

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is a powerful means of communication. It is a gift to human beings that sets them apart from other beings. Language is the process of transmitting the message from speaker to listener. We can express our thoughts, feeling and emotions through the use of it.

Human language is non-instinctive and conventional. It keeps on changing generation to generation. Human beings acquire the language in family and community. It is never in heritage like animals. Human language is open-ended, extendable and modifiable. It extends message and symbols unlimitedly in quantity and dimension. Human language is full of complexity, novelty, multiplicity and creativity. It is an organization of sounds of vocal symbols. It is a system of systems. It is unique and creative. It is flexible.

According to Varshney (2007), language is an 'organized noise' used in actual social situations. That is why it has been defined as 'contextualized systematic sounds'. He further adds that anthropologists regard language as a form of cultural behavior, sociologists as interaction between members of social group, students of literature as on artistic medium, philosophers as a means of interpreting human experience, language teacher as a set of skills (pp, 1-3).

Sapir (1921, p.8) defines language as "it is a primarily human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols". Chomsky (1957, p.13) in syntactic structure states "language is the innate capacity of native speakers to understand and form grammatical sentences." In the same way, Lyons (1970, p. 3) defines" Language as the principle system of communication used by the particular group of human being within particular society of which they are the members". The Encyclopedia

Britannica, (vol.13) defines language as "a system of conventional, 'spoken' or 'written' symbols by means of which human being as members of social group and participants in its culture communicate". Hall (1968, p. 158) states that the institution where by humans communicate and interact with each other by means of habitually used oral auditory arbitrary symbols" (as cited in Lyons, 2009, p. 4). English is one of the official languages of the United Nations. It has a long history and rich literature. Crystal (1997) says "English is used as official or semi official language in over 60 countries, and has prominent place than others".

1.1.1 ELT Situation in Nepal

English Language Teaching (ELT) began in Nepal in 1910 B.S. when the Prime Minister Junga Bahadur Rana opened Durbar High School. Since then the English language has been taught and learned as a foreign language in schools and colleges of Nepal. In fact, the opening of the Tri-Chandra College in 1918 A.D. marks the formal beginning of English in higher education in Nepal. In those days, literature used to be the focus of the study. Literary texts were pursued, analyzed, and critically studied. Mainly reading and writing were the language skills given priority to the others (as cited in Bhattarai, 1994, p. 218). National Education System Plan (NESP) 2028 B.S. has brought in it a revolutionary change by systematic planning of curriculum and the textbook for each grade in school level. A survey of ELT was carried out between December 2, 1983 and February 11, 1984 under the assistance of the British Council and ODA. The report concluded that the need of English in Nepal is strong and likely to be stronger. Therefore, it should not be abandoned at all costs.

In our country, the English language has been taught as a core subject from the class one to Bachelor level. But the problem is that even with the years of efforts to learn English, our people have problems in communicating English. Our

experience tells us that ELT in Nepal should be more effective than what it is now in making our learners competent enough to use English for different purposes.

The way we are teaching English neither follows holistic view nor does it follow all the four skills. Listening and the speaking skills are neglected. Some schools have not even a single cassette to use in the language classroom and prefer to teach English in the Nepali medium (here I am talking about the students of government aided schools.) and the students listen to the cassette and have to speak English for the first time in the practical exam of the SLC. But what is surprising is that they obtain good marks in these skills in the exam. There are some listening and speaking exercises in the textbooks but they are rarely practiced. Even at the campus level, the problem remains constant. They seem to be dumb persons if they have to talk in English. Different researches carried out in the English Education Department show that even the Master's level students are not proficient in listening and speaking skills even if they are proficient linguistically.

All these problems show that many changes are needed in the fields of language teaching and testing. Firstly, our courses should be made communicative. Secondly, new methods and techniques should be applied in language classroom. The more the exposure the better the language learning takes place in the language classroom. Therefore, the teachers should encourage them to use the language in the real classroom. Thirdly, the quality of the language teaching largely depends on the quality of the teachers. So, the government should provide training to them. The physical facilities should be improved. All four language skills should be tested and marks should be allocated to all the four skills.

Bhattarai (1994, pp. 235-238) has presented some suggestions and recommendations that can be summarized as follows:

- i) An Untrained English teacher spoils the whole of generation unknowingly. There should be extensive teacher training facilities for English language teachers.
- ii) The trained teachers should be given attractive salary, extra remuneration and incentives, so that they are naturally attracted to teaching profession.
- iii) The class- size should be made manageable. Student- teacher ratio should be made tolerably good.
- iv) Teaching materials should be distributed by district education offices and their proper use should be inspected by the supervisors. Teaching should be carried out following daily lesson plan.
- v) Workshops, seminars, short term meetings and gathering of English teachers should be organized at least once a year if not frequently by the district education officer.
- vi) 'Speech' is fundamentally a basic skill in language learning which is never tested in examination. The aural-oral skill should be given emphasis (Barua, 1985, p. 290).
- vii) Medium of instruction other than that for the Nepali language should be made English.

Nepal is in transitional phase. The Constitution Assembly is making laws. In this situation, a proper language policy should be taken by the government. Every language should be given proper focus. This is the time for the nation to ponder over a language policy in general, and ELT strategy in particular. The English language should be given higher priority than any other international language in Nepal because it is the most widely used means for any students to become successful in national and the international communication.

1.1.2 The Textbook

The term 'curriculum', 'syllabus' and 'textbook' are frequently used in the field of education. Actually, curriculum is an educational plan designed to achieve the goal of the education. It includes the objectives, the content to be taught, teaching methods and activities, and evaluation. Nunan (1991) says "curriculum is concerned with the planning, implementation, evaluation, management and administration of educational programmes". Syllabus, on the other hand, is the systematically organized subject matter to be taught and learnt. Richards et al. (1985) state that a syllabus is "a description of the contents of a course of instruction and the order in which they are to be taught". And a textbook is written according to the syllabus. In this sense, all these terms are interrelated.

A textbook, also known as the course book, is a book that is written according to a particular syllabus to achieve its objectives. It gives information about a particular subject and used in formal education. It is an authorized material of teaching and learning process. It contains different kinds of the reading material, activities, illustrations and usually content at the beginning and a glossary at the end. It is a means to an end, not an end itself. It is equally important for both teachers and students.

A textbook is one of the important elements of the educational system. A textbook is everything for the teacher and the students in the place where there are no other reference materials.

According to Awasthi (2006, p. 1),

A textbook is the teaching material for teacher and learning material for the learner. It is one of the pivotal aspects of the total teaching and learning process. It is ... a guide for a teacher, a memory aid for

the pupils and a permanent record or measure of what has been learnt.

A textbook tells the teachers what to teach and in what order. It should reflect the purposes of evaluation and political, social and economic values of the particular nation.

Thus, we can say that a textbook is an aid for making language teaching and learning activities complete. It is equally important for both teachers and the students.

1.1.2.1 Importances of the Textbook

The importances of the textbook can be summarized as follows:

- i) A textbook tells the teachers what to teach and how to teach.
- ii) It makes the teaching systematic and economic.
- iii) It helps students in self study.
- iv) It is a means of presenting the selected and graded vocabulary and structures.
- v) It works as an authentic material.
- vi) It is easily available readymade materials for both teachers and the students.
- vii) It helps to determine the appropriate methods, techniques, and activities to be applied in the classroom.

1.1.3 Type of Textbooks

In the field of the language teaching and learning, two types of the textbooks are in practice. Grant (1987, p. 12) has mentioned two types of textbooks: traditional textbook and communicative textbook.

1.1.3.1 Traditional Textbook

Traditional textbooks are based on the traditional syllabuses and the convention that have been followed for ages as well. Most of the prescriptive grammar books and other language textbooks which do not emphasize on language functions are known as traditional textbooks. The primary focus of such textbook is on grammar and students learn language as hierarchically structured. It is believed that if one language structure is learnt, it can be used by the students for their own purpose. According to Grant (1987), traditional textbook possesses the following characteristics:

- i) They tend to emphasize the forms of language more than the communicative functions of language.
- ii) They tend to focus reading and writing activities, rather than listening and speaking activities.
- iii) They often make use of a great deal of first language.
- iv) They emphasize the importance of accuracy.
- v) They tend to focus rather narrowly on a syllabus and examination.
- vi) They are often attractive to some teachers, because they seem easily to use, and are highly examination oriented.

The advantages of the traditional textbook can be listed as:

- i) Focus on accuracy, and structures,
- ii) Focus on systematic study,
- iii) Easy to use.

The disadvantages of traditional textbooks can be listed as:

- i) No focus on language functions,
- ii) Full of monotony and boredom,
- iii) No room for the students' autonomy and creativity.
- iv) No provision for reinforcement and remediation.

1.1.3.2 Communicative Textbooks

The communicative textbooks are designed according to the objectives of the communicative syllabus. After the emergence of communicative approach in the field of language teaching, communicative syllabuses were designed. They provide the students adequate opportunities to use the language in classroom. They believe 'language is a means of communication'. They are much better than those of the traditional textbooks. Grant (1987) has mentioned the following characteristics of the communicative textbooks:

- i) They emphasize the communicative functions of language- the jobs people do using the language- not just the forms.
- ii) They have to reflect the students' needs' and interests.
- iii) They emphasize skills in using language, not just on forms of language, and they are therefore activity based.
- iv) They usually have a good balance among the four language skills but may emphasize listening and speaking more than a traditional textbook does.
- v) They tend to be very specific in their definition of aims.
- vi) They encourage group work and pair work and therefore make heavier demands on teachers' organizational skills.
- vii) Both contents and methods reflect the authentic language of everyday life.
- viii) They emphasize fluency, not just accuracy.

The advantages of communicative textbooks can be listed as:

- i) Focus on the communicative function,
- ii) Adequate motivation,
- iii) Focus on primary language skills,
- iv) Appropriate balance among language skills,
- v) Authentic language exposure,

- vi) Entertaining for the language learners,
- vii) Students' active participation,
- viii) Emphasis on fluency,
- ix) Easy to use.

The disadvantages of the communicative textbook can be listed:

- i) Non linguistic activities lively,
- ii) Problem of well trained and aptly competent teacher,
- iii) Students' errors repeated lively,
- iv) Secondary language skills are less emphasized and
- v) Less focus on forms.

1.1.4 Importances of the Textbook Analysis

Textbooks are designed to impart the knowledge of the subject matter to achieve the definite goal, aim, or objectives. Textbook analysis is one part of the major educational system. The system should be examined regularly, reformed and recognized time to time. Textbook evaluation is a systematic process in the sense that it follows systematic procedures or it is based on certain criteria.

Textbooks are prepared to achieve the objectives of the educational programme. The objectives specified are the prime guidelines for the textbook writers. The textbooks which are in practice or which have been just prepared are to be evaluated on basis of the some criteria. All the textbooks written should be evaluated and analyzed regularly from time to time to keep them up to date. It is essential to analyze the textbook in the sense that the textbook which are prepared for a particular level may be either too easy or too difficult. But in our country most of the textbooks are rarely examined.

Textbook evaluation is a professional activity. There are three stages of a textbook evaluation. Therefore, a textbook evaluation is also known as 'a three stages

process.' The three stages are initial, detailed, and in use. According to Grant (1987, p. 119), the following criteria are measured in initial evaluation:

- i) Communicative?
- ii) Aim?
- iii) Teachable?
- iv) Available –add-one?
- v) Level?
- vi) Your impression?
- vii) Student interest?
- viii) Tried and tested?

The aforementioned test is called CATALYST test according to him.

Detailed evaluation refers to a trial and test. The textbook prepared is trialed in real classroom. The book is distributed to the selected schools to use by the respective teachers. This trial evaluation is done for a particular period. Suggestion and feedback are collected from the respective teachers and the students. Then the book is revised considering all the suggestions and feedback obtained. In-Use evaluation refers to the evaluation which is carried out while the book is being used in the real classroom. This is the final evaluation of the textbook although this kind of evaluation is continuous. If any suggestion and feedback are obtained, the book is improved by making required revisions.

Any evaluation of the textbook is normally done based on two criteria; external and internal. To quote MC Donough and Shaw (1995, p. 74);

During the eternal evaluation stage, we have to examined the claims made for the materials by the authors publishers with respect to the intended audience, the proficiency level, the context and the presentation of the language items, the role and the ability of the

teachers' book, the inclusion of a vocabulary list/ index, the table of contents, the use of visuals and presentation, the cultural specificity of the materials, the provision of audio/visual materials and inclusion of tests.

The internal evaluation of the textbook is the in depth investigation. The internal aspect of evaluating a textbook is also called appropriateness of the target group. To be a good textbook, it should suit the needs, interests and the level of the target group. Content, language, exercises, language skills and other elements should be appropriate for the target groups' cognitive and academic levels. MC Donough and Shaw (1995) further states

The treatment and the presentation of the skills, the sequencing and grading of the materials, the type of reading, listening, speaking, writing materials, appropriacy of tests and exercises, self study provision and teacher and learner balance in use of the materials.

Harmer (2001) has proposed the following criteria for a textbook evaluation: price, availability, layout and design, instructions, methodology, syllabus type, selection and grading, language study activities, language skill activities, topics, cultural acceptability, usability, and teacher's guide." Therefore, textbook analysis provides opportunity for the better investigation either within particular contexts, or more fundamentally between contexts.

1.1.5 Textbook: Academic Vocabulary in Use

"Academic Vocabulary in Use" is one of the recommended books under the course title of 'General English' for the first year students of three year Bachelor in Education (B.Ed.). This textbook covers words from different academic fields.

i) General Objectives of the Course

The general objectives of the course are as follows:

- a) To expand the students' repertoire of general and academic vocabulary.
- b) To familiarize students with the techniques of enriching vocabulary.

ii) Specific Objectives of the course

The specific objectives of this course are as follows:

- a) Be familiar with the academic vocabulary and use them in given discourse.
- b) Learn appropriate strategies to enrich their academic vocabulary.

1.1.6 Description of English Textbook

I have presented here the detailed description of the textbook “Academic Vocabulary in Use.” The book presents and practices the kind of vocabulary that is used in academic speech and the writing. It deals with the kinds of language used in academic textbooks and articles as well as in lectures and seminars. It also presents vocabulary relating to being a students at a minority or college level. All the vocabularies set in the textbook are tried to choose according to the objectives set in the B.Ed. first year English curriculum. It tires to teach them different techniques of enriching vocabularies and use them in appropriate context.

‘Academic Vocabulary in Use’ is one of the three books offered under the compulsory English course which is primarily designed for the students of B.Ed. first year. “Academic Vocabulary in Use” covers 15 percent of the course. The main objectives of teaching ‘Academic vocabulary in use’ is to expand students’ repertoire of general and academic vocabulary. It presents different aspects of vocabulary like word use, word meaning, word formation and word grammar. It also helps learners to learn different strategies to enrich their academic vocabulary.

The book contains 50 units, each unit comprising of 2 pages. The left hand page presents the academic vocabulary to be focused on in the unit. We can find examples of academic vocabulary presented in the context with, where appropriate, any special notes about their meaning and usage. The right hand page checks whether the learners have understood the information on the left hand page by giving them a series of exercises practising the language. The units are organized into different sections. The first introductory section includes nine units which throws light on basic aspect of academic vocabulary. The second section devotes seven units to how words typically combine with one another in academic English. The third section has six units focusing on aspects of life at academic institutions. The fourth section provides eight units discussing ways of talking about such things as number, time and cause and effect. Then we have seven units exploring aspects of opinions and ideas and finally there are thirteen units with a functional focus such as organizing a text, comparing and contrasting and describing change. Towards, the end of the textbook we can find six reading texts relating to different academic disciplines with exercises based on the vocabulary in those texts.

There are six reference sections dealing with some key areas where we have lists of items, i.e. formal and informal academic words and expressions, numbers, units of measurement and common symbols, British and North American academic vocabulary, spelling variations, word formation and abbreviations. At the end of the book there is a key with answers to all the exercises and an index of all the key words and expressions, indicating the units where they can be found. The pronunciation is provided for standard British English.

The format of the textbook is presented below:

Book : Academic Vocabulary in Use

Book Writers : Michael Mc Carthy and Felicity O'Dell.

Publisher : Cambridge University Press C/O Cambridge University Press India
Pvt. Ltd. Cambridge House
4381/4, Ansari Road, Daryaganj
New Delhi 11002
India

First Year Publication : 2008

Printed in : India at Brijbasi Art press Ltd., Noida.

Reprinted : 2009

Produced by : Kamae Design, Oxford

Price : NC Rs. 256/-

INR : Rs. 160/-

Total Units : 50

Total Pages : 198

Binding : Side stitching

Average Margin : 1.00 cm top, 1.00 cm bottom, 1 cm right, 2 cm left
Width 19 cm, length 26 cm.

1.1.7 Vocabulary

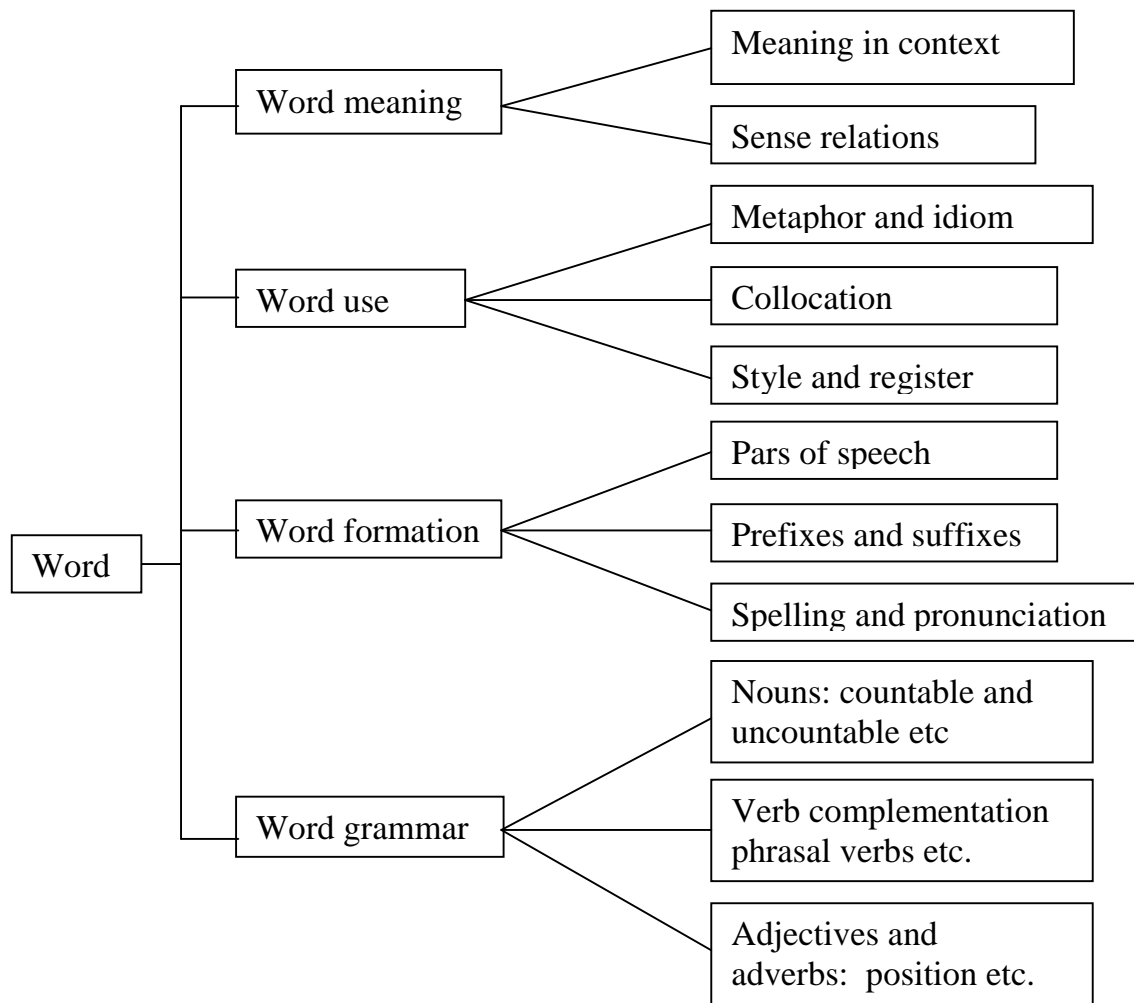
Vocabulary, the building block of the language, is vital for communication. There are mainly two aspects of language vocabulary and grammar. Harmer(1991, p. 153), has written "if structure make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh" with the help of which meaning is conveyed. OALD (2005) defines vocabulary as "all the words that a person knows or uses".

Ur, (1996, p. 60) defines vocabulary as, the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word. For example, post-office and mother-in-law, which are made up of two or three words but express a single idea." To quote Richard et al. (1985), vocabulary refers to "a set of lexemes, including single words, compound words, and idioms". Thus,

a vocabulary item or a lexical item may be more than a single word which expresses a single idea. There are also multiword idioms such as 'call it a day', where the meaning of the phrase cannot be deduced from an analysis of the components of such word.

Harmer (1991) classified vocabulary into active and passive. The active vocabulary refers to "vocabulary that students have been taught or learnt and which they are expected to be able to use" whereas the passive vocabulary refers to "words which the students will recognize when they meet them but which they will probably not be able to produce." Thus, active vocabulary refers to words that the student understand, can produce correctly and use constructively very often in speaking and writing. Passive vocabulary refers to words that the student recognizes and understands when they occur in context but which he/she can not produce correctly himself/herself. Also they are words he/she does not use frequently. A word that has been 'active' through constant use may slip back into the passive store if it is not used. A word that students have in their passive store may suddenly become active if the situation or the context proves its use. In other words, the status of vocabulary item does not seem to be a permanent of affairs. So, it is difficult to say which are active and which passive words are. Harmer (1991) states that words can be divided into two classes: content words and function words. Content words are words which refer to a thing, quality, state, or action and which have meaning when the words are used alone. Content words are mainly nouns, verbs, adjectives and adverbs, e.g. book, run musical, quickly etc. Function words are words which have little meaning on their own, but which show grammatical relationships in and between sentences. Conjunctions, prepositions, articles are the function words, e.g. and, to, the etc. Function words are also called form words, empty words, factors, gram metical words, structural words, and structure words and content words are also called full words, lexical words.

Learning a word means more than just knowing its meaning. There are certain things about the words that students need to know which are called aspects of learning words. Word formation, word grammar, word meaning and word use are the four aspects of learning words. Harmer (1991, p. 158) summarized the aspects of learning words in the following way.



Cambridge University Press (1996), has written the following ways of presenting the meaning of new items:

- i) Concise definition (as in a dictionary; often a super ordinate with qualifications: for example, a cat is a animal which ...
- ii) Detailed description (of appearance, qualities...

- iii) Examples (hyponyms)
- iv) Illustrations (picture, object)
- v) Demonstration (acting, mime)
- vi) Context (story or sentences in which the item occurs)
- vii) Synonyms
- viii) Opposites,
- ix) Translation
- x) Associated ideas, collocations.

(as cited in Ur, 1996, p. 63)

Harmer (1991), has presented seven techniques of teaching meaning of new words. They are- realia, pictures, mime, action, and gestures, contrast, enumeration, explanation, and translation.

1.2 Review of Related Literature

Textbook analysis and interpretation is very important for the improvement of the textbook. It has gained importance over last few decades, both from practical and research point of the views. In case of newly applied textbook, it is immense to evaluate the textbook in order to find out whether it fulfills the objectives of the curriculum and needs of the target group or not. A number of researches have been carried out under the supervision of Department of English Education, Tribhuvan University, Kritipur connected to textbook analysis. Some research works related to the thesis are reviewed here in short. Lammichhane (1999) carried out a research entitled 'An Analysis of the New English Textbook for Grade Eight'. He tried to find out whether the language materials and the exercise included in the textbook were sufficient to fulfill the objectives set out in the curriculum for developing speaking and writing skills. He has arrived at the conclusion that the materials has been organized systematically based on the psychological principles,

progressive development of the principles from known to unknown, easy to difficult and shorter to longer ones. Similarly, Dahal (2001), has analyzed new English textbook on the topic, "English for Grade X: A Textbook Analysis." He has touched all aspect of the textbook for grade ten. His study is positive towards the organization and the presentation of the materials but it is negative on the physical aspect book.

Ghimire (2003), carried out a research work on the topic, "An Analysis of the Link English Course for PCL First Year and Grade Eleven". The researcher tries to analyze the Link English Course in terms of its physical as well as adequacy of the contents. The analysis and the interpretation of the textbook have been done towards the academic aspect o the textbook. Some drawbacks regarding the physical aspects also included in his findings.

Dawadi (2004) conducted a research work on the topic, "An Analysis of Grade Seven English Textbook." She carried out the study to analyze the quality of the textbook in related to its physical and academic aspects. She concluded that the content of the syllabus isn't in harmony with the English Curriculum of the class.

Atreya (2006) has carried out "An Analysis of the Functions Covered in the English Textbook of the Grade IX and X". Her purposes were to find out the coverage of the functions in the English textbooks of grade nine and ten, to analyze the functions in terms of form-function correlation and contextualization.

She found that the functions covered in the grade nine and grade ten English textbooks catch more or less with the functions prescribed by the curriculum.

There is no one to one correspondence between forms and functions. Functions are presented by creating real-life situations. The exercises encourage group work and the pair work.

The above mentioned researches are related to course evaluation and textbook analysis of various levels and classes. Regarding the analysis of the textbook

"Academic Vocabulary in Use" for B.Ed. first year no research work has been carried out. This research tries to explore internal qualities of the textbook.

1.3 Objectives of the Study

The objectives of the study were as follows:

- i) To pinpoint the strengths and weaknesses of the textbook.
- ii) To analyze the textbook in terms of
 - a) Word use and
 - b) Word meaning
 - c) Word formation and
 - d) Difficulty level
- iii) To provide some pedagogical suggestions for the improvement of the textbook.

CHAPTER TWO

METHODOLOGY

I dealt with the following methodology during the study.

2.1 Sources of the Data

In the process of the study both primary and the secondary sources of the data were collected.

2.1.1 Primary Sources of the Data

The primary sources of the data for the study were collected from the B.Ed. first year students (see appendix II) and the subject teachers (see appendix I) who had been teaching them in Janakapur zone.

2.1.2 Secondary Sources of the Data

The secondary sources of the data were collected from the different reference books, teacher's guides, journals, articles, web pages related to the textbook analysis as well as the textbook itself. Some of them are Crystal (1990), Lyons (1992), Ur (1996), Harmer (2001), Bhattarai (2001), etc.

2.2 Sampling Procedure

The total sampling population of the study were sixty students and ten subject teachers from different B.Ed. campuses of Janakpur zone. Five B.Ed. campuses were selected using purposive sampling procedure. Twelve students and two subject teachers from each campus were selected using simple random sampling procedure.

2.3 Tools for the Data Collection

A set of questionnaire and a test were used to collect the data from the informants. The questionnaire included close ended questions which were constructed to find out the teachers' views and a test was constructed to find out the students' view and for the analysis of textbook for the improvement of the textbook.

2.4 Process of the Data Collection

I collected the data from the primary sources by using a set of close-ended questionnaire and a test. For this, I adopted the following procedures:

- i) I selected five B.Ed. campuses using purposive sampling procedure.
- ii) After that, I visited the selected campuses of Janakpur zone and talked to the authority about the data collection.
- iii) After getting permission, I met with the English teachers and requested them for their help.
- iv) Then, I entered the classroom and established rapport with the students. Twelve students and two subject teachers from each five campuses were selected using purposive sampling procedure.
- v) Then, I distributed a test to the students and waited for the completion.
- vi) The subject teachers had given a set of questionnaire.
- vii) After consuming the allocated time, I had collected the filled up questionnaire and the test from them.

For secondary sources of the data I visited the libraries, reference books, departments and web-pages.

2.5 Limitations of the Study

The study had the following limitations:

- i) The area of the study was confined to Janakapur zone
- ii) The sampling population of the study were only sixty students of B.Ed. first year and ten subject teachers.
- iii) Twelve students were selected from each five campuses.
- iv) The primary data were collected from only written set of the questionnaire and a test.
- v) The study was mainly limited to the academic qualities of the textbook.
- vi) The study had analyzed the textbook only in terms of the *word use*, *word meaning*, *word formation* and *difficulty level*.