Bhusal (2007) carried out a research entitled "An Analysis of English Textbook: A Case of Higher Secondary Compulsory English Grade XII" to analyze the grade XII English textbook in terms of physical and academic aspects and find out whether the language materials used in the textbooks are sufficient to meet the objectives set out in the curriculum for developing focusing on reading and writing language skills. He found that reading and writing materials are sufficient. The cover design and colour are suitable. The size of the books is appropriate. However, the textbooks do not represent the cultural values of Nepalese society. Some of the units appear to be much above the linguistic competence of 12th graders. The textbooks lack pronunciation aspect of language. Some of the pictures and illustrations in the texts are ambiguous and difficult to deal with them.

Upreti (2007) conducted a research entitled "An Analysis of Academic Encounters: Human Behaviour, A Text for PCL II Year" The book evaluated

and analyzed on the basis of its physical and academic aspects. He found that the printing was clear and clean. The book had interesting readings; data based factual information derived from native English culture. However, the book was not easy in handling in terms of its size and it excludes glossary.

Rana (2008) conducted a research on ‘An analysis of English Textbook Meaning into words.’ His objectives were to examine the quality of Meaning into Words in terms of peripheral and academic features and to examine the relationship between the curriculum and the textbook. He found that the size of the book was suitable and the contents were sufficient and relevant and suitably selected, graded and organized. Similarly, he found problems in letter size and space and lacking in pronunciation aspect of language.

Acharya (2009) carried out a research, ‘An Analysis of New Generation English’ to analyze difficulty level, authenticity, vocabulary selection, need and interest of the learners and strength and weakness of the book. In conclusion, he has said that materials are systematically presented and new information is found, along with some weaknesses such as no attention on pronunciation, lack of exercises, no use of teaching materials.

From the review of the related literature, it seems that there has been no research undertaken on ‘Reason to Write: Strategies for Success in Academic Writing (advanced), a course book for B.B.S. and B.A. first year.’ The researcher, therefore, has been interested in analyzing the text on the basis of the check list mentioned by Harmer (2008).

1.3 Objectives of the Study

The objectives of the study were:

- a) to analyze the course book, ‘Reason to Write: Strategies for Success in Academic Writing(advanced)’ in terms of its academic aspects and writing skills mentioned in it.

d) to suggest some pedagogical implications of the study.

1.4 Significance of the Study

This study is useful for teachers who are teaching compulsory English in B.B.S. and B.A. Similarly, it is equally significant for other teachers who teach writing skill at different level. Course book writers and evaluators also get benefit because it provides insight and detailed information about course book analysis. On the other hand, it is equally useful for administrators who are related to education field and they need to select the book as course book and/or supplementary book. This research provides feedback to the concerned writers for further revision. In the same way, it provides feedback to the teachers, trainers, curriculum designers, administrators, and all the persons and institutions related to education sector.

CHAPTER TWO

METHODOLOGY

This chapter deals with the planning and procedures of the study which were adopted by the researcher. To obtain the determined objectives of the study, the researcher adopted the following methodology while conducting the research:

2.1 Source of Data

The information for the study was obtained from secondary source only.

2.1.1 Secondary Source of Data

The secondary sources of data were the current syllabus of compulsory English of B.B.S. and B.A. first year of Tribhuvan University, Harmer (2008), Nissani and Lohani (2008), Colonna and Gilbert (2006) and the researches made in related subjects, the books, journals and periodicals on textbook analysis and other related materials obtained from the internet. Among them, a book, Reason to write: Strategies for success in academic writing by Colonna and Gilbert (2006) was the main source of data.

2.2 Tools for Data Collection

The researcher prepared a check list on the basis of theoretical framework mentioned by Harmer (2008). As it required, the researcher added some questions. (See appendix -i)

2.3 Process of Data Collection

At first the researcher studied the book 'Reason to Write: Strategies for Success in Academic Writing (advanced).' Then he wrote the answers of questions mentioned in the check list. The researcher used content analysis and his own experience.

2.4 The Limitations of the Study

Because of different factors, the study has the following limitations.

- i. The study is limited to analyze the contents of the text in terms of academic aspect of 'Reason to Write: Strategies for Success in Academic Writing (advanced)'.
- ii. The study is limited to the researcher's own study and his evaluation.
- iii. The researcher is limited to Harmer's theoretical framework along with some additional criteria.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the collected data. Analysis and interpretation of the data has been done in accordance with the specified objectives of the study.

3.1 Contents and Topics

In this book, there are eight units and each unit consists of only one lesson. They are as follows:

Unit -1 Pandora's Box (writing a summary and response)

Unit-2 Cherries for My Grandma (writing a descriptive essay)

Unit-3 Three Worlds in One (writing a classification essay)

Unit-4 Who's Spying on You (writing an advantages and disadvantages essay)

Unit-5 Mirror, Mirrors, on the Wall (writing a cause-and-effect essay)

Unit-6 Two Theories of Personality Types (writing a comparison-and-Contrast essay)

Unit-7 The Kite Runner (writing a literary Analysis essay)

Unit-8 Ethics in the Digital Age (writing an argumentative essay)

These eight units are from psychology, political science, philosophy, science and medicine, business, and literature. Each unit consists of only one kind of content and its detailed activities and exercises. The unit consists of three sub-

units: reading, writing practice and editing focus. For example, in unit-1, the following contents have been presented.

Reading:

“Human Cloning Debate: Why Do It? Who’s Be Hurt? Should It Be Legal” (from The Chicago Tribune)

Writing practice:

Identifying arguments

Summarizing

Forming and expressing a point of view

Editing focus:

Paraphrasing

Subject-verb agreement

Since all topics have been presented with sub-topics and additional information, we can get some ideas from topics only. Each unit has been divided into fluency practice: freewriting, reading for writing, prewriting focus, structure writing focus and additional writing opportunities sections.

3.1.1 Fluency Practice: Freewriting

In fluency practice: freewriting section, students explore the theme of the unit by drawing on their own knowledge and ideas. They can freely express their thoughts and share them with a partner. For instance, in unit 7, the activities for fluency practice are given in the following way.

Who was your best friend when you were young? What kinds of things did you enjoy doing together? Did you ever fly kites together? Were you ever in contest together? Were you ever jealous of your friend? Why or why not? How has that relationship affected your life?

(Write for ten minutes. Try to express yourself as well as you can. Don’t worry about mistakes. Share your writing with a partner.)

3.1.2 Reading for Writing

Each unit contains a provocative reading passage followed by a series of writing activities in reading for writing section. It follows the principle, ‘developing writing through reading’. They use vocabulary and syntactic forms of reading in discussion and writing. The reading passages given in this book are as follows:

Unit	Title	Writer
1	Human Cloning Debate: Why do it? Who’d be Hurt? Should it be Legal?	Peter Kendall
2	Cherries for my Grandma	Geoffrey Canada
3	Some Reflection on the Technology on Eating	Bryce Nelson
4	You’ve Got Inappropriate Mail	Lisa Guernsey
5	The Face of Beauty	Diana Ackerman
6	I) Appearance and Personality: Sheldon’s Theory of Body Type and Temperament II) A Holistic Approach to Personality Analysis: The Myers-Briggs Type Indicator	I) James and Tyra Arraj II) Anonymous
7	The Kite Runner	Khaled Hosseini
8	Students Shall not Download. Yeah, Sure.	Kate Zernike

General understanding and working with language have been given in each Reading for Writing sections. For example, in unit two, they are given in the following way.

A. *General Understanding*

1. Understanding the Reading

Do the exercises below. Then share your answers with a partner. For each exercise more than one answer may be correct.

B. Working with Language.

1. Identifying Synonyms

Circle the possible synonyms (words with similar meaning) for each bold word.

Compare your answers with a partner.

2. Word Forms

Fill in the chart with the missing forms of the words. Use a dictionary if necessary.

3. Describing Characters

Read the list of adjectives. Write each adjective next to the person or people it could be used to describe in “Cherries for My Grandma”

4. Writing a Summary

In your notebook, write a summary of “Cherry for My Grandma” using some of the words in this sections.

3.1.3 Prewriting Focus

Prewriting focus section prepares the students for the writing tasked by developing their interpretive skills. Students are asked to write short opinions of their own and to practice writing summaries of the opinions expressed in their group discussion. For example, the prewriting activities of unit 4 are given as follows:

A. Summarizing and Responding to Academic Research

The following excerpts have been given adapted from an article entitled “Technology, Workplace Privacy and Personhood” written by William S. Brown for the Journal of Business Ethics.

Read the excerpt. Then complete the exercises that follow each excerpt.

After the excerpt students are asked to write the following questions and to use their answers to write their own summary and response to Excerpt 1 Excerpt 2 and Excerpt 3 in their note book.

Questions for Excerpt 1

- 1. How much privacy do people have in Oceania?*
- 2. What does Orwell’s vision of the future remind Brown of in the present?*
- 3. What do you think of this comparison?*

Questions for Excerpt 2

- 1. What are the syndromes of Fromm’s “syndrome of alienation? What does Fromm connect these feelings to?*
- 2. Brown states that Zuboff claims workers experience “shame” at constant monitoring. How do they cope with this shame?*
- 3. What might a loss of autonomy lead to?*
- 4. Do you agree with this analysis of the result of working in panoptic environment?*

Questions for Excerpt 3

- 1. How does a lack of workplace privacy affect workers? What is the result?*
- 2. What should employers do to help a harmonious workplace? What does Figure 1 illustrate workplace?*
- 3. What do you think about the system proposed by Bandura?*

B. Open for Discussion

Discuss these questions in a small group. Then choose one topic and summarize your opinion of it and the opinion someone who disagrees with your note book.

3.1.4 Structure Writing Focus

In structure writing focus section, students are guided through a series of steps that will lead to the successful completion of the writing task. Each unit provides different type of writing task. In unit one, the students learn to write summary and response, in unit two descriptive essay, in unit three classification essay, in unit four advantages and disadvantages essay, in unit five cause-and-effect essay, in unit six comparison-and-contrast-essay, in unit seven literary analysis essay and in unit eight argumentative essay. Structure writing has five steps. They are starting to write, preparing first draft, revising the first draft, editing the second draft and preparing the final draft. For example in unit 5 the following task and alternative task have been given with above mentioned five steps in detail to teach to write cause-and-effect essay.

Task: Write five-paragraph essay in which you discuss the causes and effects of discrimination based on the way people look, and the effects of discrimination on the individual and on society as a whole.

Alternative Task: Write five-paragraph essay about the causes and effects of discrimination against handicapped people, women, or people.

3.1.5 Additional Writing Opportunities

In additional writing opportunities section, the students are given the opportunity to write on a wide variety of additional stimulating topics. However, this time they are asked to write without step-by-step guidance. For example, in unit 2 students are asked to write about one of the following topics.

1. *Choose an op-ed article from a newspaper .Summarize it in the introductory paragraph then choose one side of the issue, as Geoffrey Canada did. Try to persuade your stance on the issue by using personal examples to support your opinion.*
2. *Imagine that you left your native country to start life in a new country. Write a letter back home describing your new surroundings and how they have affected you.*
3. *Write a descriptive essay. Think of a place that has special meaning for you. Describe it and its influence on you.*
4. *What are the causes of poverty? How can people climb out of poverty? Write an essay in which you explain your ideas on this topic.*

We can conclude that contents and topics that students have to do something in each topic. This makes students engage. For example, in prewriting activities of unit-6, the students are asked to fill in the following table to develop summary after reading for writing, ‘Sheldon’s Theory of Body Types and Temperament’.

Somatotypes and Personality

When developed	1940’s
Methodology used in determining somatotypes	Sheldon examined photograph of 4,000 college-age men. He devised a system of measuring the components that made up their body types.
Number of types	
Name and primary characteristics of each body type	

Method used to link body and personality types	
Number of personality types	
Name and primary characteristic of each personality type	
Total number of personality types that can be derived using this theory	

(Unit-6, p.123)

The contents of each unit are based on the objectives given in the same unit. For example, the objectives of this unit have been given in the following ways:

In this unit you will practice:

-) Summarizing and incorporating academic research as support
-) Responding to a quote
-) More on using a summary as an introduction
-) Using the conclusion to unify an essay

Editing focus:

-) Bibliographies or works cited lists
-) Citations for online references
-) Citations within a text

The following activities have been given to achieve the above mentioned objectives.

-) An essay ‘You’ve got in Appropriate Mail’, which consists of many examples of works citations, has been given to read.
-) Students are asked to summarize and respond an academic research.
-) They are asked to write five-paragraph essay about advantages and disadvantages of workplace monitoring of employees by employer.
-) They are taught to place the list of citations according to MLA style.

Thus, the contents are given according to the objectives.

After studying this book, the students are expected to be able to write summary and response, descriptive essay, classification essay, advantages and disadvantages essay, cause-and-effect essay, comparison-and-contrast essay, literary analysis essay and argumentative essay. Similarly, this book provides opportunities for learners to think critically about important everyday issues by covering a variety of disciplines such as psychology, political science, philosophy, science and medicine, business, and literature.

There is good relation between topic and information it contains because one writing technique has been raised in one unit, and required examples, background information, grammatical rules and structural knowledge have been given with examples. The whole contents are based on learning by doing and task based approach because in each step, the students have to do something, they cannot remain passive while learning.

While learning reading for writing section, the students do not face any problem because they have already learnt that type of courses in school and college level. On the other hand, when the students are asked to do the activities and exercises, they might face problems to follow the instructions because that type of course is new for Nepalese students.

The contextual meanings of new and difficult vocabularies are given along with the passage either on the right hand side or bottom of the page.

For example, in unit-2 p.22, meanings of the following words have been given on the bottom of the page.

Welfare: government system of aid for the poor.

Strained: to injury by excessive pressure

Stems form: comes from

Impeccable: without faults; flaws

Though students can clearly understand the theme of reading for writing section, they cannot easily go along with the sections, prewriting focus, structure writing focus and additional writing opportunities because students are learning advanced series only, they have not learnt high beginning, low intermediate and intermediate series.

However, the contents for grammar are not sufficient. For example, in unit one, 'subject-verb agreement' has been given in objective but only one rule and three examples are given.

3.2 Instructions

Since, all the instructions are written in italic sized letters, they are clear to understand. Similarly, they are written in simple language. The students can easily understand all the instructions because the bachelor level students have already learnt many courses of English as compulsory subject. For example, '*Read the list of adjectives. Write each adjective next to the person or people it could be used to describe in "Cherries for My Grandma."*' (Unit-2, p.27)

Likewise, this book has been prepared on the basis of student centered teaching method. It is very good for self learning because sufficient guidance along with the possible answers has been given in the book. Therefore, students can use this book themselves. But the teacher's facilitation can be useful in 'reading for writing' sections.

3.3 Methodology

Authors have prepared this book thinking that language is learnt by practice. What we learn in theory should be practically used. Writing skills can be developed by step-step guidance. While teaching writing, students are made to write something. First, they should be provided some instructions to write and then they should be asked to write according to the instructions. Similarly, to develop writing ability, students should be provided sufficient knowledge of many disciplines. Thus, in the first unit a text from biology, in the second unit from literature, in the third unit from philosophy, in the fourth unit from computer science, in the fifth and sixth unit from psychology, in the seventh unit, from literature and ethics have been taken.

All together there are eight units. Each unit consists of five main sections. The sections are fluency practice, reading for writing, prewriting focus, structure writing focus and additional writing opportunities. Similarly, the students and teacher can easily recognize the objectives of these sections because they have been mentioned in each unit before the lesson starts. For example, objectives of the second unit have been given in the following ways:

In this unit you will practice:

-) analyzing essay organization
-) writing detail examples as support
-) using a summary as an introduction

Editing focus:

-) adjective clauses
-) habitual past: would vs. used to

To achieve the objectives, first, the teacher should conduct discussion on fluency practice: Freewriting. This is pre-writing section. So, in this section, students are asked to write the conclusion of the discussion without worrying the mistakes. After that, the teacher presents 'Reading for Writing' in the way

how her students grasp the main idea of the text. Then students are asked to solve the problems given in 'General Understanding'. They can consult answer key if necessary. In the next step, 'working with language' which consists of grammatical knowledge is taught. After that prewriting activities which are related to structure writing focus are done. Then students are asked to go through the steps of structure writing focus (i.e., starting to write, preparing the first draft, revising first draft, editing the second draft and preparing the final draft). Finally, the students are asked to do the activities of additional writing opportunities. It is called post-writing section.

This course book promotes student centered teaching/learning because in most of the sections, students' active participations are required. They should do what they are asked to do. Without active role, they cannot progress in language learning, especially in writing skill. So, there is good balance between study and activation. Similarly, this book is equipped with guided reading and writing activities in each unit. These tasks stimulate students to write first and second drafts of their work and edit their writing for appropriate punctuation, correct sentence structure, paragraph cohesion, and clear essay organization. In this way, this book promotes self learning. So, the teacher is a facilitator only.

Thus, without the knowledge of methodology, the teacher cannot handle the pre-writing, while-writing and post-writing activities well. Similarly, the teacher cannot understand task-based approach, learning by doing theory and teach according to them. However, there is not any methodological information for teacher and students. Only texts, instructions and exercises are given.

3.4 Syllabus

Each unit has same pattern (i.e., fluency practice: freewriting, reading for writing, prewriting focus, structured writing focus and additional writing opportunities). Therefore, students feel easy to learn and teacher can teach complex matters in simple ways.

This syllabus is appropriate for the students who are from English medium background. Students who are from government colleges and schools face many problems to go along with the syllabus. Similarly, it does not cover all the language areas. There is no text for language functions and pronunciation. Though there are some texts for grammar and vocabulary, they are not sufficient for bachelor level.

Some supplementary activities have been given for each unit at the end of the book. They are watching films for listening and discussion, internet research, listening songs, observation, debating the issues, watching T.V. programme, interviews, film reviews, and role plays.

3.5 Language skills

This course book mainly focuses on writing skills. Similarly, we can use the book to develop reading comprehension. No text has been given for listening and speaking skills except some supplementary activities.

On the other hand, this book has been designed in such a way that we can teach a complex matter in a simple way by following step by step guidance.

Likewise, its main aim is to teach academic writing. So, this book compels students to write something in each step. Students not only study theoretical techniques for writing essays but also they need to use them practically. They get step wise guidance in structure writing focus and they are asked to write free writing in additional writing opportunities. Thus, in each step, students have to do something, they cannot be passive. For example, the following instruction with a paragraph has been given in unit-3 page 59.

Read the third body paragraph and answer the questions that follow. Discuss your answer with a partner.

3.6 Cultural Appropriacy

This book has been prepared in western cultural context. So, it is difficult to relate in our Nepalese context. For example, while reading ‘Some Reflections on the Technology of Eating’ (Unit-3, p.46), students cannot get clear concept of fork feeders and chop-stick feeders because we do not have such culture. However, there is not any culturally insensitive material and text. Similarly, the coursebook is unprejudiced in the way it deals with different customs, ethnicities, races and sexes. But, the text ‘The Face of Beauty’ (Unit-5, p.90) hurts people who are not physically attractive. The text has insulted to the unattractive people.

3.7 Add-ons and extras

Workbook, teachers guide, audio-visual materials have not been published by the publisher except coursebook. So, in our market, only coursebook is available.

No extras are offered with the course except some internet sites. Though meeting places for users are not mentioned, some Internet sites are given for exercise and texts. For example, <http://search.eb.com/ed/article?toclid=50766> (unit-4, p.86) is for Encyclopedia Britannica. Similarly, the publisher has published series of book. The series are High Beginning, Low Intermediate, Intermediate and Advanced.

3.8 Teacher’s guide

The coursebook does not have any teacher’s guide. Though the course book does not have teacher’s guide, answers of short and objective type questions have been given at the end of the book in answer key. The answer-key facilitates the teacher to teach. Pages of answer-key have been kept in such a way that they can be torn easily to remove from book if necessary.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the findings and recommendations.

4.1 Findings

Findings of the research are as follows:

1. There are eight units and each unit consists of only one lesson. One unit consists of only one kind of content and its detailed activities and exercises.
2. Each unit has been divided into fluency practice: Freewriting, prewriting focus, structure writing focus and additional writing opportunities sections.
3. It follows the principle, 'developing writing through reading'. They use vocabulary and syntactic forms of reading in discussion and writing.
4. Prewriting focus section prepares the students for the writing task by developing their interpretive skills.
5. In structure writing focus section of each unit, students are guided through a series of steps that will lead to the successful completion of the writing task.
6. Each unit provides different type of writing task. In unit one, the students learn to write summary and response, in unit two descriptive essay, in unit three classification essay, in unit four advantages and disadvantages essay, in unit five cause-and-effect essay, in unit six comparison-and-contrast-essay, in unit seven literary analysis essay and in unit eight argumentative essay.
7. Structure writing has five steps. They are starting to write, preparing first draft, revising the first draft, editing the second draft and preparing the final draft.

8. In additional writing opportunities section, the students are given the opportunity to write on a wide variety of additional stimulating topics.
9. Topics are from psychology, political science, philosophy, science and medicine, business, and literature.
10. All topics have been presented with sub-topics and additional information
11. There is no gender biased topics at all.
12. Students can clearly understand the theme of reading for writing section.
13. They cannot easily go along with the sections, prewriting focus, structure writing focus and additional writing opportunities.
14. In each topic, students have to do something. This makes students engage.
15. There is good relation between topic and information.
16. Grammatical rules are not sufficient.
17. This book provides opportunities for learners to think critically about important everyday issues by covering a variety of disciplines such as psychology, political science, philosophy, science and medicine, business, and literature.
18. The contents of each unit are based on the objectives given in the same unit.
19. Most of the contents are related to writing skills. After learning this book, the students are expected to be able to write summary and response, descriptive essay, classification essay, advantages and disadvantages essay, cause-and-effect essay, comparison-and-contrast essay, literary analysis essay and argumentative essay.
20. While learning reading for writing section, the students do not face any problem.
21. The contextual meanings of new and difficult vocabularies are given along with the passage either on the right hand side or bottom of the page.
22. All the instructions are clear to understand.

23. This book has been prepared on the basis of student-centered teaching method.
24. The teacher's facilitation is useful in 'reading for writing' sections.
25. This course book promotes student centered teaching/learning.
26. The textbook is equipped with guided reading and writing activities.
27. This book promotes self-learning.
28. Answers of most questions are given in answer key.
29. This book provides pre-learning and post-learning activities.
30. Authors have prepared this book thinking that language is learnt by practice.
31. The teacher is a facilitator only.
32. Active participations of students are required.
33. Without the knowledge of methodology, the teachers cannot teach this book.
34. There is not any methodological information for teacher and students.
35. Students who are from government colleges and schools face many problems to go along with the syllabus.
36. This book does not cover all the language areas.
37. Texts for grammar and vocabulary are not sufficient for this level.
38. Each unit has same pattern (i.e., fluency practice: freewriting, reading for writing, prewriting focus, structured writing focus and additional writing opportunities)
39. Students feel easy to learn and teacher can teach complex matters in simple ways.
40. Some supplementary activities have been given for each unit at the end of the book.
41. This book has been designed in such a way that we can teach a complex matter in a simple way by following step by step process.
42. Students not only study theoretical techniques for writing essays but also they need to use the techniques practically.

43. Teaching/learning items have been graded step by step. In each step, students have to do something, they cannot be passive.
44. There is not culturally insensitive material.
45. The coursebook is unprejudiced in the way it deals with different customs, ethnicities, races and sexes.
46. Other extras have not been published by the publisher except coursebook.
47. Some Internet sites are given for exercises and texts.
48. No extras are offered with the course except some internet sites.
49. The coursebook does not have any teacher's guide.
50. In this book, the word fluency has been collocated with writing.

4.2 Recommendations

Recommendations of the research are as follows:

1. Grammatical rules should sufficiently be presented.
2. Answers key should be kept separately, not at the end of the textbook.
3. Post-learning activities should be simplified.
4. Teacher should be provided special training on 'how to facilitate the students while teaching this book'.
5. Students need to be active.
6. The teachers should have the knowledge of methodology.
7. Methodological information which is related to this book should be included in the book.
8. Other junior series should be taught in junior level in order to teach the advanced series in advanced level.
9. All the language areas should be included in this book.
10. Texts for grammar and vocabulary should sufficiently be provided.
11. Students should be motivated to apply the theoretical techniques practically.

12. Other related materials such as teacher's guide, listening cassette should be published.
13. This book should equally give importance for grammar and language functions, too.

Appendix-I

Check list for data collection

Contents and Topics

1. How many units and lessons are there?

There are eight units and each unit consists of only one lesson. They are as follows:

Unit -1 Pandora's Box (writing a summary and response)

Unit-2 Cherries for My Grandma (writing a descriptive essay)

Unit-3 Three Worlds in One (writing a classification essay)

Unit-4 Who's Spying on You (writing an advantages and disadvantages essay)

Unit-5 Mirror, Mirrors, on the Wall (writing a cause-and-effect essay)

Unit-6 Two Theories of Personality Types (writing a comparison-and-Contrast essay)

Unit-7 The Kite Runner (writing a literary Analysis essay)

Unit-8 Ethics in the Digital Age (writing an argumentative essay)

2. How are the contents arranged?

One unit consists of only one kind of content and its detailed activities and exercises. Each unit consists of three sub units. They are reading, writing practice and editing focus. For example in unit-1, the following contents have been presented:

Reading:

“Human Cloning Debate: Why Do It? Who's Be Hurt? Should It Be Legal” (from The Chicago Tribune)

Writing practice:

Identifying arguments

Summarizing

Forming and expressing a point of view

Editing focus

Paraphrasing

Subject-verb agreement

Similarly, each unit has been divided into fluency practice: Freewriting, prewriting focus, structure writing focus and additional writing opportunities sections. In fluency Practice: Freewriting section, students explore the theme of the unit by drawing on their own knowledge and ideas. They can freely express their thoughts and share them with a partner.

Each unit contains a provocative reading passage followed by a series of writing activities in reading for writing section. It follows the principle, 'developing writing through reading'. They use vocabulary and syntactic forms of reading in discussion and writing.

Prewriting focus section prepares the students for the writing tasked by developing their interpretive skills. Students are asked to write short opinions of their own and to practice writing summaries of the opinions expressed in their group discussion.

In structure writing focus section of the unit, students are guided through a series of steps that will lead to the successful completion of the writing task. Each unit provides different type of writing task. In unit one, the students learn to write summary and response, in unit two descriptive essay, in unit three classification essay, in unit four advantage and disadvantages essay, in unit five cause-and-effect essay, in unit six comparison-and-contrast-essay, in unit seven literary analysis essay and in unit eight argumentative essay. Structure writing has five steps. They are starting to write, preparing first draft, revising the first draft, editing the second draft and preparing the final draft.

In additional writing opportunities section, the students are given the opportunity to write on a wide variety of additional stimulating topics. However, this time they are writing without step-by-step guidance.

3. Does the book contain a variety of topics?

Yes. The book contains eight units and each unit consists of different topics. They are from psychology, political science, philosophy, science and medicine, business, and literature.

4. Can we get some ideas from topics only?

Yes. Since all topics have been presented with sub-topics and additional information, we can get some ideas from topics only.

5. Is there any gender biased topics?

There is no gender biased topics at all.

6. Are the topics appropriate for the kind of students who will be using the coursebook?

Though students can clearly understand the theme of reading for writing section, they cannot easily go along with the sections, prewriting focus, structure writing focus and additional writing opportunities because students are learning advanced series only, they have not learnt high beginning, low intermediate and intermediate series.

7. Are the topics likely to engage the students?

Yes. In each topic, students have to do something. This makes students engage. For example, in prewriting activities of unit-6, the students are asked to fill the following table to develop summary after reading for writing, 'Sheldon's Theory of Body Types and Temperament'.

Somatotypes and Personality

When developed	1940's
Methodology used in determining somatotypes	Sheldon examined photograph of 4,000 college-age men. He devised a system of measuring the components that made up their body types.
Number of types	
Name and primary characteristics of each body type	
Method used to link body and personality types	
Number of personality types	
Name and primary characteristic of each personality type	
Total number of personality types that can be derived using this theory	

(Unit-6, p.123)

8. What sort of relation do we find between topic and information it contains?

There is good relation between topic and information it contains because one writing technique has been raised in one unit, and required examples, background information, grammatical rules and structural knowledge have been given with examples. However, grammatical rules are not sufficient.

9. What is the scope of contents?

This book provides opportunities for learners to think critically about important everyday issues by covering a variety of disciplines such as psychology, political science, philosophy, science and medicine, business, and literature.

10. Are the contents based on the objectives?

Yes. The contents of each unit are based on the objectives given in the same unit. For example, the objectives of this unit have been given in the following ways:

In this unit you will practice:

-) Summarizing and incorporating academic research as support
-) Responding to a quote
-) More on using a summary as an introduction
-) Using the conclusion to unify an essay

Editing focus:

-) Bibliographies or works cited lists
-) Citations for online references
-) Citations within a text

The following activities have been given to achieve the above mentioned objectives.

-) An essay 'You've got in Appropriate Mail', which consists of many examples of works citations, has been given to read.
-) Students are asked to summarize and respond an academic research.
-) They are asked to write five-paragraph essay about advantages and disadvantages of workplace monitoring of employees by employer.
-) They are taught to place the list of citations according to MLA style.

11. Can the contents be sufficient to achieve the objectives?

The contents are sufficient to achieve to some extent. The contents for reading and writing are sufficient but those for grammar are not sufficient. For example, in unit one, 'subject-verb agreement' has been given in objective but only one rule and three examples are given.

12. What objectives are expected to be fulfilled by the contents?

Most of the contents are related to writing skills. After learning this book, the students are expected to be able to write summary and response, descriptive essay, classification essay, advantages and disadvantages essay, cause-and-effect essay, comparison-and-contrast essay, literary analysis essay and argumentative essay.

13. Are the contents according to the level of students?

While learning reading for writing unit, the students do not face any problem because they have already learnt that type of courses in school and college level. On the other hand, when the students are asked to do the activities and exercises, they cannot do as the instructions suggest because that type of course is new for Nepalese students.

14. What do the contents focus on?

The whole contents focus on writing because all eight units are about writing essays.

15. How have the meanings of new and difficult vocabularies been presented?

The contextual meanings of new and difficult vocabularies are given along with the passage either on the right hand side or bottom of the page. For example, in unit-2 p.22, meanings of the following word have been given on the bottom of the page.

Welfare: government system of aid for the poor.

Strained: to injury by excessive pressure

Stems form: comes from

Impeccable: without faults; flaws

16. On which theory are the contents based?

The whole contents are based on learning by doing and task based approach because in each step, the students have to do something, they cannot remain passive while learning.

Instructions

17. Are the instructions clear, unambiguous and written in language that the students will understand?

All the instructions are clear to understand because they are written in italic sized letters. Similarly, they are written in simple language. Since the bachelor level students have already learnt many courses of English as compulsory subject, they can easily understand all the instructions. For example, *'Read the list of adjectives. Write each adjective next to the person or people it could be used to describe in "Cherries for My Grandma."*(Unit-2, p.27)

18. Can the coursebook be used by students working on their own, or is a teacher necessary to show them how to use it?

This book has been prepared on the basis of student centered teaching method. It is very good for self learning because sufficient guidance along with the possible answers has been given in the book. Therefore, students can use this book themselves. But the teacher's facilitation can be useful in 'reading for writing' sections.

Methodology

19. Can teachers and students easily recognize the objective of course?

Yes, they can easily recognize the objectives because they have been mentioned objectives in each unit before the lesson starts. For example, objectives of the second unit have been given in the following ways:

In this unit you will practice:

-) analyzing essay organization
-) writing detail examples as support
-) using a summary as an introduction

Editing focus:

) adjective clauses

) habitual past: would vs. used to

20. How should the teacher present contents?

First, the teacher should conduct discussion on fluency practice:

Freewriting. Then students are asked to the conclusion of the discussion without worrying the mistakes. After that, the teacher presents 'Reading for Writing' in the way how her students grasp the main idea of the text. Then students are asked to solve the problems given in 'General Understanding'. In the next step, 'working with language' which consists of grammatical knowledge is taught. After that prewriting activities which are related to structure writing focus are done. Then students are asked to go through the steps of structure writing focus (i.e., starting to write, preparing the first draft, revising first draft, editing the second draft and preparing the final draft). Finally, the students are asked to do the activities of additional writing opportunities.

21. What kind of teaching and learning does the coursebook promote?

This course book promotes student centered teaching/learning because in most of the sections, students' active participations are required.

22. Is there a good balance between study and activation?

Yes, there is good balance between study and activation. The textbook is equipped with guided reading and writing activities in each unit. These tasks stimulate students to write first and second drafts of their work and edit their writing for appropriate punctuation, correct sentence structure, paragraph cohesion, and clear essay organization.

23. How has the writer arranged teaching learning activities?

All together there are eight units. Each unit consists of five main sections. The sections are fluency practice, reading for writing, prewriting focus,

structure writing focus and additional writing opportunities. The students receive step-by-step guidance and support.

24. Does it promote self learning?

Yes, this book promotes self learning. To promote self learning, answers of most questions are given in answer key.

25. Does it provide pre-learning and post-learning activities?

Yes, it provides pre-learning and post-learning activities. In this book, pre-writing and post-writing are called fluency practice and additional writing opportunities, respectively.

26. How do the authors appear to think that people learn languages?

Authors have prepared this book thinking that language is learnt by practice. What we learn in theory should be practically used. Writing skills can be developed by step wise procedure. While teaching writing, students should be made to write something. First, they should be provided some instructions to write and then they should be asked to write according to the instructions. Similarly, to develop writing ability, students should be provided sufficient knowledge of many disciplines.

27. What kind of role does a teacher require?

The teacher is a facilitator only.

28. What kind of role do the students require?

Active participations of students are required. They should do what they are asked to do. Without active role, they cannot progress in language learning, especially in writing skill.

29. What difficulties does a teacher face while teaching this book without the knowledge of methodology?

Without the knowledge of methodology, the teacher cannot handle the pre-writing, while-writing and post-writing activities well. Similarly, the teacher cannot understand task-based approach, learning by doing theory and teach according to them.

30. Is there any methodological information for teacher and students?

No, there is not any methodological information for teacher and students.
Texts, instructions and exercises are given only.

Syllabus

31. Is the syllabus appropriate for our students?

This syllabus is appropriate for the students who are from English medium background. Students who are from government colleges and schools face many problems to go along with the syllabus.

32. Does it cover the language areas (grammar, vocabulary, functions, pronunciation,) that we would expect?

No, it does not cover all the language areas. There is no text for language functions and pronunciation. Though there are some texts for grammar and vocabulary, they are not sufficient for this level.

33. Do we and our students like the sequencing of language and topics, etc?

Yes, we like the sequence of language and topics because each unit has same pattern (i.e., fluency practice: freewriting, reading for writing, prewriting focus, structured writing focus and additional writing opportunities) . Therefore, students feel easy to learn and teacher can teach complex matters in simple ways.

34. Are there any supplementary activities given to the students?

Yes. Some supplementary activities have been given for each unit at the end of the book. They are watching films for listening and discussion, internet research, listening songs, observation, debating the issues, watching T.V. programme, interviews, film reviews, and role plays.

Language skills

35. Does the coursebook have the appropriate balance of skills?

No. This course book mainly focuses on writing skills. Similarly, we can use the book to develop reading comprehension. No text has been given for listening and speaking skills. However there are some supplementary activities for listening and speaking.

36. Is the skills work really designed to promote the skills (e.g. writing-for-writing, not writing-for-learning)?

Yes. This book has been designed in such a way that we can teach a complex matter in a simple way by following step by step process.

Likewise, this book has been designed to teach academic writing. So, this book compels students to write something in each step.

37. Are there possibilities for both study and activation in the skills areas?

Yes. Students not only study theoretical techniques for writing essays but also they need to use the techniques practically. They get step wise guidance in structure writing focus and they are asked to write free writing in additional writing opportunities.

38. Are the skills activities likely to engage students?

Yes. Teaching/learning items have been graded step by step. In each step, students have to do something, they cannot be passive. For example, the following instruction with a paragraph has been given in unit-3 page 59.

Read the third body paragraph and answer the questions that follow.

Discuss your answer with a partner.

Cultural Appropriacy

39. Is the material appropriate for the cultural situation that the students are in?

This book has been prepared in western cultural context. So, it is difficult to relate in our Nepalese context. For example, while reading ‘Some Reflections on the Technology of Eating’ (Unit-3, p.46), students cannot get clear concept of fork feeders and chop-stick feeders because we do not have such culture.

40. Do the texts contain culturally insensitive material?

There is no such text.

41. Is the coursebook unprejudiced in the way it deals with different customs, ethnicities, races and sexes?

Yes, the coursebook is unprejudiced in the way it deals with different customs, ethnicities, races and sexes. However, the text ‘The Face of

Beauty' (Unit-5, p.90) hurts people who are not physically attractive. The text has insulted to the unattractive people.

Add-ons and extras

42. Are all the components (coursebook, workbook, teachers guide, audio, etc) available?

They have not been published by the publisher except coursebook. So, in our market, coursebook is only available.

43. What other extras are offered with the course?

No extras are offered with the course except some internet sites.

44. Are there Internet sites with extra material (exercises, texts, etc), or with 'meeting places' for users?

Though meeting places for users are not mentioned, some Internet sites are given for exercise and texts. For example,

<http://search.eb.com/ed/article?toclid=50766> (unit-4, p.86) is for Encyclopaedia Britannica.

45. What else does the publisher offer to support the course?

The publisher has published series of book. The series are High Beginning, Low Intermediate, Intermediate and Advanced.

Teacher's guide

46. Does the coursebook have an accompanying teacher's guide?

No, the coursebook does not have any teacher's guide.

47. Does it have all the answers that teachers and students need?

Though, the course book does not have teacher's guide, answers of short and objective type questions have been given at the end of the book in answer key.

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