

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is purely a human phenomenon. It is an asset and a possession of man. It is God's special gift to mankind. It is the most significant aspect of a human being that separates him from an animal. Language is a way of expressing ideas and feelings using symbols and sounds. It is the most widely used means of human communication in the world. It has become a primary tool for human beings to communicate with each other. And it can also be taken as a vehicle of transmitting culture from one generation to another.

A child borns, gets older gradually and is affected by his environments. To exchange ideas and feelings with each other he needs communication. He develops his speech with others along with his own behaviour. Gradually, his speech becomes a frequently used and most highly developed form in his life. There is an amazing increase in his verbal communication and maturity in his behaviour. Language being a very complex phenomenon, he may not give the correct decisions about his oral interpretation because he is influenced by his external sources in a number of situations whether related with his life or not.

Language is an 'organized' noise used on actual social situations. That is why it is also known as contextualized systematic sounds. It is a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings. It is an extremely complex and versatile code used for human communication. It is a dynamic, open system that allows humans to communicate their thoughts, feelings, desires, emotions,

experiences and ideas. We cannot think of any academic, social and artistic activities without language. It is the most significant asset of human life. Language has enabled man to establish civilization on the earth.

Cambridge International Dictionary of English (1997, p. 795, as quoted by Bharati, 2007, p. 1) defines language as "a system of communication consisting of a set of small parts and a set of rules which decide the ways in which these parts can be combined to produce messages that have meaning." So, it is the unique possession of human race. It is the voluntary vocal system of human communication. Similarly, Richards et al.(1999, pp. 196-197, as quoted by Karki, 2008, p. 1) defines language as 'the system of human communication which consists of the structural arrangement of sounds for written representation into larger units, e.g. morphemes, words, sentences, utterances'. This shows that language is the system of human communication.

Similarly, Oxford Advanced Learner's Dictionary (2000, p. 721) defines language as "the use by humans of system of sounds and words to communicate". Similarly, Sapir (1921, as mentioned in Maharjan, 2000, p. 5) defines, "Language is a primarily human and non-instinctive method of communication, ideas, emotions and desires by means of a system of voluntarily produced symbols." It is a means of communication which has enabled the human beings to express their ideas and feelings. "Language is a voluntary vocal system of communication." (Sthapit, 2002).

All the above definitions are incomplete in themselves. Simply to say, language distinguishes human beings from other species and it is only language which makes the communication between two persons possible. Language is an organized meaningful human utterance used in speech community. It is a contextualized systematic sound. It is a unique property of human being. It is a set of finite and non-

finite set of rules for the encoding and decoding of the message. Human communication can be carried out by means of visual, vocal and the auditory senses and by a numerous other means. So, language is a vocal system of human communication. Language is the universal medium for conveying the common facts including complex thoughts, ideas and feelings of everyday life. No language is superior or inferior to other language in terms of communicative values. The major function of language is to communicate and share and express ideas and feelings with each other.

1.1.1 ELT in Nepal

There are hundreds of languages spoken in the world. Among them English is the most widely used language. It has gained the status of an international and link language. So, the number of English speaking people is growing day by day. They not only use English as a medium of communication but also create literature. It is also claimed that one in every seven people can speak English. Most of the research reports and dissertations are produced in English. International seminars, conferences and sessions are also held in English. Among six official languages of the UNO, English is one and the chief means of international communication around the world. Therefore, English as the foreign language is taught in all schools of Nepal and it is the medium of instruction at higher level of education. English is very important tool from the very beginning of education. It has been taught as a compulsory subject from grade one to bachelor level. The place of English in Nepalese education is safe. The English language teaching in Nepal has its own long history.

Regarding the history of English language teaching in Nepal, modern education in Nepal is said to have begun after Janga Bahadur Rana's visit to Britain in 1850 A.D.

He did not pay much attention to mass education although he was highly impressed by English education system. He hired an Englishman from British-India to teach English to his sons. Then, he established a private English school at the Thapathali palace. Then, in 1853 (1910 B.S.), Durbar High School was established as the 'First School' which taught English as a subject in the country that was basically meant for giving education to the children of ruling families and their favourite people. After many years, gradually all people of Nepal got opportunity to learn English there. The establishment of Tri-Chandra College in 1918 A.D., the first college of Nepal, provided much more for the formal education of English in higher education of Nepal (Sharma, 2007). But during the Rana's period, the education system in Nepal could not flourish well. Many Nepalese were deprived of education. After the establishment of democracy in 1951 A.D., a wave of education swept over Nepal and some reforms could be seen in the field of education in Nepal. Several researches were carried out for the development of English language teaching but there was not seen any further changes in this field. Different commissions were formed in different years for the improvement of education but they were only able to recommend certain measures and were not able to implement the same recommendations in education system for its improvement.

After the establishment of democracy in 1951 A.D., several reports and researches regarding education were carried out and several reports were made. But there was not seen any drastic change in English education. Then, after the restoration of democracy in 1989, several efforts had been brought in the field of education.

Furthermore, the National Education Commission (NEC) 1992 report (Sharma & Sharma, 2005, p. 129) and several meetings have laid great emphasis on introducing English as a compulsory subject in all schools of Nepal from the very beginning of

school education (Bohora, 2004, p. 3). In this regard, the Government of Nepal has given great priority to the English language in its education system. Now ELT has been introduced right from Grade I to the Bachelor's degree as a compulsory subject. The Primary English Curriculum (Grades I-V) has been introduced since 2003. (Bohora, 2004, p. 3)

The English curriculum has been designed for primary level education in Nepal, with a view to catering to the immediate needs of children learning English and building a basic foundation for their further studies in and through English. Moreover, it aims at developing a comprehensive communicative competence, on the part of the learner. (Primary English Curriculum, 2003, cited from Bohora, 2004, p. 4)

In the context of Nepal, English plays a vital role in education. It is the foundation of development. The implemented textbooks are designed to develop all the four language skills. So, Nepal has introduced the communicative approach to language teaching and learning. In the course of regular updating and improvement in education system in Nepal, English language curriculum has undergone through several ongoing process of revision. As a result, teaching English in school has aimed to enable pupils to exchange ideas with people of any nationality who speak and write in English. The Nepali language alone cannot fulfill our needs of the scientific and technology knowledge of the world because it has no scope in other countries. The English language is the means for improving social status. So, it is very important to the sustainable development in the context of Nepal.

1.1.2 Defining Curriculum, Syllabus and Course of Study

The terms 'curriculum', 'syllabus' and 'course of study' were used synonymously in the field of education in the past. But, now syllabus is taken just as one part of curriculum and even the course of study is a part of that syllabus. The relationship between curriculum, syllabus and course of study is shown in the following diagram:

Figure No.1

Relationship between curriculum, syllabus and course of study

This figure clarifies that curriculum, syllabus and course of study are interrelated. Curriculum is taken as a whole and syllabus and course of study are parts of curriculum. These terms are defined below:

1.1.2.1 Curriculum

Traditionally, curriculum was regarded as the subject matter to be taught inside the classroom. It includes all the activities of educational system and this guide towards achieving goals. Paudel (2007, p. 4, quotes Robertson,1971, p. 566) saying that "the curriculum includes the goals, objectives, content, processes, resources, and means of

evaluating of all the learning experiences planned for pupils both in and out of the school and community through classroom instruction and related programmes."

According to Taba (1962, p. 11, as quoted by Bohora, 2004, p. 4) ,"A curriculum is a plan for learning".

From the above definitions, it can be said that curriculum is the whole plan of teaching and learning process. It is a package of different activities that can be organized in and out of the school environment. It includes the syllabus and the course of study. It sets out the subjects to be studied, their order and sequence. It determines the amount of school time allotted to each subject, the place of motor skills which take time to acquire. It also includes the types of activities and experiences to be provided. It is the totality of all the learning to which students are exposed during their study in the school in the classroom, in the library, in the workshop, in the garden and on the playground.

1.1.2.2 Syllabus

Syllabus is a part of curriculum which refers to the content or subject-matter of an individual subject.

According to Yalden (1999, p. 14) :

The syllabus replaces the concept of 'method', and the syllabus is now as an instrument by which the teacher, with the help of the syllabus designer, can achieve a degree of 'fit' between the needs and aims of the learner and the activities which will take place in the classroom. (Paudel, 2007, p. 5)

Similarly, Bohora(2004, p. 5, quotes Robertson, 1971, p. 566) syllabus as " a statement of the plan for any part of the curriculum excluding the element of curriculum evaluation itself ". However, Corder views syllabus as the overall plan for the learning process. OALD (2000) defines syllabus as "a list of subjects, topics, texts etc. included in a course of study."

From the above definitions, it can be said that syllabus is a guideline for the teachers as well as the pupils to follow their teaching and learning process. It is sub-part of curriculum with a specification of the contents to be taught.

1.1.2.3 Course of Study

Course of study is a part of the syllabus. It is a series of lessons or lectures on a particular subject. It is a set of teaching materials .It is the statement of contents with a limited care done on whom to teach, why to teach and what and how to teach.

Thus, these three terms curriculum, syllabus and course of study are interrelated with each-other.

1.1.3 Textbook

There are different materials used in teaching and learning process. They can be visuals, audio-visuals and supplementary materials. Textbook is a supplementary material used in teaching/learning process. It is the sole source for the teachers and the learners. It is usually prepared on the basis of the particular curriculum. It is used by the students and teachers for a particular course of study in a particular branch of knowledge.

The textbook is an important media to assure teachers and students to achieve educational goals effectively and easily. It is the printed/written part of distributive message. Curriculum determines syllabus and textbooks are designed on the specific guidance of the proper features of syllabus. Classroom teaching largely depends on the textbook. It remains essential tools for preserving the world's storehouse of knowledge and wisdom. It gives the detail idea about the contents, methods of teaching, instructional materials, evaluation techniques etc. Teaching items are orderly presented with simple way of identification, scope and sequence and continuity of the teaching items makes learners and teachers feel easy. All the skills such as: Listening, speaking, reading and writing are emphasized in order to reach the goal. They are presented clearly in the textbook.

Textbook is equally useful for both students as well as teachers. It fulfills the gap between the knowledge and skill. It promotes delivery of more complete and coherently organized curricula, particularly in situations where there is a shortage of teachers and where teacher training is limited in scope. It makes the teaching of language systematic. It presents, selects and grades vocabulary, structures and other experiences. It is proved as a ready-made material. Students get several exercises in a textbook. It provides students an opportunity to read privately and a basic exposure to students of written materials. It is self-teaching classroom device.

Littlejohn and Windeatt (1989, as quoted by Awasthi, 2006, p. 1) take text materials as hidden curriculum that include attitudes toward knowledge, attitudes toward teaching and learning, attitudes toward the role and relationship of the teacher and students, and values and attitudes related to gender, society etc. It is an authentic source of knowledge.

Cunningsworth (1995) defines a textbook as:

An effective resource for self-directed learning, an effective source of presentation of materials, a source of ideas and activities, a reference source for students, a syllabus where they reflect predetermined language objectives, and support for less experienced teachers who have yet to gain confidence. (Awasthi, 2006, p. 1.)

Oxford Advanced Learner's Dictionary (2000) defines textbook as, "a book especially used for giving instruction in a subject". It is the most widely used material in teaching-learning process. Grant (1987, p. 12, as quoted by Bohora, 2004, p. 7) says, "the textbook is used to refer to the course book typically aims to cover all aspects of language and supplementary textbooks devoted to particular textbooks on skill areas."

Garinger (2002, as quoted by Awasthi, 2006, p. 2) believes that a textbook can serve different purposes for teachers as a core resource, as a source of supplemental material, as an inspiration for classroom activities, even as the curriculum itself. A textbook is an instrument of instruction that facilitates teaching-learning process.

Awasthi (2006, p. 1) says, "A textbook is teaching material for the teacher and learning material for the learner. It is one of the pivotal aspects of the total teaching and learning process." Textbook is said to be the kind of books that deals with a particular subject used for formal education. It is one of the most fundamental requirements of any successful teaching and learning activities. It is not only the collection of teaching items to be dealt with in a classroom but also the most comprehensive teaching material containing all kinds of information that the students of a particular grade are expected to acquire within the duration of one academic session. It is a document that reflects the objectives and teaching items prescribed in

the syllabus. Textbook is a guide for a teacher, memory aid for pupils, a permanent record of what has been taught and learnt in the classroom.

From the above definitions and discussion, we can conclude that a textbook is the medium to achieve the goals effectively and easily. It is the printed part of a certain message on the basis of the curriculum. It is a material prepared for the purpose of teaching and learning. It deals with a particular subject that reflects the objectives and teaching items set out in the syllabus.

1.1.4 Importance of Textbook

Textbooks are the most widely used teaching materials in teaching learning programme. They provide a variety of teaching methods and techniques for the teachers and learning resources for the students. These are authentic source of knowledge for the teachers and learners. They show the way to achieve the objectives set out in the syllabus.

According to Seaton (1982, p. 40) :

A textbook is necessary as it acts as a visual record of progress and can thus be a psychological support to the students. It is also useful as a memory aid and for consolidation of classwork at home and at the same time, textbook can be a syllabus for the teachers. (Sharma, 2007, p. 6)

Harmer (1987, p. 257) clarifies the value of textbook saying:

Textbook has obvious advantages for both teachers and students. Good textbooks often contain lively and interesting materials; they provide a sensible progression of language items clearly showing what has been studied so that the students can

revise the grammatical points that they have been concentrating on. (Bohora, 2004, p. 11)

Richards (2001, as quoted by Aryal, 2007, p. 4) states that textbook is a composite whole. It includes all the components required in the entire teaching and learning process such as syllabus, trained teachers, qualitative materials, teaching models and the attractive resources.

According to Awasthi (2006, p. 3):

Textbooks are psychologically essential for the learners because their achievement can be measured when they use a textbook. It is through the completion of units in the textbooks and the performance shown by the students in them is eventually a visible measuring rod of their progress as well as achievement.

These definitions show that textbooks are very important tools for teaching and learning process and classroom interaction. Undoubtedly, they are the core source to fulfill the objectives of the curriculum. Textbooks play vital role in a country like Nepal where the teachers rely on the prescribed textbooks. They are taken as authentic materials to present them in the classroom because they are especially prepared for that purpose and they are economical, portable and easily available. They are widely used tools of education. They have been the source of teaching and learning materials. Effective learning is not possible without the combination of teaching/learning materials and trained teachers. Of all teaching learning materials, textbook is an instantly used tool.

Grant (1987, p. 119, as quoted by Karki, 2008, p. 5) summarized the job of textbooks in next page:

-) They can identify what should be taught/learned and the order in which it should be taught/learned.
-) They can indicate what methods should be used.
-) They can provide neatly, attractively and economically all or most of the materials needed.
-) They can save the teacher an extra-ordinary amount of time.
-) Last but not least, they can act as a very useful learning-aid for the students.

Thus, textbooks are taken as documents which reflect the objectives and teaching items set out in the syllabus. They are very important for classroom interaction.

Textbooks show the way to achieve the objectives set out in the syllabus. They determine the subject matter and in many case the methods of teaching also.

Textbooks direct both the teachers and the learners by giving them proper direction of what they ought to do during the lesson hours.

1.1.5 Types of Textbook

The most important teaching tool in the classroom is a textbook because it determines what and how it is to be taught. It always facilitates teaching and learning process. It presents the body of knowledge in a systematic way. Textbook is said to be a kind of material which deals with a particular subject and is used in formal education. It gives instruction in a branch of learning.

According to Grant (1987, p. 12, as quoted by Aryal, 2007, p. 4) there are two very broad categories of textbook. It is not always possible to place a particular textbook firmly within either of these categories, as there is a continuum from one category to

another. The two categories are traditional textbooks and communicative textbooks.

They are briefly described below:

(a) Traditional Textbook

Traditional textbooks do not mean those which were used in the past and are in no longer use. They are still being written, published and used in many parts of the world including Nepal. So, the term refers to a particular kind rather than the date when it was published. These textbooks try to get students to learn the language as a system. Grant (1987, p. 110, as mentioned in Bohora, 2004, p. 8), says, "Although we use the word traditional here, it is true that traditional textbooks are still being published today. So, the label is used to describe a type of book rather than the date it was published." He further says, "The language is system. Once the learners have learned the system, it is hoped that they are then equipped to use the language for their own purposes in any way they think fit." (ibid) This means that traditional textbooks are still being written, published and used even today. According to him, traditional textbooks have all these characteristics:

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

-) They are often attractive to some teachers because they seem easy to use, and are highly examination oriented. (ibid)

There are many traditional textbooks in use all over the world. They have great advantages that, generally speaking, a teacher can use them without difficulty. And the main problem with them is that, at the end of their studies the students are still incapable of using the language; they may know its grammar, the system but they can not communicate in it. So, traditional textbooks are being replaced by communicative ones.

(b) Communicative Textbook

Communicative textbooks try to solve the problems by creating opportunities for the students to use the language in the classroom and using it in real life situation.

Communicative textbooks are widely used in language learning and teaching process. Almost all the new textbooks claim to be communicative. They aim at developing communicative competence in the students. They focus on teaching language but not teaching about language. They have brought a modern trend in the whole teaching - learning system. Communicative textbooks try to overcome the weaknesses of traditional textbook. Grant (1987, p. 14, as quoted by Aryal, 2007, p. 6) mentions the following characteristics of communicative textbooks:

-) They emphasize skills in using the language, not just the forms of language and they are therefore activity based.
-) They emphasize the communicative functions of language, the job people do using the language not just the forms.
-) They try to reflect the students' needs and interests.
-) They usually have a good balance among the four language skills.

-) They emphasize listening and speaking more than a traditional textbook does.
-) They tend to be very specific in their definition of aims.
-) Both content and methods reflect the authentic language of everyday life.
-) They encourage work in groups and pairs and therefore make heavier demands on teacher's organization abilities.
-) They emphasize fluency, not just accuracy.

Due to the above mentioned characteristics, communicative textbooks are the demand of the day.

1.1.6 Relationship Between Curriculum and Textbook

Curriculum is a planned set of activities to develop desired quality in the students. It is a path to destination. It is a plan for learning which consists of teaching objectives, contents, methods of teaching, evaluation scheme, time allotment, textbooks, and resources and so on. It covers all the activities and efforts that are to be made in course of teaching and learning of an educational programme. Richards et al. (1999, p. 94) defines it as 'an educational programme,' which states:

-) The educational purpose of the programme (the ends)
-) The content, teaching procedures and learning experiences which will be necessary to achieve this purpose (the means)
-) Some means for assessing whether or not the educational ends have been achieved.

From these definitions, we can say that curriculum is a framework of educational programme which includes all the activities that are utilized by a school to attain its aim of education. It is a package of different activities that can be organized in and

out of the school environment. It is a very general concept which involves consideration of the whole philosophical, social and administrative factors which contribute to the planning of an educational programme.

Textbook, on the other hand, is a tool that is used to achieve the goals of any educational programme that are specified in the curriculum. It is the role of a textbook to develop the desired qualities in the students. Textbook is the material generally available at the learner's hand. It reflects the subject matter or teaching items that are listed in a syllabus in a systematic way. A textbook plays a very important role in an educational programme. It is prepared on the basis of the curriculum and the syllabus. It provides clear information to teachers and students so that they can understand the activities and do them. It is designed by a group of experts considering the needs of the nation. Textbook is widely used for teaching and evaluating purpose by teachers and studying purpose by students to meet the desired goals.

In conclusion, we can say that textbook and curriculum are interrelated. A textbook should be designed according to the level and interest of students and it should consider the needs of the nation. Textbook should fulfill the objectives set out in the curriculum. It should be changed time and again because the world is also changing day by day. So the textbook should be relevant according to time, need and interest of the learners. Textbooks are the coherent body of thematic content or subject matter, they should always reflect the curriculum to meet the desired goals. In short, curriculum is the overall plan and the textbooks are the chief means to fulfill the designed plan. Thus, the relationship between the curriculum and the textbook is whole -part. In other words, curriculum is whole and textbooks are the parts of a

curriculum. Both curriculum and textbook play vital role in the development of the country.

1.1.7 Qualities of a Good Textbook: A Theoretical Framework of Textbook Evaluation

Textbook is widely used materials in the teaching and learning process. It is not only important but also essential material for the teachers and the students as well.

Textbook is prepared according to the objectives set out in the curriculum and which can meet the needs of the learners. A good textbook contains different kinds of material related to language skills. It provides new knowledge in the process of teaching and learning. There should be a clear reflection of the objectives and teaching items designed in the curriculum or syllabus.

Here, framework refers to the criteria for the textbook analysis. Broadly speaking, analyzing and evaluating a textbook is carried out on the basis of its physical and academic aspects. Physical aspects refer to the peripheral features such as: layout, lettering and spacing, printing and binding, paper quality, pictures and illustrations, availability and price. The academic aspects refer to the thematic content, language, exercises, organization of the item, supplementary materials and other materials. It signifies the inner quality which is made up of logical and psychological factors. The contents of a textbook are viewed to be the prime criteria.

A textbook is evaluated on the basis of the certain criteria which measure the central and peripheral features of the book. A textbook evaluation is carried out measuring the required features of it.

According to Cunningsworth (1995, as mentioned in Awasthi, 2006, p. 6), following criteria should be considered while evaluating textbooks:

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

Harmer (2001, p. 301, as mentioned in Paudel, 2007, p. 14) has proposed the following areas or criteria for a textbook evaluation:

-) Price (of course book components).
-) Availability.
-) Layout and design.
-) Instructions.
-) Methodology.
-) Syllabus type, selection and grading.
-) Language study activities.
-) Language skill activities.
-) Topics.

-) Cultural acceptability.
-) Usability.
-) Teacher's guide.

Similarly, Ur. (1996, p. 186, as mentioned in Paudel, 2007, p. 15) has proposed the following criteria for course book evaluation:

-) Objectives explicitly laid out in an introduction and implementation in the materials.
-) Approach educationally and socially acceptable to target community.
-) Clear attractive layout; print easy to read.
-) Appropriate visual materials available.
-) Interesting topics and tasks.
-) Varied topics and tasks, so as to provide for different learner levels, learning styles, interest etc.
-) Clear instructions.
-) Systematic coverage of syllabus.
-) Content clearly organized and graded (sequenced by difficulty).
-) Periodic review and test sections.
-) Plenty of authentic language.
-) Good pronunciation, explanation and practice.
-) Good vocabulary explanation and practice.
-) Fluency practice in all four skills. Encourage learners to develop own learning strategies and to become independent in their learning.
-) Adequate guidance for the teacher, not too heavy preparation load.
-) Audio-Cassettes.

) Readily available locally.

Ur. (1996, p. 188, as mentioned in Paudel, 2007, p. 16) has also proposed some categories of content of a language course book. They are listed as below:

) Pronunciation practice.

) Introduction of new vocabulary and practice.

) Grammar explanation and practice.

) Listening and speaking communicative tasks.

) Reading and writing communicative tasks.

) Mixed-skills communicative tasks.

) Short and long reading texts.

) Dictionary work.

) Review of previously learnt materials.

) Some entertaining or fun activities.

Thus, the two board criteria used for evaluating a textbook are its physical and academic aspects. The physical aspects are peripheral and the academic aspects are viewed to be the prime criteria.

Generally speaking, the following features are included under physical and academic aspects of the textbook:

A. Physical Aspects

) Layout of the book

) Lettering and spacing

) Printing and binding

) Paper quality

-) Pictures and illustrations
-) Availability
-) Price

B. Academic Aspects

-) Thematic content
-) Language
-) Exercise
-) Other elements
-) Organization of the item
-) Supplementary materials

1.1.7.1 Physical Aspects

Physical aspects refer to the peripheral features of the textbook. They are also highly important. They include layout, lettering and spacing, printing and binding, paper quality, pictures and illustrations, availability and price which are described below:

a. Layout of the Book: It can attract the students. If it is attractively designed, students are interested to read the book. The layout should be attractive and eye-catching. Some pictures and syllabus can be put to make its outlook informative as they slightly mirror out the theme of the book.

b. Lettering and Spacing: They also play an important role to make a textbook good or appropriate. The textbook should be easily legible. The letters and words should be aptly typed maintaining proper spacing between letters, between words and between paragraphs.

c. Printing and Binding: The printing and binding of the textbook should be appropriate and easy to read the book. Printing and binding quality should be permanent, durable and easy to use the book. If the printed letter is not clear, students find the book uncomfortable to read. It becomes illegible if printing is not clear. Similarly, if binding is not appropriate, it is very difficult to use the book. If binding quality is not durable and standard, some pages of the book are likely to come off after a few months.

d. Paper Quality: The paper used to print the book should be of good quality. If the quality of the paper is not aptly rich, the printing, pictures, graphs will not legible. Students feel uncomfortable to use such books.

e. Pictures and Illustrations: The pictures and illustrations used in the textbook should be attractive, interesting and pictures and illustrations can motivate the learners properly.

f. Availability: The textbook should be easily available for all the readers concerned. If they are not easily available, the target readers will be mentally hindered.

g. Price: The price of the textbook should be suitable on the basis of the thickness, paper quality, theme included, outlook, target readers etc. The price should be reasonable.

1.1.7.2 Academic Aspects

Academic aspects refer to the subject matter of a textbook. They include content, language, exercise, other elements, organization of the item and supplementary materials which are described below:

I. Content: The content of any textbook should be selected, organized and presented hierarchically from simple to complex principle. The subject matter of the content should be in a systematic order in terms of level, grade, learners' age variation, interest, skill and their learning experiences. The content should have a good link with the physical and social environment of the learners. It should cover all the contents of language textbook like four skills such as listening, speaking, reading and writing and language aspects such as pronunciation, vocabulary, grammar and communicative functions.

II. Language: The language should be suitable according to the competence level of the learners. The language in the textbook should be correct, simple and textually appropriate to the situation or context. The structures of language should be well selected and presented in the textbook depending upon the purpose and the need of the learners for learning the language. Different day-to-day communicative activities and vocabulary items should be well selected. The language should be authentic and functional. The style and complexity of language structure should be suitable for the level of the learners.

III. Exercise: Each textbook should have enough exercises for the learners to practice. So, there should be clear instructions for each exercise in the textbook for both teachers and students. A variety of exercises encourage the learners to think and

work individually, in pair as well as in group. The exercises should be suitable for students' cognitive and academic levels. The exercise should focus to develop all the skills, and they should lead the students towards creativity so that they can use the language in real life. There should be clear instructions for the teachers and students. They should be graded in terms of the difficulty level. They should be presented in a systematic format and they should help the learners to provoke their thinking. Each lesson must make the teachers as well as the students clear about what objectives are to be achieved through it.

IV. Other Elements: Other inner elements or components of a textbook are footnote, glossary, appendix, reference etc. Footnotes provide the details of the works quoted in the book. They are printed at the bottom of the page in a book. Glossary refers to the list of difficult and technical words and phrases with their simple meanings or explanations or definitions; the words and phrases are presented in an alphabetical order. Appendix is the section that gives extra information at the end of the book. Additional but important pieces of information are given in appendices. Reference is the list of books and other sources that are used by the writers while the book is being prepared. Index is a list of names of topics referred to in the book. It is usually presented at the end of the book in an alphabetical order.

V. Organization of the Items: The content selected should be appropriate to meet the set objectives. The selected content should be properly graded like 'simple to complex', or 'known to unknown'.

VI. Supplementary Materials: Supplementary materials such as songs and rhymes, games and puzzles etc. can be effectively used in a language class. These materials are interesting and entertaining for the students. Similarly, textbooks, audio-visual

materials and teachers' guide play the important role in language teaching and learning. Textbooks are designed to evaluate students' progress and achievement during the course and at the end of the sessions. They can be used by both the teachers and the students. Similarly, teacher's guide assists the respective teachers to teach the textbook effectively and successfully. It deals with the teaching methods, techniques and classroom strategies to be used while teaching the textbook in the question.

1.1.8 Advantages of Using Textbook

Generally speaking, textbook is an essential material in teaching-learning process. It presents the body of knowledge in the form of the teaching items in a systematic way. It leads the teaching-learning activities as per the objectives set out in the curriculum. It is always used to facilitate the teacher for teaching whereas it is equally important and essential for the students. As it is very useful and inevitable materials for teaching-learning process, its importance in our context does not need to be over emphasized.

Awasthi (2006, quotes Richards, 2001, pp. 1-2) points out the following principal advantages of using textbooks:

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

Hence, use of textbook plays a crucial role in teaching-learning environment by supplying several useful materials.

1.1.9 Use of Textbook for Teachers and Students

A good textbook is necessary for both teachers and students because it helps them in many ways. It is a tool that determines not only what to teach but also how to teach. It helps to achieve the goals of education in a systematic and well-managed order.

According to Grant (1987, p. 120, as cited in Karki, 2008, p. 5), they use the book for the following reasons:

a. Use of a Textbook to Teachers

- i. A textbook can help the teachers to know what should be taught and in what order the language items should be taught.
- ii. It helps to them to identify the method of instructions to be applied in the class.
- iii. It helps a new teacher to grasp the subject matter.
- iv. It helps them to know the depth of subject matter to be taught.
- v. It substitutes for gaps in teacher's knowledge and skills.

b. Use of a Textbook to Students

- i. A textbook helps the students to know what they are learning and how the language items are graded.
- ii. It helps them to study authentic subject matter, explanations, examples etc.
- iii. The students who do not go to class regularly use the textbook for their self-study.

- iv. It also enables regular students to learn independently of the teacher, particularly through completion of homework.

1.1.10. Textbook Analysis

A textbook analysis is a process of finding out academic commentary of a book. A textbook analysis must have two sides, i.e. criticism and appreciation made by the analyst of the respective discipline or field. A textbook analysis is a part of major educational reform. It is a systematic observation and assertion. While analyzing a textbook, everything about the book is analyzed on the basis of its strengths and weaknesses. Therefore, while analyzing the textbook, the most important thing to be emphasized is the discussion of its strength and weaknesses. The analyst should be well-known to the concerned book and should have the knowledge of the respective discipline. So, textbook analysis should be adopted as an integral part of our education system. It is a process of finding out strengths and weaknesses of a book as teaching/learning process is based on them.

1.1.11 The Purposes of Textbook Analysis

Textbook analysis is a process of finding out the strengths and weaknesses of a textbook. It is not a random and haphazard process but it is a systematic one. Textbooks being used are designed and revised without any fixed criteria. So, textbook analysis is needed.

Textbook is analyzed for various purposes. The common purposes of a textbook analysis are as follows:

- a) To indicate the strengths and weaknesses.
- b) To comment for further improvement.

- c) To facilitate the concerned reader.
- d) To challenge the accepted values and norms and to propose the possible alternatives for solution.
- e) To provide feedback to the author by means of constructive comments or suggestions.

1.1.12 Importance of Textbook Analysis

Textbook analysis is a major task by which the revision of a textbook can be carried out. Without analyzing a textbook, we are not able to know the feasibility of a textbook. Awasthi (2006, p. 5) states, "Through the evaluation of textbook, a teacher knows the content of the book, the style in which it is written, and its strengths and weaknesses, which facilitate him/her to adopt it to suit the course aims, learners' needs and the teachers' beliefs". Therefore, textbooks are the most important tools for effective teaching-learning process and their analysis is a major task by which their revision can be carried out.

According to Khaniya (2003, p. 2):

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 would win the competition for writing textbooks. The implication is that 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 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 framework was

developed for the purpose of developing textbooks against which the books could have been examined. (Sharma, 2007, p. 12)

Reading texts should be examined regularly. Even after they are used in classroom teaching, they need continuous evaluation and investigation into their effectiveness in accomplishing the objectives so that the necessary revision of textbooks could be made. Reading texts should be examined in the light of set objectives before they are prescribed for classroom teaching.

Nowadays, almost all the books focus on communicative approach. A large number of books are produced but they are not assessed empirically. There is a great need for a number of standard textbooks for the implementation of curriculum and for communicative knowledge. The systematic analysis and evaluation of the textbook is considered as an important task by the researcher as the textbook analysis directly affects the improvement of education system of a country. They should be revised in accordance with the instructional objectives and requirement. So the special attention is needed for the evaluation of textbooks.

1.1.13 Objectives of Teaching English at Primary Level (Grades I-V)

Primary English Curriculum has been designed with a view to catering to the immediate needs of children learning English and building a basic foundation for their further studies in and through English. Moreover, it aims at developing a comprehensive communicative competence on the part of learners. The general objectives of teaching English at primary level are presented in next page:

-) to give pupils ample exposure to the English language so that they can understand and respond to in simple English with acceptable pronunciation and intonation,
-) to provide them with the opportunities to practice their English in and outside the classroom, so that they can communicate in simple English,
-) to help them to develop enthusiasm for reading so that they will be responsive and knowledgeable readers,
-) to help them to develop their potentialities in writing so that they can be creative writers, and
-) to develop a positive attitude towards learning English and build up confidence in using English.

Similarly, the specific objectives of primary level are to enable students to:

Listening

The following are the objectives regarding listening in primary level:

-) Listen and understand sufficiently to take part in simple conversation in a limited set of school situations.
-) Listen a variety of speech sounds and extract some information.
-) Listen and make simple notes of short spoken material.
-) Write a short, familiar dictation.

Speaking

The following are the objectives regarding speaking in primary level:

-) Use correct pronunciation to express themselves.
-) Take part in conversation involving questions and answers.

) Tell a simple story.

) Describe a person, object, event orally.

Reading

The following are the objectives regarding reading in primary level:

) Read with understanding.

) Read many different written materials e.g. days, months, time etc.

) Enjoy reading loudly.

) Enjoy and appreciate the simple language displayed by teacher.

Writing

The following are the objectives regarding writing in primary level:

) Use clear, accurately formed handwriting.

) Use correct punctuation.

) Use any of the words with correct spelling.

) Write simple written notes.

) Write a simple description of person, place and event.

) Make simple, guided notes.

1.1.14 Importance of English Textbook in Primary Level

Every discipline is guided by its curriculum which is a set of planned and guided actions including the definition of teaching aims, contents, methods, textbooks etc. As we see in the definition of curriculum, textbooks are only supplementary part of curriculum.

According to Nunan (1991, p. 64):

Course books do not always explicitly state what it is the learner should be able to do as a result of undertaking a particular activity or unit of work, however, it should be possible to rewrite course book content in the form of objectives (i.e. in a form which states what learners will do in and out of class).

For the effective implementation of curriculum, textbooks play the prime role in our education system. Textbook is the main weapon while tackling with a teaching-learning situation. For most of the teachers and students, a textbook is the sole source for achieving the goals and objectives of the curriculum. In fact, teaching materials like TVs, OHPs, radios, computers etc. play a vital role in teaching-learning process. But effective teaching-learning is not possible without the combination of teaching materials, trained teachers and the textbooks.

Nowadays, the English language is widely accepted to be the most dominant language in the world. It has become an indispensable vehicle to the transmission of modern civilization. Only the English language is a key to the store-house of knowledge. It is a key to success. Without the proper knowledge of the English language, no one is able to understand the innovation in the field of modern science and technology.

Nowadays, English has a wide scope all over the world. Among six official languages of the UNO, English is one and the chief means of international communication around the world. Therefore, English as the foreign language is taught in all schools of Nepal and it is the medium of instruction at higher level of education. English is very important tool from the very beginning of education. English has been taught as a compulsory subject from grade one to bachelor level. In primary level, there is a

great role of English textbook. It is the foundation level for all the further levels. So, if the learners learn or catch the language perfectly in this level then it will facilitate them in future. If the students start to learn English from the starting of primary level, they feel easy to catch the language easily and effectively. Students can learn more knowledge of the world through textbooks and they learn different rules and regulations, grammar, activities and about their surrounding which are also helpful for them in their daily life. It helps them to acquaint themselves with the rapidly changing world of science and technology. Most of the English textbooks of primary level are designed with a view to catering to the immediate needs of children learning English and building a basic foundation for their further studies in and through English. It aims at developing a comprehensive communicative competence on the part of learners. It is the major means of communication for the whole world and Nepal is no exception to it.

1.2 Review of Related Literature

There are a lot of researches carried out on textbook analysis in the Department of English Education. Some of the research works, which have been carried out in the related field of this study, are mentioned below:

Lamichhane (1999) , carried out a research entitled '*An analysis of the New English Textbook for Grade VIII*'. He wanted to find out whether the language materials used in the New English Textbook of Grade VIII are sufficient to meet the objectives set out in the curriculum related to two skills: Speaking and writing. He prepared forty questionnaires for the teachers to give their views for the improvement of the textbook. For this study, he selected twenty English teachers with at least one year teaching experience in grade eight from Kathmandu district. He found that the

textbook is appropriately designed from the point of view of gradation of vocabulary, developing communicating skill and writing skill mentioned in the curriculum.

Moreover, his analysis is based on psycholinguistic principles rather than the analysis of difficulty level, authenticity, vocabulary selection, interest, need of the learners, linkage between preceding and succeeding grades and internal qualities of a textbook. He also studied about the physical aspect of the textbook.

Bohora (2004) , conducted a research on '*A Descriptive Study on the English Textbook for Grade 1*'. The main objective of his study was to analyze the English textbook for Grade 1 in terms of vocabulary items, sentence types and verb pattern scheme, language functions, illustrations, language skill materials and physical aspects of the book. For this study he bought the English textbook of Grade 1 and collected other different relevant materials. He read the book thoroughly and re-read it in detail. He did the intensive reading from top to bottom and noted down the important points. He counted and tabulated all the vocabulary items to find out their word classes, number of frequency, number of syllable, pronunciation i.e. vowel and consonant sounds, consonant clusters etc. He counted and listed all the sentences used in the textbook according to their types, verb pattern schemes and functions. Then he analyzed the collected data and interpreted descriptively. At last, he analyzed the physical aspects of the textbook descriptively. He found that among the different word classes used in the textbook, the nouns are of the highest number.

Sharma (2007) , carried out a research on '*An Analysis of the English Textbook: The Magic of Words for Grade Eleven*'. He wanted to find out either the physical aspect is good or not and the language materials are sufficient to meet the objectives outlined in the curriculum or not. He collected the textbook itself and the responses made by the

teachers in written form through a set of opinionnaire as a primary source and different journals, articles, standard books on textbook evaluation, unpublished research works related to textbook analysis as a secondary source. For this study he randomly selected thirty English teachers of higher secondary level from fifteen schools of Bara, Rautahat and Sarlahi districts. For collecting the data, the researcher developed a set of sixty-eight close-ended opinionnaire for the teachers of fifteen higher secondary schools of Bara, Rautahat and Sarlahi districts. For collecting the data, the researcher developed a set of sixty-eight close-ended opinionnaire for the teachers of fifteen higher secondary schools of Bara, Rautahat and Sarlahi districts. He found that almost all of the physical aspects of the textbook are admirable. The textbook is helpful to fulfill the objectives listed in HSEB curriculum of the literary texts. But each text in the book lacks illustrations by which students can not make clear concept of the subject matter. The exercises have systematic arrangement and they are graded in terms of the difficulty level. The language is appropriate and fits the intellectual level of the students. The themes are interesting, free from sex bias and have wide coverage of the curriculum.

Poudel (2007), did a research on '*An Analysis of the Vocabulary Used in My English Book for Grade One.*' He analyzed the vocabulary items used in the English textbook of grade one in terms of frequency and difficulty level. The primary sources of data were elicited from thirty students who were studying in grade two i.e. who had studied English textbook of Grade One and for the secondary sources of data he collected English textbook of grade one, other books, theses, articles and so on. For this study, the researcher randomly selected three government schools of Pyuthan district. The researcher randomly selected ten students who have completed Grade One, i.e. studying in Grade Two from each school. To elicit the data from the sample

of the study the researcher prepared a set of test items consisting of different vocabulary items from the textbook of Grade One. The whole test contained 100 marks. He found out the word use, frequency of occurrence, students' achievement, students' score, and pronunciation etc. of the book. He found that students' achievement was comparatively better in the test of adverbs, adjectives, verbs and nouns than pronouns, conjunctions, articles and interjections. Prepositions, interjections and articles are the difficult items for the students.

Aryal (2007), carried out a research on '*An Analysis of Grade VIII English Textbook*'. She did the external and internal evaluation of the textbook to examine the qualities of the textbook. She evaluated the textbook from a chronological point of view. In this study, primary source has not been used. For the secondary sources the researcher used Grade VIII textbook, Grade VIII curriculum, various books, NELTA Journals, research works etc. that were related to textbook, textbook analysis and English Language Teaching. For collecting the data, she studied the Grade VIII English textbook and all the reference books and materials related to her research. She randomly selected one text from each of the topics: Listening, speaking, reading, writing and grammar. She had drawn conclusion from the findings derived from the analysis of those selected topics or texts. Then, she examined the textbook in terms of external and internal evaluation. This research was evaluated with the perspectives of theoretical analysis. She found out the textbook effective and it was prepared following the communicative approach to language teaching.

Paudel (2007) , carried out a research on '*A Study on a Textbook Analysis*'. The main objective of his study was to determine the qualities of the 'Chinar I' in terms of its physical and academic aspects. The primary sources of data of this study were the

responses made by the subject teachers in a written form through a set of questionnaire and the researcher's own observation on the basis of pre-designed framework. And the secondary sources of the data were the new T.U. syllabus for PCL first year, the book 'Chinar I' itself, 'A critical evaluation of primary level government textbook of the Nepali language', "Making the Most of Your Textbook" and the other related books and research works. This study consisted of thirty subject teachers who were teaching in different colleges of Surkhet, Banke and Kathmandu. He took ten teachers from each district. He selected the colleges and the teachers using judgmental or purposive sampling procedure. He also prepared a set of close-ended and some short open-ended questions and administered to the teachers teaching at different colleges. He found out the size, printing, availability, listening, speaking, reading and writing activities, grammar and vocabulary selection, language use regarding the textbook are satisfactory.

Karki (2008) , carried out a research on '*An Analysis of English Textbook: The Magic of Words*'. The objectives of this study were to analyze the textbook in terms of physical aspects i.e. size of the textbook, printing, binding, paper quality, paragraph organization and presentation and to point out some pedagogical implications of the findings of the study. The primary sources of data collection of this study were the course teachers and the responses collected on the basis of questionnaire. The secondary sources of data of this study were the HSEB syllabus of Grade XI, the textbook 'The Magic of Words' itself, Higher Secondary English Curriculum, previous theses and other materials. This study consisted of eighty subject teachers who were teaching in Higher Secondary Classes of Morang district and who had at least one-year teaching experience on the subject. He selected the teachers through judgmental sampling procedure from twenty different campuses of Morang district. He took four

teachers from each campus. He prepared a set of closed-ended questionnaires for the teachers of plus two (+2) campuses. At the end of closed-ended questions, he provided sufficient blank space and requested them to express their own response for the improvement of the textbook. He found out that the size of the textbook appropriate and printing fairly clean. He also found out that the content, language, exercise and organization and presentation of the textbook is satisfactory.

Although the studies mentioned above are related to analysis of vocabulary use and textbook analysis, no research has been carried out to analyze, Flame English Reader, a textbook of grade four. Therefore, the researcher attempted to analyze Flame English Reader on the basis of its physical and academic aspects with views of teachers and students as well, theoretical framework and objectives listed in Primary English Curriculum.

1.3 Objectives of the Study

The objectives of this study were as follows:

- a) To determine the qualities of 'Flame English Reader for Grade Four' in terms of physical and academic aspects.
- b) To find out whether the objectives for developing language skills set out in the Primary English Curriculum are fulfilled by the exercises given in the textbook.
- c) To suggest some pedagogical implications.

1.4 Significance of the Study

Textbook analysis is one part of a major educational reform which is not a haphazard and random process. It is essential to find out whether the existing textbook is successful to achieve the goals set out in the curriculum. Textbook analysis is very important to assess the suitability of the materials for all language skills. This study will be significant to all those who are interested in analyzing the textbooks and also helpful to the school and campus teachers and the students as well. This analysis may help curriculum designers, textbook writers, methodologists, language teachers, language trainers and other persons. It will also be helpful for authors and curriculum experts as they could manipulate the result of the survey while framing the new curriculum. Besides, it will be helpful for those, who are directly or indirectly involved in teaching and learning English.

CHAPTER TWO

METHODOLOGY

This chapter deals with the description, design and procedures of the study which were carried out by the researcher to achieve the desired objectives of the study. In this study, the researcher attempted to analyze the textbook 'Flame English Reader for Grade Four' quantitatively. This chapter deals with the sources of data, sample population and sampling procedure, tools for data collection, process of data collection and limitations of the study.

2.1 Sources of Data

In the process of 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 textbook itself and the responses made by the teachers and students in written form through a set of questionnaire.

2.1.2 Secondary Sources

The secondary sources of data of this study were : Flame English Reader for Grade Four, author of this textbook, Primary English Curriculum, different articles, reports, previous theses, dictionaries, books, NELTA Journals, research works, books related to thesis writing etc. that were related to textbook, textbook analysis, English Language Teaching and thesis writing. Some of the articles and books were: Nunan (1993), Sthapit (2000), Oliver (2005), Awasthi (2006), Kothari (2006), Koul (2006), Mukundan (2007) which facilitate the research. Different textbooks and unpublished

research works submitted to the English Language Education Department, Kirtipur, Kathmandu and Department of English Education, Chaitannya Multiple Campus, Banepa.

2.2 Sample Population and Sampling Procedure

The sample population of the study consisted of thirty subject teachers who were teaching Flame English Reader and forty students who were studying Flame English Reader. Teachers were selected from six private schools of Kavre district. District and schools were selected by purposive sampling procedure. Both the teachers and students were selected by purposive judgmental sampling procedure from the respective schools. Thus, the total sample population of the study was seventy including teachers and students.

2.3 Tools for Data Collection

There were thirty items in the questionnaires including both close-ended and open-ended items for both the teachers and the students for collecting the data. The questionnaires contained physical and academic aspects and the respondents' views toward the textbook. The questionnaire prepared for the teachers contained nine items to measure the physical aspects of the textbook, seventeen items to measure the academic aspects of the textbook and four open-ended questions for their expressing views. Similarly, the questionnaire prepared for the students contained nine items to measure the physical aspects, sixteen items to measure the academic aspects and five open-ended questions for their expressing views. There were five options to choose for closed-ended items. The teachers were requested to write the strengths and weaknesses of the textbook and recommendations and suggestions for the

improvement of the textbook. Regarding students, it was quite difficult for them to analyze the textbook on their own. So, the researcher used focused group discussion to them facilitated by the researcher herself. Their native language 'Nepali' was also used in the discussion wherever necessary. The students were requested to tick and write their views toward the textbook.

2.4 Process of Data Collection

In this process, the researcher studied the textbook in detail and consulted other books and previous theses and prepared a set of thirty questionnaires of close-ended and open-ended items for the teachers and students. The researcher met the author of the textbook and took some information about the textbook and got suggestions to do the study. The researcher got the list of schools from the author and visited the selected schools of Kavre district. The researcher administered the questionnaire to the students visiting the schools and then to the teachers. The close-ended questionnaires contained five options and open-ended questions sought the views of the teachers. The teachers and students were requested to tick the best alternatives they thought. The teachers were requested to indicate the strengths and weaknesses of the textbook and to provide their suggestions for the improvement of the textbook. The students were requested to express their views for the given question. The researcher distributed the questionnaires to the students and collected them by visiting their classes. Then the researcher distributed the questionnaires to the teachers visiting them personally and collected them when they were completed. It is very difficult to determine or measure the qualities of the textbook by the teachers and students but they tried as much as they had known which helped the researcher to collect the data and to analyze them to get the findings.

2.5 Limitations of the Study

The researcher carried out the research on the basis of following limitations:

- a. The study was limited to the Flame English Reader for Grade Four.
- b. The study was limited to the analysis of physical aspects, academic aspects and views of teachers and students.
- c. The population of the study was the thirty English teachers from six private schools and forty students from three private schools of Kavre district.
- d. The study was limited to the analysis of 'Flame English Reader for Grade Four' in terms of only two skills viz. reading and writing not listening and speaking.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This part deals with the analysis and interpretation of the data collected from primary sources. First, the responses of the teachers and students were marked as accurately and systematically as possible and tabulated with a view to make the study more objective and effective. The data were collected systematically and analyzed and interpreted quantitatively using the statistical tools of percentage.

The analysis and interpretation is done under the following five main headings followed by several sub-headings:

- 1) Description of English textbook 'Flame English Reader'.
- 2) Analysis and interpretation of the teachers' responses
- 3) General opinions expressed by the teachers about the textbook.
- 4) Analysis and interpretation of the students' responses
- 5) General opinions expressed by students about the textbook.

3.1 Description of English Textbook 'Flame English Reader'

This book has been newly introduced in order to impart English proficiency among students thereby making them conscious of and creative about different issues of the world. The textbooks are thoroughly taken by some of the private schools of our country that are published from Oxford International Publication, Kathmandu. The table overleaf presents the format of the textbook:

Table No.1
Format of Textbook

3.2 Analysis and Interpretation of the Teachers' Responses

There is no doubt that teachers have better acquaintance with their students' profile and their needs than any other people working in the field of education system. They are the real implementer of curriculum. They are well-known about the textbook because they have to consult and study such books in their daily life. On the other hand, students are the readers of the book and they better know the aspects of the textbook because they also have to consult and study such books in their daily life. Therefore, the researcher thought it better to grasp their opinions to analyze and evaluate the textbook 'Flame English Reader for Grade Four'. Therefore, their views on different aspects of the textbook under the study are systematically presented.

Here, the quality of this textbook is classified into two categories such as physical and academic aspects. All these aspects should be well-managed while preparing a good textbook. Taking these facts into consideration, both the physical and academic aspects of the textbook are analyzed in the study. All the features have been divided into different sub-headings and the simple statistical tool of percentage is applied to analyze the teachers' opinions expressed on the above aspects. The options are rated into five scales: Strongly agree, Agree, Disagree, Strongly disagree and Undecided. Their opinions are presented below:

3.2.1 Teachers' Opinions on the Physical Aspects

The physical qualities of the textbook can be explicitly seen or observed .Here the physical aspects of the textbook are measured on the basis of the paper quality, binding, cover page, printing, type-size and pictures and illustrations, and the simple statistical tool of percentage is applied to analyze the teachers' opinions expressed on the above aspects. There are altogether nine statements used for getting the opinions of the teachers on the physical aspects by using the five point scales. The table overleaf presents the teachers' opinions on the physical aspects:

Table No. 2
Teachers' Opinions on Physical Aspects

S.N.	Statements	Aspects	Responses in percentage				
			SA	A	D	SD	UD
1	The cover page of the book is attractive.	Cover page	26.6	63.3	10	0	0
2	The binding of the book is durable.	Binding	43.3	36.6	20	0	0
3	The printing of the book is neat and clean.	Printing	56.6	36.6	6.6	0	0
4	The type size used for the coverage of the book is suitable for the age group.	Type size	10	90	0	0	0
5	The book has good paper quality.	Paper quality	40	43.3	16.6	0	0
6	The pictures are related to the texts included in the book.	Pictures	23.3	73.3	3.3	0	0
7	It is free from errors.	Illustrations	16.6	43.3	36.6	3.3	0
8	The textbook contains clear guidance for the teacher.	Illustrations	6.6	36.6	50	3.3	0
9	The pictures and photographs are clear enough to visualize.	Pictures	20	66.6	6.6	0	0

Regarding the physical aspects, the above table shows that ninety per cent (90 %) respondents have shown positive responses in it. There were 63.3% respondents

who agreed that the cover page of the book is attractive. There were 43.3% respondents who strongly agreed that the binding of the book is durable. There were 56.6% respondents who strongly agreed that the printing of the book is neat and clean. There were 90% respondents who agreed that the type size used for the coverage of the book is suitable for the age group understanding and 43.3% respondents agreed that the book has good paper quality. There were 73.3% respondents who agreed that the pictures are related to the texts included in the book. There were 43.3% respondents who agreed that the book is free from errors and 66.6% respondents agreed that the pictures and photographs are clear enough to visualize. According to the respondents, the textbook does not contain clear guidance for the teachers. There were 50% respondents who disagreed that the textbook contains clear guidance for the teacher. There were 36.6% respondents who disagreed that the book is free from errors. But finally, according to the respondents, most of them were positive on the physical aspects of the textbook. They were satisfied on the physical aspects of the textbook.

3.2.2 Teachers' Opinions on the Academic Aspects

The academic aspect of the textbook is an intrinsic quality of the textbook. It is like a soul. It was analyzed in terms of simplicity, practicality, relevancy, presentation of subject matter, activity, creativity and applicability. In order to find out the appropriateness of the academic aspect of the study, the researcher had made a set of questionnaire. Here, the researcher analyzed the respondents' opinions or the response for each item in tabulated form in terms of percentage.

3.2.2.1 Teachers' Opinions on Language of the Textbook

There are different things to be analyzed under language of the text .Under language in reading texts simplicity, practicality, relevancy, presentation of subject -matter, activity, creativity and applicability were analyzed. Altogether nine items were administered to seek the language of the textbook. The following table presents the teachers' responses on the language of the textbook statistically:

Table No. 3
Analysis of Language from Teachers' Perspective

S.N.	Statements	Aspects	Responses in percentage				
			SA	A	D	SD	UD
1	The language in reading text is easily understood by the students.	Simplicity	30	46.6	20	0	0
2	The course emphasizes study rather than practice.	Practicality	13.3	53.3	16.6	10	3.3
3	The contents of the textbook are relevant to the students' need.	Relevancy	13.3	53.3	30	0	3.3
4	The presentation of subject matter is easily understandable.	Presentation	10	66.6	23.3	0	0
5	There is a provision for self-study.	Practicality	26.6	30	26.6	0	13.3

6	The exercise encourages the learners to work in pairs, group and discuss.	Activity	30	56.6	3.3	0	6.6
7	The exercises are helpful for the learners to create varieties.	Creativity	20	56.6	16.6	0	6.6
8	The contents are applicable in real life situation.	Applicability	6.6	50	30	0	13.3
9	The exercise fit the students' level.	Suitability	13.3	80	6.6	0	0

Regarding the language of this textbook the above table shows mixed types of responses. There were 46.6% respondents who agreed that the language in reading text is easily understood by the students. There were 53.3% respondents who agreed that the course emphasizes 'study' rather than 'practice'. There were 53.3% respondents who agreed that the contents of the textbook are relevant to the students' need. There were 66.6% respondents who agreed that the presentation of subject matter is easily understandable. There were 30% respondents who agreed that there is a provision for self study. There were 56.6% respondents who agreed that the exercises encourage the learners to work in pair, group and discuss. There were 56.6% respondents who agreed that the exercises are helpful for the learners to create varieties. There were 50% respondents who agreed that the contents are applicable in real life situation and 80% respondents agreed that the exercises fit the students' level. According to the respondents, most of them were positive on language but there were mixed type of responses. There were 10% respondents who strongly disagreed that

the course emphasizes 'study' rather than 'practice'. Similarly 30% respondents disagreed that the contents are applicable in real life situation.

3.2.2.2 Language Materials of the Textbook

The language material that is related to the language included in the given in the textbook are interesting and suitable to the level of the students. There are different kinds of activities which require students' participation .Generally language materials refer to different materials like listening, speaking, reading, writing, visual, supplementary and also other materials .There are enough materials for speaking, reading and writing in the textbook but it lacks listening materials.

A questionnaire consisting of eight items was administered to record the responses on language materials. The questionnaire required the respondents to record whether the materials were suitable to the proficiency level of the students or not, visual materials, exercises for developing communicating skills, introduction of new vocabulary items, extra activities included in the textbook, suitability to develop reading skills, simplicity of the presentation of materials and connection between reading texts and exercises. The table overleaf presents the teachers' responses on the language materials of the textbook:

Table No. 4
Analysis of Language Materials from Teachers' Perspective

S.N.	Statements	Aspects	Responses in percentage				
			SA	A	D	SD	UD
1	The materials included in the book are prepared according to the proficiency level of the students.	Suitability	10	73.3	13.3	0	3.3
2	The textbook contains different visual materials.	Visual material	26.6	56.6	10	0	0
3	The textbook provides enough exercises for developing communicative skills.	Speaking material	33.3	46.6	20	0	0
4	There is a gradual introduction of new vocabulary items in the book.	Reading material	3.3	73.3	23.3	0	0
5	The exercises given in the textbook include extra activities (games, songs, crosswords and puzzles) which would add variety to the lesson.	Supplementary material	0	46.6	30	10	0

6	The reading texts are suitable to develop the reading skill of the students.	Reading material	30	60	3.3	3.3	0
7	The presentation of materials is simple for the students and teachers.	Presentation of material	23.3	50	13.3	0	13.3
8	There is a good connection between the reading text and exercise.	Reading material	13.3	83.3	3.3	0	0

Regarding the language materials of the textbook, the respondents expressed mixed type of responses. There were 73.3% respondents who agreed that the materials included in the book are prepared according to the proficiency level of the students. There were 56.6% respondents who agreed that the textbook contains different visual materials. There were 46.6% respondents who strongly agreed that the textbook provides enough exercises for developing communicative skills. There were 73.3% respondents who agreed that there is a gradual introduction of new vocabulary items in the book. There were 60% respondents who agreed that the reading texts are suitable to develop the reading skill of the students. There were 50% respondents who agreed that the presentation of materials is simple for the students and the teachers. There were 83.3% respondents who agreed that there is a good connection between the reading texts and exercises.

Beside the above positive points, the respondents have also shown some negative aspects of the book. There were 23.3% respondents who disagreed that there is a gradual introduction of new vocabulary items in the book. There were 30%

respondents who disagreed that the exercises given in the textbook include extra activities (game, songs, cross words and puzzles) which would add variety to the lesson. Similarly, there were 13.3% respondents who disagreed that the presentation of materials is simple for the students and teachers.

3.3 General Opinions Expressed by the Teachers about the Textbook

At the end of the questionnaire, some open-ended questions were asked for seeking teachers overall comments on strengths and weaknesses of the textbook with suggestions.

3.3.1 Strengths of Flame English Reader

In response to the strengths of the textbook, the teachers answered as follows:

-) There are many pictures given that make the students interested.
-) There are enough exercises for communicative activities.
-) The texts are given in simple language.
-) The book is attractive.
-) The book has given best focus on creative activities and composition writing.
-) It helps the students to be active.
-) There are lots of creative writing exercises which increase the writing ability of the students.
-) It encourages the learners to work in pairs, groups and discuss among themselves.
-) The book is based on communicative approach.
-) The book covers different items of grammar teaching.

-) There are different sections in single units: Poem, grammar, composition etc. which are very helpful for the students.
-) Vocabulary building exercises are given.
-) The book improves the reading and writing skills of the students.
-) Stories and poems are taken from different sources which are very interesting.
-) There are different flavours of texts like: stories, poems, passages and dialogues.
-) All the exercises are fit for the students' level.
-) There is a good connection between reading texts and exercises.

These are the strong points expressed by the teachers about the textbook. By analyzing the above expressions given by the teachers, the researcher thinks that this book is a complete package with all types of texts. This book emphasizes on communicative activities. The book contains different visual materials which make the students interested in learning. There are enough exercises for creative writing. This book improves the reading and writing and vocabulary building skills of the students.

3.3.2 Weaknesses of Flame English Reader

In response to the weaknesses of this textbook, the following responses are given by the teachers:

-) Very few exercises are given for grammar practice.
-) Some of the texts are incomplete.
-) The collections of stories or poems are not informative and not interesting to the students in the context of Nepal.

-) The book does not provide any knowledge regarding the moral teaching, fun, historical information and geographical condition.
-) The collected materials are not applicable in real-life situation of students.
-) Lessons are not relevant according to time and event.
-) Passages are not practical and have more exercises and encourage only in writing.
-) The book contains many errors.
-) Few Nepali-based texts are found in this textbook.
-) Exercises are not given in order.
-) It does not have sufficient visual materials.
-) Some of the composition works are very hard for the students.
-) Some of the words used in this book are difficult to understand.
-) Some of the exercises are not well graded and not clearly connected to the lessons.
-) Some stories are difficult for students' self learning process.
-) Poems lack word-meaning for difficult words.
-) Some of the poems are very long and difficult to teach.
-) There are more passages and lessons than exercises.

These are the weak points expressed by the teachers about the textbook. There is no book which is perfect in itself from all the aspects. This book also has some weak points. Most of the texts are adopted from foreign writers which is very unfamiliar for Nepalese readers. There are some difficult words in the text. Some of the composition works are very hard. Some of the poems are very long and difficult to teach. Some of the texts are difficult for students' self learning process.

3.3.3 Main Difficulties in Teaching the Textbook

The main difficulties in teaching this textbook, expressed by the teachers are as follows:

-) The book itself can not create the real teaching environment.
-) The vocabularies are difficult to get meaning.
-) Students feel difficult to understand the lesson due to the cultural aspect. It is caused adopting foreign text.
-) Some of the words are difficult to pronounce.
-) Composition works are a little bit difficult for the students.
-) Every unit has got poems in it which was found difficult to understand as well as to explain.
-) There is lack of information for teaching.
-) It is difficult in students' self learning process.
-) Some of the poems are difficult to teach.
-) Due to the lack of materials it is difficult to teach.

These are the main difficulties expressed by the teachers in teaching this textbook.

Most of the teachers wrote that the vocabularies are difficult and word meanings are not provided. The language of some texts is difficult to understand. Most of the teachers felt difficult to teach poems.

3.3.4 Further Suggestions for the Improvement of Flame English Reader

The respondents have expressed the following suggestions to improve the textbook:

-) More examples should be added for grammar practice.
-) It would be better if grammar notes were also added.

-) The book should include the information of moral teaching, historical and geographical knowledge, stories of fun, creative works/exercises and nice poems of comfortable sense.
-) The book should include more current information as well as the knowledge about modern technologies, history, social problems which are burning today.
-) It is better to increase the volume of the word meaning.
-) It is better to have more passages because it helps the students to have good reading skills.
-) The book should be practicable. So every student can take benefits.
-) Exercises should be suitable as per the students' need and chapter should be related with the exercises.
-) There should be training for the teachers.
-) The texts of Nepalese writers should be included and more attention should be given to language content.
-) Composition works should be easy and simple and should be easily understood by the students.
-) It would be better making it a bit self-learning book for students.
-) The questions should be managed as per the lesson.
-) It would be better if real pictures of animals and creative art works for students are added.
-) Word meanings should be focused more.
-) Cassettes should be provided for the given conversation.
-) It is better to provide 'Who said to whom' and 'In what context' in exercise.
-) Exercises to improve communicative skills should be provided.
-) Small pocket dictionary should be provided.

-) Cassettes should be provided for the poems to understand them easily.
-) Exercises to increase memory power should be added.

These are the further suggestions expressed by the teachers for the improvement of the textbook. The researcher is also agreed with these things. Word meanings should be provided to teach poems and other reading texts. Listening texts should be added to make the students interested in learning and to increase their memory power.

3.4 Analysis and Interpretation of the Students' Responses

It is known to everybody that there are three main essential factors in teaching - learning process. They are: curriculum, teacher and student. In the absence of any of these three things, teaching-learning process could not be conducted well. Here, it is going to be discussed the students' role in teaching-learning process. Students are the readers of the textbook. It is very difficult to determine the qualities of the textbook by students but the researcher thought that it is also better to take their opinions of the textbook to analyze and evaluate the textbook 'Flame English Reader for Grade Four'. Therefore, their views are systematically presented on the different aspects of the textbook as done in the previous section on teachers' responses. The qualities of this textbook are classified into two categories such as physical and academic aspects.

Taking these facts into consideration, both the physical and academic aspects have been analyzed in this study. All the features have been divided into different sub-headings and the simple statistical tool of percentage is applied to analyze the students' opinions expressed on the above aspects. The options are given for close-ended questions. These options are also rated into five scales: Strongly agree, Agree, Disagree, Strongly disagree and Undecided. Their opinions are presented in next page :

3.4.1 Students' Opinions on the Physical Aspects

Here, the physical aspects of the textbook are measured on the basis of paper quality, cover page, binding, printing, type size and picture and illustrations and the simple statistical tool of percentage is applied to analyze the students' opinions expressed on the above aspects. There are altogether nine statements used for getting the opinions of the students on the physical aspects by using the five point scales. This is presented as follows:

Table No. 5
Students' Opinions on Physical Aspects

S.N.	Statements	Aspects	Responses in percentage				
			SA	A	D	SD	UD
1	The cover page of the book is attractive.	Cover page	22.5	77.5	0	0	0
2	The binding of the book is durable.	Binding	47.5	35	7.5	0	10
3	The printing of the book is neat and clean.	Printing	52.5	40	2.5	2.5	0
4	The type size in cover page is appropriate for you.	Type size	57.5	40	2.5	0	0
5	The paper quality is good.	Paper quality	3	52.5	15	0	0
6	The pictures are related to the texts.	Pictures	47.5	47.5	0	2.5	0
7	It is free from errors.	Illustration	40	30	20	2.5	0

8	The text provides proper instructions for the students.	Illustration	12.5	22.5	32.5	12.5	17.5
9.	The pictures and photographs are clear enough to visualize.	Pictures	45	40	7.5	5	0

The physical aspects given in the above table shows that the majority of the students were positive on physical aspects. There were 77.5% students who agreed that the cover page of the book is attractive. There were 47.5% students who strongly agreed that the binding of the book is durable. There were 52.5% students who strongly agreed that printing of the book is neat and clean. There were 57.5% students who strongly agreed that the type size in cover page is appropriate for them. There were 52.5% students who agreed that the paper quality is good. There were 40% students who strongly agreed that the book is free from errors and 45% students strongly agreed that the pictures and photographs are clear enough to visualize.

Besides the above positive points, the students have also shown some negative aspects of the book. There were 32.5% students who disagreed that the pictures and photographs are clear enough to visualize.

3.4.2 Students' Opinions on the Academic Aspects

It is already mentioned in the previous section on teachers' opinions that the academic aspect of the textbook is an intrinsic quality. It is like a soul. It was analyzed in terms of simplicity, practicality, relevancy, presentation, classroom activities, suitability, creativity and applicability. Here, as in the teachers' opinions, the researcher has

analyzed the respondents' opinions expressed in each item displaying them in a table using percentage.

3.4.2.1 Language of the Textbook

Here, nine statements are used to get the opinions of the students on the language of the textbook which is shown in percentage in the following table :

Table No. 6
Analysis of Language from Students' Perspective

S.N.	Statements	Aspects	Responses in percentage				
			SA	A	D	SD	UD
1	The language in reading texts is easily understood.	Simplicity	45.5	37.5	7.5	0	7.5
2	There are enough exercises for practice.	Practicality	15.5	55	7.5	7.5	2.5
3	The contents are relevant to your need.	Relevancy	37.5	32.5	10	5	12.5
4	The presentation of the subject matter is easily understandable.	Presentation	35	52.5	10	0	0
5	It emphasizes on self-study.	Practicality	42.5	45	2.5	2.5	5

6	The exercises are helpful for you to work in pairs, group and discuss.	Classroom activities	47.5	50	0	0	0
7	The exercises are helpful for you to create varieties.	Creativity	57.5	40	0	0	0
8	The contents are applicable in real life situation.	Applicability	37.5	45.5	15	0	2.5
9	The exercises are fit for you.	Suitability	42.5	55	2.5	0	0

Regarding the language of the textbook, there are mixed type of responses. There were 45.5% students who strongly agreed that the language in reading texts is easily understandable. There were 55% students who agreed that there are enough exercises for practice. There were 37.5% students who strongly agreed that the contents are relevant to their need. There were 52.5% students who agreed that the presentation of the subject matter is easily understandable. There were 45% students who agreed that it emphasizes on self-study. There were 50% students who agreed that the exercises encourage them to work in pairs, group and discuss among themselves. There were 57.5% students who strongly agreed that the exercises are helpful for them to create varieties. There were 45.5% students who agreed that the contents are applicable in real life situation and 55% students agreed that the exercises are fit for them.

3.4.2.3 Language Materials of the Textbook

Here, seven statements are used to get the opinions of the students on the language materials of the textbook. It was analyzed in terms of visual, speaking, reading and

supplementary materials. The analysis of language materials of the textbook is shown in percentage in the following table:

Table No. 7

Analysis of Language Materials from Students' Perspective

S.N.	Statements	Aspects	Responses in percentage				
			SA	A	D	SD	UD
1	The materials included in the book are easily understood by you.	Visual material	32.5	62.5	5	0	0
2	The textbook contains different visual materials.	Visual material	45	52.5	2.5	0	0
3	There are enough exercises for developing communicative skills.	Speaking material	32.5	32.5	10	0	0
4	It includes enough extra activities like games, songs, cross-words and puzzles.	Supplementary material	0	15	42	32.5	10
5	There are enough reading texts in the book.	Reading material	52.5	42.5	2.5	0	2.5
6	The presentation of materials is simple.	Presentation	35	62.5	0	0	0

7	There is a good connection between the reading texts and exercises.	Reading material	70	27.5	0	0	0
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Regarding the language materials of the textbook, 62.5% students agreed that the materials included in the book are easily understood by the students. There were 52.5% students who agreed that the textbook contains different visual materials. There were 32.5% students who agreed that there are enough exercises for developing communicative skills. There were 52.5% students who strongly agreed that there are enough reading texts in the textbook. There were 62.5% students who agreed that the presentation of materials is simple and 70% students strongly agreed that there is a good connection between the reading texts and exercises.

Besides the above positive points, the students have also shown disagreement on the book. No one has shown positive opinions on the statement that it includes enough extra activities like games, songs, crosswords and puzzles. There were 42% students who disagreed in this statement.

3.5 General Opinions Expressed by Students about the Textbook

At the end of questionnaire, some open-ended questions were asked to grasp some ideas and information from the students. It is really a difficult thing to measure the qualities of the textbook from the students but the students have given their responses.

3.5.1 Completion of Lessons

In response to the completion of lessons, the answers were positive from all the students. All the students wrote that their teachers taught all the lessons. It means this book is not difficult to teach. The teachers felt comfortable and easy to teach the lessons.

3.5.2 Level of Difficulty

Some of the lessons were difficult for the students to understand though this book was easy for the teachers to teach and students to learn and pass in the exam. Most of the students agreed that there were not so much difficult lessons but some students wrote that the following lessons were difficult for them:

- a. The Flying Trunk
- b. The Wicked Sister-in-law
- c. Master and Miss Talent Contest at School
- d. A Lost Motor Car

Among the responses of all the students, most of them expressed that the lesson 'The Flying Trunk' was more difficult for them. The majority goes to the lesson 'The Flying Trunk'. Some students wrote that 'The Wicked Sister-in-law', 'Master and Miss Talent Contest' and 'A Lost Motor Car' were also the difficult lessons but these responses were in minority. The reasons expressed by the students as to why these lessons were difficult were as follows:

-) The words used in the lesson are difficult.
-) The lessons are hard to get the sense.
-) Without knowing the meaning, it is difficult to understand.

-) In some stories, only some portions of the lessons are difficult to understand.
-) Some of the words are difficult to pronounce.
-) The exercises of the lessons are difficult to do.
-) The language is difficult to understand.
-) Some questions are very difficult to give answer.
-) There is another story inside the story .So it is hard to grasp the sense.

The majority of the students showed that the lesson 'The Flying Trunk' is the most difficult lesson in class four. The reason for why this lesson is difficult is because of difficult words used in it. The students felt difficult to understand the language used and also felt difficult to grasp the meaning of the difficult words.

3.5.3 Opinions Regarding Listening Text

In the previous sections, the teachers had suggested to provide the cassettes for teaching poems and also suggested to add the listening text. In class four book, there is not any listening text. The students are in favour of it. They are positive towards listening text and all the students wrote that it is necessary for them to have listening text in class four. Their views towards listening text are given below:

-) It develops our memory skills.
-) It improves our English.
-) It is one of the means of learning the English language.
-) We can get different knowledge by listening.
-) It makes the class interesting.
-) It makes us active and teaches us dialogues.

These are the opinions expressed by the students about the listening text. The researcher is also in favour of it. Listening text is necessary for the students to develop their memory skills, to improve their English and to motivate them in learning.

3.5.4 Additional Time Allotment

In response to the additional time allotment, there were mixed types of answers. Some students wrote that they took some extra classes to practice this textbook. But the majority of the students showed that they did not take the extra classes to practice this textbook. So, it shows that they are in favour of some extra classes to practice.

3.6 Conclusion

On the basis of overall evaluation mentioned above, it can be concluded that 'Flame English Reader for Grade Four' is a textbook of different flavours. Thirty teachers teaching this book and forty students studying it were selected for collecting their ideas and experiences about the textbook. From their opinions almost all of the physical aspects of the textbook are admirable. On the contrary, the textbook is helpful to provide materials that help the students acquire standard English through reading, spoken dialogues, thinking about experience and writing activities suitable to the learners' knowledge of the world they live in. It also provides them with various opportunities to explore their live experience at home, at school, in the community and in the larger world of nature around them. It also helps them to acquaint themselves with the rapidly changing world of science and technology. They have expressed that the book is based on communicative approach and it encourages the students to be active and creative. The book has sufficient visual materials. They have suggested to use simple language and provide word meanings for difficult words. Most of the students suggested to include listening text in class four.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

The main purpose of this research was to determine the qualities of the textbook 'Flame English Reader for Grade Four' in terms of physical and academic aspects. In order to carry out the research, the researcher at first studied the book in a great detail and prepared a set of questionnaire to obtain the data for the study. Then the collected data were tabulated, analyzed quantitatively using descriptive technique and presented. The population of the study consisted of thirty teachers from different private schools of Kavre district who have been involved in teaching 'Flame English Reader' and forty students from different private schools of Kavre district who were learning Flame English Reader in class four.

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

Both the teachers and students are satisfied with the physical aspects. The findings on physical aspects are as follows:

1. The cover page of the book is attractive.
2. The binding of the book is durable.
3. The printing of the book is neat and clean.
4. The type size used for cover page of the book is suitable for the age group.
5. The book has good paper quality.

6. The pictures are related to the texts.
7. The book is free from errors.
8. The pictures and photographs are clear enough to visualize.

4.1.2 Academic Aspects

The findings on academic aspects are as follows:

1. In some texts, the language is difficult to understand.
2. This course emphasizes on study as well as practice also.
3. The contents of the textbook are relevant to the students' need but they are not applicable in daily life.
4. The presentation of subject matter is easily understandable.
5. The book encourages the students for self-study.
6. The book provides enough exercises for the learners to work in pairs, group and discuss on them.
7. The exercises given in the texts are fit for the students' level.
8. There are different flavours of texts like: stories, poems, passages and dialogues.
9. There are many difficult words to get their meanings.
10. The book has not provided any listening materials to develop listening skills.
11. The textbook contains different visual materials.
12. There are enough exercises in the textbook for developing communicative skills.
13. The book has not included the extra activities (games, songs, cross words and puzzles) which would add variety to the lesson.

14. There are enough exercises for developing reading, writing and speaking skills.

4.2 Recommendations

On the basis of the findings mentioned above, the following recommendations are made:

1. Listening texts should be included and cassettes should be provided to teach poems and dialogues.
2. Texts should be in simple language.
3. Texts from Nepalese writers should be included.
4. Applicable content should be provided.
5. Word meanings should be provided.
6. It is better to include extra activities like games, songs, cross words and puzzles.
7. The exercises should be distributed equally to develop all the language skills.
8. Contents should be moderated paying attention to the students' level.

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APPENDIX - B

Questionnaire for Teachers

This test item is prepared for the teachers who use Flame English Reader. This has been prepared to accomplish the research work entitled 'An Analysis of the English Textbook Flame English Reader for Grade Four' for the practical research study of M.Ed in English Education which will be carried out under the guidance of **Mr. Ashok Sapkota**, Lecturer, Chaitannya Multiple Campus, Banepa Kavre. I hope these informants will co-operate by providing invaluable information to accomplish this research.

Researcher

Manisha Adhikari

Chaitannya Multiple Campus,

Banepa, Kavre

a) Name of the teacher: _____

b) School's Name: _____

c) Experience: _____

d) Sex: _____

e) Training (if any): _____

You are requested to tick the option you think the best one.

A. Physical Aspects

1. The cover page of the book is attractive.
a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided
2. The binding of the book is durable.
a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided
3. The printing of the book is neat and clean.
a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided
4. The type size used for cover page of the book is suitable for the age group.
a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided
5. The book has good paper quality.
a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided

B. Language

6. The language in reading texts is easily understood by the students.
a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided

7. The course emphasizes study rather than practice.
a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided
8. The contents of the textbook are relevant to the students' need.
a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided
9. The presentation of the subject matter is easily understandable.
a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided
10. There is a provision for self-study.
a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided
11. The exercise encourages the learners to work in pairs, group and discuss.
a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided
12. The exercises are helpful for the learners to create varieties.
a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided
13. The contents are applicable in real life situation.
a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided
14. The exercises fit the student's level.
a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided

C. Language Materials

15. The materials included in the book are prepared according to the proficiency level of the students.
- a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided
16. The textbook contains different visual materials.
- a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided
17. The textbook provides enough exercise for developing communicative skills.
- a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided
18. There is a gradual introduction of new vocabulary items in the book.
- a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided
19. The exercises given in the textbook include extra activities (games, songs, cross words and puzzles) which would add variety to the lesson.
- a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided
20. The reading texts are suitable to develop the reading skill of the students.
- a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided
21. The presentation of materials is simple for the students and teachers.
- a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided

22. There is a good connection between the reading texts and exercises.
- a) Strongly agree b) Agree c) Disagree d) Strongly disagree
- e) Undecided

D. Illustrations

23. The pictures are related to the texts included in the book.
- a) Strongly agree b) Agree c) Disagree d) Strongly disagree
- e) Undecided
24. It is free from errors.
- a) Strongly agree b) Agree c) Disagree d) Strongly disagree
- e) Undecided
25. The textbook contains clear guidance for the teacher.
- a) Strongly agree b) Agree c) Disagree d) Strongly disagree
- e) Undecided
26. The pictures and photographs are clear enough to visualize.
- a) Strongly agree b) Agree c) Disagree d) Strongly disagree
- e) Undecided

E. Expressing own views

Please, express your view for these questions.

27. What are the strengths of Flame English Reader? Please mention them below.

28. What can be the weaknesses of Flame English Reader? Please mention them below.

29. What are the main difficulties in teaching this textbook?

30. What can be the further suggestions for the improvement of Flame English Reader? Please mention them below.

APPENDIX - C

Questionnaire for the Students

This test item is prepared for the students of Grade four who use Flame English Reader. This has been prepared to accomplish the research work entitled 'An Analysis of the English Textbook Flame English Reader for Grade Four' for the practical research study of M.Ed in English Education which will be carried out under the guidance of **Mr. Ashok Sapkota**, Lecturer, Chaitannya Multiple Campus, Banepa Kavre. I hope these informants will co-operate by providing invaluable information to accomplish this research.

Researcher

Manisha Adhikari

Chaitannya Multiple Campus,

Banepa, Kavre

a) Name of the student: _____

b) School's Name: _____

c) Class: _____

d) Gender: _____

You are requested to tick the option you think the best one.

A. Physical Aspects

1. The cover page of the book is attractive.
a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided
2. The binding of the book is durable.
a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided
3. The printing of the book is neat and clean.
a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided
4. The type size in cover page is appropriate for you.
a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided
5. The paper quality is good.
a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided

B. Language

6. The language in reading texts is easily understandable.
a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided
7. There are enough exercises for practice.
a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided

8. The contents are relevant to your need.
- a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided
9. The presentation of the subject matter is easily understandable.
- a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided
10. It emphasizes on self-study.
- a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided
11. The exercise encourages you to work in pairs, group and discuss.
- a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided
12. The exercises are helpful for you to create varieties.
- a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided
13. The contents are applicable in real life situation.
- a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided
14. The exercises are fit for you.
- a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided

C. Language Materials

15. The materials included in the book are easily understood by you.
- a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided

16. The textbook contains different visual materials.
- a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided
17. There are enough exercises for developing communicative skills.
- a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided
18. It includes enough extra activities like games, songs, cross words and puzzles.
- a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided
19. There are enough reading texts in the book.
- a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided
20. The presentation of materials is simple.
- a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided
21. There is a good connection between the reading texts and exercises.
- a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided

D. Illustrations

22. The pictures are related to the texts.
- a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided

23. It is free from errors.
a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided
24. The textbook provides proper instructions for the students.
a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided
25. The pictures and photographs are clear enough to visualize.
a) Strongly agree b) Agree c) Disagree d) Strongly disagree
e) Undecided

E. Expressing own views

Please, express your view for these questions.

26. Did you pass Flame English Reader in class four?

27. Did the teacher teach all the lessons?

28. Which lesson is more difficult for you? Why?

29. What do you think about listening text? Is it necessary?

30. Did you take any extra classes for the practice of this textbook?

APPENDIX -D

Name of Teacher Respondents and their Respective Schools

School	Name
1. Vidhya Sagar English Secondary School, Banepa	Gourav Manandhar
	Yamuna Gurung
	Nirma Gandharva
	Bina K.C.
	Bidhya Adhikari
	Jeena Thapa
	Yashodha Rayamajhi
	Sabina Shrestha
	Tara Nepal
	Rachana Rai
	Sita Khadka
	Gayatri Kayastha
	Basana Manandhar
	Indra Laxmi Ghimire
	Sharda Bhaila
	Rita Gandharva
	Sahadev Bhujel
	Sumitra Prajapati
	Sarita Manandhar
	Roshana Munakarmi
2. Innovative Academy, Banepa	Rita Kuikel
3. Arunodaya Secondary School, Panauti	Kersoan Tshering

4. Aadarsha Vidhya Mandir School, Banepa	Laxmi Timalisina Prawin K.C. Sabita Sapkota Jyotee Sainju
5. Nightingale Academy, Janagal	Sarita Thapa Shiva Sharan A.M Sunita Timalisina
6. Nightingale Primary School, Basdol	Bijaya Kunwar

APPENDIX -E

Name of Student Respondents and their Respective Schools

School	Name
1. Vidhya Sagar English Secondary School, Banepa	Sumit Manandhar
	Bandana Kayastha
	Unik Shrestha
	Sumnima Rai
	Anishma Sapkota
	Abhishesh Adhikari
	Nisha Manandhar
	Puja Neupane
	Rajani Tamang
	Shristi Dahal
	Aakanshya Baidhya
	Sneha Kayastha
	Sujeena Lama
	Sujan Raymajhee
	Prajwol Manandhar
	Manoram Adhikari
	Shraddha Pokharel
	Aayush Nepal
	Sudhira Shrestha
	Monika Bajracharya

2. Aadarsha Vidhya Mandir School, Banepa

Sakul Dahal
Sunil Shrestha
Sujata Thapa
Sajan Gautam
Saruna Thapa
Dilip Kumar Gautam
Bipin Thapa
Sajeena Chaulagain
Sujana Lama
Sujan Pradhan

3. Nightingale Academy, Janagal

Swostika K.C.
Monalisha Khatri
Abantika Khadka
Ashok Purkuti
Aniket Basnet
Dilip Dhungana
Aashish Pariyar
Dipesh K.C.
Lomus Luitel
Manisha Khadka

APPENDIX -F
(Flame English Reader)

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