

# CHAPTER ONE

## INTRODUCTION

### 1.1 General Background

Language is a means of communication through which we share our ideas, feelings, thoughts and emotions. It is a pure gift of nature to human being. So, it is species specific. According to Bloomfield (1933, p. 21) "Writing is not language but merely a way of recording language by means of visible marks". The uniqueness of human being lies in the ways he/she communicates through language.

There are various modes of communication, viz, aural, visual, olfactory, tactile and gustatory. Language has been defined as a voluntary vocal system of communication. "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of system of voluntarily produced symbols".

Sapir (1978, p. 8) says,

Language is not in end itself, just as title as railway track, it is a way of connection between souls, a mean of communication. Language is a vehicle of power by which we control, create, preserve and change all human achievement such as social institution and activities to technological innovation and development.

Language is the spine of modern science and technology. Today, science and teachnology has dramatically changed the world. Language is not only the means of communication but also a medium for changing the world.

Language is especially human property, it is internal part of human communication.

### **1.1.1 Importance of English**

The English language is the most popular and widely used language in the world. It is taught as a second or foreign language in different countries like Nepal, India, Pakistan, Bhutan, Bangladesh, etc. Language teaching came into its own profession in the twentieth century. It is characterized by frequent changes, innovation and development comparing language teaching ideologies. English has played a vital role not only in education but in other sectors also, e.g, business, science and technology, engineering, etc.

The English language is an important vehicle for the transmission of civilization and culture all over the world. It is one of the most dominant international languages in many countries like Britain, America, Australia, Canada and so on. It is a prestigious language of the world. It serves the function of lingua franca in the world.

English is not only the principal language for international communication but also a gateway to the world body of knowledge.

Bhattarai (1994, p. 226) says ‘English has become an indispensable vehicle to the transformation of modern civilization into the nation. It is a passport through which one can visit the whole world and one who knows English can enjoy the advantage of world citizen’.

We have derived a great benefit by learning the English language through which we have shared western civilization. It has helped a lot to increase the global importance of literacy, diplomacy, business, education and has promoted human rights. So, it is significant to develop the importance of English language in our country.

If we look at the media, we find more than half of the world's books, newspapers and other scientific technology broadcast in English. All these

prove that it is universally accepted that English language is the dominant language of the world. In the way, the English language is important in developed as well as developing countries like Nepal.

### **1.1.2 English Language Teaching Situation in Nepal**

The development of English education in Nepal is closely associated with the rise of prime minister Jung Bahadur Rana after his visit to England. He established Durbar High School in 1854 B.S. It was the first school to teach English in Nepal. Since that time, the English has been learnt by the students and teachers of different levels.

English teaching situation is built upon different historical facts. All the common people in Nepal got an opportunity to learn English language. Before the opening of Durbar High School, Tri-Chandra College (1918) which provided the formal beginning of English in higher education in Nepal. Before 1918 A.D. many common people were deprived of Education. In the time of Chandra Shumsher, technical school was opened in 1987 B.S. According to the historical fact, Mrigendra Shumsher was the President of Director General of Public Instruction Commission (2005). Sharbangin National Educational Committee (2018 B.S.), National Advisory Committee (2024 B.S), National Education System Plan (2028 B.S.) and Education Plan (2049 B.S.) are the historical facts to develop in English education (Adhikari as cited in Shiksha Sewa Prabidhik Darpan, 2060).

There is non-governmental organizations helping to develop English language in Nepal. There is Nepali English Language Teachers' Association (NELTA). This organization has played important role in developing English language for the learners. NELTA has been giving trainings to the teachers about usage of language, techniques and methods to teach the English language in the class.

### **1.1.3 Defining Curriculum, Syllabus, Course of Study and Textbook**

The term curriculum, syllabus and course of study are often used interchangeably but they are different. Curriculum is a general term which includes all the activities of the whole academic programme to meet the objectives of education. Syllabus is a part of the curriculum and the course of study is a part of a syllabus.

### **1.1.4 Curriculum**

Traditionally, curriculum has been regarded as the subject matter to be taught inside the classroom. It includes all activities of educational system. Nowadays, the definition of curriculum has been changing. It has been regarded as the broadest term. Curriculum is a basic plan. According to Taba (1962, p. 11) "Curriculum is a plan for learning".

Curriculum is a runway to reach a goal of whole educational programme to fulfill the objectives of education. It is an overall plan for whole educational programme. It submits contents, teaching methods, activities and evaluation.

### **1.1.5 Syllabus**

Syllabus is a part of curriculum which refers to subject matter of an individual subject. It is concerned with a specification (as distinct from how they will be taught) what unit will be taught. Richard et al (1999, p. 368) define syllabus as "A description of content of course of instruction and the order in which they are to be taught." It is based on curriculum. Syllabus is an outline of an academic course that generally includes the main topic to be covered, that requires reading, the optional reading and sometimes a schedule of which topic will be covered in what sequence.

Syllabus is a statement of the plan for any part of the curriculum, excluding the elements of curriculum evaluation itself. A syllabus is a description of course and order of items, i.e, course title, course description, course subjective,

course contents, instructional techniques, evaluation, prescribed book and other reference materials, etc. It evaluates the students' performance also.

Syllabus refers to that subpart of curriculum which is concerned with a specification of what units will be taught. From the above description, we conclude that syllabus is a public document of an educational part of curriculum. It is a guideline both for teachers and students as well. It consists of content, process, objectives, methodology and reference materials.

### **1.1.6 Course of Study**

Course of study is a series of teaching items. It is a part of syllabus. There is content sequence mentioned there. It is the subject matter to be taught. The content, introduction, sequence, etc. are mentioned in the course of study.

A course of study may have vertical and horizontal relation to each other. Horizontal relation means all the textbooks of the same class parallel to each other; flat going across, e.g., some topics of Science of grade VI related with some topics of Maths of same class, etc. Vertical relation means going straight up or down from a level, e.g., English of grade VII related with the English of grade VIII, to some extent.

### **1.1.7 Textbook**

Textbook is known as course book. The textbook is a written document to achieve the objectives of curriculum. It is a particular subject which gives information about teaching learning process. It is an authorized material for teaching learning process. It reflects the objectives and teaching items of the syllabus. It includes many other reference materials such as techniques, methods, teacher guides, workbook as well as it gives priority in addition to teaching aim. "It is a book that teaches a particular subject that is used specially in schools and colleges" (Oxford Advance Learner's Dictionary, 7th Ed. 2000, p. 1343).

According to Haycraft (1978) says that, the textbook is something concrete that gives a measure of progress and achievement as lessons are completed, one by one, until finally the book is finished.

Textbook is systematically arranged of the particular subject matter in given course. It is written on the basis of prescribed curriculum and taught in the class with the purpose of achieving goal through the ideas of subject matter that are presented according to the mental and psychological requirement of students, e.g., needs of the student, level, age, environment and examination. It helps the students to learn the language. It is the main tool for learning and teaching so, it is body of knowledge, written by experts paying attention to principles of selection and gradation. It is organized and simplified for the purpose of learning. It is an authentic source of knowledge that is imparted in the classroom as intended by the curriculum.

### **1.1.8 Importance of Textbook**

A textbook is a very important teaching material prepared for the purpose of teaching and learning. It reflects the teaching items and objectives set in the syllabus. A book is an authentic material, source of knowledge for teachers and students as well. It includes teaching materials, teaching methods, techniques for further teaching and learning.

A book has obvious advantages for both teachers and students. A Good textbook often contains lively and interesting materials. It provides sensible progression of language items clearly showing what has been studied so that students can review grammatical and functional points that they have been concentrated on.

Harmer (1997, p. 257 as cited in Rana 2008, p. 11)

A Textbook is real vital tool making language teaching learning activities and successful. Textbook helps both teaching and learning for examination and so on. It provides several practice exercise, project works which makes the students active. It is also a self learning material.

Generally textbooks are written to achieve the objectives of curriculum. They are used in classroom teaching learning process by both teachers and students.

### **1.1.9 Correlation Between Curriculum and Textbook**

Textbook is the document prepared to achieve the aims and objectives specified in the curriculum. Curriculum is itself a masterplan of teaching learning process which helps to design an appropriate syllabus for a particular level and syllabus helps to design a book. Curriculum is a goal based whereas textbooks provide a clear framework about topics, exercises which organize these subject matters in coherent whole.

Curriculum includes all the activities performed in and outside the classroom but the textbook is a clear framework of subject where teaching items are clearly planned. Curriculum is the combination of subject in the same area or different area such as English, Maths, etc, whereas textbook is the study of particular subject, usually containing an orderly presentation of the subject matter.

### **1.1.10 Correlation between Syllabus and Textbook**

A textbook is an elaborated form of a syllabus. Syllabus and textbook cannot be separated from each other because they have the same goals to be achieved and they have mutual relation. One depends on the other. Syllabus designing involves different process such as needs, analysis, objectives, formulation, content specification and organization. A textbook is a document that reflects the objectives and language items set in the syllabus. The syllabus specifies the

content to be covered by a course for a particular level. A textbook elaborates that content. Thus, the textbook seems to have a relationship with syllabus.

### **1.1.11 Types of Textbook**

There are various types of textbook. However, it is difficult to generalize about them. Grant (1987, as cited in Shah 2005, p. 45), there are mainly two types of textbook which are described below:

#### **A. The Traditional Textbook**

Traditional textbook does not mean the textbook which was used in the past and is no longer in use. The word 'traditional' refers to a particular kind rather than the date when it was published. They are based on the structural syllabus, textbook focused on grammatical item structure, i.e. article, preposition, tense, etc. It is hoped that once the learners have learnt the system, they are able to use the language for their own purpose.

Grant (1987, p. 12) says "Textbook is used to refer to course book which typically aims to cover all aspects of the language and supplementary textbooks devoted to particular topic or skill area." Grant (1987, p. 13 as cited in Shah 2005, p. 45) has provided the following characteristics of traditional textbooks and communicative textbooks:

- a. They tend to emphasize the form or pattern of language (the grammar) more than the communicative function of language the jobs we do using it for example asking for information making requests, apologizing, asking the way.
- b. They tend to focus on reading and writing activities rather than listening and speaking activities.
- c. They focus rather narrowly on a syllabus and examination.
- d. They emphasize the importance of language accuracy.
- e. They often make use of great deal of L1.



- f. They are often attractive to some teachers because they seem easy to use and are highly examination oriented.

Using the traditional types of textbook in teaching learning has both advantages and disadvantages as well, but the main problem to use those types is that the students are unable to use the language because students focus on structure, form and the pattern rather than use of language.

### **B. Communicative Textbook**

Communicative textbooks are different from the traditional textbooks. They create opportunity for the students to use language in the classroom. All the language skills listening, speaking, reading and writing are emphasized and student centered techniques are used, i.e., role play, group work, pair work, etc.

Communicative textbooks have the following characteristics :

- a. They try to reflect the students' needs and interests.
- b. They emphasize the skills in using the language, not just the forms of language and they are therefore actively based.
- c. They usually have good balance among the four language skills but may emphasize listening and speaking more than the traditional textbooks.
- d. They tend to be very specific in their definition of aims.
- e. Both contents and methods reflect the authentic language of everyday life.
- f. They encourage work in group, pair and, therefore, make heavier demands on teacher's organizational abilities.
- g. They emphasize the communicative function of language. The jobs of people do using the language not just the form.
- h. They emphasize fluency not just accuracy.

### **1.2 Characteristics of A Good Textbook**

Textbooks are written documents to fulfill the aims and objectives of curriculum. They are very useful materials for both teachers and students.

Books contain different types of reading materials such as poems, stories, advertisements, etc. Textbooks present the amount of vocabularies as well as sentence structures. They usually contain contents at first and glossary at last and there are many practical studies and instructions for students and teachers as well. The good textbooks have the following characteristics (as cited in Shah, 2005, p.45) :

- a. It should have enough exercise and activities for practice.
- b. It should specify the teachers' and students' role.
- c. It contains varieties of reading and writing materials e.g. poems, stories, dramas, developing story, essay writing, dialogue writing, etc.
- d. It should be based on the age needs, levels and interest of students.
- e. It should be properly selected and graded.
- f. It should have provision for revision, testing and evaluation.
- g. It should include plenty of authentic materials.
- h. It should be culturally acceptable.
- i. It should follow the norms of curriculum and syllabus.
- j. It should have appropriate peripheral features such as reasonable price, appropriate margin, attractive coverpage, etc.

### **1.2.1 Textbook Analysis and Its Importance**

Textbook analysis is the systematic study of a textbook, its features, its aspects and analysis of each and every part of the book. It is written to meet the aims and objectives specified in the curriculum. A textbook written in one point of time cannot fulfill the need of society, people and nation for another time. It should be reviewed, analyzed and changed according to the time and needs of contemporary society. While reviewing and revising the textbook, we can not only find the strong and weak points of it but also can be familiar with peripheral and academic aspects of it. We get the gist of it and be familiar with different activities, illustrations, language functions, etc.

Textbooks are the weapons to achieve the educational objectives both for teachers and students. It is regarded as a strong weapon. It has a great importance in the country like Nepal. So, we should review and analyze the textbook in depth to specify whether the assigned textbook is appropriate or not, whether it is based on the curriculum or not. Textbook analysis is carried out to improve the quality of education.

Curriculum and methods of teaching change from time to time. The goal of education and the needs of students change too. So, there needs a change in textbook and curriculum also. The analysis and revision of the textbook is necessary according to the time and needs. We can conclude that textbook analysis is not a random and hapazard process. Instead, it is systematic study and analysis process.

Importance of textbook analysis is as follows:

- a. To find out the strong and weak points of a book.
- b. To measure its academic and peripheral aspects.
- c. It is useful for teachers and students to find out different types of academic activities.
- d. To find out whether the books contain lively and interseting materials.
- e. It is also useful as a memory aid and for consolidation of classwork.
- f. To find out whether th textbook is an authentic material to present the teaching learning materials in the classroom or not.
- g. To find out the teaching learning situation is relevant with classroom or not.
- h. To find out whether the book is according to the needs and interest of the students.
- i. To find out the uniformity of the book.

### **1.2.2 Theoretical Framework for Textbook Analysis**

A textbook is written to achieve the objectives of syllabus and meet the present needs. Generally, the textbook is prepared and written by the experts to achieve the specified objectives. Regarding the textbook evaluation, Sheldon (1998, p. 245 as cited in Awasthi 2006, p. 7) writes “It is clear that coursebook assessment is fundamentally a subjective rule of thumb activity and no clear formula, grid or system will provide a definite yardstick.” While analyzing a textbook, one has to follow the certain criteria. Different experts have introduced different framework for textbook evaluation. Some of them are discussed below. According to Grant (1987, p. 199) provides us three step procedures of textbook evaluation as initial evaluation, detailed evaluation and in use evaluation.

### **1.2.3 Initial Evaluation**

This evaluation is carried out after the textbook is prepared. This type of evaluation is done quickly to filter out objectively unsuitable materials if the textbook seems unusual in its format.

Grant provides us with CATALYST text to evaluate the textbook. These eight letters show the appropriateness of textbook :

- C : Communication ? (Is it communication ?)
- A : Aims ? (Is it suitable to achieve the set of objectives?)
- T : Teachable ? (Is it teachable?)
- A : Available add-one ? (Are the additional materials such as work book available ?)
- L : Level ? (Is the level of book appropriate?)
- Y : Your impression ? (Is your impression good ?)
- S : Students’ interest ? (Does it meet the students’ interest?)
- T : Tried and tested ? (Has the book been tried and tested in real classroom?)

### **1.2.4 Detailed Evaluation**

A textbook is tested in the real classroom. The textbook is distributed to the selected classroom to use by the respective teacher. Grant (1987, p. 121) suggests us to apply three parts of questionnaires which are as follows:

- a) Does the course suit your students?
- b) Does it suit the teacher?
- c) Does it suit the syllabus to evaluate the textbook?

### **1.2.5 In Use Evaluation**

This is the final evaluation of textbook. According to Grant (ibid), this evaluation is carried out while the textbook is being used in the real classroom. This evaluation process should be continuous even in the situation where we do not plan for financial or other reasons to replace the textbook for sometimes. We can measure how good a textbook is by using the questionnaires on the basis of suggestions and feedbacks.

Ur (1996, p. 186) has proposed the following criteria for course book evaluation :

- a) Objectively explicitly laid out in a introduction and implemented in the materials.
- b) Approach educationally and socially acceptable to target, community.
- c) Clear attractive layout, print easy to read.
- d) Appropriate visual materials available.
- e) Interesting topic and task.
- f) Varied topic and task so as to provide for different learner levels, learning style, interest, etc.
- g) Clear instruction.
- h) Systematic coverage of syllabus.
- i) Content clearly organized and graded.

- j) Plenty of authentic language.
- k) Good vocabulary explanation and practice.
- l) Good grammar presentation and practice.
- m) Fluency practice in all four skills.
- n) Encourage learners to develop own learning strategies.
- o) Adequate guidance for the teachers not to heavy preparation loud.
- p) Audio cassettes.
- q) Readily avilabel locally.

Similarly, Harmer (2001, p. 300) also provides us some criteria for textbook evaluation as follows :

- a) Price
- b) Availability
- c) Layout and design
- d) Instruction
- e) Methodology
- f) Syllabus types, selection and grading
- g) Language study activities
- h) Language skill activities
- i) Topic
- j) Cultural acceptability
- k) Usability
- i) Teacher's guide

### **1.2.6 Review of the Related Literature**

Before 2028 B.S., there were no standard textbooks, syllabus and curriculum although textbooks were selected randomly without any criteria. National Education Planning Commission (NESP, 2028 B.S.) brought a revolution in educational system in our country Nepal. After the year 2028 B.S., curriculum was designed and textbooks were prepared. Then many researches have been

carried out with textbook analysis under the Department of English Language Education, T.U. So, here is an attempt to review the related literature on the textbook analysis.

Lamichhane (1999) carried out a research work on the topic “An Analysis of New English for Grade VII.” The purpose of his study was to find out the extent to which the objectives set in the curriculum related to speaking and writing skills were fulfilled by the book. He found out that the textbook was relevant to the students’ needs and vocabularies, communicative exercises and writing activities are appropriately graded along with the curriculum. But the textbook does not contain all the contents of the curriculum and exercises are also not sufficient enough. He also studied the physical aspect of the book but other skills and aspects remained untouched.

Ghimire (2003) carried out research work entitled “An Analysis of Link English Course for PCL Ist Year and Grade XI.” The objective of this study was to analyze the Link English Course in term of its physical as well as adequacy of the contents. He found out that the size of the book is not appropriate. The quality of paper is not good in comparison to other books of the same level. The textbook lacks emphasis on oral practice and binding of the book is not attractive.

Dawadi (2004) carried out research on “An Analysis in Grade Seven English Textbook.” The objectives of her research study were to analyze the textbook in terms of its peripheral and academic aspects. Her findings of research were that the textbook is academically well but it is not good enough peripherally. The textbook contains communicative activities which help to develop students’ communicative activities. Varieties of activities included in textbook encourage students to work in pairs and groups. The textbook does not contain

all the contents (teaching items) expected by the curriculum, e.g., causative verbs, etc.

Tiwari (2004) as cited in Gaire (2006) has in his M.Ed. thesis, analyzed the vocabulary used in the textbook for grade four. He found the whole collection of written or spoken text is made up of four thousand four hundred and seven vocabulary items. Most of them are nouns but the verb 'is' is used frequently.

Gandharva (2006) carried his research on the topic “An Analysis of English Textbook : A Case of B.Ed. General English.” The objectives of his study were to examine the different aspects of general English on the basis of peripheral and academic aspects. His findings were that the textbook is not communicative, the cover page is not so much attractive, the paper quality is loose. The lessons are proper according to the mental level of students and enough vocabularies for students, all four language skills are not equally mentioned. The book is mainly for reading purpose.

Khatri (2007) carried out a research on “An Analysis of New English Textbook for Grade Four.” The objectives of his study were to analyze the textbook of its peripheral (outlook) and academic aspects. He found the academic aspect is better than its peripheral aspect. He found that the book is communicative. It has different language functions. It has study of four language skills which is the good aspect of this book and students are encouraged to work in group as well as in pairs.

Rana (2008) carried out a research on “An Anylisis of English Textbook Meaning into Words for Grade XII.” The objective of his study was to examine the quality of the book in terms of peripheral and academic features to examine the relationship between the curriculum and textbook, to find out the strong and weak points and to provide some suggestions for the improvement of the textbook. From the research study, he came to a conclusion that the textbook is



appropriate. The academic as well as physical feature is very useful for the students of grade XII.

Adhikari (2009) carried out a research on “An Analysis of Textbook New Direction.” The objective of his study was to examine the quality of the book in terms of peripheral and academic features, to examine the relationship between the curriculum and textbook to find out the strong and weak points and provide some suggestions for the further improvement of the textbook. He came to a conclusion that the textbook is appropriate. It focusses on formal and informal writing, i.e., free writing, report writing and essay writing. But the methodology should be included for effective teaching and all language skills are not mentioned and glossary should be included in that textbook. These are the weak points of the book. However, this book is appropriate for that level.

The studies mentioned above are related to textbook analysis. No researches have been carried out on the analysis of B.Ed. 2nd year majoring in English textbook ‘Expanding Horizons in English’. So, the researcher followed the framework of the textbook analysis which is mentioned above.

### **1.3 Objectives of the Study**

The objectives of the present study were as follows:

- i. To examine the quality of “Expanding Horizons in English” in terms of peripheral and academic aspects on the basis of personal judgement of the researcher, students and teachers’ opinions.
- ii. To findout the strong and weak points.
- iii. To provide some suggestions for improvement of the textbook.

### **1.4. Limitations of the Study**

The study had the following limitations:

- i. The study was limited only to the textbook “Expanding Horizons in English” of B.Ed. second year.

- ii. The assessment of the textbook was limited to the researcher's personal judgement, opinion of teachers and students of five campuses of two districts (Banke and Surkhet).
- iii. The sample population of the study was confined to seven teachers from five campuses and seventy students from five campuses. (See Appendix II and III)
- iv. The data collection was limited to checklist, written sets of opinionnaires and questionnaires.

### **1.5 Significance of the Study**

The purpose of this study is to look strength and weakness of the English textbook 'Expanding Horizons in English' majoring in English Course No. 322 of B.Ed. second year.

The study will be helpful for authors as well as curriculum experts to improve the quality of the book. This study will provide valuable insights to the people who are interested in analyzing the textbook. It will be useful to the teachers and students as it will be a reference for those who want to carry out other researches.

## **CHAPTER TWO**

### **METHODOLOGY**

This chapter deals with the methodology which was applied during this study. This chapter consists of source of data, population sample, sampling procedure, tools for data collection and process of data collection.

#### **2.1. Sources of Data**

Both primary and secondary sources of data were used for the study. The sources are as follows:

##### **2.1.1. Primary Data**

The researcher got data from seventy students and seven teachers from five different campuses of two districts, i.e., Banke and Surkhet.

##### **2.1.2. Secondary Data**

The researcher studied the textbook “Expanding Horizons in English” on the basis of its peripheral and academic aspect. Apart from this, he also studied the B.Ed. curriculum, syllabus, question collection, articles and thesis in order to facilitate the study.

#### **2.2. Population of Study**

The total population of the study consisted of the seven teachers teaching 'Expanding Horizons in English' and seventy students studying in B.Ed. second year majoring English.

#### **2.3. Sample Population**

The sample population of the study consisted of seventy students studying in B.Ed. second year with English specialization. These students were selected from five different campuses of two districts, Banke and Surkhet. Out of the total sample population, fourteen students were selected from Surkhet Campus (Education), fourteen from Dynamic Campus Banke, fourteen students from

Banke Education Campus, fourteen from Mahendra Multiple Campus, Banke, and fourteen from Bageswory Campus, Kohalpur. The researcher used purposive sampling to collect data. Similarly, English teachers teaching Expanding Horizons in English at different campuses were selected. (See Appendix II and III)

## **2.4 Tools for Data Collection**

In order to collect the data, the researcher used opinionnaires and questionnaires which were the major tools for the collection of data in the research study. Two different sets of questions, open ended questions and close ended questions were used for both the teachers and students and a checklist was prepared and used for the self judgement of the text by the researcher.

### **2.5.1 Checklist for the Researcher**

In order to collect data for the study, the researcher studied the textbook “Expanding Horizons in English” in terms of its peripheral and academic aspect. Checklist was the research tool used by the researcher. (See Appendix I)

### **2.5.2 Opinionnaires for the Students**

A set of opinionnaires consisting twenty close-ended questions along with brief answers were used to elicit students’ opinions about peripheral and academic aspect of the textbook “Expanding Horizons in English”. All the items had five options which are as below :

**Table No. 1**

<b>S.N.</b>	<b>Options</b>	<b>Value</b>
1.	Agree	1
2.	Strongly agree	2
3.	Disagree	3
4.	Strongly disagree	4
5.	Undecided	5

The respondents were requested to tick (√) against any of the five opinions and requested to tick the options according to their choice. The researcher thanked each of the respondents for his/her kind help.

### **2.5.3 Opinionnaires for the Teachers**

A set of opinionnaires consisting of eight open-ended questions and fifteen close-ended questions were used to elicit teachers' opinions towards peripheral and academic aspect of 'Expanding Horizons in English'. These questions with some spaces were developed to supply brief answers in their own words.

### **2.6. Process of Data Collection**

In order to collect the data, the researcher visited the campus chiefs and related teachers of the selected campuses. The researcher explained the purpose of his visit and requested for permission to collect the data from the students and the teachers. The researcher got permission from them and met the teachers personally and the students. Then the researcher requested both the teachers and the students to respond the opinionnaires and the questionnaires. The researcher left the the opinionnaires and the questionnaires to the teachers and the students. After a week, the researcher visited them and collected the data.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION**

The data collected from different respondents were analyzed and interpreted to find out the opinions of the students and the teachers about “Expanding Horizons in English” on its peripheral and academic aspects. The researcher used checklist, set of questionnaires and opinionnaires as the tools. Close-ended opinionnaires were kept into five alternatives according to the respondents’ choice or interest. Those alternatives were numbered as 1, 2, 3, 4 and 5 and were categorized as agree, strongly agree, disagree, strongly disagree and undecided respectively for both teachers and students.

#### **3.1 Analysis of the Peripheral Aspects in Terms of Personal Judgement of the Researcher**

##### **3.1.1 Cover Page Design**

The cover page of the book refers to the design of the book. However, the cover page of the ‘Expanding Horizons in English’ is attractive with dark and bright blue colour and smooth cover page. The words ‘Expanding Horizons’ are in white colour whereas the word ‘English’ is orange in colour which has made the cover page very attractive. The researcher’s view about the cover page of the book is that it is attractive and smooth.

##### **3.1.2 Size of Book**

The book ‘Expanding Horizons in English’ is 24 cm (9.5”) long, 17.8 cm (7”) wide and 2 cm (3/4”) thick. The book consists of four hundred and thirty pages. It has nine other pages including two cover pages and seven others. The book is large and bulky.

##### **3.1.3 Binding and Paper Quality**

The textbook ‘Expanding Horizons in English’ seems to have loose binding but

it is stitched properly which seems durable. The paper quality used in this book is less attractive and thin enough but the subject matters printed on the first page seems to meet the next page.

### **3.1.4 Printing**

The printing of this book is clear and legible with proper print size which is attractive for the readers which creates easiness in reading.

### **3.1.5 Price and Availability**

The price of book is determined by size, paper quality, cover outlook, printing, etc. Regarding this book 'Expanding Horizons in English' the cost is rupees three hundred and fifty. It is suitable according to the level. This book is available every where in two districts Surkhet and Banke. So, it is very easy for the readers and its learners.

### **3.1.6 Introduction and Authors' View**

Introduction which is similar to preface is the recognition of author's and his/her creation. The introduction is the part of a book from which the readers receive the summary from the authors' view or introductory part. They are familiar with the topics and lessons to see the author's view.

So far as the book 'Expanding Horizons in English' is concerned, the introductory part focusses on reading writing skills. It focusses on a variety of reading materials such as **Humanities, Social Science, Human Rights and Freedom, Education and Language Teaching, Globalization and Postmodernism, East and West, Master Pieces, War and Piece, Travel and Adventure, Health and Medical Science, Sports and Entertainment, Science and Technology and Nature, Ecology and Environment.** This book contains mainly fifty nine teaching units under thirteen thematic categories which are based on major functional areas of English. Each unit includes :

- i. Intensive reading and practice

- ii. Writing activities
- iii. Extending reading and writing activities
- iv. Language summary which lists the main points covered in the unit
- v. Units which give intensive themes of the units
- vi. Extensive use of internet so that they can get the relevant information
- vii. Learning language to know about the pace of the changing world
- viii. Develop the reading habit by using the authentic materials like dictionaries

After each unit, there is the activity page. The activities give an opportunity to develop their intensive reading, writing and critical thinking.

### **3.1.7 Lettering and Spacing**

The book 'Expanding Horizons in English' has acceptable lettering. The letters seem small in size but they are attractive and the spaces also seem less between grammatical units (e.g., words to words, paragraphs to paragraphs) which is the weak point of this textbook. The spaces between the word to word, paragraphs to paragraphs are a bit far. That's why the learners could understand better.

### **3.1.8 Methodology**

Regarding this textbook 'Expanding Horizons in English', it is suggested to make it extensive with the use of dictionaries like Collins COBUILD Dictionary and Cambridge Advanced Learners' Dictionary specially with their CDs and manual for teachers but this textbook has no clear methodology about how to teach the course, only it depends upon the teachers' own ideas. Thus, methodology is an inevitable aspect, for that the textbook writers should prepare teaching materials and teachers' guide too. It would be better to mention the specific techniques and methods in the book, i.e., explanation methods, lecture methods, discussion methods, demonstration methods, etc.



### **3.1.9 Table of Contents**

In the case of 'Expanding Horizons in English', the authors have prepared the table of contents in chronological order, however, it would be better to keep them from simple to complex but in the book they are arranged from complex to simple, e.g., myth is difficult whereas Earth's Green Mantle is simple.

### **3.1.10 Abbreviations and Symbols**

In the context of the textbook 'Expanding Horizons in English', abbreviations have been given such as CCs for Companion Computers (p. 406), ILD for injection laser-diode (p. 280), etc. which is one of the good aspect of it.

### **3.1.11 Workbook and Model Questions**

'Expanding Horizons in English' workbook has not been prepared yet. In this book, model questions are available in the last part of each unit. Each chapter contains a number of questions. There are plenty of subjective type of questions after each unit. This is also a good aspect of this book.

### **3.1.12 Reference or Bibliography**

Reference or bibliography is not given in the book 'Expanding Horizons in English'. However, few reference materials are given in the syllabus. This is one of the weak points of this book.

### **3.1.13 Supplementary Materials**

Regarding the book 'Expanding Horizons in English', it does not have a workbook. It lacks teacher's guide also. So, supplementary materials should be included in the textbook.

## **3.2 Analysis of Academic Aspect**

It is clear that academic aspects were evaluated while analyzing. So, various areas were focussed under academic aspects. Each item is discussed below:

### **3.2.1 Objectives**

The objectives of B.Ed. second year course 'Expanding Horizons in English' majoring in English Course No. 322 are as follows :

#### **General Objectives**

To acquaint the students with various issues related to humanities.

- i. To expose students to the socio-cultural realities by means of English writings.
- ii. To familiarise students with the issues of human rights and freedom.
- iii. To acquaint the students with the texts in education and language teaching.
- iv. To introduce the students with the concepts of globalisation and postmodernism.
- v. To expose the students to the contrastive views of east and west.
- vi. To encourage the students to the masterpieces writing in the English.
- vii. To enhance students reading skills in the names of love, war and peace.
- viii. To help the students interact with the texts related to travel and adventure.
- ix. To acquaint the students with various issues related to genetics, health and medical sciences.
- x. To expose the students to the readings of sports and entertainment.
- xi. To enhance the students' interpretative and analytical faculty expressed through English writings selected from science and technology.
- xii. To enhance the students' language and language teaching proficiency by increasing their vocabulary repertoire and by exposing them to the texts of nature, ecology and environment.

#### **Specific Objectives**

- i. Read, comprehend and review the texts from humanities.

- ii. Read and analyze texts from social sciences.
- iii. Present different world views in terms of texts from human rights and freedom.
- iv. Infer ideas from the texts in education and language teaching.
- v. Acquire information on globalization and postmodernisms.
- vi. Contrast the notion of east and west philosophy through reading.
- vii. Critique the masterpieces by reading the given texts.
- viii. Read and supervise the text on war and peace.
- ix. Read and interpret the texts on travel and adventure.
- x. Discover language of health and medical sciences.
- xi. Read and find out the registers related to sports and entertainment.
- xii. Read and compare the language of liberal arts with that of science and technology.
- xiii. Read and assess the environment.
- xiv. Read and write creatively.

### **Objectives of the Book**

- i. To make the students creative.
- ii. To develop two language skills i.e. reading and writing.
- iii. To develop students' critical thinking and creative writing.
- iv. To know the users' English language in changing world.
- v. To know the different thematic categories.
- vi. To develop reading habits.
- vii. To develop the habit of finding out different meanings by looking in the dictionary.
- viii. To infer ideas of education and language teaching and learning.
- ix. To help students link readings with creative writing.

Regarding the book 'Expanding Horizons in English', it seems that objectives are according to the level of the students. The objectives of this book are

relevant with the syllabus. It develops the capacity of the students by reading and writing different kinds of thematic categories e.g, Humanities, Science, War and Peace, etc. Students become familiar with them. They develop their own critical thinking and creative writing.

### **3.2.2 Content**

The textbook 'Expanding Horizons in English' consists 13 chapters **Humanities, Social Science, Human Rights and Freedom, Education and Language Teaching, Globalization and Postmodernism, East and West, Master Pieces, War and Piece, Travel and Adventure, Health and Medical Science, Sports and Entertainment, Science and Technology and Nature, Ecology and Environment.** Under these chapters there are 59 units. Each chapter constains language presentation and plenty of exercises. It is relevant to the level, age, interest which is a good aspect of this book. The contents of the textbook are clear and relevant to the needs and interests of the students. The chapters are categorized in different thematic categories eg. Sciene and technology, religion, nature and ecology, sports, etc. which help to make the students familiar.

### **3.2.3 Selection**

Regarding to this book 'Expanding Horizons in English', contents are well selected on the basis of the purpose and fulfill the objectives of curriculum.

### **3.2.4 Sequence and Gradation**

The researchers has found out that the contents are sequenced and graded on the basis of the purpose and fulfill the objectives of the curriculum.

### **3.2.5 Language and its Difficulty Level**

Regarding to the textbook 'Expanding Horizons in English', the language is suitable for the level but it requires much labour to study because they have to find out different words and their meanings while reading. It makes them feel

uneasy. In researchers' opinion, the textbook for graduate level is suitable to develop their critical thinking and creative writing which develops the vocabulary power and makes the language authentic and spontaneous.

### **3.2.6 Language Skills in the Textbook**

Regarding this book, there are two language skills mentioned there which focus on reading and writing only though they are productive skills. This book is very useful for the specific information, general information, main ideas, critical thinking and creative writing for the learners and its readers.

### **3.2.7 Exercises and Activities**

Regarding to this textbook, there are plenty of exercises at the end of the lessons but other reference materials such as workbook for students helpful for them are not mentioned.

### **3.2.8 Distribution**

Regarding this book, there are thirteen chapters with different sub units there is given a glossary, questions and beyond the text are given at the end of each chapter which develop the writing and critical thinking capacities of the students.

### **3.2.9 Teaching Materials**

So far as the book 'Expanding Horizons in English' is concerned, it is suggested to use the dictionaries and their CDs for the learners which help them to read the textbook and make them able to read teaching materials properly. But the materials are not available in any place of two districts Banke and Surkhet. This is one of the weak points of this book.

### **3.2.10 Teaching Methods and Techniques**

Regarding this book 'Expanding Horizons in English', the methods and techniques to teach each unit are not mentioned but it depends on the teachers' own ideas, methods and techniques.

### **3.2.11 Course Coverage**

In the context of the book 'Expanding Horizons in English', it has a good coverage. Students become familiar with different thematic categories like **Humanities, Social Science, Human Rights and Freedom, Education and Language Teaching, Globalization and Postmodernism, East and West, Master Pieces, War and Piece, Travel and Adventure, Health and Medical Science, Sports and Entertainment, Science and Technology and Nature, Ecology and Environment.**

### **3.2.12 Sufficeincy and Relevancy**

Regarding the textbook 'Expanding Horizons in English', it is prepared by the experts and has been taught in the classroom since 2066. This book seems relevant according to the needs of the students and sufficient to meet the aims and objectives of the book because students become aware of different categories in **Politics, Religion, Science, Technology, Environment**, etc.

### **3.2.13 Appropriateness**

In the context of the textbook 'Expanding Horizons in English' seems to be appropriate because it includes many thematic categories keeping in mind the students' needs and interests. The language used in the book is a bit complex which seems difficult for the level. However, if the students consult other reference materials, they will be able to handle the book easily. The contents are not in order because they are from complex to simple instead of simple to complex.

## **3.3 Teachers' Opinion Towards 'Expanding Horizons in English'**

Differernt opinions of the teachers collected from different five campuses about different aspects of the book are analyzed below :

### 3.3.1 Analysis of Teachers' Opinion about Peripheral Aspects of 'Expanding Horizons in English'

In this category, there were fifteen descriptive statements which are close ended in nature. Each item has five alternatives remarking as 1, 2, 3, 4 and 5, representing agree, strongly agree, disagree, strongly disagree and undecided respectively. The total teachers' response to these opinionnaires are presented in the following table :

**Table No. 2**  
**Teachers' Opinions Regarding to Peripheral Features of 'Expanding Horizons in English'**

S.N.	Item Description	Teachers' Opinions									
		1		2		3		4		5	
		No.	%	No.	%	No.	%	No.	%	No.	%
1.	The cover page has been designed psychologically and tactully.	4	57.1	2	28.57	-	-	-	-	1	14.28
2.	The book easily motivates the readers.	3	42.85	3	42.85	-	-	-	-	1	14.28
3.	Size, paper quality, price	7	100	-	-	-	-	-	-	-	-
4.	Binding, lettering and spacing	4	57.10	1	14.28	-	-	-	-	2	28.57
5.	The book specifies the specific methods	2	28.57	-	14.28	-	-	-	-	4	57.10

Type scale: 1 = agree, 2 = strongly agree, 3 = disagree, 4 = strongly disagree, 5 = undecided

The table above shows the teachers' opinions regarding the peripheral features of the the textbook 'Expanding Horizons in English'. Each item can be analyzed as below.

Regarding item no. 1, all of the respondents of the selected sample population 57.10 percent of the teachers agreed the statement, 28.27 percentage of them strongly disagreed and 14.28 percentage had not decided. Their views conclude that the cover page is attractive to the eyes of teachers.

The next item is about motivating the readers, 42.85 percent of teachers agree. The percentage of teachers who strongly agreed on it was 42.85. Likewise, 14.28 percentage of the teachers had undecided it. There were no teachers who disagreed and strongly disagreed it. The respondents showed their positive attitude towards this statement.

Item no. 3 was regarding the size of the book, its quality and price. All of the respondents agreed about it.

Item no. 4 was regarding the binding and the letter spacing. Majority of the respondents, i.e., (57.10 percentage) strongly agreed and 28.52 percentage for the teachers undecided about it.

Item no. 5 was regarding whether the book specifies methods or not. Majority of the teachers, i.e, 57.10 percentage had not decided whereas 28.52 percentage of them agreed upon it. Similarly, 14.28 percentage of them strongly agreed it. We can say that majority of the respondents had not decided about the specification of the book.



**Table No. 3**  
**Teachers' Opinions Regarding to Academic Features of 'Expanding Horizons in English'**

S.N.	Item Description	Teachers' Opinions									
		1		2		3		4		5	
		No.	%	No.	%	No.	%	No.	%	No.	%
6.	The book is prepared according to the objective of teaching English in B.Ed. Second Year	7	100	-	-	-	-	-	-	-	-
7.	The book has other supporting materials.	4	57.1	1	14.25	-	-	-	-	2	28.57
8.	The language used in the textbook is appropriate	3	42.85	3	42.85	-	-	-	-	1	14.28
9.	The objectives are determined according to the textbook.	3	42.85	4	57.10	-	-	-	-	-	-
10.	The book is focussed on the language skills listening, speaking, reading	-	-	-	-	-	-	-	-	7	100

	and writing.										
11.	The teaching materials are properly selected, sequenced and graded.	5	71.42	1	14.28	-	-	-	-	1	14.28
12.	This book is focussed on communicative method rather than lecture.	1	14.28	-	-	3	42.85	-	-	3	42.85
13.	The course seems to be teachable to this level.	7	100	-	-		-	-	-	-	-
14.	This book is suitable according to the level	6	85.71	1	14.28	-	-	-	-	-	-
15.	The book can be used for self study and classroom purpose.	5	71.42	1	14.28	-	-	-	-	1	14.28

Type scale : 1 = agree, 2 = strongly agree, 3 = disagree, 4 = strongly disagree, 5 = undecided

The above table is about the teachers' opinions Regarding to Academic Features of the 'Expanding Horizons in English'. Item no. 6 was accepted by all of the respondents.

Regarding item no. 7, from the selected sample population 57.10 percent agreed about it. Likewise, 14.28 percent of them strongly agreed and 28.57 percent had not decided about this statement.

About statement no. 8, 42.85 percent of the respondents agreed about it. Similarly, 42.85 percent of them strongly agreed and 14.28 percent of them had not decided about this statement.

Regarding item no. nine, 42.85 percentage of the teachers agreed and 57.81 percentage of them strongly agreed about this statement.

Item no. 10 shows that from the sample population, cent percent respondents had not decided about this statement.

Statement no. 11 shows that 71.42 percentage of the respondents agreed about it. Likewise, 14.28 percent of them strongly agreed and 14.28 percent had not decided yet.

Regarding item no. 12, from the sample population, 14.28 percent of the teachers agreed, 42.85 percent of them disagreed and the same percent of them had not decided about this statement.

Item no. 13 shows that cent percent of the respondents agreed about the statement.

Regarding item no. fourteen, 85.71 percent of the respondents agreed and 14.28 percent of them strongly agreed about this statement.

Item no. 15 shows that 71.42 percent of the respondents agreed, 14.28 percent of them strong agreed and 14.28 percent had not decided about this statement.

### 3.4 Analysis of Students' Opinion towards Peripheral Features of 'Expanding Horizons in English'

Seventy students of five different campuses were asked to state their opinions to state the peripheral aspect of the textbook 'Expanding Horizons in English'. Seven descriptive item tools were used to collect data which are tabulated as follows :

**Table No. 4**  
**Students' Opinions Regarding to Peripheral Features of 'Expanding Horizons in English'**

S.N.	Item Description	Students' Opinions									
		1		2		3		4		5	
		No	%	No.	%	No.	%	No.	%	No.	%
1.	The cover page is attractive and colourful	13	18.57	17	24.28	9	12.87	10	14.28	21	30.00
2.	The size of book is appropriate and portable.	10	14.28	7	10.00	23	32.85	16	22.85	14	20.00
3.	Paper quality is good.	9	12.85	21	30.00	17	24.28	8	11.42	15	21.42
4.	Price is cheap for the Nepalese students.	18	25.71	33	47.14	13	18.57	2	2.85	4	5.71
5.	The book is	19	27.14	51	72.85	-		-		-	-

	available everywhere.										
6.	Pictures, photos, cartoons pursued in the textbook are very attractive.	-	-	-	-	70	100	-	-	-	-
7.	The book must include abbreviation and symbols.	48	68.58	12	17.14	-	-	-	-	10	14.28

Type scale : 1 = agree, 2 = strongly agree, 3 = disagree, 4 = strongly disagree, 5 = undecided

Statement no. 1 shows that 18.57 percent of the respondents agreed, 24.28 percent of them strongly agreed, 12.87 percent of them disagreed about the statement. Similarly, 14.28 percent of the respondents strongly disagreed and 30 percent of them had not decided about the statement.

Regarding item no. two, 14.28 percentage of the respondents agreed, 10 percent of them strongly agreed and 32.85 percentage disagreed. Similarly, 22.85 percentage of the respondents strongly disagreed and 20 percent of them had not decided about the statement.

Item no. 3 shows that 12.85 percentage of the respondents agreed about it, 30 percentage of them strongly agreed and 24.28 percent disagreed while 11.42 percent of them strongly disagreed and 21.42 percent had not decided it.

Statement no. 4 shows that 25.70 percent of the respondents agreed about the statement, 47.14 percent strongly agreed and 18.57 percent of them disagreed. Similarly, 2.85 percentage of the respondents strongly disagreed and 5.71 percent of them had not decided about the statement.

Regarding item no. five, 27.14 percentage of the respondents agreed and 72.85 percent of them strongly agreed about the statement.

Item no. 6 shows that cent percent of the respondents disagreed about the statement.

Statement no. 7 shows that 68.57 percentage of the respondents agreed about the statement. Likewise, 17.14 percent strongly agreed and 14.28 percent of them had not decided yet.

**Table No. 5**  
**Students' Opinions Regarding to Academic Features of 'Expanding Horizons in English'**

S.N.	Item Description	Students' Opinions									
		1		2		3		4		5	
		No.	%	No.	%	No.	%	No.	%	No.	%
8.	Contents are clearly presented.	22	31.42	23	32.85	12	17.15	6	8.58	7	10.00
9.	The book contains authentic lessons.	11	15.71	17	24.28	6	8.58	9	12.85	27	30.57
10.	The book contains communicative activities.	13	18.57	-	-	13	18.57	7	10.00	37	52.85
11.	The language used in the book is simple.	-	-	-	-	18	25.71	39	55.71	11	15.71
12.	The book has an exercise book.	-	-	-	-	22	31.42	48	68.57	-	-
13.	The book	3	4.28	13	18.57	27	38.57	-	-	40	57.14

	emphasizes on GT method.										
14.	The units are suitable for the students.	29	41.42	13	18.57	-	-	-	-	28	40
15.	The language is rhetoric, ironic and formal.	29	41.42	-	-	11	15.71	-	-	30	42.85
16.	The book contains listening, speaking, reading and writing skills.	-	-	-	-	40	57.14	-	-	30	42.85
17.	Vocabularies are suitable for the level.	11	15.71	9	12.85	24	34.28	12	17.14	16	22.85
18.	The book is based on drills.	37	52.85	13	18.57	9	12.85	4	5.71	7	10.00
19.	The book contains visual materials and illustrations.	-	-	-	-	-	-	68	97.14	2	2.85
20.	The word meanings which are given at the end of the lesson are sufficient.	-	-	6	8.57	11	15.71	51	72.85	2	2.85

Type scale: 1 = agree, 2 = strongly agree, 3 = disagree, 4 = strongly disagree, 5 = undecided

Regarding item no. eight, 31.42 percentage of the respondents agreed, 32.85 percentage of them strongly agreed and 17.15 percentage of them disagreed about the statment. Similarly, 8.58 percentage of the respondents strongly disagreed and 10 percentage of them had not decided yet.

Item no. 9 shows that 15.71 percentage of the respondents agreed. Similarly, 24.28 percentage of them strongly agreed and 8.58 percentage of them

disagreed. Likewise, 12.85 percentage strongly disagreed and 30.57 percentage of the respondents had not decided yet.

Statement no. 10 shows that 18.57 percentage of the respondents agreed. Likewise, 18.57 percentage of them disagreed and 10 percentage of them strongly disagreed. Similarly, 52.85 percentage of the respondents had not decided about the statement.

Regarding item no. eleven, 25.71 percentage of the respondents disagreed. Likewise, 55.71 percent strongly disagreed and 15.71 percentage of them had not decided about the statement.

Item no. 12 shows that 31.42 percentage of the respondents disagreed and 68.57 percentage of them strongly disagreed about the statement.

Item no. 13 shows that out of the respondents from the sample population, 4.28 percentage of them agreed, 38.57 percentage disagreed and 57.14 percentage had not decided about the statement.

Regarding item no. fourteen, 41.42 percentage of the respondents agreed, 18.57 percentage of them strongly agreed and 40 percentage of the respondents had not decided about the statement.

Item no. fifteen shows that 41.42 percentage of the respondents agreed. Similarly, 15.71 percentage of them disagreed and 42.85 percentage of the respondents had not decided.

Item no. 16 shows that 57.14 percentage of the respondents disagreed and 42.85 percentage of them had not decided yet.

Regarding item no. seventeen, 15.71 percentage of the respondents agreed, 12.85 strongly agreed and 34.28 percentage of them disagreed. Similarly, 17.14 percentage of the respondents strongly disagreed and 22.85 percentage of them had not decided about the statement.



Statement no. 18 shows that 52.85 percentage of the respondents agreed, 18.57 percentage of them strongly agreed and 12.85 percent disagreed. Likewise, 7.71 percentage of them strongly disagreed and 10 percentage of the respondents had not decided about the statement.

Regarding item no. nineteen, 97.14 percentage of the respondents strongly disagreed and 2.85 had not decided about the statement.

Item no. 20 shows that 8.57 percentage of the respondents strongly agreed, 15.71 percentage of them disagreed and 72.85 percentage strongly disagreed whereas 2.85 percentage of the respondents had not decided yet.

### **3.5 Analysis of Open Ended Items**

The researcher developed eight open-ended questions with some blank spaces to supply the brief answers. As mentioned in the objective, these questions generally attempted to elicit the teachers' opinion on peripheral and academic aspects of 'Expanding Horizons in English'. Only seven teachers from five campuses of two districts, Banke and Surkhet were asked to respond to these questions. The teachers' responses were in sentences as given below :

#### **i. Do you think the title of the book 'Expanding Horizons in English' is suitable ? If yes, why ? If not, why not ?**

The title of the book is suitable because :

- a. It can guide the learners to read read and write critically.
- b. It is based on the level of students.
- c. It can direct the learners to take the ideas of foreign culture, Hindu culture, politics, environment, human rights, science and technology, globalization, war and peace etc.
- d. It helps to enhance the students' horizons of knowledge through the reading interdisciplinary text in English.

**ii. Do you agree that the objective of English Education Course No. 322 has been determined according to this book ? Why ? Why not ?**

Majority of the respondents agree to the question. Only two of the teachers disagreed about it. Their response is as follows :

The book and the objectives are going to different directions. The objective is to expand ‘Horizons in English’ but the contents in it cannot fulfil the objectives. The contents are irrelevant and contents do not guide to those who are reading this book.

**iii. Do you think the materials used in the textbook are relevant to the real life of the students ? Why ? Why not ?**

All respondents agree about the relevant materials to real life of the students. It has touched almost all the spheres of life including from philosophy to game and sports, science and technology. Most, important of all, it has followed the content based interdisciplinary approaches to build up proficiency in English in the context of Nepal.

**iv. What strong points do you see in the text ? Please point out the strength of the textbook ?**

**a. Peripheral Features**

- i. Affordable price
- ii. Attractive coverage
- iii. Blue colour
- iv. Portable
- v. Good lettering and printing
- vi. More informative
- vii. Appropriate size
- viii. Computer knowledge, sports, science knowledge
- ix. Title is suitable
- x. The book contains appropriate words, sentences and paragraphs.

- xi. The coverpage has been designed psychologically and tactfully for readers.

**b. Academic Features**

- i. The book intends to develop the reading habit.
- ii. Familiar with most part of world knowledge.
- iii. Topic and contents are concerned with daily uses, i.e., computer, sports, health science, medicine, etc.
- iv. It increases the students' knowledge through interdisciplinary text.
- v. It promotes the readers to develop their academic skills.
- vi. It has well selection and gradation which is according to the principles.
- vii. Authentic texts
- viii. Enough exercises
- ix. Develops creativity
- x. Develops the power of critical thinking and analyzing text according to contents.
- xi. Vocabularies are given in the end of the lesson.
- xii. It reflected the objectives of course study.
- xiii. It contains different thematic categories
- xiv. The book focused on reading and writing

**v. What weak points do you see in the textbook ? Please point out them ?**

**a. Peripheral Features**

- i. Loose binding of the book.
- ii. Bigger size
- iii. Low paper quality
- iv. Local issues are limited
- v. Long course / long lessons
- vi. Price a bit high for the Nepalese students

**b. Academic Features**

- i. Large lessons
- ii. Limited time to complete the lesson
- iii. Untrained teacher may not handle it.
- iv. Objective types of questions are not included
- v. The book does not focus all the language skills.
- vi. Lack of illustrations.

**vi. Are the supplementary materials of the textbook sufficient ? Why ?**

**Why not ?**

All the respondents do not agree about the teaching materials and they think that they are not sufficient, but one of the respondents agreed with it. His opinion is that there are supplementary materials which are sufficient for the readers because the readers should consult internet and the research books with other materials related to the textbook.

**vii. Do you agree this book is suitable for that level ? Why ? Why not ?**

All the respondents agree with the above question because they gave their opinion that the book is suitable and the learners should face the challenges in different fields but one of them disagreed on it. The students cannot handle the course because they are from the poor economical background.

**viii. What things should be included in this book ? Please, give your opinions ?**

All the respondents' view is that the textbook must contain illustrations, workbook for the learners to meet their real life objectives and it must include index, teachers' guide as well as the reference in it.

### 3.6 Comparison Between Teachers' and Researchers' Views about Peripheral and Academic Aspects of the Book 'Expanding Horizons in English'

Peripheral and Academic Features on Teachers' View	Peripheral and Academic Features on Researcher's View
Strong Points	Strong Points
<ul style="list-style-type: none"> <li>i. It can guide the learners.</li> <li>ii. Based on the level.</li> <li>iii. Familiar with different thematic categories like Science, War and Peace, Environment, etc.</li> <li>iv. It touches almost all spheres of life.</li> <li>v. Affordable price, attractive coverage.</li> <li>vi. The book contains appropriate words, sentences and paragraphs.</li> <li>vii. Appropriate size.</li> <li>viii. It develops the reading habits.</li> <li>ix. It has well selection and gradation.</li> <li>x. Authentic text.</li> <li>xi. Enough exercises.</li> <li>xii. Develops creativity.</li> <li>xiii. Focuses on reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>i. It guides the learners.</li> <li>ii. It is based on the level, however, it is better to tabulate its contents simple to complex.</li> <li>iii. Familiar with different thematic categories like Science, War and Peace, Environment, etc.</li> <li>iv. It touches almost all spheres of life.</li> <li>v. Price should be a bit less but the coverage is attractive.</li> <li>vi. The book contains appropriate words, sentences and paragraphs.</li> <li>vii. Appropriate size.</li> <li>viii. It develops the reading habits by using different types of materials, e.g., dictionaries and their CDs.</li> <li>ix. It has well selection and gradation.</li> <li>x. Authentic text but it should have workbook, manual and illustrations.</li> </ul>

	<ul style="list-style-type: none"> <li>xi. Enough exercises.</li> <li>xii. Develops creativity.</li> </ul>
<b>Weak Points</b>	<b>Weak Points</b>
<ul style="list-style-type: none"> <li>i. Loose binding.</li> <li>ii. A bit bigger size.</li> <li>iii. Local issues are limited.</li> <li>iv. Large lessons.</li> <li>v. Does not focus all language skills.</li> <li>vi. Lack of illustrations.</li> <li>vii. Not enough relevant teaching materials.</li> </ul>	<ul style="list-style-type: none"> <li>i. Loose binding.</li> <li>ii. A bit bigger size.</li> <li>iii. Local issues are limited such as Nepalese culture, songs, stories, life style, etc.</li> <li>iv. Does not focus all language skills.</li> <li>v. Lack of illustrations.</li> <li>vi. Not enough relevant teaching materials for example manual, workbook, etc.</li> </ul>

The researcher's views and the teachers' views seem to be same. Regarding this book, mainly the teaching methods and techniques are not mentioned in the book. It depends on the teachers. So, it would be better to mention the methods and techniques while teaching 'Expanding Horizons in English.'

## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

This is the most important chapter of the present research work. This chapter consists of all the things in a nutshell on the basis of objectives of the study. It deals with the findings and recommendations related to the present study.

#### **4.1. Findings**

From the analysis and interpretation of the data, the findings of the present study are summarized as below:

##### **4.1.1 To examine the quality of 'Expanding Horizons in English' in terms of researcher's view.**

###### **A. Peripheral Features :**

###### **Weak Points**

- i. Loose binding
- ii. Low paper quality.
- iii. The price of book is a bit expensive.
- iv. Setting is not accurate.
- v. A bit bigger size.

###### **Strong Points**

- i. Plastic coated coverpage.
- ii. It focusses on two varieties of language skills, reading and writing.
- iii. Attractive cover page.
- iv. Attractive book.
- v. Blue colour as symbol of peace.
- vi. Familiar authors are given in the cover page.
- vii. International book number is given.

## **B. Academic Features :**

### **Weak Points**

- i. The space between words, sentences and paragraphs is small.
- ii. Supplementary materials are not given.
- iii. Teachers' guide is not available.
- iv. Lack of illustrations.
- v. Reference or bibliography is not given.

### **Strong Points**

- i. Objectives of the course study are clearly reflected according to the needs of the readers.
- ii. Vocabularies and glossaries are given in the end of lesson which is easy for learners to develop their reading habits of the learners.
- iii. Sufficient exercise are given.
- iv. The book contains authentic lessons.
- v. It increases the critical thinking and creative writing of the learners
- vi. The book focuses on the connection between reading and writing which helps the students to meet the demands of reading and writing for the Bachelor (B.Ed. Second Year) level students.
- vii. It includes different thematic categories such as humanities, human rights, religion, sports, civilization, science and technology, politics, war and peace, etc. which give the knowledge on different fields.
- viii. Most important aspects of this book are the integration of language skills like reading and writing.
- ix. It is based on the level of students. It can direct the learners to take the ideas of Foreign Culture, Hindu Culture, Politics, Environment, Human Rights, Science and Technology, Globalization, War and Peace, etc.



- x. It helps to enhance the students' horizons of knowledge through the reading of interdisciplinary text in English.
- xi. It makes the learners familiar with most part of world knowledge.

#### **4.1.2 To examine the quality of 'Expanding Horizons in English' in terms of students' view:**

##### **A. Peripheral Features**

###### **Weak Points**

- i. Loose binding
- ii. Bigger size.
- iii. Expensive.
- iv. Low paper quality.

###### **Strong Points**

- i. Colourful cover page.
- ii. Attractive book.
- iii. Reputed authors are given in the coverpage.

##### **B. Academic Features**

###### **Weak Points**

- i. The language is difficult.
- ii. Lack of workbook.
- iii. Glossaries are not given enough.
- iv. Less word meanings are given according to the text.

###### **Strong Points**

- i. Sufficient exercises.
- ii. Language is rhetoric, ironic and formal.
- iii. It gives more emphasis on reading and writing.
- iv. The units are suitable for the students though the students do hard work to find out the word meanings.
- v. The students become familiar with different thematic categories, e.g. humanity, human rights, war and peace, etc.

**4.1.3 To examine the quality of 'Expanding Horizons in English' in terms of teachers' view:**

**A. Peripheral Features**

**Weak Points**

- i. Loose binding
- ii. A bit bigger size
- iii. Low paper Quality

**Strong Points**

- i. Authentic texts
- ii. Affordable price
- iii. Portable
- iv. Attractive cover page
- v. Blue colour as a symbol of peace

**B. Academic Features**

**Weak Points**

- i. Lack of original text.
- ii. Not paper gradation.
- iii. The exercises are not of the same design and level of difficulties.

**Strong Points**

- i. Text from wide range of lives.
- ii. Authentic texts.
- iii. Enough exercises.
- iv. Texts from renown writers.
- v. Develops creativity

**4.2.1 Strengths of the the Textbook**

**A. Peripheral Features**

- i. The title of the book is suitable for the new generation.
- ii. Table of contents are given clearly.
- iv. The coverpage is attractive and durable.

- v. Introduction and author's views have been given clearly.
- vi. Printing of the materials of the textbook is legible.

### **B. Academic Features**

- i. Objectives of the course study are clearly reflected according to the needs of the readers.
- ii. Vocabularies and glossaries are given in the end of the lesson which is easy for learners to develop their reading habits.
- iii. Sufficient exercises are given.
- iv. The book contains authentic lessons.
- vi. It increases the critical thinking and creative writing of the learners.
- vii. The book focuses on the connection between reading and writing which help the students to meet the demands of reading and writing for the Bachelor (B.Ed. Second Year) level students.
- viii. It includes different thematic categories such as humanities, human rights, religion, sports, civilization, science and technology, politics, war and peace, etc. which give the knowledge on different fields.
- ix. Most important aspects of this book are the integration of language skills like reading and writing.
- x. It is based on the level of students.
- xi. It can direct the learners to take the ideas of Foreign Culture, Hind Culture, Politics, Environment, Human Rights, Science and Technology, Globalization, War and Peace, etc.
- xii. It helps to enhance the students' horizons of knowledge through the reading of interdisciplinary text in English.
- xiii. It makes the learners familiar with the most part of the world knowledge.
- xiv. The units are categorized into subunits that are easily understandable for the readers.
- xv. There are sufficient exercises given at the end of the lesson which are helpful enough for the readers.

- xvi. To increase the knowledge and comprehensive power of the readers, extra exercises which are beyond the text are given after each lesson which are very helpful for the learners.
- xvii. It has pointed out the time period and marks of each unit to be taught which is one of the best aspects of this book.

#### **4.2.2 Weaknesses of the Textbook**

##### **A. Peripheral Features**

- i. Loose binding
- ii. It is a bit expensive for the readers and learners with poor economical condition.
- iii) The size of the letters seems to be tiny.
- iv) The setting of each page and lesson in the textbook is not accurate.
- v) The references or the bibliography are not mentioned in this book.

##### **b. Academic Features**

- i) Language is a bit difficult to understand for the learners.
- ii) The book does not focus all the four language skills.
- iii) The book does not have audio and video cassettes.
- iv) Multiple choice questions are not mentioned in the book.
- v) Lack of illustrations.
- vi) There are no any students' workbooks.

#### **4.2. Recommendations**

On the basis of the findings from the analysis and interpretation, the researcher has made the following recommendations :

- a. The quality of paper used in the textbook should be good. The thick paper should be used.
- b. It should be better to put illustrations in the textbook.
- c. The price of the book is a bit unsuitable for the students who have poor economic status. So, it should be reduced a little.

- d. The size of the book seems large. So, the size needs to be reduced.
- e. The writers' biography should be included in each and every unit.
- f. Binding is poor. It should be strong.
- g. It would be better to keep the teaching materials like students' workbook, video, etc.
- h. It would be better to manage its setting.
- i. Teachers' guide and manuals should be distributed to the concern stakeholders.

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## APPENDIX: I

### Checklist for evaluating the English textbook 'Expanding Horizons in English'

S.N	Description	Best	Better	Good	Poor	Remarks
1.	Cover page		√			
2.	Size of book			√		
3.	Paper quality			√		
4.	Binding				√	
5.	Size of letters	Bigger	Big	Small √		
6.	Spaces between words, sentences and paragraph				√	
		<b>Cheap</b>	<b>Less Expensive</b>	<b>Expensive</b>	<b>More Expensive</b>	
7.	Price of the book			√		
8.	Original book's availability	Yes (√)	No			



9.	Introduction and the author's view			Not given	(given) ✓	
10.	Aims and objectives of the book.			(given) ✓	Not given	
11.	Introduction of table of contents			(given) ✓	Not given	
12.	Supplementary materials are used			Yes	No ✓	
13.	Teachers' guide is available			Yes	No ✓	
14.	Methodology and techniques			Mentioned	Not mentioned (✓)	
15.	Vocabulary list			(given) ✓	Not given	
16.	Index			(given)	Not given ✓	Not available

17.	Illustrations			(given)	Not given √	
18.	Layout and presentation			Clear √	Not clear	
19.	Reference or bibliography			(given)	Not given √	
20.	Workbook or exercise book			(given)	Not given √	

## **APPENDIX: II**

### **Name of the teachers who were involved in data collection**

<b>S.N.</b>	<b>Name of Teachers</b>	<b>Name of the Campus</b>	<b>District</b>	<b>Position</b>
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1.	Vasu Dev Karki	Surkhet Campus (Education)	Surkhet	Lecturer
2.	Lal Bahadur Rana	Surkhet Campus (Education)	Surkhet	Lecturer
3.	Hikmat Rawal	Banke Education Campus	Banke	Lecturer
4.	Rattan Raule	Dynamic Multiple Campus	Kohalpur, Banke	Lecturer
5.	Sreedhar Adhikari	Mid Western Multiple Campus	Banke, Nepalgunj	Lecturer
6.	Hari Prasad Tiwari	Mahendra Multiple Campus	Banke, Nepalgunj	Lecturer
7.	Thakur K.C.	Mahendra Multiple Campus	Banke, Nepalgunj	Lecturer

## APPENDIX : III

### List of Students

S.N.	Name of Campus	Number of Students
1.	Surkhet Campus (Education), Birendranagar, Surkhet	14
2.	Dynamic Campus, Kohalpur, Banke	14
3.	Banke Education Campus, Nepalgunj, Banke	14
4.	Mahendra Multiple Campus, Banke, Nepalgunj	14
5.	Bageswory Campus, Kohalpur, Banke	14
<b>Total</b>		<b>70</b>

## APPENDIX : IV

### List of Teachers

S.N.	Name of Campus	Number of Teachers
1.	Surkhet Campus (Education), Birendranagar, Surkhet	2

2.	Dynamic Campus, Kohalpur, Banke	1
3.	Banke Education Campus, Nepalgunj, Banke	1
4.	Mahendra Multiple Campus, Banke, Nepalgunj	2
5.	Mid Western Multiple Campus, Banke, Nepalgunj	1
<b>Total</b>		<b>7</b>

## **APPENDIX : V**

### **OPINIONNAIRES FOR THE TEACHERS**

The opinionnaires have been prepared to draw information/data for the research work entitled "Expanding Horizons in English" Eng. Education no. 322 (specialization) a course prescribed for the students of B.Ed. second year majoring in English. The research has been carried out under the supervision of **Mr. Nem Bahadur Shahi** of Surkhet Campus (Education). The researcher hopes that you will give authentic and reliable information.

**Researcher**

**Madan Raj Jaishi**

**Surkhet Campus (Education)**

**Name of Teacher : Lal Bahadur Rana**

**Campus : Surkhet Campus (Education)**

**Gender : Male**

**Academic Qualification : M.Ed.**

**Year of Experience : 6 years**

- 1. Do you think the title of the text book "Expanding Horizons in English" is suitable why or why not ?**

Ans : Well, the title of the textbook 'Expanding Horizons in English' is suitable, but I think that the title of the book could be better if it was 'Expanding Horizons of Knowledge in English' because the book aims to impart knowledge of different fields in English.

**2. Do you agree that the objective of English Education course no have been determined according to this book? Why? Why not?**

Ans : Yes, because it is a graduate level course and therefore begins with the code no. 322.

**3. Do you think the materials in the textbook are the relevant to real life of students? Why? Or why not?**

Ans : Yes, I think the course contents kept in the textbook are very relevant to the students' life. It has touched almost all the sphere of life including from philosophy to games and sports. Most important of all, it has followed content based interdisciplinary approach to language teaching which is the only way, as I think, to build up proficiency in English in the context of Nepal.

**4. What strong point do you seen in the text please point out the strength of the textbook.**

**a. Peripheral features**

- Affordable price
- Attractive cover page
- Blue colour as symbol of peace
- Portable

**b. Strength of academic features**

- Text from wide range of lives
- Authentic text
- Enough exercises
- Text from renowned writers



- Developed creativity

**5. What weak points do you see in the textbook? Point out them weakness of the textbook.**

**A peripheral features**

- Loose binding
- A bit bigger size
- Low paper quality

**B. academic features**

- There are number of essays written on the great works of literary figure. So, it is challenging to the teachers and more challenging to the students because we have to do double tasks. First, we have to present the original text and then only about the essays prescribed in the text.
- Not paper gradation.
- The exercises are not of the same design and level of the difficulties.

**6. Are the supplementary materials of the textbook sufficient? Why?**

Ans : There are not any supplementary materials ever found, let alone sufficiency.

**7. Do you agree this book is suitable for that level why or why not?**

Ans: Yes, because learners should face challenges then only they can learn.

**8. What do thing should be include in this book? Please give your opinion.**

Ans: Regarding to the text, themes have not any comments. However, my point is that it would have been if we had included. For example, the novel 'The Brothers Karamazov' rather than an essay on it.

## APPENDIX: VI

Teachers' opinion regarding to peripheral features of 'Expanding Horizons in English'.

S.N.	Item Number	1	2	3	4	5
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1.	The book early motivates the reader					
2.	Size, binding, lettering and space are appropriate					
3.	The cover page has been designated psychologically real?					
4.	The book specify the specific methods					
5.	The book must have contend model question					
6.	Size, paper quantity price					

1. Agree
2. Strongly agree
3. Disagree
4. Strongly disagree
5. Undecided

## APPENDIX: VII

Teacher's opinions regarding to the academic aspect of 'Expanding Horizons in English'.

S.N.	Item	1	2	3	4	5
7.	The book is prepared according to the objective of teaching English in B.Ed. second year					
8.	The book has other supported materials					
9.	The language used in the textbook to this B.Ed. second year in appropriate					
10.	The objectives are determined according to textbook.					
11.	The book focused on of language skill listening, speaking, reading and writing					
12.	The teaching materials are properly selected sequenced and graded					
13.	The book focuses communicative methods rather than lecture methods					
14.	The course seems teachable to this level					
15.	This book is suit according to New Nepal					

Thank you for your kind help.

**Researcher**

Madan Raj Jaishi

Surkhet Campus (Education)

**APPENDIX: VIII**

**OPINIONNAIRES FOR THE STUDENTS**

The opinionnaires have been prepared to draw information/data for the research work entitled "Expanding Horizons in English" Eng. Education no. 322 (specialization) a course prescribed for the students of B.Ed. second year majoring in English. The research has been carried out under the supervision of Mr. Nem Bahadur Shahi of Surkhet Campus (Education). The researcher hopes that you will give authentic and reliable information.

**Researcher**

**Madan Raj Jaishi**

**Surkhet Campus (Education)**

**Name of Student:**

**Campus:**

**Gender:**

**Academic Qualification:**

Please study the following statement about the peripheral and academic aspect of the textbook 'Expanding Horizons in English'. You are studying in B.Ed. second year. Please tick mark (√) 1 for agree, 2 for strongly agree, 3 for disagree, 4 for strongly disagree and 5 for undecided.

S.N.	Item Description	Students' opinions				
		1	2	3	4	5
1.	The cover page attractive and colourful					
2.	Size of the book is appropriate and portable.					
3.	The paper quality is good.					
4.	The price of the book is cheap for Nepalese students.					
5.	The book is available everywhere.					
6.	Illustrations in the textbook.					
7.	Contents are clearly presented.					
8.	The book contains authentic lessons.					
9.	The book contains communicative activities.					
10.	The book contains visual materials and illustrations.					
11.	The language used in the book is simple.					
12.	The book has an exercise book.					
13.	The book emphasizes on GT method.					
14.	The units are suitable for the students.					
15.	The book includes abbreviations and symbols.					
16.	The word meanings given at the end of the lessons are sufficient.					
17.	Vocabularies are suitable for this level.					
18.	The book contains listening, speaking, reading and writing skills.					
19.	The book is based on drills.					

20.	The language rhetoric, ironic and formal.					
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Thank you for your kind help.

**Researcher**

Madan Raj Jaishi

Surkhet Campus (Education)