

CHAPTER ONE

INTRODUCTION

This chapter includes general background, language functions, communicative functions, classification of communicative functions, form-function correlation, the relationship between curriculum and textbook, literature review, objectives and significance of the study.

1.1 General Background

Language is the most important medium of human communication. It is often defined as a voluntary vocal system of human communication. It is the means of self-expression and of communicating or expressing ideas or feelings. A language is species specific, unique and universal within the species. People of the world use different languages to communicate with each other. It is language which differentiates human beings from rest of the animal kingdom.

Although there are other means of communication viz. tactile, olfactory and gustatory, language is the most widely used means of communication. In this connection, Finnocchiaro (1964, p. 8, cited in Brown, 1994, p.4) defines language as a system of arbitrary, vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact”. Similarly, Richards et al. (1999, p. 196) define language as “the system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units e.g. morphemes, words, sentences and utterances”. Likewise, Sapir (1978, p. 8) writes “language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols.”

From the definitions cited above, it can be concluded that language is the system of communication more for human and less for non-human purposes such as the language of bees, dolphins and other animals. In this system of communication process, one produces the clear picture of the whole world and the other perceives it. Language is a social phenomenon which we use in the society to express our feelings, ideas, thoughts, emotions and desires by means of which we establish and maintain relationship with other people in the society. Language is a very complex phenomenon which includes a speaker's or writers' personal, psychological, cultural and academic condition. Without language a man would have remained only a dumb animal. In fact, human beings have been able to enjoy their academic, social, cultural and personal activities through language.

Varieties of languages are spoken in the world. Among them, English is the most widely used language because it has gained the status of international language. English is one of the official languages of the UNO and therefore, it plays significant role in international communication. It has been widely accepted lingua franca in the world which is used to communicate with people who belong to different linguistic groups. It is therefore, the sound knowledge of the English language is a basic need and the demand of the day. It is regarded as the store of knowledge, the window through which one can view the broad world. It is the passport which permits one to visit and contact with the whole world without any restriction. Without having knowledge of English, no one can communicate with each other if their language is different. Moreover, most of the world's books have been written in English. More than half of the world's books, three quarter of international mail and almost all the things of science and technology have been written in English. In the present situation, English has become the voice of progress and modernization. It has become the language of science and technology, business, advertisement, media, tourism, hotel management, diplomacy and internet. Hence, English has been practiced and used all over the world by millions

of people either as a native language or as a second language or as a foreign language.

The ELT scenario in Nepal could not remain aloof from the world trend. So the Government of Nepal also reviewed and revised the existing curriculum and tried to incorporate the current ELT world tendency. Nowadays, the ELT textbooks in Nepal are more or less communicative in the sense that they try to incorporate the language which is actually used in every day communication.

English textbooks are one of the tools of teaching the English language. The English textbooks designed by the curriculum Development Centre (CDC) clearly show that it has put particular focus on developing the communicative competence in the students. The CDC in the preface of the grade one, two and three English textbook mentions, “The aim of developing and revising the school curricula and textbooks is to make education purposeful relevant and functional... .. it imparts basic functional skills of language.” The present English textbooks for grade one, two and three contain the materials that give children enjoyable activities for learning English focusing on listening and speaking skills in a communicative method. Functional skills of language are focused in the textbooks. The main focus of this research work is the analysis of the communicative functions which will be dealt with in a bit detail in the following paragraphs.

1.1.1 Language Functions

Language functions can be broadly classified as grammatical and communicative. Grammatical functions deal with the relationship that a constituent in a sentence has with another constituent. For example, in the sentence, 'Peter threw the ball', 'Peter' is the subject of the verb 'threw' and the 'ball' has the function of being the object of the verb. The scope of the present study does not cover grammatical functions. It mainly concerns with communicative functions. Communicative function of a language refers to the communicative goal for which a language is

used in a community. Thus, communicative function is what specific communicative need the language is used for in a community. The detail of communicative function is given below:

1.1.2 Communicative Functions

Richards et al. (1999) define communicative function of a language as "The purpose for which an utterance or unit of a language is used. In language teaching, language functions are often described as categories of behavior. e.g. requests, apologies, compliment" (p.148). According to Ur (2001), "A function is some kind of communicative act: it is the use of language to achieve a purpose usually involving interaction between at least two people. Examples would be suggesting, promising, apologizing and greeting." (p. 92).

According to Sthapit (2000, p.9), A thing can be said to have at least three facets: Substance, form and function. For example, the three facets of a glass can be described as:

Substance: glass, steel, paper or plastic.

Form: cylindrical with one end open.

Function: Serving liquid

Similarly, a language can be said to have the following three facets:

Substance: Sounds/letters and punctuation marks.

Form: patterns of sounds/letters, words and phrases.

Function: communicating message

So, what is a function? The function of thing is the purpose it serves or the use it is put to. From this, it becomes clear that language function is the purpose for which

language is used. The purpose of using language is to communicate something. Human beings are the only species in the world to use a very sophisticated form of language to communicate their feelings, intentions and desires and so on. They use language to greet others, to bid farewell, to express gratitude, to ask for permission, to request for something, to get things done and so on.

Thus, what language does is its function. In other words, what we can do through the use of language is its function. We can communicate through the use of language; therefore, communication is the overall global function of language. This function of language is also reflected in the definition of language as "a system of communication" and "a vehicle for the sake of communication". But under communication there are several functions of language. For example, we can ask or make a query, we can command, request, order, direct, instruct, propose, advise, report, threaten or persuade through the use of language and hence asking (e.g. What is your name), commanding (e.g. Get out.), requesting (e.g. Come in, please.), ordering (e.g. Could I have a beer and chips?), cautioning (e.g. Mind your head.), directing (e.g. Go straight and turn right at the junction.), instructing (e.g. Write your name at the top of the page.), proposing (e.g. Shall we go to the picnic on coming holiday?) etc. are the functions of language.

1.1.2.1 Classification of Communicative Functions

Linguists do not seem to follow a consistent system of classifying communicative functions. Regarding this, Sthapit (2003, p. 10) says:

This question can't be answered definitely, partly because the complex nature of language and society and their interrelationship defies any such enumeration and partly because there is nothing like the only right or proper way of classifying language functions. As a result, the number of

communicative functions of language depends on how broad or how narrow a given classification system is.

It is thus important to have a look at some linguists' classification of communicative functions which are given below.

Corder (1973, p.44) classifies communicative functions on the basis of the factors of a speech event, which are as follows:

1. Personal: If the orientation is towards the speaker, we have the personal function of language. It is through this function that the speaker reveals his attitude towards what he is speaking about.
2. Directive: If the orientation is towards the hearer, we have the directive function of language. It is the function of controlling the behavior of the participant.
3. Phatic: If the focus is on the contact between the participants we have the phatic function of language which establishes relations, maintains them, and promotes feelings of goodwill and fellowship or social solidarity.
4. Referential: If the focus is on topic, we have referential function of language.
5. Metalinguistic: This function is associated with the code. When language is used to talk about language itself, it is the metalinguistic function of language.
6. Imaginative: When the focus is on the message, we have the imaginative function of language.

Wilkins (1976, p. 44), on the other hand, gives six types of communicative functions which are as follows:

1. Judgment and Evaluation: This category deals with assessments and the subsequent expression of those assessments. For example, valuation, verdict, committal, release, approval/disapproval etc.
2. Suasion: This is the category of utterance designed to affect the behavior of others. For example, inducement, compulsion, prediction, tolerance etc.
3. Argument: This category relates to the exchange of information and views. For example, information (asserted, sought, denied), agreement, disagreement, concession etc.
4. Rational inquiry and exposition: This category relates to the rational organization of thought and speech. For example, implication, deduction, supposition, definition, illustration, comparison, contrast, generalization, etc.
5. Personal emotions: The functions in this category express the speaker's emotional reactions to events and people. For example, positive emotions like pleasure, enjoyment, satisfaction, delight etc. and negative emotions like shock, displeasure, dissatisfaction, annoyance, irritation etc.
6. Emotional relations: There are largely phatic utterances. For example, greetings, sympathy, gratitude, flattery, hostility etc.

Van Ek and Alexander (1977, pp. 19-21) classify communicative functions into six types as follows:

1. Imparting and seeking factual information (identifying, reporting, correcting, asking etc.)

2. Expressing and finding out intellectual attitudes (expressing agreement and disagreement, denying something, accepting/denying an offer or invitation, offering to do something, giving and seeking permission etc.)
3. Expressing and finding out emotional attitudes (expressing pleasure/displeasure, surprise, satisfaction/dissatisfaction, fear, worry, gratitude, sympathy etc.)
4. Expressing and finding out moral attitudes (apologizing, granting forgiveness, expressing approval, appreciation, regret, indifference etc.)
5. Getting things done (suasion): requesting others to do something, advising, warning, offering assistance, requesting assistance etc.)
6. Socializing (greeting, introducing, taking leave, congratulating, attracting attention, proposing a toast etc.)

For Finocchiaro (1986, P.1), communicative functions fall into the following categories:

1. Personal: This function helps to express one's emotions, needs, thoughts, desires, attitudes etc.
2. Impersonal: This function helps to maintain good social relations with individuals and groups. For example, expressions of praise, sympathy, joy at another's success etc.
3. Directives: This function helps to control the behavior of others through advice, warnings, requests, permission, discussion etc.
4. Referential: It talks about objects of events in the immediate setting or environment or in the culture.

5. Metalinguistic: It talks about language itself.
6. Imaginative: It is the use of language creatively in rhyming, composing poetry etc.

The purpose of classifying the language function is to group the similar ones in a category. The same thing can be seen from different perspectives and can be placed in several groups depending on the way it is looked upon. Hence, it is all but natural for different linguists to have different systems of classification. Even though the terminologies given by several linguists are different, the classifications are more or less the same.

Even more complexity is found in the relationship between language functions and the forms that are used to realize the functions. This is referred to as 'form-function correlation' and the following paragraphs deal with it.

1.1.3 Form-Function Correlation

There is no simple equation between forms and communicative functions. In other words, there is no one to one correlation between language forms and functions. Affirmative sentences are not always used as statements and interrogative sentences are not always used as questions. One linguistic form or structure can fulfill variety of communicative functions and one function can be fulfilled by variety of linguistic forms. The following examples clarify this:

1. It's cold here.

Form	-declarative
Function	- socializing (two people traveling together in a train)
	-informing (someone who lives far from there)

-suggesting (someone to bring warm clothes.)

-refusing (a child asking for ice-cream)

2. Function - Requesting

Forms:

-Interrogative, e.g. would your mind closing the door, please?

-Imperative, e.g. close the door, please.

-Mood less, e.g. the door please.

Hence, regarding the interrelationship between language structure and language function, a given form may serve several functions and conversely, a given function may be realized through several structures or forms. While requesting someone to open the window, some of the possible exponents are-

Open the window.

Open the window, please.

Open the window, will you?

Will you open the window?

Generally, a particular form performs a particular function. For example, an interrogative form such as 'what is your name?' performs the function of asking.

1.1.4 The Relationship Between Curriculum and Textbook

The Curriculum broadly specifies the concepts and ideas to be covered in a particular level of schooling. It is the textbook which elaborates on these ideas and helps the students to achieve the goals and objectives set in the curriculum. So, it

is significant to discuss in brief the relationship between the curriculum and the textbook. This researcher's purpose of mentioning several aspects of the English curriculum of grade one, two and three is guided by this relationship between these two basic of teaching and learning.

Curriculum is the basis of textbook preparation. The textbook writers are guided by the curriculum as to what should be included and what not in a particular level. Curriculum is usually broad and general whereas the textbook based on it is specific and detailed. In our context, it is the textbook which is used by the teachers and students in the actual classroom. We try to finish the textbook and when we complete it we think that we have achieved the objective of the course. So, for our purpose, curriculum is the guide of textbook preparation and a textbook should ideally incorporate all the subject matter set in the curriculum. We The researcher has tried to gauge the extent to which the primary curriculum and textbooks match with each other.

1.1.5 A Brief Survey of English Textbooks of Grade One

The researcher has collected five different English textbooks of grade one published by different publications, viz: 'My English Book' by Curriculum Development Centre, 'Lotus English Reader' by Vidyarthi Publication, 'Headway English' by Ekta Books, 'English Reader' by Satyal Publication and 'English Today' by Ratna Pustak Bhandar respectively. A brief survey of these textbooks is discussed below:

i. My English Book

The 'My English Book' is a textbook of English for grade one students. It is written by Ranjana Bajagain and revised by Arun Kiran Pradhan, Christine Stone, Maya Rai and Bishnu Prasad Parajuli in 2003. The book is prepared and

published by Curriculum Development Centre and printed by Janak Education Materials Centre Ltd.

The book contains ten units. All the units have different communicative functions, starting from the language function 'greeting'. A lot of forms/structures, examples, illustrations and exercises are given in the textbook. One of the aim of the textbook is to develop basic functional skills of language in the students.

ii. Lotus English Reader

The 'Lotus English Reader' is a course in English language designed for the students of grade one. The book is written by four renowned writers of the field of English language teaching: Prof. Dr. Govinda Raj Bhattarai, Dr. Anjana Bhattarai, Dr. Bal Mukunda Bhandari and Mr. Yadav Prasad Adhikari. This book is published by Vidyarthi Prakashan Pvt. Ltd. One of the aim of the book is to develop basic linguistic competence and skills among the learners to help them communicate accurately and fluently. The textbook has six units. Each units contains 8 different areas of language practice activities, i.e. let's sing, function practice, reading time, writing work with grammar, reading for pleasure, play with words, sound practice. Among them, function practice is a specially designed activity for the practice of communicative function. It emphasizes on listening and speaking skills of the students. The contextualizations, illustrations, and exercises are presented very perfectly for the function practice in this book.

iii. The 'Headway English'

The 'Headway English Book' is a textbook published by Ekta Books. The book is written by Eno C. Panlook. The writer claims that it is one of the need based series of books specially designed for Nepal. The book aims to lead to

the students' ability to communicate in real life situation. The book has 15 units. Normally every unit contains four language skills with vocabulary and grammar. Language functions are given in the textbook but there is lack of exercises and practices in the units.

iv. English Reader

The 'English Reader' is written by Padma Devkota, Ammaraj Joshi and Sajag Rana. It is published by Satyal Publication Pvt. Ltd. The book aims to increase students' word stock and also help to use language functions in a very special way but the book seems to carelessness about language functions and its forms. There are not enough and appropriate illustrations and exercises for the function practices. The book only emphasizes on reading skill not listening and speaking skills. The book contains 22 units.

v. English Today

The 'English Today' is a course book of English designed for grade one students written by Arun Kiran Pradhan and Naresh Gautam and published by Ratna Pustak Bhandar. The book has 12 units and 7 revision units. Illustration and exercises are seemed to be supportive to the language function. The pictures of the textbook are only in black and white. It would be more effective if colourful pictures were there. The writers claimed the book contained materials that lend themselves to enjoyable activities which involve the functional use and practice of the well graded structures, vocabulary and phonology.

1.2 Review of the Related Literature

In the Department of English Education, very few researches have been carried out in connection with textbook analysis. The following is a brief outline of what has been done so far:

Lamichhane (1999) carried out a research entitled 'An Analysis of the New English Textbook for Grade Eight.' He tried to find out the extent to which the objectives set out in the curriculum related to two skills- speaking and writing- were reflected in the new English textbook of Grade VIII. He found the book to be relevant to the needs of Nepalese learners of English. The book is positive about developing communication and writing skills. He found insufficient drills and not enough personalized exercises. Even if the curriculum states that the students will be able to write business letters, the book lacks any model of business letter. So, there is not a perfect match between the curriculum and the textbook. Similarly,

In the same way, Dahal (2002) has carried out a research entitled 'English for Grade X: A Textbook Analysis.' His aim was to analyze the English textbook for Grade X in terms of physical as well as academic aspects. He found the textbook to have appropriate size, print and language. However, he found the cover page not to be very attractive and it was not durable either. This research is significant to take appropriate measure while changing and/or improving the textbook.

In the similar way, Bohora (2004) has carried out a research work entitled 'A Descriptive study of the English Textbook for Grade one.' His aim was to analyze the English textbook for Grade one in terms of vocabulary items, sentence types and verb pattern schema, language functions, illustrations, language skills, materials and physical aspects. He found 217 vocabulary items in the textbook. Words belonging to the word class 'noun' were found in the highest number. He also noted that only the cardinal numbers were presented in the text book.

Likewise, Dahal (2004) has carried out a research work entitled "Students' Proficiency in Expressing Communicative Functions." His objectives were to find out the students' proficiency in expressing communicative functions; the functions incorporated in the English textbooks of meanings into words intermediate and upper intermediate, the form-function reciprocity and the vertical relationship of

language functions between secondary and higher secondary level. He did not find the students' proficiency to be satisfactory. Meanings into words (intermediate and upper intermediate) textbooks have incorporated 49 language functions. Most of which are realized by only one form. His other finding is that the language functions that have been dealt with are not overtly expressed in the textbook. He found 16 functions of secondary level repeated in the textbooks of higher secondary level.

In another attempt, Dawadi (2004) has carried out a research entitled 'An Analysis of Grade Seven English Textbook.' Her objectives were to examine the qualities of grade VII English textbook in terms of physical and academic aspects. She also wanted to see the relationship between the curriculum and textbook. She found that the book is of appropriate size. The book contains several communicative exercises and there is a close connection between reading texts and the exercises. The book encourages group and pair work. Some weaknesses found by the researcher about the book are that the cover page and the pictures inside are less attractive, and the book does not contain all aspects of the curriculum.

In the same way, Ghimire (2004) has carried out a research work entitled 'An Analysis of the Link English Course for PCL first Year and Grade Eleven.' His main objective was to analyze the book in terms of its physical aspect and the adequacy of contents. He also wanted to find out whether the title of the book was justifiable, i.e., whether it functioned as a link course between the SLC and the higher secondary syllabus of English. The book was found to have served as a link course between the SLC and the higher secondary or PCL compulsory English curricula. It was also found that the language used in the text was appropriate for different levels of students in the Nepalese context. Similarly, Sapkota (2004) has carried out a research entitled 'A Study on the Proficiency in the Communicative Functions and their Exponents: A Comparative Study.' He wanted to find out the proficiency of the SLC level students in the case of communicative functions, and

to make a comparison of the achievement of the students belonging to different schools. He found the students' proficiency in English language structure and communicative functions not to be satisfactory. He also found that they made more mistakes in written discourse than in oral one but they felt more difficulty in the later.

Likewise, Atreya (2006) conducted a research entitled 'An Analysis of the Functions Covered in the English Textbook of Grade Nine and Ten.' The objectives were find out the coverage the functions in the English textbooks of grade nine and ten and to analyze the contextualization of the functions and the exercises given to practice them. The study was wholly based on secondary source of data. The sources were textbook and materials from CDC. The researcher found out some of the functions were missing in the textbook and some functions were in the textbook but were not mentioned in the curriculum. The result also showed that there were many exercises requiring the students to work in pair to ask and answer questions based on the clues given to practice the language function in question.

So, the emerging trend of publishing school level textbooks from different private sector publications is increasing day to day. The government schools generally distribute the textbooks of primary level published by the Curriculum Development Centre to the students but private schools use the textbooks from the different publications for the same purpose. This research carries out the difference between the textbooks of grade one and the prescribed curriculum in terms of coverage of language functions, forms and structures, contextualization in exercises. This kind of research becomes new in the Department and so significant to all.

1.3 Objectives of the study

This study had the following objectives:

i. To analyze and compare the language functions covered in the English textbooks of grade one with the prescribed primary level curriculum in terms of:

- Coverage of the language functions, forms and structures.
- Contextualization of the functions in the given exercises.

ii. To suggest some pedagogical implications.

1.4 Significance of the Study

The government schools generally distribute the textbooks of primary level published by the Curriculum Development Centre to the students but private schools use the textbooks from the different publications for the same purpose. The emerging trend of publishing school level textbooks from different private sector publications is increasing day to day. This research has carried out the difference between the textbooks of grade one and the prescribed curriculum in terms of coverage of language functions, forms and structures, contextualization in exercises. So, the study is significant to all those who are directly involved with the grade one English textbooks- textbook writers, grade teachers, language teachers, curriculum planners, designers, researchers, book critiques, book publishers and so on. The textbook writers may get a kind of feedback upon the coverage they have made of the language functions in the said textbook. This research can become a base for the future textbook writers and researchers as well.

CHAPTER TWO

METHODOLOGY

The following strategies were adopted to fulfill the set objectives of this research:

2.1 Sources of Data

This study was based mainly on the secondary sources of data.

2.1.1 Secondary Sources of Data

The five different English textbooks of grade one published by different publications, such as: Curriculum Development Centre, Vidyarthi Publication, Ekta Books Publication, Satyal Publication and Ratna Pustak Bhandar were used as main sources of data for research. Apart from this source of data, Primary Education Curriculum approved and published by Curriculum Development Centre was consulted as main baseline of the research. Similarly, subject related books and previously carried out theses and other secondary sources like Jones (1981), Matreyek (1983), Van Ek (1975), Bitchener (2010) were consulted in the process of this research.

2.2 Tools of Data Collection

Observation was used as a major tool for data collection. A thorough observation of the related documents was followed for the collection of all the relevant pieces of information.

2.3 Process of Data Collection

To begin with, a thorough study of the books in question was done. After getting the holistic view of the textbooks, the books with particular emphasis on language functions and their contextualization were collected. The instances of functions

and the corresponding exponents were collected to realize those functions. The different language functions were taken and analysed in the context. The example sentences used to express the functions were collected from all textbooks published by different publications.

2.4 Limitations of the Study

The following were the limitations of the present study:

- a) The coverage of language functions in the English textbooks of grade one mentioned in the primary level curriculum-2062 was analysed. The English textbooks of grade one published by different publishers were *My English Book*, *Lotus English Reader*, *Headway English*, *English Reader* and *English Today*.
- b) The study was limited in the English textbooks for grade one published by Curriculum Development Centre, Vidyarthi Prakashan, Ekata Books Publication, Satyal Publication and Ratna Pustak Bhandar.
- c) Language functions prescribed in the primary level curriculum and covered in the English textbooks of grade one, form-function co-relation, contextualization of language functions and exercises given for activities were only focused in this study.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data taken from the selected textbooks published in different publications for grade one. The publications are Curriculum Development Centre, Vidyarthi Prakashan, Ekta Books' Publication, Satyal Publication and Ratna Pustak Bhandar. The data of language functions used in the textbooks of grade one had been presented. Different tables are given to make the analysis clear. As a result, the analysis and interpretation became very comprehensive. Systematically collected data of language functions were analyzed, interpreted and presented in terms of forms, examples, contextualization and exercises using appropriate tables. The detail is presented in the following sub-headings:

3.1 Analysis of 'Greeting'

There are the following instances found in the grade one English textbooks, published by different publications:

1. Greeting in 'My English Book'

Forms: The following forms are given in the textbook:

Good morning, I am

Hello, how are you?

Good morning miss, I'm... ..

I'm fine. Thank you.

I'm Good morning.

Examples: The following examples are given in the textbook:

Good morning, I'm Miss Thapa.

Good morning Miss, I'm Raju.

I'm Lakpa, Good morning Miss.

Hello, what your name?

Good morning, Miss. I'm Lila.

Hello, how are you?

Hello, I'm Numa.

I'm fine. Thank you.

Contextualization and Illustration

Greeting between students and the teacher in the school area is illustrated by two pictures.

Exercises: Listening and speaking practice is given under the topic 'listen and say'.
A chant is given for speaking practice.

2. Greetings in 'Lotus English Reader'

Forms: The following forms are found in the textbook:

Hello... ..

Afternoon

Hi... ..

Good evening... ..

Good morning... ..

Good night... ..

Examples: The following examples are given in the textbook:

Hello, Hima! Hi Anita.

Good evening Sam.

Good morning Sam

Good night Sam.

Afternoon Jay.

Contextualization and Illustrations:

Greetings between two friends has been shown by four pictures of students are given in the textbook.

Exercises: Listening and speaking practice is given under listen and say. A pair work is given for practice.

3. Greetings in 'Headway English'

Forms: The following form of greeting is found in this textbook:

Good morning... ..

Examples: The following examples are found in the textbook:

Good morning Ramona.

Good morning Sir.

Contextualization and illustration: Greeting between two students and greeting between teachers and students are illustrated through six pictures.

Exercises: Reading and speaking practices are given under 'let's read and speak'.

Listening practice is given under let's listen topic.

4. Greetings in 'English Reader'

Forms: The following forms are found in the textbook:

Hello... ..

How are you?

I'm fine. Thank you.

Examples:

Hello, How are you?

I'm fine. Thank you.

Contextualization and Illustration: Talking between Usha and a bird named Tweety. Pictures of the girl and bird are given in the illustration.

Exercise: Reading text is given for reading practice.

5. Greeting in 'English Today'

Forms: The following forms are found in this textbook:

Good morning.

Hello !

How are you?

Examples: The following examples are covered in this textbook:

Good morning, I am Gopal.

Hello my name is Hari.

Hello ! How are you ?

Contextualization and Illustration: Pupil dialogue is given under 'listen and read' topic. Four black and white pictures are given.

Exercises: Listening and reading practice is given in the topic of 'listen and read'.

6. Comparison of ‘Greetings’

Table No. 1

Comparison of ‘Greetings’

The use of greeting in the curriculum	Comparison of forms/structures of language function covered in the curriculum and the textbooks for grade one				
	My English Book	Lotus English Reader	Headway English	English Reader	English Today
Forms/Structure:	Forms:	Forms:	Forms:	Forms:	Forms:
Good morning/ afternoon (name/ children)	Good morning, I am ...	Hello... .. Hi... ..	Good morning	Hello... . How are you?	Good morning. Hello !
Hello, How are you? I'm fine.	Good morning miss, I'm ...	Good morning... ..		I'm fine. Thank you.	How are you?
Thank you.	I'm Good morning. Hello, I'm ...	Afternoon Good evening... Good night... .			

The table above shows all forms of language function ‘greeting’ listed by curriculum has used in ‘My English Book’ but all forms have not covered by other books. Only one form has found in the book ‘Headway English.’

3.2 Analysis of ‘Introducing and Naming’

There are the following instances found in the grade one English textbooks, published by different publications:

1. Introducing and Naming in ‘My English Book’

Forms:

The following forms are used to present introducing and naming in this book:

Hello, I’m

She’s

I’m

Examples: The following sentences are used as an example:

Hello, I’m Numa.

He’s Raju.

She is Lila.

I’m Imran.

I’m Lila.

Contextualization: Teacher and student dialogue is contextualized. Pair work and role play are presented in this textbook.

Exercises: Seven exercises are given for practice under the heading ‘listen and say’.

2. Introducing and Naming in ‘Lotus English Reader’

Forms: The following forms are used to fulfill this language function:

Hello, my name is

Hello, I’m

My name is... ..

I'm

Nice to meet you.

... .. , This is

Examples: The following sentences are included as an example sentence:

Hello, my name is Aman.

I'm Raman. Nice to meet you.

Hello, I'm Bipin.

Anita this is Nilam.

My name is Hima.

I'm Rani.

Contextualization and Illustration: Greeting and introducing between two friends are shown by nine pictures in the question answer form.

Exercises: Exercise for practice is given under the headings listen and say, work in pair, work in the group, ask and answer, look and write in your notebook, etc.

3. Introducing and Naming in 'Headway English'

Forms: The following forms are used for this language function:

My's name is

He is

I'm

She is

My name is

Examples: The following example sentences are given:

My dog's name is Tommy.

My name is Ben.

I'm Jane.

She is Meena.

I'm Suresh.

Contextualization and Illustration: A reading text is given under the topic ‘my family’. Five pictures are given there which show their profession.

Exercises: Speaking, reading and writing practices are given under the topics: ‘let’s read’, ‘write about yourself’ and ‘let’s speak’ are given as exercises.

4. Introducing and Naming in ‘English Reader’

Forms: The following sentence forms are given in the textbook:

My name is... ..

Examples: The following examples are mentioned in this textbook:

My name is Khaire.

My name is Pabbu.

My name is Tweety.

My name is Billie.

Contextualization and Illustration: Reading text is given about four birds and animals and their pictures.

Exercise: What is your name ? like questions are given for practice.

5. Introducing and Naming in ‘English Today’

Forms: The following forms are given:

My name is

This is

Hello I’m

Call me please.

Examples: The following examples are mentioned in this textbook:

I’m Gopal.

Hello, I’m Rita.

My name is Shyam.

My name is Mumtaz Begum.

Contextualization and Illustration: Pupil dialogue is given under ‘listen and read’ topic. Four pictures are given there. Other 8 pictures of teacher and pupils and single student are given in the text under introducing a new comes in the classroom.

Exercises: ‘Listen and Read’, ‘Listen and Learn’, ‘Read and complete’ the dialogue Game are given for practicing in exercises.

6. Comparison of ‘Introducing and Naming’

Table No. 2

Comparison of ‘Introducing and Naming’

The use of introducing and naming in the curriculum	Comparison of forms/structures of language function covered in the curriculum and the textbooks				
	My English Book	Lotus English Reader	Headway English	English Reader	English Today
Forms: What's your/his/her name?	Forms: Hello, I'm She's	Forms: Hello, my name is	Forms: My ...'s name is	Forms: My name is... ..	Forms: My name is ... Hello,I'm ...
I'm	I'm	Hello, I'm	I'm		This is ...
It's		My name is...	My name is ...		Call me ... please.
She's		Nice to meet you. I'm...	He is		
Hello, I'm			She is		
This is		This is			

As shown in the above table, except ‘English Reader’ other books have used almost all forms of the function. ‘Lotus English Reading’ has used a new term ‘nice to meet you’ in the response to the function.

3.3 Analysis of ‘Giving Simple Commands’

There are the following instances found in the grade one English textbooks, published by different publications:

1. Giving Simple Commands in ‘My English Book’

Forms:

Stand up

Do this... ..

Sit down... ..

Examples:

Stand up boys/girls.

Do this/that.

Sit down children.

Touch the cat.

Point to the door./a tap.

Close the window.

Go round....

Open your book, please.

Turn round.....

Pick up an apple.

Wave your hands.

Put it down.

Don't make a noise.

Contextualization and Illustration: Teacher orders the students to do something which are possible to do in the classroom and students follow the order or command of the miss.

Exercises: At the beginning of the unit, a chant is given in the book. Practicable exercises are exercises in the text book in the topic of ‘listen and do’, ‘chant and do’ and ‘say and do’ for practicing language function.

2. Giving Simple Commands in ‘Lotus English Reader’

Forms:

Put your right hand in...

Do the boogie woogie... ..

Put your right hand out

Clap and turn around... ..

Shake it all about ...

Give me please.

Examples:

Put your right hand out.

Clap and turn around.

Shake it all about.

Give me your pencil please.

Do the boogie woogie.

Excuse me, Give me your ruler
please.

Contextualization and Illustration: Unit starts with a song command and its responses are given in the textbook between two friends. Six illustrations are given in the textbook.

Exercises: Listening and speaking practice is given under ‘Let’s sing’, ‘Listen and say’, ‘Work in pair’, ‘Listen and practice the dialogue’ and ‘Complete the dialogue’ are given in the book.

3. Giving Simple Commands in ‘Headway English’

Forms:

Brush your

Pull my

Comb your

Give me your

Give me

Examples:

Brush your teeth.

Pull my ears.

Comb your hair.

Give me your rubber.

Give me a pencil.

Contextualization and Illustration: Two lists of instructions are given for reading under name A and B.

Exercises: A pair work is given for listen and mime.

4. Giving Simple Commands in 'English Reader'

Forms:

Grandma, tell us a story.

Tell us... ..

Take his coat off.

Take hisoff.

Contextualization:

Examples:

Exercise:

Tell us a story.

Not given in the lesson.

5. Giving Simple Commands in 'English Today'

Forms:

Go and open

Come here

Bring

Examples:

Come here Ramesh.

Go out.

Go and open the door.

Bring the dustbin.

Contextualization: Reading text is given with six pictures about classroom activities where the teacher commands students to do activities.

Exercises: ‘Reading and Singing’ text is given for practice no more other exercises are given. It is given under revision unit.

6. Comparison of ‘Giving Simple Commands’

Table No. 3

Comparison of ‘Giving Simple Commands’

The use of giving simple commands in the curriculum	Comparison of forms/structures of language function covered in the curriculum and the textbooks for grade one				
	My English Book	Lotus English Reader	Headway English	English Reader	English Today
Forms: Sit down please. Stand up! Please come here. Be quiet. Do this/that.	Forms: Stand up Sit down ... Do this... ..	Forms: Put your right hand in...Put your right hand outShake it all about ... Do the boogie woogie... .. Clap and turn around Give me please.	Forms: Give me a pencil. Wink your eye. Pull my ears. Give me your rubbers.	Not given in the textbook.	Forms: Come here... . Go and open Bring

As shown in the table above, four textbooks have used this function but the ‘English Reader’ has not given any form for this function. The book ‘Lotus English Reader’ has included more forms than in other books.

3.4 Analysis of ‘Identifying’

There are the following instances found in the grade one English textbooks, published by different publications:

1. Identifying in ‘My English Book’

Forms :

What is this?

No, it isn't.

It's

What is it?

Is this ?

It's

Yes, it is.

Examples:

What is this?

Is that a snake?

It's an elephant.

Yes, it is.

What is this Raju?

Is this a finger?

It's an egg.

Is it a window?

Is this an egg?

Is it a hen?

Yes, it is.

What is it?

Is that a tree?

It's a pen.

No, it isn't.

Contextualization and Illustration: total 45 pictures are given in the textbook. The teacher asks wh and yes/no questions to the students and students reply them.

Exercises: All exercises are based on question and answer. So, topic of exercise is given 'ask and say'.

2. Identifying in 'Lotus English Reader'

Forms:

Who is s/he?

This is a/an

S/he is

Examples:

This is a cow.

Who's he?

This is an elephant.

He is Mr. Pradhan.

Contextualization: It is given under talking various pictures about professions are given to make profession clear.

Exercises: 'Listen and say' for listening and speaking and other pair work are given in the text book.

3. Identifying in 'Headway English'

Forms:

This is

It is a

These are... ..

Is this?

That is

Yes it is, No it is not, it is a

Those are... ..

Examples:

This is a ship.

Yes, it is.

Is this a pen?

It is a ship.

No, it is not.

This is my house.

It is a chair.

That is my cat.

Is this a ship?

Contextualization: Reading text named 'The ship' is given for reading practice.

Attractive pictures are given for identification of the object like ship, chair, egg, fish, bird, ring, comb, mug, etc.

Exercises: Reading, writing and speaking practice are given in the textbook in the topic of 'Let's Read, Fill in the Blanks, Let's Speak'.

4. Identifying in 'English Reader'

Forms:

Examples:

This is a

This is a dog.

This is an... ..

This is an owl.

Contextualization: Pictures of animals and birds are there and information about their place to live and sound they produce given in the textbook.

Exercise: No exercises included.

5. Identifying in 'English Today'

No matter about this function is found in this textbook.

6. Comparison of 'Identifying'

Table No. 4

Comparison of 'Identifying'

The use of identifying in the curriculum	Comparison of forms/structures of language function covered in the curriculum and the textbooks for grade one				
	My English Book	Lotus English Reader	Headway English	English Reader	English Today
Forms:	Forms:	Forms:	Forms:	Forms:	Forms:
What's this?	What is this?	Who is s/he?	This/That	This is a ...	No matter
Who's this?	It's	S/he is	is	This is	about this
It's a	Is this ?	This is... ..	These are...	an...	function is
It's Mrs. Thapa.	Yes, it is. No, it isn't.		Those are...		found in
Is it a book? Yes it is/No it isn't.	What is it?		It is a		this
This is	It's		Is this?		textbook.
That is			Yes it is, No it is not, it is a ...		

As shown in the above table, all the forms of language function listed in the curriculum are given in the 'My English Book'. The textbook 'English Today' has no any forms for this function whereas 'English Reader' has used very few forms of this function.

3.5 Analysis of ‘Counting Numbers with Plurals’

There are following instances found in the grade one English textbooks, published by different publications:

1. Counting Numbers with Plurals in ‘My English Book’

Forms:

How many are there?

What is this? What are these?

Examples:

How many fingers are there?

7 houses

4 fingers

8 rats/cats

5 fingers

How many rats are there?

6 hens

There are there rats.

Contextualization: A chant is given with counting. e.g. one, two, this is a shoe. Three, four, that is a door... . Various pictures are given there to show the numbers counting.

Exercises: The following are exercises given for the practice counting:

‘Say and do’, ‘Copy numbers’, ‘Listen and point’, How many are there? ‘Copy in your notecopy’, ‘Listen and draw’

2. Counting Numbers in ‘Lotus English Reader’

Forms: Not found.

Examples:

Contextualization:

Exercises:

3. Counting Numbers in 'Headway English'

Forms: Not found.

Examples:

Contextualization:

Exercises:

4. Counting Numbers in 'English Reader'

Forms: Not found.

Example:

Contextualization:

Exercise:

5. Counting Numbers in 'English Today'

Forms:

How many... ..?

There are s.

Examples:

How many months are in a year?

There are twelve months.

How many hands are there in a clock? There are seven days in a week.

There are three hands.

Contextualization: Practice of time and calendar is given in the textbook to learn counting numbers and singular plural.

Exercises: Look and learn, Write numbers in letters. e.g. 2nd – Second

3rd –Third.

6. Comparison of ‘Counting Numbers with Plurals’

Table No. 5

Comparison of ‘Counting Numbers with Plural’

The use of counting numbers with plurals in the curriculum	Comparison of forms/structures of language function covered in the curriculum and the textbooks for grade one				
	My English Book	Lotus English Reader	Headway English	English Reader	English Today
Forms: How many are There? There are five. There are five books. There are a lot of books.	Forms: How many ... are there? There are.....	Forms: Not found.	Forms: Not found.	Forms: Not found.	Forms: How many ...? There are

As shown in the above table, two books out of five only have used this language function based on curriculum. ‘My English Book’ and ‘English Today’ have included the function.

3.6 Analysis of ‘Giving Information with Plurals’

There are following instances found in the grade one English textbooks, published by different publications:

1. Giving Information with Plurals in ‘My English Book’

Forms:

Examples:

These are... ..

These are nails.

Those are

Those are nets.

They are

They are rats.

Contextualization: Pictures show one and many things of same items and teacher pronounces this, that, these, those according to the items.

Exercises: Speaking practice is given on the topic: ‘Listen and say’, ‘Listen and do’, ‘Chant’.

2. Giving Information with Plurals in ‘Lotus English Reader’

Form: These are

Examples:

These are students.

These are hens.

Contextualization: It is given for possession but number and plurality can be shown under this topic.

Exercises: Question answers are given based on the pictures under the topics: ‘Listen and say’, ‘Look and write’, ‘Reading time’.

3. Giving Information with Plurals in ‘Headway English’

Forms:

These are

This is... ..

Examples:

There are my eyes.

These are my ears.

This is my nose.

Contextualization: Demonstration of body organs is presented in the textbook.

Exercises: Reading practice is given.

4. Giving Information with Plurals in ‘English Reader’

Forms: Not found

Contextualization:

Exercise:

5. Giving Information with Plurals in ‘English Today’

Forms: Not found.

Examples:

Contextualization and illustration:

Exercises:

6. Comparison of ‘Giving Information with Plural’

Table No. 6

Comparison of ‘Giving Information with Plural’

The use of giving information with plural in the curriculum	Comparison of forms/structures of language function covered in the curriculum and the textbooks for grade one				
	My English Book	Lotus English Reader	Headway English	English Reader	English Today
Forms:	Forms:	Forms:	Forms:	Forms:	Forms:
These are	These are	Not found	These are... .	Not found	Not found
Those are	Those are ...		This is... . . .		
They are... ..	They are				

The table above shows that the form of this function prescribed in the curriculum is found in two books namely: My English Book and Headway English. The other three books have not included any form of this function.

3.7 Analysis of ‘Describing, Asking and Answering about Location’

There are the following instances found in the grade one English textbooks, published by different publications:

1. Describing, Asking and Answering about Location in ‘My English Book’

Forms:

Where is?

Isunder... ..?

It’s on

Yes, it is...

It’s in

No, it isn’t. It is in/on/under... .. .

It’s under

Examples:

Where is the book?

Ye it is. It is under the bench.

It’s on the table.

Where is the chalk?

It’s in the bag.

Is it on the floor?

It’s under the bench.

No it isn’t. It’s in the box.

Is the book under the bench?

Contextualization and Illustration: Command and acting between students and the teacher in classroom with real object, eg, book, table, chalk, bag. Realistic conversation is given in the textbook.

Exercises: Exercises are given as: ‘Ask’, ‘Chant and do’, ‘Listen and do’, ‘Chant’.

2. Describing, Asking and Answering about Location in Lotus English Reader

Forms: Not found.

Examples:

Contextualization:

Exercises:

3. Describing, Asking and Answering about Location in Headway English

Forms: There is in/on/...on/in...

We haveon/in... ..

Examples:

There is one blackboard in the front.

The wheels on the bus go round and round.

We have boys and girls in our class.

The horn on the bus goes peep, peep, peep.

We have desks and benches in our class.

We have charts and pictures on the wall.

The children on the bus say, 'Bye bye bye.'

Contextualization: A reading passage is given there. The context is describing classroom using location, preposition. Pictures are related to the classroom. More complex situation is given to the students than the one prescribed in the curriculum.

Exercises: Fill in the blanks with given words (on, in, inside, over, behind, under.) are given for exercise.

4. Describing, Asking and Answering about Location in 'English Reader'

Forms:

Who is where?

Where is the rat sitting?

Where is ?

The rat is sitting on the mat.

The rat is sitting

Where is the dog?

The mouse is

The dog is sleeping under the bed.

Examples:

Where is the woman standing?

Who is where?

The woman is standing outside the house.

Jill went up the hill.

Where is the old man lying?

Jack fell down.

The old man is lying in bed.

Where is the man

Where is the girl sleeping?

The man is on the moon.

The girl is sleeping under a tree.

Contextualization and Illustration: A reading text is given with pictures which show where is the thing lies. There are a lot of pictures which show the location. So the name of the text is given 'who is where?'

Exercise: Fill in the blanks with on, to, under, in or from is give in the textbook for the exercises.

5. Describing, Asking and Answering about Location in ‘English Today’

Forms:

Where is ?

It is on/in/in front of/behind/under/above... ..

Examples:

Where is Anisha’s balloon?

It is on the wall.

Anisha’s ballon is above her head.

It is behind Anisha.

Anisha’s ballon is under the chair.

It is in front of Anisha.

Anisha’s ballon is in the basket.

Contextualization and Illustration: There are six pictures about ballon but in every picture, the location of ballon is changed and description of picture is given according to the location.

Exercises: Pictures are given in the exercises and the students are asked for the answering, e.g. ‘look’, ‘read and answer’, ‘look at the picture and answer the questions’.

6. Comparison of ‘Describing, Asking and Answering about Location’

Table No. 7

Comparison of ‘Describing, Asking and Answering about Location’

The use of asking and answering about location in the curriculum	Comparison of forms/structures of language function covered in the curriculum and the textbooks for grade one				
	My English Book	Lotus English Reader	Headway English	English Reader	English Today
Forms: What's the book? Where is it? Where are they? It's in the bag/on the table/under the box. "On the table." There areon the table. Put Is it on the floor? Yes, it is. It's here/there.	Forms: Where is? It's on/in It's under Is ... under...? Yes, it is .. . No, it isn't. It's in/on/under... .	Forms: Not found.	Forms: There is in/on/... .. We have on/in... .. on/in... ..	Forms: Where is? The rat is sitting The mouse is	Forms: Where is? It is on/in/ in front of/ behind/under/ above... ..

The above table clearly shows that the function is found in four books. ‘Lotus English Reader’ does not use the form of this function. My English Book has used all forms of this function as given in the curriculum.

3.8 Analysis of ‘Describing Colour and Size’

There are the following instances found in the grade one English textbooks, published by different publications:

1. Describing Colour and Size in ‘My English Book’

Forms:

What colour is ?

Is this a big/small... .. ?

What is ?

Yes/no, it is

This is

Examples:

What colour is the sky?

What is yellow ?

Blue, Blue, Blue, Blue

Banana.

What colour is the sky?

This is a red pencil.

Red, Red, Red, Red.

This is a black dog.

What is there black?

This is a yellow mango.

All the hair on my head is black.

These are brown eyes.

What colour is the tree?

This is white chalk.

It's green.

This is a green leaf.

What colour is the umbrella?

This is a green leaf.

It's black.

This is a blue shirt.

This is a big tree. This is a small cat.

It's small.

Is this a big banana?

Is this a big box?

No,

Yes... ..

Contextualization and Illustration: A chant is given using various colour names, eg, blue, red, yellow, brown, green,etc. Pictures and real objects which are related to the classroom can be used for teaching colour and size.

Exercises: Exercises related to the colour and size are given, e.g: 'chant', 'listen point and say', 'Ask, answer and write'.

2. Describing Colour and Size in 'Lotus English Reader'

Forms: Not found.

Examples:

Contextualization:

Exercises:

3. Describing Colour and Size in 'Headway English'

Forms:

This is... ..

The boy is... ..

There is

The girl is

Examples:

A small house.

There is a small cup.

This is a small house.

There is a big mug and small jug.

The boy is fat.

The girl is thin.

Contextualization: Adjectives are used and practiced in this unit. Four pictures are given. The matter of size but not colour with four pictures is given in the context.

Exercises: Fill in the blanks type of questions are given as an exercise for practice.

4. Describing Colour and Size in ‘English Reader’

Forms: Not found

Contextualization:

Exercise:

5. Describing Colour and Size in ‘English Today’

Forms:

Black, white, brown, yellow, green, orange, red, blue

Examples:

Grass is green.

Milk is white.

Gold is yellow.

Roses are red.

The sky is blue.

Contextualization: Pictures are given to fulfill the colour. Students can find out the colour name playing with pictures.

Exercises: Some exercises are given for recognizing the colours.

6. Comparison of ‘Describing Colour and Size’

Table No.8

Comparison of ‘Describing Colour and Size’

The use of describing colour and size in the curriculum	Comparison of forms/structures of language function covered in the curriculum and the textbooks for grade one				
	My English Book	Lotus English Reader	Headway English	English Reader	English Today
Forms: What colour is this? It's red. Red. This is a green pencil. This is a big box. Is it big? No it isn't. It's small.	Forms: What colour is...? What is? This is Is this a big/small... .. ? Yes/no, it is ...	Forms: Not found.	Forms: This is... .. There is The boy is ... The girl is	Forms: Not found	Forms: Black, white, brown, yellow, green, orange, red, blue

As shown in the above table, this function is used only in the three books. No any forms are found in the book ‘Lotus English Reader’ and ‘English Reader’.

‘English Today’ has only listed the name of colours where as ‘Headway English’ has only used size in the textbook.

3.9 Analysis of ‘Asking and Answering about Age’

There are the following instances found in the grade one English textbooks, published by different publications:

1. Asking and Answering about Age in ‘My English Book’

Forms:

How old is/are ?

I’m/He is/She is... ..

Examples:

How old are you?

He’s four.

I’m five.

How old is Raju?

How old is he?

He’s five.

Contextualization: Four pictures with question and answer between pupils and teachers are given in the textbook.

Exercises: Speaking and writing practices are given.

2. Asking and Answering about Age in ‘Lotus English Reader’

Forms:

How old are you?

How old are you,?

I’m

Examples:

How old are you?

How old are you, Anita?

I am six years old.

I am seven years old.

Contextualization: Reading passage is given about self introduction. Two nice photographs are given.

Exercises: For speaking and writing practice, there are two exercises like fill in the blanks.

Nilam is years old.

Anita is years old.

3. Asking and Answering about Age in ‘Headway English’

Forms:

How old are you?

She is

I am

Examples:

I am six years old.

She is nine years old.

How old are you?

Contextualization: Reading text about a family. A small boy introduce himself and his family member in the text. Four photos of the boy, his father, mother and sister are given.

Exercises: Writing practice is given in the exercise. e.g., write about yourself.

4. Asking and Answering about Age in ‘English Reader’

Forms: Not found

Contextualization:

Exercise:

5. Asking and Answering about Age in ‘English Today’

Forms: Not found

Examples:

Contextualization

Exercises:

6. Comparison of ‘Asking and Answering about Age’

Table No. 9

Comparison of ‘Asking and Answering about Age’

The use of asking and answering about age in the curriculum	Comparison of forms/structures of language function covered in the curriculum and the textbooks for grade one				
	My English Book	Lotus English Reader	Headway English	English Reader	English Today
Forms: How old are you? How old is Sita? I'm six. She's seven.	Forms: How old is/are ? I'm/He is/She is... ..	Forms: How old are you? How old are you ...? I'm	Forms: How old are you? I am She is	Forms: Not found	Forms: Not found

As shown in the above table, three textbooks have covered this language function but ‘English Reader’ and ‘English Today’ do not have any forms of this function. Other three books almost equally included the forms of the language function.

3.10 Analysis of ‘Describing Possession’

There are the following instances found in the grade one English textbooks, published by different publications:

1. Describing Possession in ‘My English Book’

Forms:

This is my... ..

That is his... ..

Examples:

This is my book.

This is my father.

This is your bag.

This is my mother.

This is her pen.

This is my brother.

This is his pencil.

That is Raju. And that’s his house.

This is her pan.

That is Lila. And that’s her house.

This is his pot.

Contextualization and Illustration: There is a practice which helps students to play role and memorize the structure: my, your, his, her, etc.

Exercises: Speaking practice is given. e.g. listen and say, say Lila’s chant.

2. Describing Possession in ‘Lotus English Reader’

Forms: Not found

Examples:

Contextualization:

Exercises:

3. Describing Possession in ‘Headway English’

Forms:

This is my... ..

These are my... ..

That is

Examples:

This is my head.

This is my nose.

These are my hands.

These are my eyes.

These are my legs.

There are my ears.

This is your house. That is his house.

Contextualization: A boy describes his body organs using the given structure.

Exercises: A lot of exercises are given for the practice of possession.

4. Describing Possession in ‘English Reader’

Forms: Not found.

Examples:

Contextualization:

Exercise:

5. Describing Possession in ‘English Today’

Forms: Not found.

Examples:

Contextualization

Exercises:

6. Comparison of ‘Describing Possession’

Table No.10

Comparison of ‘Describing Possession’

The use of describing possession in the curriculum	Comparison of forms/structures of language function covered in the curriculum and the textbooks for grade one				
	My English Book	Lotus English Reader	Headway English	English Reader	English Today
Forms: Yes/no question. This is my leg. That is your/his/her head. Is this your eye? Yes it is. That is Ram's nose.	Forms: This is ... That is ...	Forms: Not found.	Forms: This is my... These are my... .	Forms: Not found	Forms: Not found

As shown in the above table, only two books have covered the form of this function in comparison of the curriculum.

3.11 Analysis of ‘Describing/Asking about Present Action’

There are the following instances found in the grade one English textbooks, published by different publications:

1. Describing/Asking about Present Action in ‘My English Book’

Forms:

I’m + V-ing.

Ar e youVing?

He/She is + V-ing.

Is he/she Ving?

You/They are + V-ing.

What are theyVing?

Examples:

I’m running.

What am I doing?

I’m jumping.

You are dancing.

What are they doing?

What is she doing?

Raju is sitting.

Are you dancing Lila?

Lila is standing.

Yes, I’m.

Lakpa is dancing.

Are you jumping Raju?

Miss Thapa is walking.

No, I’m not. I’m sitting.

Numa is running.

Contextualization: A chant is given with various pictures about present action which shows dancing, running, jumping etc.

Exercises: There are enough exercises given in the book. Such as: 'chant', 'ask', 'play', 'write', 'read and write', 'Write the correct sentences'.

2. Describing/Asking about Present Action in 'Lotus English'

Forms:

What are you doing?

He ising.

I aming.

Are they ing?

What is the girl doing?

No, they aren't. They are... ..ing....

She is ing.

Examples:

What are you doing, Hima?

No, she is hat. She is cutting her nails.

I am riding a bicycle.

Are they playing football?

What is the girl doing?

No, they aren't. They are flying kites.

She is walking a dog.

Is he pulling a cart?

He is carrying a cock.

No, he is not. He is pushing it.

They are flying kites.

What is Nisha doing?

Is she washing her hands?

She is drinking tea.

Contextualization: Very attractive colourful pictures are given in the textbook about present action. i.e. riding bicycle, washing clothes, brushing teeth. One person asks question about action and another reply the answer what he/she is doing?

Exercises: Exercises like ‘listen and say’, ‘work in pairs’, ‘look at the pictures’ and ‘write in your notebook’, ‘listen and answer’, ‘look and write in your notebook’ are enough for practicing this language function with appropriate illustrations.

3. Describing/Asking about Present Action in ‘Headway English’

Forms:

The cat is V-ing.

The van is V-ing.

Examples:

The cat is chasing a rat.

He is sitting on a mat.

The van is moving.

He is looking at the van, man, rat and cat.

The man is running after a van.

The ship is going a big city.

The fat man is running.

A man is sitting on a chair.

The rat is running after a fatman.

Contextualization: There is reading passage in the textbook which describes what is happening in present time.

Exercises: Writing practice is given in the textbook.

Let’s read. Write the words given below under the picture:

Looking, Sitting, Chasing, Running

4. Describing/Asking about Present Action in ‘English Reader’

Forms:

Where is the rat sitting?

Where is the cow coming from?

The rat is sitting on a mat.

Boys are..Ving.

The dog is V-ing.

Ram isVing.

The woman is V-ing.

The boy is

Examples:

Where is the rat sitting?

The cow is coming from the meadows.

The rat is sitting on a mat.

Ram and Shyam are playing football with their friends.

The dog is sleeping under the bed.

Lok and Ratan are playing table tennis.

Where is the woman standing?

Boys are playing volleyball.

The woman standing outside the house.

Ram is holding a ball.

The girl is sleeping under a tree.

Rita and Sita are playing badminton.

The boy is going to school.

Contextualization: There are pictures about games and under the picture, the description of the action is given.

Exercises: Fill in the gaps is given for practice.

5. Describing/Asking about Present Action in ‘English Today’

Forms:

They are +V-ing.

Children are+V-ing.

He/She is+V-ing.

Examples:

The children are enjoying Onisha’s birthday party.

Onisha is blowing out the candle.

What are the girls doing?

They are laughing and playing.

They are talking.

Everybody is shouting.

Are they drinking tea? No, they are not.

Children are eating cakes and sandwiches.

He is cleaning the table.

Contextualization: Activities of birth day party with pictures is given in the textbook.

Exercises: Reading exercises like ‘read’, ‘act this dialogue’, ‘picture and sentence matching’, ‘describing pictures’, ‘Add –ing word’ and ‘answer these question’ are given.

6. Comparison of ‘Describing/Asking about Present Action’

Table No.11

Comparison of ‘Describing/Asking about Present Action’

The use of describing possession in the curriculum	Comparison of forms/structures of language function covered in the curriculum and the textbooks for grade one				
	My English Book	Lotus English Reader	Headway English	English Reader	English Today
Forms: I’m/You’re/ He’s/ She’s/We’re Standing/ Sitting/ Dancing/ Jumping What’s he doing? He’s playing. Are you sitting? No, I’m not. I’m eating a banana.	Forms: I’m +V-ing He/She+V-ing You/They+V-ing	Forms: What are you doing? I’m... .. What is the girl doing? He/She is... Ving. Are they... Ving? No, They arenot. They are ...Ving.	Forms: The cat is V-ing. The van is V-ing.	Forms: Where is the rat sitting? The dog is.. .. Ving. The rat is sitting on... .. Ving. The woman isVing. Where isVing from?	Forms: Children are... .. +Ving. They are Ving. He/She is... .. Ving.

The above table clearly shows that all books have included the forms of this language function. Out of them, Lotus English Reader has used more instances than others.

3.12 Analysis of ‘Asking and Answering ‘Who’ Questions’

There are the following instances found in the grade one English textbooks, published by different publications:

1. Asking and Answering ‘Who’ Questions in ‘My English Book’

Forms:

Who is reading?

Who is under the bench?

Imran is.

Lakpa is.

Who is V+-ing.?

Examples:

Who is reading? –Imran is.

Who is writing? –Mr. Sharma is.

Who is eating? –Raju is.

Who is under the bench? –Lakpa is.

Who is running? –Lila is.

Contextualization: In this unit, students are doing various things and the question asks who is doing the things. In response to the question, students reply the name of the person.

Exercises: ‘Look at the picture and answer the question’ is given for practice.

2. Asking and Answering ‘Who’ Questions in ‘Lotus English Reader’

Forms:

He is... ..

Who is?

She is..

Examples:

Who is he?

She is Kamala.

He is Mr. Pradhan.

Who is she?

Who is she?

She is a doctor.

Contextualization:

Exercises:

3. Asking and Answering 'Who' Questions in 'Headway English'

Forms: Not given

Examples:

Contextualization:

Exercises:

4. Asking and Answering 'Who' Questions in 'English Reader'

Forms: Not given.

Contextualization:

Exercise:

5. Asking and Answering 'Who' Questions in 'English Today'

Forms:

Who areVing?

Children.

Children areV-ing.

Examples:

Who are laughing?

Children.

Children are laughing.

Contextualization : This unit can be practiced with ongoing activities.

Exercises: Speaking practice is given in the exercise.

6. Comparison of ‘Asking and Answering ‘Who’ Questions’

Table No.12

Comparison of ‘Asking and Answering ‘Who’ Questions’

The use of asking and answering ‘who’ questions in the curriculum	Comparison of forms/structures of language function covered in the curriculum and the textbooks for grade one				
	My English Book	Lotus English Reader	Headway English	English Reader	English Today
Forms: Who's running? Ram is. Who's under the bench? Gita is.	Forms: Who is reading? Imran is. Who is ... V + -ing.? Who is under the bench? Lakpa is.	Forms: Who is he? He is... .. Who is she? She is.. ...	Forms: Not given	Forms: Not given	Forms: Who are laughing? Children. Children are laughing.

As shown in the above table, three out of five books have listed the forms of this function. It is not found in the books ‘Headway English’ and ‘English Reader’.

3.13 Analysis of ‘Describing Immediate Possession’

There are the following instances found in the grade one English textbooks, published by different publications:

1. Describing Immediate Possession in ‘My English Book’

Forms:

I’ve got

What have you got?

How many have you got?

Examples:

I have got a book.

How many sisters have you got?

I have got a ball.

I have got two sisters.

What have you got Numa?

How many goats have you got, Raju?

I have got a fish.

I have got five goats.

Contextualization: A listening text is given. It is about home and family.

Exercises: Listening and speaking exercises are given in the textbook.

2. Describing Immediate Possession in ‘Lotus English Reader’

Forms:

I’ve got a

What do you have in your pocket?

Have you got a ?

I have a

How many
has/have... ..got?

She/He has

It has... .. .

Examples:

I have got a little hen.

No, I have not.

I have got a little cat.

What do you have in your hand?

It has a trunk.

I have a duster.

They have school bags.

Who has got a ball?

Have you got a red cap?

Rosan has got a ball.

Yes, I have.

Has Niru got an apple?

Have you got a ruler?

No, she hasn't.

Contextualization: This unit starts with a song. The song is about the animals and birds with attractive pictures.

Exercises: The following topics are given for speaking practice: 'let's sing', 'look, listen and say', 'match column A with B', 'work in pair', 'ask and answer', 'Information game'.

3. Describing Immediate Possession in 'Headway English'

Forms: Not found.

Examples:

Contextualization:

Exercises:

4. Describing Immediate Possession in English Reader Grade One

Forms:

This has

has/have... .. .

It also has

Examples:

This bird has a beak.

It also has horns.

It also has feathers.

Elephant has a trunk.

This goat has a tail.

King has a crown.

Contextualization: The unit starts the question ‘what do they have?’ picture of various things are given.

Exercise: Fill in the blanks.

5. Describing Immediate Possession in English Today Grade One

Forms: Not found.

Examples:

Contextualization

Exercises:

6. Comparison of ‘Describing Immediate Possession’

Table-13

Comparison of ‘Describing Immediate Possession’

The use of Describing Immediate Possession in the curriculum	Comparison of forms/structures of language function covered in the curriculum and the textbooks for grade one				
	My English Book	Lotus English Reader	Headway English	English Reader	English Today
Forms: I've got two books. What have you got? I've got two eyes/a nose.	Forms: I've got What have you got? How many have you got?	Forms: I've got a Have you got a ... ? What do you have in ...? I have How many has/ havegot? She/He has It has... ..	Forms: Not found.	Forms: Not found.	Forms: Not found.

As shown in the above table, this function is found only in ‘My English Book’ and ‘Lotus English Reader’. Other books do not include the forms of this function. The book ‘Lotus English Reader’ has given a maximum number of instances of this function.

3.14 Analysis of ‘Talking about Home and Family’

There are the following instances found in the grade one English textbooks, published by different publications:

1. Talking about Home and Family in ‘My English Book’

Forms:

What’s your ?

How many have you got?

I’ve got

Examples:

What’s your father’s name?

Her name is Mina.

What’s your sister’s name?

How many goats have you got Raju?

How many sisters have you got?

I’ve got five goats.

I’ve got two sisters.

How many cows have you got?

I have got mother and father.

I have got two cows.

I’ve got a sister.

Contextualization: This function is contextualized with the family environment. So, pictures are related to the home and family.

Exercises: Listening and speaking practices, as: ‘Listen and say’, ‘Chant’, ‘Copy in your exercise book’ are given.

2. Talking about Home and Family in ‘Lotus English Reader’

Forms: I have got

Examples: I have got a little cat.

I have got a little hen. I have got a little dog.

Contextualization: The unit starts with the topic ‘Riju’s house’ and describes about her home and family in the context.

Exercises: Looking pictures and describing the things and person is practiced.

3. Talking about Home and Family in ‘Headway English’

Forms:

S/He is my She is my

His name is Her name is

S/He works in ... She is nine years old.

Examples:

He is my father. She works at home.

His name is Thomas. She is Meena.

He works in an office. She is my sister.

She is my mother. She is nine years old.

Contextualization: The topic of this unit is my family.

Exercises: Reading and writing practices are given to do.

4. Talking about Home and Family in ‘English Reader’

Forms:

Aruna has a

I don't have a

Kamal has a

Sita doesn't have

All the kids have

Examples:

Kamal has a baby brother.

They have cars too.

Aruna has a baby sister.

I don't have a car.

Only I have none.

Sita doesn't have a car.

All the kids have baby brothers.

I have two brothers.

Contextualization: Reading text is given with pictures of school friends.

Exercises: Reading exercises are given.

5. Talking about Home and Family in ‘English Today’

Forms:

Is this ? Yes it is.

What does ... ? He/she is

What do you do? I/we

Examples:

Is this your family?

Yes it is.

What does your father do?

He is a teacher.

What about your mother?

She is a doctor.

What do you do?

I go to school. I study in class four.

Is this your dog?

What's its name? Laughy... lovely name! Laughy.

Contextualization: Dialogue about family and its members between two friends is contextualized.

Exercise: Listening and reading practices are given.

6. Comparison of ‘Talking about Home and Family’

Table No.14

Comparison of ‘Talking about Home and Family’

The use of talking about home and family in the curriculum	Comparison of forms/structures of language function covered in the curriculum and the textbooks for grade one				
	My English Book	Lotus English Reader	Headway English	English Reader	English Today
Forms: I've got two brothers. What's your sister's name? Her name is... .. How many goats have you got? I've got ... ? Mahesh is Ram's brother. My dog is brown. (all animals) My father's a farmer.	Forms: What's your ? How many ... have you got? I've got	Forms: I have got	Forms: S/He is my His name is S/He works in ... She is my Her name is She is nine years old.	Forms: Aruna has a ... Kamal has a ... All the kids have I don't have ... Sita doesn't have	Forms: Is this ? Yes it is. What does ... ? He/she is What do you do? I/we

As shown in the table above, all books have included the forms of this language function. In comparison with curriculum, among them, ‘My English Book’ has maximum instances than others.

3.15 Analysis of ‘Talking about Days of the Week’

There are following instances found in the grade one English textbooks, published by different publications:

1. Talking about Days of the Week in ‘My English Book’

Forms:

What day is it today?

It is

Examples:

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

Sunday is a school day.

Saturday is a holiday.

Contextualization: A chant is contextualized with seven days of the week.

Exercises: Listening and speaking practices with ‘Chant’, ‘arrange the flashcards in the correct order’ are given.

2. Talking about Days of the Week in ‘Lotus English Reader’

Forms: Not found.

Examples:

Contextualization:

Exercises:

3. Talking about Days of the Week in ‘Headway English’

Forms: Not found

Examples:

Contextualization:

Exercises:

4. Talking about Days of the Week in ‘English Reader’

Forms: The following two forms are given in the textbook:

Today is

There is

Examples:

Today is Saturday.

There is no school.

Contextualization and Illustration: The reading passage is given but sufficient materials are not found.

Exercise: There is no any exercise given in the textbook.

5. Talking about Days of the Week in ‘English Today’

Forms: The following three forms are mentioned in this textbook:

What day is ?

Today is

Tomorrow is

Examples: The following examples are given in this textbook:

What day is today?

Today is Saturday.

That's on Monday.

Tomorrow is Monday.

Today is Sunday.

Contextualization: The text deals with the name of 7 days of a week and twelve months of a year. A calendar is illustrated to teach these things.

Exercises: Listening and memorizing practices are given in the textbook.

6. Comparison of 'Talking about Days of the Week'

Table No. 15

Comparison of 'Talking about Days of the Week'

The use of talking about days of the week in the curriculum	Comparison of forms/structures of language function covered in the curriculum and the textbooks for grade one				
	My English Book	Lotus English Reader	Headway English	English Reader	English Today
Forms:	Forms:	Forms:	Forms:	Forms:	Forms:
What day is it ?	What day is it today?	Not found.	Not found.	Today is	What day is..?
It's	It is			There is	Today is
Is it Monday?					Tomorrow is...

As shown in the above table, only three books have included the forms of this function. Among them, 'My English Book' has listed the maximum instances than others. 'Lotus English' and 'Headway English' have no any forms of this function.

UNIT FOUR

FINDINGS AND RECOMMENDATIONS

The principle aim of the present study was to find out the language functions that have been covered in the grade one English textbooks in contrast with the primary level curriculum. Similarly, the extent to which the curriculum and the textbooks match in case of the coverage has been measured. This research has shown the form-function correlation and due importance has been given to the analysis of the contexts through which new language functions have been introduced in different publications of the grade one English textbook. The exercises offered by the writers to practice the newly introduced language functions have also been analysed in detail.

4.1 Findings

The findings of the research reveal that, with a few exceptions, the functions prescribed in the curriculum and the ones given in the textbook nearly match with each other. Most of the language functions have been realized by more than one form but the other-way round of this relationship is hardly found in the textbooks. The following are the major findings of this study:

1. The language functions covered in the grade one textbooks match more or less with the outline given in the curriculum prescribed and published by Curriculum Development Centre.
2. The textbook 'My English Book' for grade one published by Curriculum Development Centre has covered all language functions prescribed in the curriculum than other textbooks published by private publications. It has covered all 15 language functions prescribed in the curriculum with appropriate contexts, illustrations and exercises.

3. It has been found that there are many exercises in which students are required to work in pair to ask and answer the questions based on the clues given to practice the language functions in question. The different varieties of exercises have been found in the textbooks. Most of the exercises require the students to work in pair or in group or chant to carry out the activities as instructed for different language functions. A lot of pictures for illustrating have been used as prompts to guide the students of grade one to practice the language functions according to their age.
4. The grade one textbook 'Lotus English Reader' published by Vidyarthi Publication has not covered the language functions: 'counting numbers', 'giving information', 'describing, asking and answering about location' and 'describing colour and size' which are prescribed in the curriculum but this book has covered the other language functions, such as: 'telling personal address', 'talking about profession', 'talking about likes and dislikes', 'requesting and talking about ability' and 'making suggestions' which are not prescribed in the curriculum. Though some language functions are missing in the textbook; the contextualization, illustrations and exercises are more emphasized than other textbooks of different publications.
6. The textbook 'Headway English' published by Ekta Books Publication has not covered 'counting numbers' 'asking who question', 'describing immediate possession' and 'talking about days of the week' which are prescribed in the curriculum. However, it has covered the other language functions, such as: 'talking about profession', 'talking about past habit', 'talking about past action' and 'talking about ability' which are not given in the curriculum.
7. The textbook 'English Reader' has not covered nearly 50% language functions which are prescribed in the curriculum. Among 15 language

functions prescribed in the curriculum, the book has not covered the following eight language functions: giving simple commands, counting numbers, giving information with plurals, describing colour and size, asking and answering about age, describing possession, asking and answering 'who' question and describing immediate possession.

8. The textbook 'English Today' published by Ratna Pustak Bhandar has not covered the language functions 'Identifying', 'Giving information with plural', 'asking and answering about age', 'describing possession', and 'describing immediate possession' which are prescribed in the curriculum.

4.2 Recommendations

On the basis of findings of the study, the following recommendations have been made for pedagogical implications:

1. The textbooks are expected to cover basic language functions. However, some of the language functions given in the curriculum are missing in the textbooks of different publications. So, these books need modifications to cover all the language functions prescribed in the curriculum.
2. The textbook writers should consider the prescribed curriculum to write the textbooks. The condition of missing the language functions prescribed in the curriculum and adding the language functions taken from the outside of the curriculum is not good for any students. It is recommended that the subject matter included in the units of textbooks should be in sequence of language functions prescribed in the curriculum.
3. Out of 15 language functions prescribed for grade one in the primary curriculum, 8 language functions are missing in the textbook 'English

Reader' published by Satyal Publication. So, the textbook writers should be careful in the following the prescribed curriculum in writing the textbook

4. The authentic textbooks published by the private publications and used in the private schools are not found in uniformity of the subject matters which are prescribed by the Curriculum Development Centre of the government. So, the government should create the mechanism to watch and monitor over such strong weaknesses of authentic textbooks' publication and uniformity to the teaching learning processes from basic level.

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