

CHAPTER – ONE

INTRODUCTION

1.1 General Background

Language is a means of communication. It is the sole property of human beings through which we exchange our ideas, feelings, thoughts, desires and emotions. It is a unique social phenomenon used in human society to establish a good relationship among human beings. It is a species-specific to humankind which is assumed to be as old as human race itself. Language plays an important role in transmitting the message from history, culture and religion from one generation to another. It is widely used means of communication that is shared by every member of community. It is generally defined as a voluntary vocal system of human communication. Bees and dolphins are also said to have quite elaborate forms of communication. However, none of the systems of animal communication, which have been studied so far, possess anything like the flexibility and complexity of human language. From the functional point of view, it is a means of communication. In this regard, Sapir (1978, p.8, as cited in Lyons, 2005, p.3) says, “Language is purely a human and non instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols.” More precisely, language is a voluntary vocal system of human communication. Various scholars have tried to define language from one angle to another, but none of the definitions are absolutely complete in themselves. However, all of them share some common characteristics of language.

English is an internationally well known language which is widely accepted as one of the dominant languages of the world. There is no doubt that it is the passport to travel the whole world. It is also the master key to the store house of knowledge and plays the role of library language in all developing countries like Nepal. It is impossible to pluck the fruit of the rapid advancement and innovation made in the field of science and technology, industrial development,

international relationship, tremendous progress made in different fields of human knowledge without proper knowledge of English language. It is one of the official languages of the United Nations and as such it plays a vital role in international communication. It has become the global language or the world language. All the areas have been influenced by this language. It is accepted internationally as a language of science, technology, commerce, diplomacy, foreign mission, mass media etc.

It is believed that more than half of the world's newspapers, world scientific and technological medium of communication are in English. According to Crystal (1997, pp.3-4), "English is used as an official or semi-official language in over sixty countries and has a prominent place than others." He further says:

English is now the language most widely taught as a foreign language in over 100 countries such as China, Russia, Germany, Spain, Egypt and Brazil and in most of these countries it is emerging as the chief foreign language to be encountered in schools, often displacing another language in the many process.

It is regarded as the language with large vocabulary and one of the noblest bodies of literature. To taste the real flavor of scientific, technological and industrial development we need the knowledge of English language.

1.1.1 ELT Situation in Nepal

English is a major international language which is used in different parts of the world. It is also the language of medicine, media, science and technology.

Today, a vast store of knowledge and technology is explored through English. It is a passport through which one can visit the whole world and one who knows English can enjoy the advantage of world's citizen. English provides its users a key which opens the doors for various opportunities of job, education

and progress. It is the powerful means to achieve the end of development. English language has been given great importance in the education system of Nepal. Language teaching came into its own as a profession in the twentieth century. The whole foundation of contemporary language teaching was developed during the early part of twentieth century (Richards and Rodgers, 2002, p.1).

English is a global language. Most of the world's people use English to fulfill their different purposes such as, to establish international diplomatic relationship; to contact international business; to study books; journals, newspapers of the world to get information about science and technology. There is no doubt that English has been established as a popular language in Nepal. People think that those who are able to communicate in English are considered to be well educated and intelligent persons. If someone lacks the ability to use English, s/he is considered as an uneducated and unintelligent person. So, a person who knows English enjoys a great deal of prestige in the present world. Even in Nepal, English learners have high prestige in professional as well as academic field. Its place in Nepalese education as a foreign language is secure because it is one of the ways of promoting technical education. Bhattarai (2006, p.11) states, "Nepali is the mother tongue for only fifty percent of the population." So, English is thought of as an agent for accelerating the modernization process in Nepal through education.

English language teaching began in Nepal with the foundation of Durbar High School in 1854 A.D. Junga Bahadur Rana, the first Rana ruler, visited England in 1850. He was highly impressed by English education system during his visit. So, he opened this school which was the first English school in Nepal. But education was only for the members of the Rana families and their favourite people. After many years, common people of Nepal got opportunity to learn English. The opening of Tri-Chandra College in 1918 A.D. marked to the formal beginning of English in higher education in Nepal. Educational development began after the establishment of democracy in 1950. Since then,

many educational institutions were established throughout the nation. Several reports and research studies regarding education were carried out and several reports were made. Especially, the new education system plan of Nepal (NESP, 2028) brought a revolution in the education system of Nepal. But after the restoration of democracy in 1989 A.D., several efforts have been made in the field of education. Furthermore, the national education commission (NEC) 1992 A.D. laid great emphasis on the improvement of English language curriculum. Various meetings have recommended to introduce English as a compulsory subject in all schools of Nepal from very beginning. Now, ELT has been introduced from Nursery in private schools and from grade one up to the bachelor level as a compulsory as well as optional subject of the country. It is also introduced as specialization subject in master's level. The primary level English curriculum (grade I-V) has been introduced since 2003. The English curriculum has been designed for primary level education in Nepal, with a view to fulfill the immediate needs of children learning English and building a basic foundation for their further studies in and through English. The main aim of this curriculum is to develop communicative competence of the learners.

In Nepal, there are some non-governmental organizations helping to develop English. There is Literary Association of Nepal (LAN), Linguistic Society of Nepal (LSN) and Nepal English Language Teachers Association (NELTA) to facilitate teaching/learning of English. Their main role is to make the English language accessible to the people of disadvantaged communities, provide facilities at reduced cost to the people living in the remote areas.

1.1.2 Textbooks and their Roles in Teaching English

A textbook is a means to fulfill the aims of designed curriculum. It is a teaching material for a teacher and learning material for a learner. Each academic material is guided by the curriculum consisting of teaching aim, contents, methods of teaching, evaluation scheme, time allotment, textbooks, etc. Likewise, all textbooks are written to meet the objectives of the curriculum.

The textbooks are the authentic materials to present in the classroom because they are economical, easily available and widely used tools of education. They remain essential tools for preserving the world's storehouse of knowledge and wisdom. They serve as a basis for systematic learning. It is the pivotal aspect of total teaching and learning process. It is the visible heart of any ELT program (Sheldon, 1988, p.237, as cited in Awasthi, 2006, p.1), an almost universal element of teaching, a guide for a teacher, a memory aid for the pupils, a permanent record or measure of what has been learnt. Therefore, textbooks are perhaps the prime means that support the complete educational programme. For the implementation of curriculum, textbooks plays vital role in the context of third world countries like Nepal. Harmer (1997, p.257) argues about the importance of the textbooks as follows:

A textbook has obvious advantages for both teachers and students. A good textbook often contains lively interesting materials. They provide a sensible progression of language items clearly showing what has to be learnt. So, the students can revise grammar of functional point that they have been concentrating on.

For most of us, a textbook is the main weapon while tackling with teaching/learning situation. In our country, some teachers are still teaching sitting under a tree and not even a blackboard is available there. In such situation, the textbook becomes only the major source of teaching materials.

A textbook plays vital role for the implementation of the school curriculum in our education system. According to Haycraft (1978, p.12), "It is something concrete that gives a measure of progress and achievements as lessons are completed, one by one, until finally the book is finished." Likewise, a textbook is the sole source for the teachers and students to achieve the objectives of the curriculum. Without the collaboration of teaching materials and trained

teachers, effective learning is not possible. Similarly, Grant (1987, p.12) says, "Textbook is used to refer to a course book which typically aims at covering all aspects of the language and supplementary textbook, devoted to particular topic or skill areas."

The above definitions show that textbook is viewed as a backbone of teaching learning process. A textbook is the material generally available at the learners' hand. It stands on the ground of curriculum and is taught in the classroom with the purpose of achieving aims determined in the curriculum. It is the prime means to support the whole educational programme.

Harmer (1983, p.13) lists the following roles of textbooks:

- a) To provide the students and teachers the subject matter which help them achieve the target goal.
- b) To limit the subject matter to the extent which the students need to master.
- c) To include language function and form systematically in a gradual progression that fosters easy learning.
- d) To reflect the teaching items set in the curriculum.
- e) To support a programme of instruction.
- f) To offer a systematic revision of what they have done and guide what they are going to do.
- g) To provide stimulus for student writing assignments.

1.1.3 Kinds of Textbooks

Grant (1987, p.12) has classified the textbook into two broad categories. They are briefly described below:

1.1.3.1 Traditional Textbooks

Traditional textbooks mean the textbooks which were used in the past. They are designed for structural or grammatical syllabus, and to give emphasis on the forms or patterns of the language. The traditional textbooks provide grammatical items for internalizing and using language accurately and fluently. Reading and writing skills are highly focused in this kind of textbook. It focuses on the learning of language but not language itself. Traditional textbooks demand a traditional, authoritative teacher, one, who describes aesthetic value of literary text. S/he only teaches about language rules, systems etc. As a result, students know about the language but they can't communicate. So, nowadays, it has been replaced by communicative textbooks.

Grant (1987, p.13) provides the following characteristics of traditional textbooks:

- i) They focus on the forms or patterns of language more than the communicative functions of language.
- ii) They focus the students to learn the language as a system.
- iii) They tend to focus on reading and writing activities, rather than listening and speaking activities.
- iv) They emphasize the importance of accuracy.
- v) They often make use of great deal of first language.
- vi) They focus rather narrowly on syllabus and examination.

1.1.3.2 Communicative Textbooks

Communicative textbooks are the demand of present situation. They came into existence to overcome the weaknesses of traditional textbooks. They try to create opportunities for the students to use the language in the classroom before using it in real life situation. The ultimate aim of this type of textbooks is to develop communicative competence in the learners. They emphasize functions of language like: asking for permission, asking for information, making

requests, greeting, apologizing, etc. Communicative textbooks teach language itself not about a language.

Communicative textbooks try to reflect the students' needs and interests through communicative functions of language. They are based on the beliefs that language is learnt by using it rather than knowing the formal grammar system of it. Under such books, all the language skills are treated equally. Communicative textbooks include variety of communicative activities in which different functions of language can be realized. Students get plenty of opportunities to use language. In the implementation of such textbooks, a teacher works as a guide, facilitator, and co-ordinator.

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

- i) They emphasize the communicative functions of language.
- ii) They try to reflect the students' needs and interests.
- iii) They usually have a good balance among the four language skills, but may emphasize listening and speaking more than traditional textbooks do.
- iv) They encourage work in groups and pairs.
- v) They emphasize on using skills of language.
- vi) They emphasize fluency, not just accuracy.
- vii) They aim to develop communicative competence among learners.

1.1.4 Use of Textbook to the Teachers and Students

A textbook is useful material for both teachers and students. It is a commonly used material in formal education. It is different from other books because it is used in specific grade on a specific subject. It provides a clear framework: teachers and students know where they are going to and what is coming the next, so that there is a sense of structure and progress. Specifically, they use the book for the following reasons:

1.1.4.1 Use of Textbook to the Teachers

A textbook is everything for the teachers in the places where there are no other reference materials. They will have to rely fully on the textbooks available in the absence of good reference materials and libraries. It is always used to facilitate the teacher for their teaching. Without the help of textbook, teachers feel very difficult to teach in the classroom.

The following points depict the use of a textbook to the teachers:

- i) It provides structure for teaching.
- ii) It offers linguistic, cultural and methodological support.
- iii) A textbook can help the teachers to know what should be taught and in what order the language items should be taught.
- iv) It helps them to identify the method of instruction to be applied in the class.
- v) It helps the new teachers to grasp the subject matter.
- vi) It helps them to know the depth of subject matter to be taught.
- vii) It saves time.
- viii) It is easy to keep track of what you have done and to tell others where you reached.

1.1.4.2 Use of Textbook to the Students

Just like the teachers, textbook is the main weapon for the students to meet the objectives of the curriculum. Textbook is one of the most fundamental requirements of any successful teaching and learning activity. It is not only the collection of teaching items to be dealt within a classroom but also the most comprehensive teaching material containing all kinds of information that students of a particular level are expected to acquire within the duration of one academic session. It is a guideline for all students. No students can meet the objectives of curriculum without using textbook. Some of the uses of textbook for the students are mentioned below:

- i) A textbook defines what is to be learned and what will be tested.
- ii) It helps the students to know what they are learning and how the language items are graded.
- iii) It helps in their learning with attractive, neat and economic language items.
- iv) The students who do not go to class regularly use a textbook for their self-study.
- v) It also enables regular students to learn independently of the teacher, particularly, through completion of homework.
- vi) It helps them to study authentic subject matter, explanations, illustrations, examples, etc.
- vii) It reinforces what the teacher has done and makes revision and preparation possible. It thus offers support for learning outside class.

1.1.5 The Importance of Textbook Analysis

The textbook is one of the important elements of education system. The system has to be reformed and recognized time to time. Textbook should be reformed regularly. Textbook analysis is one part of the major educational reform. It is not a haphazard and random process. It is very difficult to analyze a textbook. At first, a textbook should be well designed and after that, it should be analyzed regularly because without analyzing textbooks we cannot know about the appropriateness of textbooks. All the textbooks need continuous examination. But frankly speaking, most of the textbooks are not examined regularly after they are used in classroom.

Regarding the importance of a textbook, Khaniya (2003, p.2) says:

In our school education, a single set of textbooks is prescribed in each course of study mostly the books being used were written by those writers who could win competitive bidding for writing textbooks. The

implication is that the books were not selected from among competent books. The books must have been approved by a group of competent people but it was not clear whether or not the books were examined before they were approved against a well designed framework. It can be argued that the books could have been better if a competent frame was developed for the purpose of developing textbooks against which the books could have been examined.

A textbook should address the needs and interests of the learner. So, while selecting and organizing a textbook, an author should care about the needs and interests of the learners. S/he should follow the steps of developing textbook. The quality of textbook depends upon the purpose for which such textbooks are used. A textbook considered to be good one may become outdated in course of time. There is need for continuous revision and evaluation of textbooks. But in our context, most of the books are prescribed for the classroom purpose they are not examined after that (i.e. whether the textbooks are sufficient to fulfill the purpose or not). Therefore, we should bring new trend for the continuous investigation or analysis of textbook.

1.1.6 The Purpose of Textbook Analysis

The textbook analysis is a crucial and complex task. Without analyzing a textbook, no one can find out the good and bad aspect of a textbook. Various purposes can be fulfilled by analyzing it. The common purposes of textbook analysis are as follows:

- i) To point out strengths and weaknesses of the textbook.
- ii) To facilitate the concerned reader.
- iii) To comment for further improvements.

- iv) To provide feedback to the author by means of constructive comments or suggestions.
- v) To challenge the accepted values and norms, and to propose the possible alternatives for solution.

1.1.7 Framework of Textbook Analysis

As stated above, textbook analysis is a very complex task. It is a systematic process not random and haphazard work. The textbooks are written and designed by a team of experts to fulfill the objectives of the curriculum and also to meet the need of present day. While evaluating the textbook, one has to follow the certain criteria or framework. It is a major teaching material. It facilitates in teaching and learning process.

A textbook analysis is done on the basis of physical and academic aspects. A textbook keeps a good harmony between the physical and academic aspects. Different experts have provided different criteria for evaluating textbook. Grant (1987, p.119) provides us with the CATALYST test in which each of the letter represents the eight criteria by which we can decide whether the textbook is appropriate to the target group or not. Each letter of CATALYST refers to the following criteria:

- C – Is the textbook communicative?
- A – Does it match with aims and objective?
- T – Is the course teachable?
- A – Are the additional materials available?
- L – Is the level of the book appropriate?
- Y – Is your impression good?
- S – Does it meet the interest of the students?
- T – Has the course been tried and tested?

For Grant (ibid), a good textbook should provide positive responses to the above questions. He further talks about initial evaluation, detailed evaluation and in-use evaluation.

Broadly speaking, there are two aspects of a textbook, i.e. physical aspects and academic aspects. The researcher tried to analyze both aspects of the textbook. While analyzing textbook, he followed the following framework:

1.1.7.1 Physical Aspects

What we see from the outside of the textbook is its physical aspects. Physical aspects of the textbook should be very attractive and sound. It is like outfit or dress. Physical aspects of the textbook are as follows:

i) Layout of the book

The layout of the book should be attractive and durable. It should be artistic so that it catches the eyes of any readers.

ii) Cover page design

The cover page and its design must be designed very attractively and psychologically. It should be attractive, colorful and informative which helps to attract the learners' attention towards the textbook.

iii) Size of the book

The size of the book is very important for the readers to develop their interest in reading. It must be appropriate in size which can be carried out easily.

iv) Lettering and Spacing

The letters should be of appropriate font. They should be of appropriate size according to the level of students. The spacing between letters, words, phrases, sentences and paragraphs should be appropriate.

v) Binding and Paper quality

The binding and the paper quality are very important factors as they ensure the durability of the textbook. They should be done in offset presses with durable stitches. The paper should be of good quality. It should be durable and the printing should be attractive.

vi) Price

The price of the textbook should be reasonable and affordable to the common users.

1.1.7.2 Academic Aspects

Academic aspect is the core part of any textbook. It is an inner quality of a textbook which includes following aspects:

i) Objectives

A textbook is designed on the basis of curriculum. It should reflect the objectives of the curriculum. Textbook should suit the age, interests, needs and levels of the target group. It should be able to gain the knowledge and skills as mentioned in the curriculum in question. Khaniya (2003, p.23) argues, “The quality of reading materials should be examined in light of the purpose for which such materials are used”. It is obvious that a textbook is designed on the basis of objectives of the curriculum.

ii) Content

Content is one of the important aspects of language. It should be able to address the students' needs and interests. They should be informative and should be thought provoking as well. The contents should have a good link with the physical and social environment of the learners. Presentation and organization of the contents should be based on simple to complex, concrete to

abstract principles. Moreover, selection and gradation of the content should be good.

iii) Presentation and Organization

There should be systematic presentation and organization of content. It should be appropriate to meet the set objectives. The selected content should be properly graded like 'simple to complex', 'known to unknown' and so on. They should be graded in terms of the difficulty level. Systematic format should be used to present the selected content.

iv) Vocabulary and Structures

Vocabulary and grammar are important aspects of language. Students have to learn varieties of vocabularies and language structures. Simple day-to-day vocabulary as well as difficult and new vocabularies should be taught. They are the backbone of language. Selection of vocabulary and structure should be suitable to the mental level of the learners. They should be well selected and graded. It should follow the principle of selection and gradation.

v) Functions

Language is used to communicate ideas, thoughts and attitudes. The term 'function' refers to the purpose for which language is used. Broadly speaking, there are two types of functions of language viz. grammatical function and communicative function. Grammatically, language functions as subject, complement, adverbials, etc and communicatively, it functions as requesting, ordering, greeting, etc. A qualitative textbook should include both types of function with varieties of exponents.

vi) Illustrations

A good textbook should include pictures, charts, tables, diagrams etc. to illustrate the difficult concepts. Rai (1998, p.23) says, "... illustrations create

motivation and interest in students, help them understanding better, do certain activities and facilitate language learning”. They should be relevant to the teaching item and should illustrate the concepts clearly.

vii) Exercises/Activities

A good textbook should include a variety of exercises which provide opportunities for students to practice new forms, structures and functions. There should be clear instruction for each exercise in the textbook. Exercises of all aspects and skills should be included in the textbook. Students should get chance for their innovation and nobility. They should be directly related to the aims of the curriculum. The exercises should be interesting and suitable to the level of the students.

viii) Supplementary Materials

Supplementary materials are the helping materials which help both the teachers and students to enhance language learning by providing supplementary exposure of English language to the students. They should match the interest and level of the learners. They break the monotony of classroom and refresh the learners.

A good textbook should have reference readers. They complement the students to achieve the objectives. Other supplementary materials are workbooks, teachers’ guide, audio-visual materials etc. If a textbook is without supplementary materials, it becomes handicapped.

1.1.8 Introduction of the Lotus English Reader for Grade V

“Lotus English Reader” is one of the textbooks of pre-primary, primary and lower secondary levels of private schools. It is a student centred course and written by Dr. Govinda Raj Bhattarai, Dr. Anjana Bhattarai, Dr. Bal Mukunda

Bhandari and Mr. Yadab Prasad Adhikari. This book is published by Vidhyarthi Prakashan (pvt.) Ltd; Kathmandu.

The textbook aims to develop basic linguistic competence and skills among the learners to help them communicate accurately and fluently. It also aims to consolidate and enhance their knowledge of English grammar and vocabulary. Another target of this course is to develop sensitivity among the learners towards language and literature and people, society and their environment.

In order to achieve these objectives, the course is based on interactive pedagogical approaches, participatory methods and activity oriented classroom techniques through pair work, group interaction, role-play, information gap activities and task based learning. These provide the students with sufficient opportunities for meaningful contextual communication and practice.

The textbook "Lotus English Reader Grade V" includes nine units which consist of seven different activities. Each unit begins with 'let's sing' and ends with 'play with words.' The book tries to present all the language skills and aspects. The authors claim that it contains the most carefully selected and graded authentic materials from a wide variety of text types and genres so as to address the needs and expectations of the students, teachers and parents.

1.2 Review of the Related Literature

Some researches have been carried out in the Department of English Education in Faculty of Education, Tribhuvan University, Kirtipur regarding textbook analysis and course evaluation. An attempt has been made here to make review of the related literature on textbook analysis:

Lamichhane (1999) carried out a research study to find out whether or not the language materials used in the English textbook of Grade Eight were sufficient to fulfill the objectives set out in curriculum for developing speaking and writing skills. He found that the book is relevant in developing speaking and

writing skills. The contents are systematically organized though the drills and exercises are not enough. There is no perfect matching between the curriculum and the textbook since it lacks model of business letter and other texts even if they are prescribed in the curriculum.

Similarly, Bhattarai (2001) made an attempt to evaluate the English textbooks for Grades VI-X which is based on textbook analysis. He has found that there are many inadequacies in the textbooks. Such as paper quality is low, coverage is dull, binding is weak, presentation of the material is poor and typing is determined without consideration.

Likewise, Dahal (2002) has analyzed the English Textbook for Grade X in terms of its physical aspects, organization and presentation of the materials. He found the textbook wasn't attractive and durable. The textbook has not provided any specimen of post card writing, questionnaires, bio-data, notes and advertisement although the curriculum has mentioned that students will be able to produce the variety of authentic materials.

Ghimire (2003) has examined the "Link English Course for PCL First Year". The main objective of the study was to analyze the textbook in terms of the physical and adequacy of the contents, and to find out whether the text serves as a course for linking the SLC English syllabus with the PCL first year English syllabus and the first year of higher secondary level. His conclusion was that the physical aspects of the textbook is poor lacking an appropriate size, quality of the paper and durable binding. The book also has deficiency of exercises for developing oral skill, the primary language skill. He found that although it has some deficiencies it serves as a fundamental basis for the higher education in Nepal as it functions as a link between SLC and higher studies compulsory English curriculum. The emphasis is on grammar and vocabulary items and its design is like a workbook in which students can write are its positive aspects.

Dawadi (2004) carried out a research on “An Analysis of Grade Seven English Textbook”. The objective of her study was to analyze the textbook in terms of its physical as well as academic aspect. The findings showed that the space between words, lines and paragraphs was appropriate. It contained the communicative activities in some extent.

In the same way, K.C. (2005) carried out a research on “An Analysis of the New English Textbook for Grade IX”. The objectives of his research work were to analyze the textbook in terms of its physical and academic aspects. He found out that the cover of the page is not good. The paper quality printing, distribution of units, exercises, language, contents, illustrations, etc. were appropriate.

Atreya (2006) has carried out on “An Analysis of the Functions Covered in the English Textbook of Grade IX and X”. Her purposes were to find out the coverage of the functions in the English textbooks of Grade nine to ten, to analyze the functions in items of form-function correlation contextualization. She found that the functions covered in the Grade IX and X English textbooks match more or less with the functions prescribed by the curriculum. The functions have been presented in a linear way. Sometimes there is revision of the functions. There is no one to one correspondence between forms and functions. Functions are presented by creating real-life situation.

Khanal (2006) carried out a research entitled “An Analysis of Optional English Textbook for Grade five”. The main objective of the study was to analyze the textbook in terms of its physical features, subject matter and their organization and presentation, language, illustration and exercises. His finding reveals that the book has got both strengths and weaknesses.

Wasti (2008) did a research on “An Analysis of the New Headway English for PCL First Year”. The objective of her research was to analyze the textbook in terms of its physical as well as academic aspects. She came to the conclusion

that the textbook was appropriate in size, illustration, listening, speaking, reading and writing materials. The textual language fitted the mental level of the learners. The textbook contains the communicative activities to some extent.

Trital (2011) has analyzed a book entitled “A Textbook Analysis of Lotus English Reader Grade Eight”. The objectives of his work were to analyze academic aspects and need and interest of the learners. He came to the conclusion that the textbook was good. All aspects and skills are included in it but there should be the inclusion of glossary.

Even though the studies mentioned above are related to textbook analysis, none of the researches have been carried out to analyze the textbook “Lotus English Reader for Grade V” yet. Therefore, the researcher has attempted to analyze it in terms of its physical and academic aspects.

1.3 Objectives of the Study

The objectives of this study were as follows:

- i) to analyze Lotus English Reader V in terms of:
 - a) physical aspects (layout of the book, cover page design, size of textbook, lettering and spacing, binding and paper quality, price).
 - b) academic aspects (objectives, content, presentation and organization, vocabulary and structure, exercises, function, illustration, supplementary materials).
- ii) to suggest some pedagogical implications.

1.4 Significance of the Study

Textbook analysis is the major educational reform. This study tried to find out the appropriateness of Lotus English Reader Grade V. It may be significant to all those who are directly or indirectly involved in teaching and learning activity. Mainly students, teachers, textbooks writers and syllabus designers

will be benefited. This research might provide feedback to the authors and publishers for the further improvement and insight in preparing the teaching manual and the teachers' guide and students' workbook. It also may be helpful for the successful implementation of the Lotus English Reader Grade V.

CHAPTER - TWO

METHODOLOGY

Methodology is also called design. It includes a detailed description of the manner in which decisions have been made about the type of data needed for the study, the tools and devices used for their collection and the method by which they have been collected. Under methodology, the researcher has presented sources of data, the sample population and sampling procedure, tools for data collection, process of data collection and limitation of the study. The researcher adopted the following methodology to carry out the research:

2.1 Sources of Data

There are two sources of data collection, i.e. primary and secondary sources. In this study, the researcher used both primary and secondary sources of data to collect the information for this study.

2.1.1 Primary Sources

The primary sources for collecting the data were the 40 subject teachers who were teaching in different private schools of Taplejung, Panchathar, Ilam and Jhapa districts.

2.1.2 Secondary Sources

The secondary sources were the textbook itself and other unpublished theses, journals, articles, books which were used for the theoretical background of the textbook analysis. Some of the journals, theses and books were Richards and Rodgers (1986), Harmer (1997), Rai (1998), Bhattarai (2001), Ghimire (2003), Dawadi (2004), Kumar (2005), Journal of NELTA (2006), Bhattarai (2006), Acharya (2009), etc.

2.2 The Sample Population and Sampling Procedure

The sample population of the study was 40 subject teachers who are teaching Lotus English Reader Grade V in different private schools of Taplejung, Panchathar, Ilam and Jhapa districts and who had at least one year teaching

experience. The teachers were selected using non-random purposive sampling procedure.

2.3 Tools for Data Collection

In order to collect the data for this study, a set of closed-ended questionnaire was prepared. The closed form of questionnaire consisted of three point rating scale, i.e. agree, neither agree nor disagree and disagree. At the end of closed-ended questionnaire, blank spaces were provided and they were requested to drop their views for the improvements of the textbook. They were asked to point out strengths and weaknesses of the textbook.

2.4 Process of Data Collection

In the process of data collection, the researcher studied the textbook in detail and made some observations. Then, he prepared a questionnaire. After that, he visited different private schools of Taplejung, Panchathar, Ilam and Jhapa districts. He distributed the questionnaire to the teachers and requested them to respond to the questions related to the various aspects of the textbook.

2.5 Limitations of the Study

The limitations of the study were as follows:

- a) The study was limited to the textbook “Lotus English Reader Grade V.”
- b) The population of the study was limited to only 40 subject teachers who are teaching Lotus English Reader Grade V in different private schools of Taplejung, Panchathar, Ilam and Jhapa districts.
- c) The study was also limited to the physical and academic aspects of the textbook.
- d) The tool of this study was limited to a set of questionnaire only.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of the data obtained from the respondents. This study was an attempt to analyze the primary level English textbook named as Lotus English Reader Grade V in terms of its physical and academic aspects. As discussed in the methodology in the previous chapter, the researcher collected the required data from 40 teachers of different private schools of Taplejung, Panchathar, Ilam and Jhapa districts. These teachers had at least one academic year's teaching experience.

There are two main parts under this heading. The first part deals with the analysis and interpretation of responses made by the teachers on closed type of questions and second part deals with the analysis and interpretation of responses made by teachers on open-ended questions.

3.1 Analysis and Interpretation of the Qualities of the Textbook

Under this heading, the researcher had prepared a set of closed-ended questionnaire that mainly included two aspects and fourteen different sub-aspects of the textbook, and a set of open-ended questionnaire that included three questions. The questionnaire was distributed to the teachers with three point rating scale, i.e. agree, neither agree nor disagree, and disagree. The respondents had to choose one of them. The responses made by the teachers have been interpreted and analyzed in terms of simple percentage method. They are presented under the following headings:

3.1.1 Physical Aspects of the Textbook

What we see from the outside of the textbook is its physical aspect. It is the body of any textbook. It represents the extrinsic quality of textbook. Physical aspects of the textbook should be very attractive and informative. Regarding the physical aspects of the textbook, a questionnaire with different six sub-aspects was constructed and distributed. Mainly under physical aspects of the

book, the following things were included: layout of the book, cover page design, size of the book, lettering and spacing, binding and paper quality and price were focused. They are descriptively presented as follows:

Table No. 1
Teachers' Responses on Physical Aspects of the Textbook

S.N	Statements	Responses		
		Agree	Neither Agree nor Disagree	Disagree
1.	The layout of the textbook is not so attractive.	17.5%	12.5%	70%
2.	The size of the textbook is appropriate for the students.	77.5%	7.5%	15%
3.	The binding of the book is durable.	40%	32.5%	27.5%
4.	The printing of the book is neat and clean.	82.5%	10%	27.5%
5.	The cover page is attractive.	70%	17.5%	12.5%
6.	The quality of paper is appropriate.	50%	30%	20%
7.	The textbook is portable.	65%	27.5%	7.5%
8.	The price of the book is very high.	55%	20%	25%
9.	Letters are of appropriate font.	80%	15%	5%
10.	The spacing between words, phrase, sentence and paragraph is suitable.	52.5%	35%	12.5%

The above table shows that regarding the physical aspects of the textbook, it has some good aspects. Nearly, 82.5% of the teachers agreed that the printing of the book is neat and clean. Similarly, 80% of the respondents accepted that the letters were of appropriate font. On the other hand, 77.5% of them showed their agreement that the size of textbook is appropriate for the students. The layout and the cover page of the book are attractive. More than 70% of the

respondents agreed on them. Moreover, the portability of the book is also good aspect of it since 65% of the respondents have shown agreement on it. The teachers also agreed that the paper quality and the spacing between words, phrases, sentences and paragraphs are suitable.

Beside these, the textbook has some very weak aspects as well. The binding of the book doesn't seem to be good, it is very difficult to last for a year and the price of the book is not affordable to common users. Only 40% of the respondents agreed that the book is durable and 55% of them agreed that the price of the book is very high.

3.1.2 Academic Aspects of the Textbook

The academic aspect generally refers to the inner quality made up of logical and psychological factors such as the selection, gradation and presentation of materials in a proper way. It is like a soul and an intrinsic quality of the textbook. It is like our mind. A perfect textbook establishes a good harmony between the physical and academic aspect. The academic aspect of the book was analyzed in terms of objective, content, vocabulary and structure, presentation and organization, function, illustration, exercises/activities and supplementary materials. The responses made by the teachers have been analyzed and interpreted using simple percentage method descriptively as follows:

3.1.2.1 Objectives

A textbook should be prepared on the basis of the objectives of the curriculum. It should fulfill the demands of present society. The objectives must be clear and helpful to develop communicative competence in the learners. The responses of the teachers on the objectives of the textbook are presented as follows:

Table No. 2
Teachers' Responses on Objectives

S.N.	Statements	Responses		
		Agree	Neither Agree nor Disagree	Disagree
1.	The objectives of the textbook are suitable to the present society's demand.	67.5%	27.5%	5%
2.	They can easily be fulfilled.	45%	32.5%	22.5%
3.	The objective of the book is to develop communicative competence in the learners.	70%	17.5%	12.5%
4.	The objectives of the book are clear.	52.5%	40%	7.5%

From the above table, it is evident that the objectives of the book are appropriate. Seventy percent of the respondents agreed that the objective of the book is to develop communicative competence in the learners. It seems that the objectives of the textbook reflect present society's demand. Nearly, 67.5% of the respondents have expressed positive response on it. In the same way, the table shows that the objectives of the book are clear. Around 52.5% of the respondents agreed on it. But, they are very difficult to fulfill. Only 45% teachers agreed that the objective can easily be fulfilled.

3.1.2.2 Content

Content is one of the important aspects of a textbook. It should be able to address the students' needs and interests. They should be clear and easily understandable to the teachers and students. It is to be relevant to the students' need. They should give up to date information and represent the events of local

circumstances and culture. The responses related to the content of the textbook are analyzed and interpreted as follows:

Table No. 3
Teachers' Responses on Content

S.N.	Statements	Responses		
		Agree	Neither Agree nor Disagree	Disagree
1.	The contents of the textbook are clear and easily understandable to the teachers and students.	57.5%	27.5%	15%
2.	The contents of the textbook are relevant to the students' need.	45%	32.5%	22.5%
3.	The contents of the textbook give up to date information.	75%	10%	15%
4.	The content is applicable to day-to-day work.	57.5%	25%	17.5%
5.	There is review of previously learnt materials.	50%	10%	40%
6.	The content includes subject matter that represents the events of local circumstances and culture.	37.5%	12.5%	50%
7.	The subject matter meets the requirements of good, average and weak students.	25%	37.5%	37.5%

Regarding the content, the above table reveals the fact that the contents of the textbook have some strong aspects. Seventy-five percent of the respondents agreed that the contents of the textbook give up to date information. In the same way, 57.5% teachers accepted that the contents of the textbook are clear and easily understandable to the teachers and students. Moreover, they are

applicable to day-to-day work. Similarly, 50% of the respondents agreed that there is review of previously learnt materials.

On the basis of the above table, the main negative aspect of the textbook is that the subject matter can't address the needs of the good, average and weak students. It does not meet the existing ability of the students. In this regard, only 25% of the respondents showed their agreement on it. Similarly, the contents of the textbook aren't relevant to the students' need. About 45% of the respondents agreed that the contents of the textbook are relevant to the students' need. In addition to this, the table exhibits only 37.5% of the respondents agreed that the content includes subject matter that represents the events of local circumstances and culture.

3.1.2.3 Presentation and Organization of the Content

The presentation and organization of the content should be principle based. The selected content should be properly graded following the principle of gradation like 'simple to complex', 'known to unknown', 'concrete to abstract' and so on. They must be presented in graded difficulties. There must be appropriate match between the topics and their reading materials. The analysis and interpretation of teachers' responses on presentation and organization of the book are given as below:

Table No. 4

Teachers' Responses on Presentation and Organization of the Content

S.N.	Statements	Responses		
		Agree	Neither Agree Nor Disagree	Disagree
1.	The presentation and organization of the content is principle based.	62.5%	25%	12.5%
2.	The reading materials are presented in graded difficulties.	37.5%	40%	17.5%
3.	There is appropriate match between reading topics and the reading texts.	72.5%	22.5%	5%
4.	Language and the concept of the previous reading text recur in the following chapter.	50%	37.5%	12.5%
5.	The presentation suits the nature of content and there has been a unified thematic content.	50%	35%	15%

The above table depicts that most of the respondents have given positive response on the presentation and organization of the content. Nearly, 72.5% of the respondents agreed that there is appropriate match between the topics and the reading texts. Similarly, 62.5% of them agreed that the presentation and organization of the content is principle based. Furthermore, the table shows that 50% of the respondents agreed that language and the concept of the previous reading text recur in the following chapter. In addition, the same number of respondents accepted that the presentation suits the nature of content and there has been a unified thematic content.

The main weak aspect of this book in terms of presentation and organization is that, the principle of gradation has not been followed. Approximately, 37.5% of the respondents agreed that the reading materials are presented in graded difficulties.

3.1.2.4 Vocabulary and Structures

Vocabulary and structure are backbone of language. They are important aspects of language. Students have to be taught varieties of vocabularies and language structures which are useful in our daily life. They should be suitable to the intellectual level of the students. There should be gradual introduction of new words and the key vocabulary should be highlighted. Teachers' responses on vocabulary and structure are as follows:

Table No. 5
Teachers' Responses on Vocabulary and Structures

S.N.	Statements	Responses		
		Agree	Neither Agree Nor Disagree	Disagree
1.	New words are equally distributed in different reading texts of the book.	55%	35%	10%
2.	There is gradual introduction of new words in the book.	55%	25%	20%
3.	The key vocabulary is highlighted and well defined.	27.5%	25%	47.5%
4.	The new vocabulary suits the intellectual level of the students.	37.5%	35%	27.5%
5.	The structures are well selected.	65%	22.5%	12.5%
6.	The structures are presented in graded form.	52.5%	37.5%	10%
7.	The structures are useful for the learners.	65%	27.5%	7.5%
8.	There is glossary at the end of the book.	0%	0%	100%

In terms of vocabulary and structure, as the above table shows, the book does not contain any strong aspect. Not more than 65% of the respondents have positive responses on any statements of this aspect. Although the book's vocabulary and structure don't have very strong aspects they have many good aspects. Sixty-five percent of the respondents agreed that the structures are useful for the learners. Approximately, the same number of the respondents agreed that the structures are well selected. New words are equally distributed in different reading texts of the book and there is gradual introduction of them. Fifty five percent of the respondents have agreed on both of them. Another positive aspect of the book is that the structures included in the book are presented in graded form. Nearly 52.5% of the respondents agreed on this statement.

According to the above table, the book also contains some weak aspects in terms of its vocabulary and structure. Not more than 27.5% of the respondents agreed that the key vocabulary is highlighted and well defined. The table also indicates that the new vocabulary introduced in the book doesn't suit the intellectual level of the students. It also depicts that the book doesn't have glossary, the most essential part of a language textbook, at the end.

3.1.2.5 Language Functions

Language is used to communicate ideas, thoughts and feelings. The term 'function' refers to the purpose for which language is used. Broadly speaking, there are two types of functions of language viz. grammatical function and communicative function. Grammatically, language functions as subject, object, complement, etc and communicatively, it functions as requesting, ordering, socializing, greeting, etc. A good textbook should include both types of functions and they should be applicable to day-to-day life. Teachers' responses on functions of language included in the book are as follows:

Table No. 6
Teachers' Responses on Language Functions

S.N.	Statements	Responses		
		Agree	Neither Agree Nor Disagree	Disagree
1.	The book introduces grammatical and communicative functions of language.	67.5%	20%	12.5%
2.	The book emphasizes the communicative function of language.	50%	32.5%	17.5%
3.	They are applicable to day-to-day life.	60%	22.5%	17.5%

Regarding the language function, the above table presents many positive aspects than negative aspects. It shows that both the types of functions have been introduced in this book. Around 67.5% of the respondents agreed that the book introduces grammatical and communicative function of language. Similarly, 50% of the respondents agreed that the book emphasizes on the communicative functions of language. They are applicable to our day-to-day life. This is also a positive aspect of the textbook since up to 60% of the respondents have shown their agreement on it.

3.1.2.6 Illustrations

A good textbook should include pictures, charts, tables, diagrams, etc. to clarify the difficult ideas and concepts. They should be directly related to the topic. They should be relevant and adequate in number. The pictures and charts must encourage learners to work in pairs and groups. Teachers' responses on illustrations presented in the textbook are as follows:

Table No. 7
Teachers' Responses on Illustrations

S.N.	Statements	Responses		
		Agree	Neither Agree nor Disagree	Disagree
1.	The illustrations in the book are appropriate to the topic.	40%	30%	30%
2.	The pictures in the book are relevant and adequate in number.	72.5%	15%	12.5%
3.	The pictures encourage learners to work in pairs and groups.	85%	10%	5%
4.	They are accurate and realistic.	40%	52.5%	7.5%
5.	They encourage learners to solve the problems.	75%	20%	5%
6.	They are directly related to the lesson.	77.5%	20%	2.5%

The above table shows that the textbook has a strong aspect and many good aspects regarding the illustration. Eighty five percent of the respondents agreed that the pictures given in the book encourages learners to work in pairs and groups. They are directly related to the lesson and help learners to solve their problems. Similarly, 77.5% of the respondents agreed that the illustrations are directly related to the lesson and 75% of them said that they encourage learners to solve the problems. On the other hand, 72.5% of the respondents have positive responses on the relevancy and adequacy of the illustrations.

Besides, the book also has some very weak aspects in terms of its illustration. Only 40% of the respondents agreed that the illustrations in the book are appropriate to the topic. Most of the respondents couldn't give decision whether the illustrations were accurate and realistic or not. Nearly, 52.5% of the respondents stayed in neither agree nor disagree position. Below 40% of respondents agreed that they are accurate and realistic.

3.1.2.7 Exercises/Activities

Exercises and activities are very crucial part of any textbook. A qualitative textbook should include a variety of exercises and activities which provide opportunities for students to practice new forms, structures and functions. There should be clear instruction for each exercise in the textbook. A good connection between the reading texts and exercises should be created. Exercises of all aspects and skills should be included in the textbook. They should be interesting and helpful to be creative learners. The analysis and interpretation of exercises are presented as follows:

Table No. 8
Teachers' Responses on Exercises/Activities

S.N.	Statements	Responses		
		Agree	Neither Agree Nor Disagree	Disagree
1.	There is good connection between the reading texts and exercises.	75%	20%	5%
2.	Instructions given to the students on how to do the exercises are clear and simple.	55%	37.5%	7.5%
3.	The exercises are interesting for the students and help them to be creative learners.	60%	32.5%	7.5%
4.	Exercises given in the course involve all the language skills and aspects.	50%	30%	20%
5.	The exercises are graded from simple to complex.	47.5%	42.5%	10%

Regarding the exercises, the book seems to have many good aspects. The table asserts that there is good connection between the reading texts and exercises. Seventy five percent of the respondents agreed on this statement. Similarly,

sixty percent of the respondents are of opinion that the exercises are interesting for the students and help them to be creative learners. In addition to that, 55% of the respondents agreed that instructions given to the students on how to do the exercises are clear and simple. Moreover, 50% of the respondents have expressed their positive opinion on that the exercises given in the course involve all the language skills and aspects. That means, all the language skills and aspects are focused equally in the exercises.

Since only 47.5% of the respondents agreed that the exercises are graded from simple to complex, this is its weaker aspect. They should be graded in terms of difficulty level.

3.1.2.8 Supplementary Materials

Supplementary materials are the helping materials which help both the teachers and students to enhance language learning by providing exposure to them.

They should meet the interest and level of students and complement to achieve the objectives. They must be able to break the monotony of the students.

Teachers' responses on supplementary materials included in the textbook are as follows:

Table No. 9
Teachers' Responses on Supplementary Materials

S.N.	Statements	Responses		
		Agree	Neither Agree Nor Disagree	Disagree
1.	Supplementary materials selected in the book match the interest and level of students.	67.5%	20%	12.5%
2.	They help to avoid laziness of students.	57.5%	35%	7.5%

In terms of supplementary materials, as the table exhibits, the supplementary materials included in the book match the interest and level of students.

Approximately, 67.5% of the respondents agreed on it. Similarly, 57.5% of the respondents showed an agreement that they help to avoid laziness of students.

3.2 General Opinions Expressed by the Teachers on the Qualities of a Textbook

The researcher had prepared three open-ended questions and distributed to seek general opinions of the respondents concerned. The frequency of similar responses made by different respondents was calculated. The responses with higher frequencies were taken into consideration. The questions and their frequent responses are presented as follows:

3.2.1 The Strengths of the Textbook

The teachers were asked the question to seek the information regarding the strong or positive aspects of the textbook. The positive aspects of the textbook obtained from the teachers are as follows:

-) The layout of the book is attractive.
-) The size of the textbook is appropriate.
-) The objectives of the textbook are suitable to present society's demand.
-) Step one of each unit consists of rhymes, songs and poems for warm up activities for the entire unit which is the basic need for good learning.
-) All language skills and aspects are equally emphasized.
-) The textbook is student-centered rather than teacher-centered.
-) Everyday English is introduced so as to make students competent in communicative skills.
-) Language functions and structures included in the book are applicable to day-to-day life.
-) Visual materials such as pictures, graphs, charts, etc included in the book are contextual and relevant to the topic.
-) Step-wise categories are given which make them easy to learn.
-) Reading passages and stories are interesting and knowledgeable.

-) There is instruction to the teachers at the beginning of the book which makes them easy to teach their students.
-) Exercises are based on the reading texts and they are challenging where students get chance to reflect their personal experience.

3.2.2 The Weaknesses of the Textbook

The weaknesses of the textbook provided by the teachers are as follows:

-) The quality of paper is not appropriate.
-) The price of the book is very high.
-) The rhymes, songs and poems given for warm activities aren't easily understandable.
-) There is not adequate guidance for the non-native teachers.
-) Some exercises and activities are boring.
-) The instructions for teachers and students to solve the problems aren't clear.
-) Some names of the people are unfamiliar to Nepalese students.
-) The textbook doesn't include the learners' experience of their culture.
-) The difficult words aren't bolded and highlighted.
-) There is no glossary for difficult vocabulary.
-) There is lack of supplementary materials like cassette, teacher's manual.

3.2.3 The Suggestions for Improvement

The teachers have provided different suggestions to improve the quality of the textbook. The suggestions given by the teachers are listed below:

-) Advance type of paper should be used.
-) The price of the book should be reasonable to the common users.
-) The songs, poems, etc given for warm activities should be appropriate and easy for students.
-) Content should be applicable to day-to-day work.
-) Equal distribution of new vocabulary should be there.
-) There should be clear instructions for the teachers and students.

-) While giving examples familiar names and local circumstances should be used.
-) There should be inclusion of learners' experience and culture.
-) There should be review of previously learnt materials.
-) Glossary of difficult words with pronunciation should be added.
-) Enough supplementary materials should be available.

CHAPTER – FOUR

FINDINGS AND RECOMMENDATIONS

The main objective of research study was to analyze the textbook 'Lotus English Reader for Grade V' in terms of physical and academic aspects. To obtain the data, the researcher studied the book in detail and constructed a set of questionnaire based on physical and academic aspects of the textbook. Then, the questionnaire was distributed to the teachers of concerned places. The population of the study was 40 teachers of different private schools of Taplejung, Panchathar, Ilam and Jhapa districts who were teaching 'Lotus English Reader Grade V'. The collected data was tabulated, analyzed and interpreted quantitatively using descriptive technique and presented. On the basis of that, the following findings are extracted.

4.1 Findings

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

4.1.1 Physical Aspects

- i. The cover page and the layout of the book are attractive. Seventy percent of the respondents agreed that the cover page and layout of the book is attractive.
- ii. The printing of the book is neat and clean. Nearly, 82.5% of the respondents had positive view on it.
- iii. The size of the textbook is appropriate for the students. They felt easy to handle it. Approximately, 77.5% of the respondents showed agreement on it.
- iv. The price of the book is not reasonable. Fifty five percent of the respondents agreed that the price of the book is very high.

4.1.2 Academic Aspects

- i. The objectives of the book are suitable to the present society's demand and they aim to develop communicative competence in the learners. Seventy percent of the respondents agreed that the objective of the book is to develop communicative competence in the learners.
- ii. The objectives are difficult to fulfill. Only 45% of the respondents agreed that they can easily be fulfilled.
- iii. The contents of the book give up to date information. Nearly, 77.5% of the respondents agreed on it.
- iv. The contents of the textbook are clear and easily understandable to the teachers and students and they are applicable to day-to-day work. Regarding this aspect, 57.5% of the respondents agreed on them.
- v. The book doesn't include subject matter that represents events of local circumstances and culture. Fifty percent of the respondents have expressed negative view on it.
- vi. There is appropriate match between reading topics and the reading texts. On this aspect, 72.5% of the respondents had positive view.
- vii. Reading materials of book haven't been presented in graded difficulties. Only 37.5% of the respondents had positive view on it.
- viii. New words are equally distributed in different reading texts of the book and 55% of the respondents agreed that there is gradual introduction of new words in the book.
- ix. The structures are useful for the learners and they are well selected. Sixty five percent of the respondents agreed on them.
- x. Glossary, an essential part of a language textbook, is excluded. Cent percent teachers had negative view on it.
- xi. The functions included in the book are applicable to day-to-day life. Sixty percent of the respondents had positive opinion on it.
- xii. The pictures in the book are relevant and adequate in number. Eighty-five percent of the respondents agreed that they encourage learners to work in groups and pairs.

- xiii. Nearly, 77.5% of the respondents replied that illustrations given in the book are directly related to the lesson. They are really helpful to understand the lesson well.
- xiv. There is good connection between reading texts and exercises. Seventy five percent of the respondents agreed on it.
- xv. Supplementary materials selected in the book match the interest and level of students. Around 77.5% of the respondents agreed on this statement.

4.2 Recommendations

On the basis of the findings presented above, the following recommendations have been made:

- i. The layout and cover page of the book are attractive but the binding is not durable. So, it should have good binding.
- ii. The price of the book seems high. Therefore, it is better to make reasonable to the common user.
- iii. The songs, rhymes, poems given in the beginning of each unit for warm up activities should be given in simple and understandable language.
- iv. A variety of learner-centered activities and exercises should be subsumed to fulfill the objectives easily.
- v. Some more aural-oral and communicative exercises like information gap games, group works, pair works, role playings, etc. should be added for developing communicative competence in the learner.
- vi. While selecting the contents, priority should be given to those which are drawn from the environment and the culture that the learners are also familiar with.
- vii. Reading materials and exercises have to be presented in graded difficulties.
- viii. Supplementary materials like teachers' manual, work book, cassette should be available to the teachers and students.

- ix. The textbook should include glossary for difficult vocabularies with their pronunciation.
- x. There are some activities like copying, gap filling, guided writing, etc. for developing writing skill but they are not enough. Some more exercises can be letter writing, application writing, menu writing, etc.

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APPENDIX- A
QUESTIONNAIRE FOR THE TEACHERS

Name of the Teacher

Name of the School

QualificationExperienceTraining
.....

I would like to request you to give your opinion on each of the following questions.

1. The layout of the textbook is not so attractive.
a) Agree b) Neither agree nor disagree c) Disagree
2. The size of the textbook is appropriate for the students.
a) Agree b) Neither agree nor disagree c) Disagree
3. The binding of the book is durable.
a) Agree b) Neither agree nor disagree c) Disagree
4. The printing of the book is neat and clean.
a) Agree b) Neither agree nor disagree c) Disagree
5. The cover page is attractive.
a) Agree b) Neither agree nor disagree c) Disagree
6. The quality of paper is appropriate.
a) Agree b) Neither agree nor disagree c) Disagree
7. The textbook is portable.
a) Agree b) Neither agree nor disagree c) Disagree
8. The price of a book is very high.
a) Agree b) Neither agree nor disagree c) Disagree
9. The letters are of appropriate font.

- a) Agree b) Neither agree nor disagree c) Disagree
10. The spacing between words, phrase, sentence, and paragraph is suitable.
- a) Agree b) Neither agree nor disagree c) Disagree
11. The objectives of the textbook are suitable to the present society's demand.
- a) Agree b) Neither agree nor disagree c) Disagree
12. They can easily be fulfilled.
- a) Agree b) Neither agree nor disagree c) Disagree
13. The objective of the book is to develop communicative competence in the learners.
- a) Agree b) Neither agree nor disagree c) Disagree
14. The objectives of the textbook are clear.
- a) Agree b) Neither agree nor disagree c) Disagree
15. The contents of the textbook are clean and easily understandable to the teachers and students.
- a) Agree b) Neither agree nor disagree c) Disagree
16. The contents of the textbook are relevant to the students' need.
- a) Agree b) Neither agree nor disagree c) Disagree
17. The contents of the book give up to date information.
- a) Agree b) Neither agree nor disagree c) Disagree
18. The content is applicable to day-to-day work.
- a) Agree b) Neither agree nor disagree c) Disagree
19. The content includes subject matter that represents the events of local circumstances and culture.
- a) Agree b) Neither agree nor disagree c) Disagree
20. There is review of previously learnt materials.

- a) Agree b) Neither agree nor disagree c) Disagree
21. The subject matter meets the requirements of good, average and weak students.
- a) Agree b) Neither agree nor disagree c) Disagree
22. The presentation and organization of the content is principle based.
- a) Agree b) Neither agree nor disagree c) Disagree
23. The reading materials are presented in graded difficulties.
- a) Agree b) Neither agree nor disagree c) Disagree
24. There is an appropriate match between the topics and the reading texts.
- a) Agree b) Neither agree nor disagree c) Disagree
25. Language and the concept of the previous reading text recur in the following chapter.
- a) Agree b) Neither agree nor disagree c) Disagree
26. The presentation suits the nature of context and there has been a unified thematic content.
- a) Agree b) Neither agree nor disagree c) Disagree
27. New words are equally distributed in different reading text of the book.
- a) Agree b) Neither agree nor disagree c) Disagree
28. There is gradual introduction of new words in the book.
- a) Agree b) Neither agree nor disagree c) Disagree
29. The key vocabulary is highlighted and well defined.
- a) Agree b) Neither agree nor disagree c) Disagree
30. The new vocabulary suits the intellectual level of the students.
- a) Agree b) Neither agree nor disagree c) Disagree
31. The structures are well selected.
- a) Agree b) Neither agree nor disagree c) Disagree
32. The structures are presented in graded form.
- a) Agree b) Neither agree nor disagree c) Disagree

33. The structures are useful for the learners.
a) Agree b) Neither agree nor disagree c) Disagree
34. There is glossary at the end of the book.
a) Agree b) Neither agree nor disagree c) Disagree
35. The book introduces grammatical and communicative function of language.
a) Agree b) Neither agree nor disagree c) Disagree
36. The book emphasizes the communicative functions of language.
a) Agree b) Neither agree nor disagree c) Disagree
37. They are applicable to day to day life.
a) Agree b) Neither agree nor disagree c) Disagree
38. The illustrations in the book are appropriate to the topic.
a) Agree b) Neither agree nor disagree c) Disagree
39. The pictures in the book are relevant and adequate in number.
a) Agree b) Neither agree nor disagree c) Disagree
40. Pictures encourage learners to work in pairs and groups.
a) Agree b) Neither agree nor disagree c) Disagree
41. They are accurate and realistic.
a) Agree b) Neither agree nor disagree c) Disagree
42. They encourage learners to solve the problems.
a) Agree b) Neither agree nor disagree c) Disagree
43. They are directly related to the lesson.
a) Agree b) Neither agree nor disagree c) Disagree
44. There is a good connection between the reading texts and exercises.
a) Agree b) Neither agree nor disagree c) Disagree
45. Instructions given to the students on how to do the exercises are clear and simple.

- a) Agree b) Neither agree nor disagree c) Disagree
46. The exercises are interesting for the students and help them to be creative learners.
- a) Agree b) Neither agree nor disagree c) Disagree
47. The exercises given in the course involve all the language skills and aspects.
- a) Agree b) Neither agree nor disagree c) Disagree
48. The exercises are graded from simple to complex.
- a) Agree b) Neither agree nor disagree c) Disagree
49. The supplementary materials selected in the book match the interest and level of students.
- a) Agree b) Neither agree nor disagree c) Disagree
50. They help to avoid laziness of students.
- a) Agree b) Neither agree nor disagree c) Disagree

Overall comments and suggestions

1. What are the strong points of the textbook? Please specify.
- a)
- b)
- c)
- d)
2. What are the weaknesses of the textbook? Please list.
- a)
- b)
- c)
- d)

3. What are your suggestions for improvements? Please mention them.

a)

b)

c)

d)

APPENDIX – B

Name of Teacher Respondents

The names of the respondent teachers and their school have been given in the following table:

S.N.	Name of the Teachers	Name of the Schools and Address
1.	Rabindra Kumar Kedem	Little Buddha English Boarding School, Fungling, Taplejung.
2.	Lok Man Gurung	Little Buddha English Boarding School, Fungling, Taplejung.
3.	Man Kumar Limbu	St Marry's English Boarding School, Taplejung.
4.	Binod Kumar Mukhiya	St. Marry's English Boarding School, Taplejung.
5.	Indra Kumar Shrestha	Siddhartha Academy, Ukalipani, Taplejung.
6.	Dhan Maya Maden	Pathivara Bright Future Academy, Taplejung.
7.	Muna Kedem	Kanchan Academy, Taplejung.
8.	Trilochan Dahal	Kanchan Academy, Taplejung.
9.	Ganga Paudel	Tamor English Boarding School, Taplejung.
10.	Yubaraj Gurung	Navajyoti English Boarding School, Taplejung.
11.	Mahesh K.C.	Mechi English Boarding School, Phidim, Panchathar.
12.	Purna Bahadur Niraula	Mechi English Boarding School, Phidim, Panchathar.
13.	Rajendra Bhandari	Sunshine English Boarding School, Tharpu, Panchathar.
14.	Madan Sendang	Nilkantha Vocational English Boarding School, Panchathar.
15.	Sushila Gurung	Naya Namuna English Boarding School, Phidim.
16.	Sajan Thami	Bal Kiran English School, Panchathar.

17.	Manoj Nembang	Bal Kiran English School, Panchathar.
18.	Nabin Ojha	Sukra Tara Boarding School, Phidim-2, Pallotar, Panchathar.
19.	Sita Rai	Vidhya Bardan English Boarding School, Panchathar.
20.	Ramesh Pulami	Vidhya Bardan English Boarding School, Panchathar.
21.	Sabina Sunar	Mount Mechi English Boarding School, Ilam.
22.	Rabin Chhetri	Mount Mechi English Boarding School, Ilam.
23.	Manju Gurung	Green Valley Academy, Ilam.
24.	Sanjaya Shrestha	Green Valley Academy, Ilam.
25.	Prakash Kattel	Heritage English Boarding School, Ilam.
26.	Ram Saran Ale Magar	Jyoti Sadan English Boarding School, Ilam.
27.	Chhabi Pande	Jyoti Sadan English Boarding School, Ilam.
28.	Hom Tamang	Ilam Vidhya Mandir English Boarding School, Ilam.
29.	Milan Kumar Shrestha	Pragya Sadan English Boarding School, Ilam.
30.	Ramita Katuwal	Jyoti Vidhya English Boarding School, Ilam.
31.	Mahesh Kumar Bhandari	Little Flowers' English Boarding School, Jhapa
32.	Binod Limbu	Little Flowers' English Boarding School, Jhapa
33.	Kumar Gurung	Bidur English Boarding High School, Bhadrapur, Jhapa.
34.	Tara Chaudhari	Bidur English Boarding High School, Bhadrapur, Jhapa.
35.	Lalit Shrestha	Tower Temple Higher Secondary School, Anarmani, Jhapa.
36.	Padam Kumar Limbu	Glory English Boarding School, Birta

		Bazzar, Jhapa.
37.	Sashi Kala Magar	Glory English Boarding School, Birta Bazzar, Jhapa
38.	Nar Bir Limbu	Birat Jyoti Higher Secondary School, Jhapa
39.	Lalita Gurung	Pasupati English Boarding School, Surunga, Jhapa.
40.	Ganga Rai	Marigold English Boarding School, Chandragadi, Jhapa.