

CHAPTER ONE

INTRODUCTION

This study is concerned with the "Teachers' Perception on New Direction: Reading, Writing, and Critical Thinking". In this study, the researcher wanted to explore the perception of teachers who are teaching the course book New Direction: Reading Writing, and Critical Thinking at B.Ed. as an optional subject. This topic consists of general background, importance of ELT, situation of ELT in Nepal, concept about perception, teaching as a professionalism, literature review, objectives of the study, significance of the study in the forthcoming topic below.

1.1 General Background

Education is the product of human capacity and generative faculty of mind. Aristotle (384-332 BC) also puts the similar opinion. What he says is 'Education is the creation of a sound mind in a sound body'. Education is the multifunctional tool of human development by which all round development of a person is possible. In this regard empiricist philosopher, Locke (1632-1704 D) opines that 'Plants are developed by cultivation men by education'.(as cited in Sharma and Sharma, 2065.p 11).

The terms; 'curriculum', 'syllabus', 'text book', 'work book', 'teacher's book', etc. are frequently used in the field of teaching and learning. Curriculum is the widest and broadest among them, under which other materials come in the fields of teaching and learning. According to the Encyclopedia of Education (Vol. 2,1987) "A Curriculum includes the goals, objectives, contents, processes, resources and means of education of all the teaching experiences planned for pupils both in and out of the school and community through classroom instruction and related programs" (p 14). Taba (1962) states "A curriculum is a

plan for learning". Henceforth, curriculum is a package of various activities that can be organized in and out of the school. It is the foundation of textbook writing. As we see in the definition of curriculum, textbooks are only supplementary part of curriculum. A textbook is a book used as standard work in any branch or course of study, a book that forms the basis for regular class instruction. So, textbook is a coherent body of teaching materials which may consist of either just the course book or a learning package, consisting of several parts. It is the sole source of achieving the predetermined objectives. Therefore, textbook should be designed according to the level, interest and background of the students.

1.1.1 Importance of ELT

The English language plays a crucial role in the field of language teaching. Nowadays, the English language is taught as a second or foreign language in many countries of the world. Richards and Rodgers (2001) say, language teaching came into its own as a profession in the 20th century, as applied linguistics in other sought to develop principles and procedures for the design of teaching methods and materials (p.1). Because of globalization, the importance of the English language is growing up rapidly. It is known as an international language. Not only that, the English language is being used in almost all the fields such as teaching, science and technology, business, politics, information technology and so on. It is an important means to educate the people releasing world's current/recent events. English language teaching is taken as the best way of preparation for global communication and being practiced world widely. Likewise, the English language helps the learners to integrate oneself into English speaking community. In this context, Larsen- Freeman (2000) states, "Knowing English is also a key to

employment in globalize economy" (p. 69). From this view, it can be said that English is the most widely used lingua franca to grow economy in the world and the English language teaching has been become inevitable in all the levels and context.

1.1.2 Teaching the English Language

English is a language with great reach and influence, it is taught all over the world in many different circumstances. The English language has essentially evolved in two broad directions; instruction for people who intend to live in an English speaking country and for those who do not. English is an international language which is also taken as a lingua franca all over the world . It is a medium of survival skill and a versatile tool of social bound of people at very corner of the globe because of the concept of globalization.

Because of the above mentioned reason, the importance of learning the English language is growing day to day. So, English is taught as a second or foreign language almost all the countries of the world nowadays. There should be entrance of English for the enlightenment of every sector of today's society.

In the context of Nepal, the history of the English language teaching can be traced back to the formal schooling program i.e. in the first decade of Rana Regime. Awasthi (2003) mentions:

English entered in the Nepalese education in 1854 when the first Rana Prime Minister Jung Bahadur Rana opened a high school in Kathmandu. However, it was not introduced in the higher education until 1918 when Tri-chandra college, the first college in the kingdom, was established. The introduction of ELT in Nepalese education started only in 1971 with the

implementation of National Education System Plan (NESP) (p. 22). Until then, English teachers were not trained.

Nowadays, English is taught as a compulsory subject from the grade one in government aided schools as well. Almost fifty percent of schools both private and public together uses English as a medium of instruction. As students can earn university degree in specialization in the English language, ELT is developing as a profession. Khaniya (2006) states that a professional is he who performs tasks involving not only skills and knowledge but also expertise.

The English language teacher should cope with new techniques and principles of language teaching according to the changing winds and shifting sands of language teaching, for the upliftment of society and for the promotion of professional growth.

1.1.3 Teaching as a Profession

Profession means a job requiring special types of skills or knowledge. It means, the combination of all the qualities that are connected with trained and skilled people. Teachers as other personal like doctors, pilots and engineers too require a special types of skill or knowledge to accomplish their particular job. So, teaching is also regarded as one of the professions.

Language teaching generally means teaching about a language in the classroom. In fact, language teaching is not confined to within the four walls of a classroom. Its coverage is much wider. Particularly, language teaching refers to teaching to use a language, especially a second language. Stern (1991) defines language teaching as "the activities which are intended to bring about language learning" (p. 21). He further argues that language teaching is more widely interpreted than

instructing a language class.

Weiler (1995) states "Professionals are at the top of a hierarchical pyramid of occupations, they are the experts in a particular field and they rationally employ advanced knowledge for common good" (as cited in Villegas - Reimers, 2003, p. 39). So, professional development, in a broad sense, refers to the development of a person in his or her professional role. More specially, Glattborn (1995, p. 4) says "Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically" (as cited in Reimers, 2003, p. 11). Richards and Rodgers (2001) mentioned that "language teaching came into its own as a profession in the twentieth century" (p. 1).

Khaniya (2006, p. 7) states, "Teachers, professors, doctors, engineers, lawyers, etc are regarded as professionals". According to him, a professional is one who performs tasks involving not only skills and knowledge but also expertise, and teacher as a professional is necessarily responsible to bring about change in the way the students do things or perform tasks after she/he receives instruction.

Hoyle (1995, as cited in villegas-Reimers, 2003, p. 35), mentions "There have been debates over the years and through out nations as to whether teachers are professionals as opposed to mere 'workers' and whether teaching is a profession and not just an occupation". Similarly, Villegas- Reimers (ibid) mentions "Fortunately, the tendency over the last few years has been to begin to accept teaching as a profession and, consequently, the transformations from teacher training to teacher professional development" (p. 36). A central part of being a professional teacher is committed to help all students succeed. "Teachers are the major elements of the entire education system those are placed at the heart of education system (Dewey 1916, Dean 1992) pack and unpack the curriculum

(Hamilton, 1997) and thus they have to be more professional in their business" (as cited in Poudel, 2006). Teaching profession is that it is responsible to produce other different professionals. So, we can say, it is an industry which produce mature human resources. Definitely, teaching profession provides a motivation for continuous career growth. Most of the people agree that teachers should be professionalized for the upliftment of the entire education.

1.1.4 Types of Textbooks

In the present day world, generally in the field of ELT two types of textbooks have remained in existence namely traditional textbooks and communicative textbooks. The first category textbooks are prepared on the basis of the traditional syllabus, on the other hand, the second categories are prepared on the basis of the communicative or functional or functional notional syllabus. The brief introduction of the textbooks can be given in the following manner:

1.1.4.1 Traditional Textbook

As its name suggests, the traditional textbooks are based on the traditional syllabuses and the convention. Most of the prescriptive grammar books and other language textbooks which do not emphasize on language functions are regarded as the traditional textbooks. Traditional textbooks primarily focus on grammar and students learn language as a hierarchically structured or codified system. About this types of textbook, Grant (1987 p. 12) states, "the textbooks which tend to emphasis the forms or pattern of language more than the communicative function of language and also focus on reading and writing activities rather than listening and speaking activities. " Although many of the countries focus on communicative textbooks, now a day too, traditional textbooks have not been out of sight.

1.1.4.2 Communicative Textbook

Communicative textbooks are the demand of the present situation because it is the era of globalization where a lot of interactions and exchanges of ideas with different groups of people is needed. In the field of language teaching and learning, after the emergence of traditional textbook, communicative/functional textbooks came into existence which provides the students adequate opportunities to use the language in the classroom interactively. As Grant (ibid) opines, "communicative text books emphasize the function of language with a good balance among the four language skills but may emphasize listening and speaking more than traditional textbooks do." These types of books try to minimize the language problems creating different opportunities for the students to use the language apparently in the classroom as well as the real life situations. In this regards, communicative textbooks are better than traditional textbooks.

1.1.5 Textbook: New Direction: Reading, Writing, and Critical Thinking

The text book New Direction: Reading, Writing, and Critical Thinking is a textbook which is designed by native speaker of English for the advanced ESL or EFL students. This course book is put as an major subject in the New course of B.Ed. 1st year English. The weighting of this course books is 100 marks. This course books has been started for 3 years B.Ed in our curriculum. So,it is necessary to find out its positive aspect, negative aspects as well as what the teachers and students say regarding this book. That is why the researcher attempt to observe teachers' perception on this course book.

The writer of this book is Peter S. Gardner. This textbook is designed to help students meet the demands of reading, and writing assignment in college and university classes. The main purpose of the book is to develop or strengthen the reading, writing and critical thinking skills of the advanced ESL or EFL students

for their personal or professional purposes. To the end, the textbook offers a number of challenging reading and writing activities such as essay writing, letters writing, journal writing, etc that encourage the higher order thinking skills, analysis, synthesis, interpretation, evaluation, and application necessary for academic success. This book also stresses the development of students academic vocabulary. It teaches strategies that will help learners compose expository and argumentative essays and use sources effectively in research writing. It provides many opportunities for formal and informal writing including journal entries, free writing, summaries, reports and essays.

This book contains 35 reading texts of varying length and difficulty, though all are appropriate for the college level. The selections are interdisciplinary and include excerpts from college texts and nonfictions books, newspaper and magazine articles, personal essay, letters, short stories, folktales, fables, and poems. Provocative and challenging, the readings are diverse in subject matter, aim, voice, style, and rhetorical technique and represent a balance of descriptive, narrative, expository and argumentative writing. Accompanying many of the readings are sidebars that contain short high- interest texts or content- related graphs, charts, and tables. The diverse selections and graphic materials engage students in important social issues and promote a stimulating context for developing reading, writing, and critical thinking skills.

The book contains five thematically based chapters. (The book is divided into five thematically based chapters.) An informal section on writing skills, titled "The essentials of writing" is placed between chapter 2 and 3 .

The five chapter themes in the book were selected because of their relevance and interest to students. The themes and activities are not sequenced to be taught in any order. Besides the thematic content, each of the five chapters also focuses on

importance of writing techniques. The five chapters and the five writing techniques are:

Chapter 1: Intercultural communication

Main Ideas and Supporting Details.

Chapter 2: Education

Purpose and Audience

Chapter 3: Mass Media and Technology

Figures of Speech

Chapter 4: Gender Roles

Summarizing and Paraphrasing

Chapter 5: Work

Tone

The writing section appears between chapter 2 and 3. It contains on tasks, only essential information about writing and plentiful examples. Students are encouraged to go to the information whenever they have a writing assignment. The writing section is in 3 parts:

Part one: The Structure of an Essay.

The Introduction, Body Paragraph, The Conclusion

Part two: The Writing Process:

Assessing the Writing Situation, Exploring and Planning, Drafting, Revising, Editing and Proofreading

Part three: Writing with Sources

Types of Sources, Location Sources, Evaluating Sources, Taking Notes from Sources, Documenting Sources.

The chapters are organized in such a way that an opening activity that raises students' awareness of the chapter theme; a series of core reading with pre- and post- reading text activities; an activity that requires students to synthesize information and make connections among the core readings; several readings, with a pre-and post-reading activity for each; and a final activity with essay topics based on the theme of the chapter. In brief, the organization of a chapter is as follows:

Unit Opener

Core Readings

Making Connections

Additional Readings

Essay Topics

Again, the core reading accompanying a full set of pre- and post- reading activities, which are listed below and the additional readings have only one pre-reading activity, a note taking activity and a post-reading activity.

Journal writing

Previewing the topic

Agreeing and disagreeing

Taking notes while you read

Reading journal

Main ideas

Reflecting on content

A writer's techniques

Vocabulary

Vocabulary in context

Discussion

Writing follow up

Thus, we can say that this course book is the mixture of many different subject matters, skills, to develop the students' reading, writing capacity which is really fruitful to think critically. It is we can say, a store house which include reading materials, writing skills, vocabulary aspects, etc. to improve the English language according to their needs and interest.

1.1.6 Defining Perception

The word 'perception' is derived from the Latin word 'percept' which was in turn derived from the Latin word 'percepere' meaning 'observation. Literally, it means the deeper or natural understanding of something or the way of understanding and interpreting something.

According to Sanford and Capaldi (1964, p. 175), perception refers to the awareness of or the process of becoming aware of extra, of the extra -organic or intra-organic objects or relation or qualities by means of sensory process and under the influence of set and of prior experiences. Similarly, Hochbery (1964, p. 660) defines it as "both to the experience of gaining sensory information about the world of people, things and events and to the psychological process by which this is accomplished". So, perception is the organization of meaningful understanding about subject matter. The New Encyclopedia of Britannica (1990) defines perception as 'the process whereby sensory stimulation is translated into organized and meaningful experiences' (p.279).

From the above definitions, we can say that the development of perception is based on the experience of previous knowledge. In other words, perception refers to awareness, understanding and interpreting something very deeply and closely. Perception develops from the organization of present and past experiences about subject matter.

Normally, it is considered difficult to measure. Regarding the measurability of perception, The New Encyclopedia of Britannica (1990, p. 279) clearly states: that “ The perceptual process is not directly observable but the relation can be found between the various types of stimulation and their associated experiences and the percepts”.

In this research, the researcher is going to find out the teacher's perception in implementing ‘New Direction: Reading, Writing, and Critical Thinking’ on the basic of the perception taken from the subject teachers. Similarly, the researcher also tried to assess the suitability of the organization of materials and skills including in the textbook from the same teachers' perception.

1.2 Review of the Related Literature

A number of the research studies have been carried out on textbook analysis under the supervision of the Department of English Education, T.U., Kirtipur. However, a very few research studies have been carried out on teachers perception towards different course and textbook of different levels. Some research works with my study are reviewed here.

Awasthi (1979) studied the attitudes of the different groups of the people towards the English language in the secondary school of Kathmandu. The result of the study was that the different groups of people had positive attitudes towards the English language.

Dahal (2001) conducted a research work entitled, "English for Grade X: A Text Book Analysis". The main objectives of his study was to explore the effectiveness of the students. In his study, he analyzed all the aspects of textbook. The findings of the study was positive towards the organization and the presentation of the materials but it was negative on physical aspect of the

book, not provided any model of post card writing, bio-data, notices, and advertisement, lacks drill, although the students would be able to produce the variety of authentic materials mentioned in the curriculum.

Dawadi (2004) examined out a Study on the topic "English Textbook for Grade Seven" with the view point of physical and academic aspects. The main objectives of the study was to find out the effectiveness of the text book. In her study, the context of the text book did not in harmony with English curriculum of that class. The findings were listed under the strong, and weakness of the book and some recommendations has been made on the basis of the findings.

Kandel (2006) studied and analyzed a research on the topic, "An Analysis of the Textbook: A Case of Academic Encounter Life in Society." In his study, he tried to analyze the academic as well as physical aspects of the textbook of PCL first year. He prepared two sets of questionnaire based on the academic and physical aspect of the text book in order to obtain the data for the study. From the study, he found out that the physical aspects of the book was satisfactory and academic aspect was also found to be quite good to fulfill the objectives of the textbook.

Kunwor (2008) conducted and analyzed a research on the topic, "Teachers' Perception Towards Grade XI Teacher's Book of Meaning Into Words." The main objective of the study was to explore the teachers' perception towards Grade XI Teacher's Book of Meaning into Words. In his study, he had selected 10 English language teachers each from Lamjung, Kathmandu and Tanahun district randomly. He prepared a sets of questionnaire consisting of open ended and five likert type scale for collecting data. The finding of the study showed that teachers book had both strong and weak aspects but the positive aspects were more than the weaker ones.

Acharya (2009) carried out a research entitled "An Analysis of New Generation 'English'". The main objective of the research was also to find out the effectiveness of physical and academic aspect of the text book. From his analysis, we found out that the selection and gradation of the course contents were very well. The satisfaction result what he did not find was the emphasis of the book only to reading and writing skills.

Adhikari (2010) conducted a research work entitled, "Collaborative Learning for Teachers' Professional Development". The main objectives of her study were to explore the attitude of English language teachers towards collaborative learning and find out the environment available for the teachers in learning and practicing collaboratively. The research was limited to the selected 40 secondary level English language teachers from Kathmandu and Pokhara Valley. Questionnaire was used as the research tools. The findings of the research shown that almost all (97.5%) secondary level English Language teachers have positive attitude towards collaborative learning for their professional development. Not only that, majority of the teachers were aware of the effectiveness of different small scale collaborative learning activities on teachers' professional development. Only a few teachers were unsure of it.

Ghimire, (2011) Studied and analyzed the research on the topic, "Teachers' Perception Towards Expanding Horizons in English" The main objectives of the research was to find out the difficulty level need and interest of the learners, teach ability, vocabulary selection and authenticity regarding the textbook Expanding Horizon in English. For that, he had selected 15 subject teachers of Rupandehi district through non-random judgmental sampling and then he had prepared open ended and close ended types questions having four responses strongly agree, agree, disagree and strong disagreed. By, analyzing and

interpreting the responses given by the respondents, the researcher came to the conclusion that the textbook is found quiet satisfactory in terms of their intellectual level, need and interest and authenticity.

Although a number of research work have been carried out in order to evaluate and analyze the textbook of various level and classes, none of the students deals with perception of B.Ed. level English teachers towards the evaluation and analysis of the new English text book of Bachelor level (i.e. B.Ed. first year major English Prescribed textbook) in terms of their suitability of the organization of materials and skills and practicality in using the textbook. Here, this study tries to dig out the internal evaluation of the text book" New Direction: Reading, Writing, and Critical Thinking".

1.3 Objectives of the Study

The objectives of the Present study were as follows:

- a. To find out the view of the teachers about the textbook in terms of:
 - i. difficulty level
 - ii. vocabulary selection and language skills
 - iii. need and interest of learners
 - iv. teachability
- b. To suggest some pedagogical implication.

1.4 Significance of the Study

The researcher conducted the research on 'Teachers' Perception on New Direction: Reading, Writing, and Critical Thinking'; a textbook implied for the B.Ed students because this textbook is written by the native speaker of English for ESL/ EFL students, specially. Though this textbook is written for ESL/ EFL

students, it is necessary to be found out its effectiveness in our context. This research will also help to find out the strong and weak aspects of the textbook as well. So, the research to be conducted in this topic seems to be significant to some extent. Besides this, the findings of the study will be significant in the field of language to students, teachers, textbooks writers, syllabus designers and those who are directly or indirectly involved in teaching learning activities. Mainly, the beneficiar of this study will be the students, the teachers, textbook writers, syllabus designers, language trainers, etc. so the findings of the study will have significant contribution to those who are interested in evaluating the textbook and in teaching as well.

CHAPTER TWO

METHODOLOGY

Methodology is a set of methods and techniques. It is the logical procedure the researcher intends to follow in detail. The researcher adopted the following methodology to fulfill objectives of the study.

2.1 Sources of Data

The researcher used both primary and secondary sources for the data collection. The primary sources were the main sources for data collection and secondary sources were used to facilitate the research.

2.1.1 Primary Sources of Data

The study was basically based on the primary sources of data and the primary sources of data of the study were the responses provided by 30 subject teachers who were teaching B.Ed. first year in different campuses affiliated to T.U. in Tanahun and Kathmandu districts.

2.1.2 Secondary Sources of Data

The researcher consulted the textbook many times for the secondary sources of data. Besides various books, journals, research works, articles and related books were also consulted. Some of them were Harmer(1983), Grant(1983), Nunan(1999), Hochbery(1996), Kumar (1998) and so on. The researcher also visited some related websites to collect more information for the facilitation of the study.

2.2 Population of the Study

The populations for the study consisted of 30 B.Ed. level English teachers from

different campuses affiliated with T.U. in Tanahun and Kathmandu district.

2.3 Sampling Procedure

In this study, the researcher selected 30 subject teachers teaching B.Ed level English from Tanahun and Kathmandu district affiliated with T.U. having one year experience. Similarly, the researcher selected the sample population through purposive non-random judgmental sampling procedure to meet his objectives of the study in which he simply reached the informants and collated the required data.

2.4 Tools for Data Collection

Questionnaires were used as a chief tool for the data collection in survey research. A set of open ended and close ended questionnaire was distributed to the selected teachers in order to find out their opinions regarding the textbook. They were also asked to point out its strengths and weaknesses for the improvement of the textbook.

2.5 Process of Data Collection

The researcher collected the data from the primary sources by administering the questionnaire. For this, the researcher himself studied the textbook in a great detail and prepared a set of questionnaire. For this purpose, he adopted the following steps:

- a. At first, the researcher visited the different campuses of Tanahun and Kathmandu districts where B.Ed. Programme has been lunched and talked to the authorities and got permission to carry out this research by explaining briefly about the purpose and process of his study.
- b. After getting the permission from the campus authorities, the researcher

consulted the subject teacher by using non-random judgmental sampling and built rapport with them. The researcher assured him/her of the confidentiality in terms of ethics of research regarding the information obtained through questionnaire.

- c. Then, the researcher distributed the questionnaire to collect their views and attitudes regarding the textbook and waited for completion.
- d. Finally, the researcher collected the questionnaire and thanked the informants and campus authorities for their kind co-operation.

2.6 Limitations of the Study

The study had the following limitations:

- a. The study was limited to the perception of B.Ed. levels teachers on implementing 'New Direction: Reading, Writing, and Critical Thinking'.
- b. The study was limited to only 30 subject teachers of different campuses affiliated to T.U.
- c. Questionnaire was the only tool for the data collection.
- d. Non-random judgmental sampling was used to select the population.
- e. The research area of the study was limited to Tanahun and Kathmandu districts only.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

In this chapter the researcher has analyzed and interpreted the data collected from primary sources. The data was collected from the informants with the help of a questionnaire (see appendix -II) consisting of both open ended and close ended to explore teachers' views regarding the text book 'New Direction: Reading, Writing and Critical Thinking' which is prescribed for the students of the B.Ed. first year with major English. While carrying out this research, the researcher collected the required data from 30 subject teachers of 30 campuses affiliated with T.U. who had teaching experience of at least one year in the same subject. The teachers were selected by using non-random judgment sampling procedure. The questionnaire were constructed being based on the objectives of the study/set in the curriculum.

The researcher arranged the questions thematically into four groups to meet the objectives of the study. The collected data was analyzed and interpreted under the four main headings.

- a. Difficulty level
- b. Vocabulary selection and language skills
- c. Need and interest of the students
- d. Teachability

The questionnaire covered mainly academic or internal aspects of the textbook. primarily, there were two parts in this study. The first part of this chapter deals with the analysis of the collected data in terms of close ended questions as accurately as possible. The observation was based on the categorical responses and on the basis of percentage where above 80 percent was considered as very strong aspect and 60 percent to 80 percent was considered as good aspect. Similarly, 40 to 60 percent was considered as satisfactory but below 40 percent was taken as a very weak aspect. Being based on the above criteria, the data were analyzed and interpreted

both statistically and descriptively.

The next or second part of this chapter included a description of the teachers' perception being based on the open ended questions. The teachers' perception were calculated according to its frequencies.

3.1 Analysis of the Teachers' Perception on the Qualities of the Textbook

Teachers known as a professionals use a textbook as a teaching material and hence they have much more understanding and knowledge about the qualities and appropriateness of the materials they use. In this section, the researcher analyzed and interpreted the qualities of the textbook systematically to highlight the teachers' view on different aspects of the textbook.

Before analyzing and interpreting the teachers' perception on the qualities of the textbook, firstly, the researcher classified the textbook into two categories viz. academic and physical aspects. Here, academic aspects of the textbook refers to the inner quality or how far the exercises and materials are matchable to what the authors claim as well as to the aims and objective of the course. On the other hand, physical aspect of the textbook indicates to the extrinsic quality or the peripheral aspect of the textbook. In order to be a good textbook, both aspects should be perfectly matched, managed and organized.

In this research work, the academic aspects of the book 'New Direction: Reading writing and Critical Thinking' has been stressed. While carrying out this study in details, the academic aspect of this textbook had been divided into different sub-headings and ordinary percentage method was used here to analyze the teachers' view expressed on the academic aspects of the book. The questions of close ended and open ended types were provided to the teachers. For the close ended type question four options namely strongly agree, agree, disagree and strongly disagree were provided and the respondent were to choose one that best reflected their

observation among the options. These responses had been analyzed using statistical tool of simple percentage, descriptively and analytically.

3.1.1 Academic Aspects of the Textbook

Academic aspect of the textbook indicates the internal areas of the book under different headings of the textbook. It is the soul of the textbook. So, in this research work, the researcher mainly concerned with the internal aspect i.e. academic aspect of the textbook. Thus, the teachers were asked to collect their perception on these different broad headings. The researcher prepared and distributed the many question regarding the subject matter in terms of its difficulty level, vocabulary selection and language skills, need and interest of the learners, and teachability to get teachers' perception on those aspects of the textbook. The responses on the subject matter given by the teachers were presented in the following table on the basis of the percentage of their current responses regarding the close ended question set out being based on the textbook.

3.1.1.1 Difficulty Level

Here, the researcher observed and analyzed the different types of statements according to the responses given by the teachers regarding the difficulty level of the textbook in terms of the students intellectual level.

Table No. 1
Teachers' Perception on Difficulty Level

S.N.	Statements	Responses			
		SA	A	D	SD
1.	The course contents are adequate to the level and interest of students.	6.66%	10%	66.66%	16.66%
2.	The subject matters are selected and graded in terms of their difficulty level.		30%	60%	10%
3.	Language organization of the textbook fits with the level of the students.	10%	66.66%	16.66%	6.66%
4.	The different unit enlisted in cohesive order	6.66%	60%	20%	13.33%
Total perception		5.83%	45%	41.66%	7.511%

As shown in table No. 1, teachers' perception on the difficulty level of the text book 'New Direction: Reading, Writing, and Critical Thinking' was found inadequate apart from some good aspects. Under the heading difficulty level, the adequacy of the course content of the textbook to the level and interest of the students display that 6.6 percent of the teachers strongly agreed, 10 percent agreed, 66.66 percent disagreed and 16.66 percent strongly disagreed with the statement. In conclusion, most of the teachers' views were found negative towards the textbook. Likewise, the subject matter selected and graded in terms of their difficulty level displays that 30 percent of the teachers agreed with the statement, 60 percent disagreed, 10 percent strongly disagreed and no one was found in favor of strongly agreed, respectively. Thus, most of the teachers were disagreed in this statement.

In the same way, 10 percent of the teachers strongly agreed, 66.66 percent agreed,

16.66 percent disagreed and 6.66 percent strongly disagreed, respectively with the statement that language organization of the textbook fits with the level of students. In conclusion, most of the teachers' perceptions were found negative regarding the items.

Similarly, the textbook was found better in terms of its different units listed in a cohesive order. It means, 60 percent teachers agreed, 6.66 percent teacher strongly agreed, 20 percent teachers disagreed and 13.33 percent teachers strongly disagreed, respectively with the statement.

In this way, the average percent of the teachers' perception regarding the difficulty level of the textbook was found 5.83 percent with strongly agreed, 45 percent with agreed, 41.66 percent with disagreed and 7.51 percent with strongly disagreed, respectively. In conclusion, the textbook, 'New Direction: Reading, Writing, and Critical Thinking' was found quite satisfactory according to their level.

3.1.1.2 Vocabulary Selection and Language Skills

Vocabulary selection and language skills being used in the textbook were observed and analyzed in the following table with the help of different types of questions.

Table No. 2

Teachers' Perception on Vocabulary Selection and Language Skills

S.N.	Statements	Responses			
		SA	A	D	SD
1.	Vocabulary is selected in terms of their proficiency level	10%	50%	20%	20%
2.	All the language skills are presented in an integrated way.	20%	20%	40%	20%
Total perception		15%	35%	30%	20%

As shown in the table No. 2, teachers' perception on vocabulary selection in terms of the proficiency level of the students of the book displays that 50 percent teachers agreed with the statement. Likewise 10 percent teacher strongly disagreed, 20 percent disagreed and 20 percent strongly disagreed with the statement, respectively.

Similarly, 20 percent of the teachers strongly agreed, 20 percent of the teachers agreed, 40 percent of them disagreed and 20 percent of them strongly disagreed with the statement that all the language skills were presented in an integrated way, respectively. In conclusion, more teachers put their disagreement on the statement.

In this way, the average percent of the teachers' responses regarding the vocabulary selection and language skills of the text book were 15 percent, 35 percent, 30 percent and 20 percent according to their responses strongly agreed, agreed, disagreed and strongly disagreed, respectively.

In overall conclusion, vocabulary selection and four language skills used in the textbook were found quite satisfactory rather than better one.

3.1.1.3 Need and Interest of the Students

In the following table, the researcher observed and analyzed the need and interest of the students regarding the textbook through different types of responses given for the different statements.

Table No. 3
Teachers' Perception on Need and Interest of the Students

S.N.	Statements	Responses			
		SA	A	D	SD
1.	After the application of this course book, it meets the main objectives that what they think to be fulfilled	20%	60%	20%	
2.	The exercises encourage the students to solve the solution of the problem.	23.33%	56.66%	16.66%	3.33%
3.	The exercises given under any topic are sufficient for the students to understand the topic clearly	40%	43.33%		16.66%
4.	The course book is highly students oriented in terms of their participation	46.66%	26.66%	16.66%	6.66%
5.	The SPQ are related to motivate and stimulate the readers towards to text	36.66%	33.33%	23.33%	6.66%
6.	At the and of teaching, does it give fruitful result to the students in terms of their higher order thinking.	20%	66.66%	13.33%	
7.	Reading materials, contents, Drawing are accurate and realistic.	10%	60%	26.66%	3.33%
8.	It is essential to include audio/visual materials in order to use the textbook successfully	46.66%	40%	13.33%	
Total perception		30.41%	48.38%	16.25%	4.58%

As shown in the table No. 3, teachers' perception on need and interest of the students regarding the statement that after the application of this course book; it meets the main objectives that what they think to be fulfilled, 20 percent strongly agreed, 60 percent agreed, and 20 disagreed and no one of them were found in favour of strongly disagreed to the statement. Similarly 56.66 percent agreed, 23.33 percent strongly agreed, 16.66 percent disagreed, and 3.33 strongly disagreed on the statement that the exercises encourage the students to solve the solution of the problems. Similarly, 40 percent of the teachers strongly agreed with the statement that the exercises given under any topic were sufficient for the students of solve the topic clearly, 43.33 percent and 16.66 percent of the teachers were agreed and strongly disagreed, respectively in the same statement. In the same way, 46.66 percent, 26.66 percent, 16.66 percent and 6.66 percent of them strongly agreed, agreed, disagreed and strongly disagreed, respectively with the statement that the course book was highly students oriented in terms of their participation. Likewise, 33.66 percent, 33.33 percent, 23.33 percent and 6.66 percent of the teachers were strongly agreed, agreed, disagreed and strongly disagreed, respectively with the statement that the sign post questions were related to motivate and stimulate the readers towards the text. Similarly, 66.66 percent, 20 percent and 13.3 percent of the teachers agreed, strongly agreed and disagreed with the statement that at the end of teaching, it gives a fruitful result to the students in term of their higher order thinking. Similarly, 60 percent, 10 percent, 26.66 percent and 3.33 percent of the teachers agreed, strongly agreed, disagreed and strongly disagreed, respectively with the statement that reading materials, contents, drawing were accurate and realistic. In the same way, 46.66 percent, 40 percent and 13.33 percent of them strongly agreed, agreed and disagreed, respectively with the statement that it was essential to include audio- visual materials in order to use the textbook successfully.

In this way, whether the text book achieved the need and interest of the students were calculated from the total responses given by the respondents. So, the total

perception of the different responses were 30.41 percent, 48.38 percent , 16.25 percent and 4.58 percent with strongly agreed, agreed, disagreed and strongly disagreed, respectively. Thus, it can be said that, the text book, 'New Direction: Reading, Writing, and Critical Thinking' was found that it achieved the need and interest of the students which was aimed to be fulfilled after the application of this textbook.

3.1.1.4 Teachability

Here, the researcher observed and analyzed the teachers' perception on the teachability of the textbook.

Table No. 4
Teacher's Perception on Teachability

S.N.	Statements	Responses			
		SA	A	D	SD
1.	The subject matter which have been included really help in the field of ELT	36.66%	43.33%		16.66%
2.	Teacher manual is locally available		23.33%	60%	16.66%
3.	The reading text presented in the text presented in the textbook are interesting to the teachers.	36.66%	63.33%		
4.	As a teacher, you feel comfortable while teaching the text.	36.66%	40%	6.66%	16.66%
Total perception		36.66%	56.66%	22.22%	16.66%

As the above table shows, the teachers' perception on the teachability of the textbook was found good. Regarding the statement that the subject matter which had been included really helps in the field of ELT, 36.66 percent of the teachers strongly agreed, 43.33 percent of them agreed and only 16.66 percent teachers

strongly disagreed with it. Likewise, 23.33 percent of the teachers agreed, 60 percent of them disagreed and 16.66 percent of them strongly disagreed only on the statement that the 'teacher manual' was locally available. In the same way, 63.33 percent of the teachers agreed and 36.66 percent of them strongly agreed only on the statement that the reading text presented in the textbook were interesting to the teachers. Similarly, On the statement that as a teachers, you felt comfortable while teaching the text, 36.66 percent of teachers strongly agreed, 40 percent of them agreed, 6.66 percent disagreed and 16.66 of them strongly disagreed.

So, the average percent of the teachers' perception regarding the teachability of the textbook were 36.66 percent, 56.66 percent, 22.22 percent and 16.66 percent in these categories , i.e. strongly agreed, agreed , disagreed, and strongly disagreed, respectively.

Thus, on the teachers' perception, the textbook, 'New Direction: Reading, writing and Critical Thinking' was found quite helpful in the field of ELT.

3.2 General Opinions Expressed by the Teachers Regarding the Open-ended Questions of the Textbook

In order to find out the general opinions of the teachers. On the textbook, ten open-ended questions were constructed and distributed to the respondents. The frequencies of the responses given by the teachers were calculated. So, the responses with higher frequencies were taken into more consideration. In those open ended questions, the teachers were asked to mention the strong points, weak points and suggestions for the improvement of the textbooks. Likewise, different types of questions regarding the different interdisciplinary activities, different materials, reading text, etc. were asked to the teachers to collect their general responses (see the appendix-I). So, responses given by the respondents were placed as a single one. The questions and the responses were enlisted in the following ways.

a. Communicative approach of the textbook

The responses given by the teachers were listed as below:

- The textbook focuses on communicative approach of language teaching because it makes student practice themselves and the texts are related to real life situations.
- It does not focus on communicative approach because it does not emphasize on developing communicative competence. It lacks grammatical competence, discourse competence and strategies competence which communicative approach comprises of.
- In order to be a communicative textbook, the book should focus all the four language skills, but this textbook focuses only on reading and writing skills rather than listening and speaking skills. Thus, this textbook, does not totally focus on the communicative approach.
- No, it only assumes single line contact between the teacher and students. It lacks much more group discussion concept.
- To some extent, this textbook, focuses on communicative approach because this book provides many sample reading and strategies of writing which is a key component of communicative approach.
- Rather than focusing on the communicative approach this textbook focuses on critical approach.

b. The activities included in the text book are motivative for students as well as teachers

The responses given by the teachers were as follows:

- The textbook has pre-reading activities such as journal writing, previewing the topic, agreeing and disagreeing are motivative for students as well as teachers.

- This textbook also focuses on the cultural exchange especially English culture, so, this textbook seems to be motivative for the students as well as teachers.
- Interdisciplinary activities included in the textbook really motivate the students and teachers because it is related to our real life situation.
- The sign post question (SPQ) given in the textbook really activate the students to learn the text.

c. The course enhances the students' thinking level high through the different interdisciplinary activities

The responses given by the teachers regarding the above mentioned questions were as follows:

- The text is so nice in terms of its subject matter but because of the examination- oriented concept students do not take the subject matter seriously. As a result, aimed objectives of the course book could not be fulfilled.
- The textbook offers a number of challenging reading and writing activities that encourage the higher order of thinking skills of analysis, synthesis, interpretation, evaluation and application, arguing, reflecting and reasoning included in the book also enhance the students thinking level high.
- The activities included in the textbook are really interdisciplinary which really encourage the students to make comparison between and among different cultures and then it became really helpful to enhance the students' thinking level high.
- Interdisciplinary activities of the course book make students aware about the western culture /manner and also provides many ideas to solve the problems to our students. It is the plus point to include this course book in our curriculum.

d. Materials used in the textbook sufficient to meet the objectives set out in the curriculum

- Because of the cultural variation/context variation, the materials used in the textbook is not found to be sufficient, context oriented to meet the objectives set out in the curriculum.
- The subject matters, exercises, activities included in this course book were found quite satisfactory but the questions pattern for the examination is inappropriate.
- The textbook meets the objectives set out in the curriculum because lots of interdisciplinary readings materials, exercises and context as well as writing strategies were presented in the textbook to fulfill the objectives set out in the curriculum.

e. The strong points of the textbook

The strong points of the textbook pointed out from the teachers' responses were as follows:

- This textbook presents different cultural aspects.
- It makes comparison of different cultures of different countries.
- This textbook really helps the students to think critically.
- This textbook includes pre- and post- reading, essence of writing making connections after core reading.
- This textbook focuses on interdisciplinary activities in its content i.e. world's burning issues.
- This textbook consists a lot of exercise, bank of questions and enough extra information for the shake of horizon of knowledge.
- In order to develop vocabulary power, the book plays key/significant role.
- The book contains well selected and authentic texts with appropriate exercises.

- It deals with the current affairs.
- It presents the content in an interesting way with full of facts and figures.
- It provides challenging activities that promote the higher order thinking ability of analysis, synthesis, interpretation, evaluation and application.

f. The weaknesses of the textbook

The respondents point out the following weakness that cannot be fulfilled by the textbook.

- This textbook is to some extent far from the intellectual level of the faculty of education background students.
- It is not useful for dull students and teachers. It does not help to enrich the Nepalese culture.
- This text book is less concerned in communicative approach.
- This textbook is designed by native speaker of English. So, the course content is found beyond the level of Nepalese students.
- The textbook contains some irrelevant exercises.
- All language skills are not included in the textbook.
- There is great mismatch between the textbook and the curriculum. Questions patterns of T.U. examination is so far away from the many good things the text book tries to teach in a specific way.
- The texts are complex and not totally comprehensible.
- The textbook has failed to encompass all the genres of literature.

g. Difficulties / problems that are faced while teaching

The respondents records the following problems that they are facing while teaching and reading the text.

- There is some difficulties in illustration as it is out of native context.
- There is lack of grammatical based activities because it is most to enable the

students for grammatically correct writing.

- Teaching manuals, teachers' guide and other supportive materials are not available easily.
- Texts are beyond the linguistic and cultural background of the learners.
- Some words and texts are very difficult to use and make them understandable.
- There are too many reading texts in the textbook to be completed within one academic session.

h. Suggestion for the improvement of the textbook

The respondents provided the following suggestions for the sake of improvement of the textbook:

- The text should be selected according to the intellectual level of the B.Ed. students.
- The exercise selection should be modified to make it matchable to our social context and curriculum.
- Teaching manuals, teachers' guide and supportive materials, etc. should be made easily available.
- The textbook should include grammatical activities and glossary at any cost and emphasize on communicative approach. i.e. it should prefer all language skills.
- To motivate the learners, flavor of Nepali culture should be included in the texts.
- The textbook should be made as practicable as possible. Training programmers for the teachers should be conducted and the audio-visual materials should also be included along with the textbook.

i. Matchability of the textbook in the Nepalese context

The responses given by the teacher regarding the above mentioned questions were as follows.

- This textbook, though published by the native speaker of English is also found to be match able to some extent because it provides authentic language, culture, beliefs, etc. in the real sense.
- This textbook provides many challenging reading texts of interdisciplinary areas. So, it broaden the horizon of knowledge and makes us aware about them which is useful in our day to day life.
- Because of our own weakness it seems not to be match able in our context but its importance /significance cannot be neglected in this global context.
- Now, this course book is applied for the major English students. Thus, the subject matter, activities, texts of interdisciplinary areas included in this textbook by the native speaker of English would be contextually more appropriate.
- Although the authentic knowledge gained by the Nepali learners from this textbook, it seems inappropriate to some extent because it is written being based on foreign contexts/ cultures by foreign writers.

j. Effects of inclusion of interdisciplinary activities in the textbook

The responses given by the respondents regarding the above mentioned questions were as follows:

- The selection of interdisciplinary activities do not make the course difficult instead they highly motivate the learners in their study.
- No doubt, those activities are helpful to understand the text but they are not sufficient.
- In our context, students are also from very rural areas. That is why, some time they are also unfamiliar with the many issues raised in the text and they

also do not have direct experience about the target culture. Thus, to some extent, interdisciplinary activities included in the text book brings some sort of problems.

On the basis of the responses given by the teachers regarding the textbook 'New Direction: Reading, writing, and Critical Thinking' we can draw the conclusion that majority of the teachers agreed with the authenticity of the textbook

Thus, the use of this textbook in B.Ed level seems to be satisfactory besides some weaknesses.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

In this research activity, it is found that the textbook 'New Direction: Reading, writing and Critical Thinking' is basically concerned with the reading and writing skills. It presents many challenging and interdisciplinary activities that develop the students' habit towards the reading besides creative writing resulting into perceiving or taking anything critically. So, the main aims of this text book is to enable students to read and take pleasure in reading as well as writing ability and then derive the students towards critical thinking. The researcher has come to the following findings after analyzing and interpreting the data.

1. Difficulty level

- a. This textbook is found matchable in terms of the intellectual level of ESL/EFL learners.
- b. The subject matter seems not to be selected and graded in terms of their difficulty level.
- c. Language organization according to students' intellectual level is found quite satisfactory.

2. Vocabulary Selection and Language Skills

- a. The difficult vocabularies are presented through vocabulary in context but it seems incomplete.
- b. Vocabulary is found to be selected in terms of their proficiency level.
- c. The textbook does not give equal value to four language skills.
- d. The textbook surely help to enhance the students' language learning and develop the critical thinking capacity after the reading of interdisciplinary activities any more.

3. Need and Interest of the Students

- a. The sign post questions included in the text help students as well as teachers to motivate towards the contents/ subject matters of the textbook.
- b. The textbook is found to be a medium to the students as well as teacher for being aware of familiar with the western cultures.
- c. The textbook is the mirror of interdisciplinary activities (which really derives the students to critical thinking.) which enhances the students thinking critically.
- d. Newly emerging issues of the world are being familiar through the use of this textbook by ESL/EFL students.
- e. This textbook lacks all the genres of literature.
- f. The textbook does not present the background information about the writers and texts.
- g. This textbook presents many reading texts and essentials of writing for the result of critical thinking.

4. Teachability

- a. The textbook written by native speaker of English included texts from different sources such as journal writing, magazines, folktales etc. So, it is found to be helpful to learn the English language from native like exposure.
- b. Teachers' manual is not easily available.
- c. The textbook is found as the reflection of interdisciplinary activities, which is found to be interesting to the teachers.
- d. The teacher is found to be uneasy while teaching the textbook because of the inclusion of newly emerging issues in the textbook.
- e. The textbook presents many challenging readings, writing skills and vocabulary aspects to improve the English language.

4.2 Recommendations

The researcher would like to present the following points for the recommendations.

1. Difficulty Level

- a. The subject matter of the textbook should be prescribed in accordance with the intellectual level of the students.
- b. Though reading texts selected very nicely, it lacks the principle of gradation i.e. the subject matter is not found to be organized in terms of simple to complex, known to unknown parameters, etc.

2. Vocabulary Selection and Language Skills

- a. The textbook should pay attention to all the language skills because it becomes really difficult to get mastery over secondary language skills without getting mastery over primary skills of language.
- b. Vocabulary in context is placed for the difficult words of the book besides this, glossary would have been seem appropriate for the ESL and EFL students.

3. Need and Interest of the Students

- a. Background knowledge is a must to understand reading text clearly. Thus, back ground information about the writers and the texts should be presented before the text.
- b. For the wide range of knowledge to the students, the textbook should focus to all the genres of literature.
- c. Drawing and pictures should be perfectly coloured for the effective achievement of what the textbook aimed to be fulfilled.

4. Teachability

- a. Some training programmes should be conducted time and again for the teachers to make them well qualified regarding the newly burning issues of the world included in the textbook.
- b. Teachers' manual such as teachers' guide book, reference book, teachers' dictionary, etc. should be made easily available.

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APPENDIX - I
QUESTIONNAIRE

Dear Sir/Madam

This questionnaire is a research tool for gathering information for my research entitled "Teachers' Perception on New Direction: Reading, Writing, and Critical Thinking" under the supervision of Mr. Bhesh Raj Pokhrel, Lecturer, Department of English Education, T.U., Kirtipur, Kathmandu. Your name and name of organization is optional. All the information collected through the questionnaire will be kept confidential. Please feel free while filling in the questionnaire.

Your participation is voluntary and if you decide to take part you are still free to withdraw at any stage. It is hoped that your kind co-operation will be a great contribution in the accomplishment of this valuable research.

Thank you for your kind cooperation

Researcher
Bhesh Bahadur Kandel

Name (Optional):

Name of the Campus (Optional) :

Gender :

Teaching experience : years

Set 'A'

Please, read the questions and tick (✓) the best answer in your opinion.

a) Difficulty Level

1. The course contents of the textbook are adequate to the level and interest of

students.

Strongly agree []

Agree []

Disagree []

Strongly disagree []

2. The selection and gradation of the contents are very well interms of their difficulty level.

Strongly agree []

Agree []

Disagree []

Strongly disagree []

3. Language organization of the textbook fits with the level of the students.

Strongly agree []

Agree []

Disagree []

Strongly disagree []

4. The different unit inlisted in cohesive order.

Strongly agree []

Agree []

Disagree []

Strongly disagree []

- b) Vocabulary Selection and Language Skills

5. Vocabulary is selected interms of their proficiency level.

Strongly agree []

Agree []

Disagree []

Strongly disagree []

6. The text book presented all the language skills in an integrated way.

Strongly agree []

Agree []

Disagree []

Strongly disagree []

- c) Need and Interest of the Students

7. After the application of this course book, it meets the main objectives that what they think to be fulfilled.

Strongly agree []

Agree []

Strongly agree [] Agree []
Disagree [] Strongly disagree []

d) Teachability

15. The subject matter which have been included in the book really help in the field of ELT.

Strongly agree [] Agree []
Disagree [] Strongly disagree []

16. Teacher Manual is locally available.

Strongly agree [] Agree []
Disagree [] Strongly disagree []

17. The reading text presenting in the textbook are interesting to the teachers?

Strongly Agree [] Agree []
Disagree [] Strongly Disagree []

18. As a teacher, you feel comfortable while teaching the text.

Strongly Agree [] Agree []
Disagree [] Strongly Disagree []

Set 'B'

Deliver your free responses for the following questions regarding the textbook.

1. In your opinion, does the book focus on communicative approach ? If yes/No, Why

.....
.....

2. Do the activities included in the textbook are motivative for students as well as teachers ? If yes /No why?

.....

.....
3. How does the course enhance the students' thinking level high through the different interdisciplinary activities of the course ?

.....
.....

4. Have you found the materials used in the textbook sufficient to meet the objectives set out in the curriculum ?

.....
.....

5. From your perspective, what are the strong points of the textbook ? Please list out.

.....
.....

6. Mention the weakness that cannot be fulfilled by the textbook.

.....
.....

7. Please indicate if there are any other difficulties/problems that you are facing in the textbook while you are teaching.

.....
.....

8. Please specify the suggestions for the sake of improvement of the textbook.

.....
.....

9. Do you think, the course book published by the native speaker of English are matchable in the Nepalese context ? If yes/No why?

.....
.....
10 Do you think, the interdisciplinary activities included in the book make the course difficult to the students? If yes/No why?

.....
.....

Thank you for your kind cooperation