

CHAPTER - ONE

INTRODUCTION

1.1 General Background

Language is 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. It is difficult to trace back the origin of language but it can be assumed that the development of language is as old as human race.

Language is a system of systems. It is defined as, "The system of human communication which consists of the structured arrangement of sounds into large units e.g. morphemes words, sentences, utterances." (Richards et al.1999,p.196). This shows that language is the system of human communication. Similarly, "Language is a voluntary vocal system of human communication."(Sthapit, 2002). Various scholars have tried to define language from one angle to another but all of the 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.

In the world, the English language is one among the languages which is widely accepted to be the most dominant language in the world. It has been used as an official language in many parts of the world which has been the second language of billions of people worldwide and has also been a medium of instruction. It is a master key to the storehouse of knowledge for all developing countries like Nepal. It is used in advertisement , in TV, radio, newspaper, signboard, even in all food items. In all schools and campuses, English is taught as a compulsory subject from grade one to bachelor's degree. So, nowadays it has become an indispensable vehicle to transmit a good modern civilization. It is a key to success. Without the proper knowledge of the English

language, we are unable to understand the innovation in the field of modern science and technology. In this sense, English is an important means to achieve success.

1.1.1 History of English Language Teaching in Nepal

English is an international language. It is also one of the dominant languages in 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. The place of English in Nepalese education is safe. English language teaching in Nepal has its own long history.

Regarding the history of English Language Teaching in Nepal, we can find that the English language was included in the curriculum with the foundation of Durbar High School in 1854 A.D. when the Rana Prime Minister Janga Bahadur Rana returned after visiting England. That school was basically meant for giving education to the children of the ruling families and their relatives. Later on the common people's children got an opportunity to study English. In the past, the English language was taught through literature and literature was taught through "GTM." It was thought that learning a language was to learn literary components.

When Tri- Chandra college was established in 1918 A.D. by Prime- Minister Chandra Shamsheer, the opportunity for learning English was given for all children formally or tentatively in higher education in Nepal. During the Rana's period, the education system of Nepal could not flourish well. Many Nepalese people were deprived of education. After the establishment of democracy in 1950 A.D., English language teaching spreaded and became more systematic. Many educational institutions were established throughout the nation.

1.1.2 A Brief Introduction of a Textbook

Simply, a textbook is used in the study of a particular subject or syllabus, usually contains an orderly presentation of the subject matter i.e. learning and teaching items. It is often accompanied by tests, exercises, and other instructional aids. It is designed as a written guide to the subject contents of a syllabus. It is an authorized material of teaching and learning process. In short, it is an integral part of an education system.

In other words, a textbook is a standard book for any particular branch of study. It is designed for classroom use and prepared carefully by experts in the field and equipped with the usual teaching devices. A true textbook is one specially prepared for the use of pupils and teachers in a school for a class.

Furthermore, we can say that the textbook is a very helpful device in teaching learning process. It can be a very useful helper in this process. However, the textbook should be used as a means not an end. It should never set a limit. It should be interesting to keep the students attention in learning.

A textbook provides the core materials for a course. It aims to provide as much as possible in one book and is designed which the learners necessarily use during a course. Such a book usually includes work on grammar, vocabulary, pronunciation, functions and the skills of reading, writing, listening and speaking. (Tomlinsons, 1998, p IX)

A textbook is a book that presents a body of knowledge in an organized and usually simplified manner for purposes. It can determine not only what will be taught but also how it will be taught. Although television and other new media are rivaling printed materials of communication, textbooks remain major resources of schools and colleges. "A textbook is used to refer to a course book which typically aims to cover all aspects of the language, and supplementary textbooks devoted to particular topics or skill areas" (Grant, 1987, p.2).

Textbook has obvious advantages for both teacher and students. Good textbooks often contain lively and interesting materials, they provide a sensible progression of language items clearly showing what has to be learnt so the students can revise grammar or functional points that they have been concentrating on.

(Harmer, 1997, p. 257)

In the modern sense and as commonly understood, the textbook is a learning instrument usually employed in schools and colleges to support program of instruction.

In conclusion, we can say that a textbook is a printed document which is designed on the basis of curriculum to achieve the aims and objectives specified and also to meet the present day need of students including all language skills and aspects. It is a type of instructional material which acts as an aid to the process of teaching and learning. So, the textbook is the prime means that supports the whole educational program.

1.1.3 Importance of a Textbook

The textbook is useful tool for effective and efficient teaching learning process. In academic circles, it is considered as an economical device for achieving the objectives of a particular syllabus. The textbook remains essential tool for preserving and diffusing the world's storehouse of knowledge and wisdom. It directs the way to achieve the objectives set out in the syllabus. It determines the subject matter and in many cases the methods of teaching also. It directs both the teachers and the learners by giving them proper direction of what they ought to do during lesson hours. A textbook is widely used at all levels. It provides a clear framework that teachers and students know where they are going and what is coming next so there is sense of structure and progress. In other words, textbook brings uniformity in examination.

Some jobs of textbooks have been summarized by Grant (1987, p. 119):

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

1.1.4 Use of Textbook for Teachers and Students

A good textbook is necessary for both teachers and students because it helps them in many ways. According to Grant (1987, p. 120) 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 them to identify the method of instruction 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 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.

1.1.5 Types of Textbook

Generally, textbook refers to the course book and supplementary book.

Textbook deals with a particular subject and used in formal education and gives instructions in a branch of learning. A textbook is also as a document, which reflects the objectives and teaching items sets in the syllabus.

Grant (1987) has classified the textbook into two broad categories and also distinguished between them. They are:-

1.1.5.1 Traditional Textbook

Generally, the traditional textbooks do not mean the textbook, which were basically 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.

They are designed for structural or grammatical syllabus. The traditional textbook tries to get students to learn the language as a system, the grammar. Thus, the traditional textbooks provide grammatical items for internalizing and using language accurately and fluently.

According to Grant (1987,p. 12) "Traditional textbooks try to get students to learn the language as a system, it hopes that they are thus equipped to use the language for their own purpose in any way they think it."

Furthermore, a teacher can use traditional textbooks without too much difficulty. The main problem with traditional textbooks is that students know the system of the language but they become incapable of using the language in real life situation.

So Grant (1987, p. 123) identified the following characteristics:

- They focus the students to learn the language as a system.
- They emphasize the forms, or patterns, of language more than the communicative functions of language.
- They tend to focus on reading and writing activities, rather than listening and speaking activities.
- They emphasize the importance of accuracy.
- They focus rather narrowly on a syllabus and examination.
- They are often attractive to some teachers because they seem easy to use and are highly examination oriented.

1.1.5.2 Communicative Textbook

Communicative textbook creates opportunities for the students to use the language as a sort of 'halfway house' in the classroom before using it in real life. The communicative textbook is based on the belief that a language is learned by using it and not by knowing its grammar. Different language skills, listening, speaking, reading and writing are learned only by listening, speaking, reading and writing. These textbooks are to enable the students to communicate. The teaching items selected for communicative textbooks are not the grammatical items. Thus, they give emphasis on communicative functions

(asking for information, making requests, introducing, apologizing, instructing, asking the way, greeting, giving reason, etc.) of language more than the grammar of language.

Grant (1987, p. 14) has mentioned the following characteristics of a communicative textbook:

-) 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 emphasize skills in using the language, not just the forms of language, and they are therefore activity based.
-) They usually have a good balance among the four language skills, but may 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 teachers' organizational abilities.
-) They emphasize fluency, not just accuracy.

1.1.6 Characteristics of a Good Textbook

A textbook is useful and most important material in the field of language teaching and learning process. It presents the body of knowledge in a systematic way. It contains different kinds of materials related to language skills. So, any textbook must be qualitative in the process of teaching and learning.

Therefore, a good textbook must have the following characteristics:

Content: A good textbook should contain the authentic materials in all teaching learning experiences. According to the age, level, interest and linguistic background of the learner, the textbook writer should design a textbook.

Form: The form of language should be appropriate and suitable in relation to its function e.g. 'offer' and 'request' form should have the terms. 'shall I?', 'would you?', 'could you?' or 'please, v₁+ obj.'

Function: A good textbook must have communicative functions like making request, offering, advising, apologizing, describing, asking the way, taking leave, etc.

Skills and Aspects: A good English textbook must have included four language skills listening, speaking, reading and writing properly. It should also introduce and use new vocabulary items in contexts clearly.

Illustration: A good textbook must have more illustrations, which encourage the learners to learn different activity. But the pictures, included in the textbook should be well drawn, attractive, realistic and adequate in number.

Exercise: A good textbook must have more exercise in each chapter or topic which encourages the learners to practice more at home and work in pairs and groups properly.

Likewise, a good English language textbook should mention good instructions to the teachers and students in each chapter or unit. In the same way, the quality of the paper and the printing should be good. The size of the textbook should be good, the binding should be durable, and it should be portable in size. Cover page of the book should be neither hard nor soft. Similarly, a good textbook should have good selection, gradation, and presentation of materials.

The characteristics of a good textbook can also be mentioned as follows:

1. The textbook should be prepared for the student in which materials are included by thinking the students level and interests.
2. The textbook should be prepared by collecting different scholar's experiences.
3. All necessary things should be collected together in textbook so that it can save the learner's time.
4. The materials, related to the subject in textbook, should be organized systematically.
5. Textbook should be prepared for teaching purpose.
6. Textbook should be prepared according to the sequences of subject matters.

1.1.7 Textbook Analysis

A textbook analysis is a fair academic commentary of a book. A textbook analysis must have two sides, i.e. criticism and praising 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 item to be emphasized is the discussion of its strengths and weaknesses, the analyst should be well known to the concerned book and should have considered knowledge of the respective discipline, so textbook analysis should be adopted as an integral part of our education system.

As we mentioned earlier, textbook analysis is a process of finding out strengths and weaknesses of a book. As we know, teaching learning process is based on textbook. So before using it in any academic program, it is to get better output otherwise it spoils whole teaching and learning process.

1.1.8 The Purposes of Textbook Analysis

The textbook analysis is the most important task. Without analyzing a textbook, no one can find out the strengths and weaknesses of a textbook. It is not a random and haphazard process instead it is a systematic one. Textbooks being used are designed and revised without any fixed criteria. So the textbook analysis is a dire need.

So a 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.

1.1.9.1 Objectives of the Course

The objectives of 'The Magic of Words' have been divided into general and specific objectives.

(i) General Objectives

The course has the following general objectives:

-) To broaden and enrich the knowledge of English language, literature and cultures.
-) To provide the students with skills in the use of English for academic and communicative purposes.

-) To give students sufficient practice in productive skills like paragraph writing, summary writing, imaginary descriptive and narrative writing and develop grammatical skill.
-) To develop the four language skills viz. listening, speaking, reading and writing in students.
-) To enhance students' ability in the core English or to develop students' competence in core English i.e., they should be able to use English for reading, writing, communication and research purposes.
-) To build up students' confidence for further studies of English literature.

(ii) Specific Objectives

The course has the following specific objectives.

-) To identify and express central ideas or theme of a poem, story and an essay.
-) To make them able to express their feelings, thoughts and opinions in the appropriate register of the English language both in speech and in writing.
-) To write the summary and justify the title of the story, poem and essay.
-) To describe the characters of a play.
-) To separate the differences between poem, story, drama and essay.
-) To identify and explain the meanings of certain keywords, phrases, sentences or paragraph according to their context.
-) To encourage students to learn word meanings from dictionaries.

[Sources: Higher Secondary Level Curriculum, 2001,p.9]

1.1.10 The Selected Textbook

To fulfil all the objectives, three textbooks have been prescribed as a compulsory subject for +2 level in grade XI that provide the reading materials,

writing exercises, structure and communicative competence that address to the general needs of the students. Among them, the concerned textbook 'The Magic of Words', an anthology of English poems, essays, dramas and stories form a course in English for the students at +2 level. It has been published by the curriculum of Higher Secondary Board, Sanothimi, Bhaktapur. It is provided thirty five percent (35%) marks and time weight age out of 100% for examination as well as class load. The book consists of six thematic units on different aspects. Each unit is divided into different chapters. In the first unit, the stories are mentioned which are related to the supernatural theme. In the second unit, the combination of stories, essays and poems are mentioned which are related to men, women and children. In the third unit, the combination of poems and essays are mentioned, which are related to ecology and environment. In the fourth unit, the combination of poems and essays are mentioned which are related to humour. In the fifth unit, a drama is mentioned which is related to identity, gender and ethnicity. In the sixth unit, the combination of poems, essays and story are mentioned which are related to life and death.

The textbook has clearly mentioned that language skills are introduced systematically throughout the book focusing particularly on reading, writing and speaking skills except listening skill. The book is also prepared for those who have keen interest and are now interested in expanding their knowledge and understanding in English language and literature. It tries to create an interest in both teachers and students and keep them active throughout the class. The objectives of this book are to improve the language skills of students and to meet the need of the learners. It has also tried to improve vocabulary power of the students. The lessons (poems, essays, dramas and stories) and the different kinds of exercises of the book as well as grammatical items will give the students enough opportunity for practicing different skills. It also improves students' creative writing, explanation and memory power.

If the students get a good guidance of the teacher, they may create poems, essays, dramas and stories or written form properly.

1.1.11 Framework for Textbook Analysis

To analyze a textbook, there must be a good framework which shows the criteria of analysis. A textbook analysis is a complex task. It is a systematic process but not a random and haphazard one. It is done on the basis of its physical and academic aspects. Grant (1987, p. 119) has provided us with three stage procedures of a text-book analysis or evaluation, these are initial evaluation detailed evaluation and in use evaluation.

(i) Initial Evaluation

Initial Evaluation refers to that kind of evaluation which we do quickly, a bird's eye view of it.

We often need to assess quickly whether a textbook is likely to be worth looking at more closely. We do not waste time. Therefore, in our initial evaluation, we want to filter out obviously unsuitable materials. However, we should try to avoid making judgments that are too hasty, particularly if the textbook appears to be rather unusual in its format (Grant 1987, p. 119).

Grant (1987, p. 119) has provided us with the CATALYST test to analyze a textbook perfectly. Each letter of CATALYST refers to the following criteria:

C - Is the textbook communicative?

A - Does it match with aims and objectives?

T - Is the course teachable?

A - Are the additional materials available?

L - Is the level of the book appropriate?

Y - Is your impression of course good?

S - Does it meet the interest of the students?

T - Has the course been tested or not?

(ii) Detailed Evaluation

This kind of evaluation is done by using the textbook in actual classroom. For this, some schools are selected and the prepared textbook is distributed to use by the respective teachers for examining and suggestion and feedback are collected from the respective teachers and the students. But it is not always possible because it requires a great deal of time and money. Therefore, teachers have to rely on their own judgment; they can do with the help of a questionnaire.

Grant (1987, p. 121) suggests us to apply three part questionnaires as:

- Does the course suit your students?
- Does it suit the teacher?
- Does it suit the syllabus and examination?

(iii) In-use Evaluation

This evaluation refers to that kind of evaluation which is done while using the textbook in the real classroom. It means even after selecting a textbook a constant evaluation or re-evaluation is desirable. It is the final evaluation of the textbook even if this kind of evaluation is continuous. This evaluation process should be continuous, even in situations where we do not plan for financial or other reasons to replace the textbook for some time. Grant (1987, p. 122) says, "for it is only by constant evaluation that one can ensure that the teacher is the master and not the slave of the textbook."

Similarly, Harmer (2001, p. 301) also provides us some criteria for textbook evaluation as follows:

- 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

The researcher will analyze 'The Magic of Words for Grade XI' on the basis of following criteria:

1.1.11.1 Physical Aspects

-) Outlook: Outlook refers to the layout of the textbook or outer part of the textbook, which should be attractive. The cover page of the textbook should be designed attractively with different colors.
-) Printing: Good printing not only makes a book attractive but also motivates the learners to read. So the printing of the textbook should be clear and easy to read. The size of the letters for topic and exercises, the top, bottom, left and right margins, the space between words and sentences, the ink, etc. come under this heading.
-) Paragraph organization: The paragraph of a textbook should be well organized following the principles of placement of topic sentence, coherence, cohesion, etc. Each paragraph should have a central idea. It should not be made too long.

-) Paper quality: A good textbook should have good quality of paper. It must have thick, colorful and bright paper so that the printing of one side should not come out on the other.
-) Binding: The binding quality of a textbook should be durable and standard because children use their textbooks not only for reading but also for playing. They are not aware of safe book keeping. Therefore, a good textbook should have a good strong binding. It gives book a long life.
-) Price: The price of the textbook should be suitable on the basis of the thickness, paper quality, theme included, outlook and target readers. The price must be reasonable neither low nor high.

1.1.11.2 Academic Aspects

Academic aspects refer to the subject matter of a textbook. It includes content, language exercise and organization which are described below.

a. 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 contents of the language textbook like four skills listening, speaking, reading, writing and language aspect such as pronunciation, vocabulary, grammar and communicative function.

b. Language

The language should be suitable according to the competence level of the learners. The language in the textbook should be correct, colloquial 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.

c. Exercise

Each textbook should have enough exercises to the learners to practice more. So there should be clear instruction for each exercise in the textbook for both teachers and students. A variety of exercises should encourage the learners to think and work individually, in pair as well as in group. The exercises should be suitable for student's cognitive and academic levels. This exercise should be for all the skills, and they should lead the students towards creativity so that they can use the language in real life.

Rubrics or instructions are very important, therefore they should be simple and clear. Vague instructions should not be given because they create confusion and the real meaning of the exercise is lost. Even the good exercises, in lack of clear instructions, become worthless.

d. Organization and presentation

A well-written textbook should organize four language skills: listening, speaking, reading and writing properly and clearly. The selected content should be appropriate to meet the set objectives. The selected content should be properly graded by following the maxims 'simple to complex,' or 'known to unknown' in its difficulties. There should be correlation between the nature of subject matter and presentation and there should be comprehensiveness.

1.2 Review of the Related Literature

A large number of textbooks are written and published every year but they are not good enough in the sense that they lack qualities of a good textbook. Even if the textbook is vital tool for teaching learning, only a very few researches have been carried out on textbook analysis. Some studies have been carried out under the Department of English Education. The research works which have been carried out in the related field of this study are mentioned below.

Lamichhane (1999) carried out a research work on the topic, "An Analysis of New English Textbook for Grade VIII." He found that the textbook was appropriate and was based on psycholinguistic principles.

Bhattarai (2001) made an attempt to evaluate the English Textbooks for Grade VI-X. He found that there were many inadequacies in the textbooks such as paper quality was low, coverage was dull, binding was weak, presentation of the material was poor and typing was done without consideration.

Dahal (2002) carried out a research on "English for Grade X: A Textbook Analysis" in terms of physical as well as academic aspects. His study showed the organization and presentation of the materials was good but the physical aspects of the book were not satisfactory.

Similarly, Ghimire (2003) carried out a research entitled "An Analysis of the Link English Course of PCL First Year and Grade Eleven." This research work was an attempt on analysis of the link English course in terms of its physical aspects as well as the adequacy of contents. Also an attempt was made to find out whether link English served as a course of linking the SLC English syllabus and the XI of the Higher Secondary level. He found that it served as a link between the S.L.C. and higher studies compulsory English curricular, the language is appropriate and helps to improve 'English in different language skills'.

Bohara (2004) carried out a research work on "A Descriptive Study on the English Textbook for Grade One." The objectives of this study was to analyze the new English textbook for grade one in terms of vocabulary items, sentence types and verb pattern scheme, language functions, illustrations, language skills, materials and physical aspects. He found that there were 217 vocabulary items, the representation of different word classes was found in the textbook and only the cardinal numbers were found in the textbook.

Likewise, Dawadi (2004) carried out the research on "Analysis of Grade Seven English Textbook." The objective of her study was to analyze the textbook in terms of its physical as well as academic aspect. She came to the conclusion

that the textbook was appropriate. It contained the communicative activities to some extent.

Poudel (2005) carried out the research on "An Analysis of English Textbook for Grade VI." The objectives of his research work were to analyze the textbook in terms of its physical as well as academic aspect. He came to the conclusion that the textbook was appropriate in size. The subject matter, organization and presentation of the materials, language, illustration and exercises were appropriate too.

K.C. (2005) carried out the research on "An Analysis of the New English Textbook for Grade IX." The objective of his research work was to analyze the textbook in terms of its physical and academic aspect. He found that the size of the book was appropriate but the cover of the page was not good. The paper quality, printing, distribution of units/lessons, exercises, language, contents and illustrations were appropriate.

Adhikari (2006) carried out a research on "Analyzing Language in Optional English Textbook for Grade X: From Cultural and Gender Perspectives" and found that the language used in that book showed cultural biasness and gender biasness which could bring adverse effect on language teaching and learning.

Dawadi (2007) carried out research work on the topic "Analysis of New Headway Intermediate Students' Book for PCL First Year." He found that the textbook had more communicative activities and there was integration of all four-language skills. The presentation of language structure was good to use language correctly. Everyday English was also introduced in some extent.

Wasti (2007) carried out a research on "Academic Analysis of the New Headway English for PCL First Year." The objective of her research was to analyze the textbook in term of its physical as well as academic aspects. She came to the conclusion that the textbook was appropriate in size, illustration, listening, speaking, reading and writing materials. The textual language fitted the mental level of the students. The textbook contained the communicative activities to some extent.

Eventhough the studies mentioned above are related to textbook analysis, no research has yet been carried out to analyze 'The Magic of Words' a course for grade XI. Therefore, the researcher made on attempt to analyze 'The Magic of Words' course on the basis of its physical and academic aspects.

1.3 Objectives of the Study

The objectives of this research were as follows:

- (i) To analyze 'The Magic of Words' for Grade XI in terms of physical aspects i.e. size of the textbook, printing, binding, paper quality, paragraph organization, cover page and price.
- (ii) To analyze 'The Magic of Words' in terms of academic aspects i.e. content, language, exercise and organization and presentation.
- (iii) To point out some pedagogical implications of the findings of the study.

1.4 Significance of the Study

Textbook analysis is an academic and beneficial activity which provides various facts and figures to be significant to the teachers, textbook writers, curriculum designers, authors, researchers, trainers and all the interested people who are directly or indirectly involved in the field of English language teaching. They will get benefit from this study.

CHAPTER - TWO

METHODOLOGY

This chapter deals with the description and design of the plans and procedures of the study, which were carried out by the researcher to attempt the set objectives of the study. The study was completed by using the following methodology.

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

As the primary sources of data collection, the researcher contacted the course teachers and collected the responses on the basis of questionnaire.

2.1.2 Secondary Sources

The H.S.E.B. syllabus for grade XI, 'The Magic of Words' itself, Higher secondary English curriculum, previous theses and other materials such as NELTA journal (2005) were the sources of secondary data.

2.2 The Sample and the Sampling Procedure

The sample of the study consisted of 80 subject teachers who were teaching in Higher Secondary Classes of Morang district and who had at least one-year teaching experience on the subject. They were selected through judgmental sampling procedure from Twenty different campuses of Morang district. Four teachers were taken from each campus.

Table: 1

Working Experience and Qualification of the Sample

Working Experiences	Qualification		Total
	M.Ed.	M.A.	
0-2 years	10	5	15
3-5 years	9	11	20
6-8 years	15	10	25
9-11 years	5	2	7
12-14 years	3	4	7
15-17 years	2	4	6
Total	44	36	80

(Source: Field Survey, 2007)

2.3 Tools for Data Collection

The most important tools to collect the data for this study were questionnaires for the teachers of plus two (+2) campuses. A set of closed-ended questionnaire was developed for the teachers of plus two (+2) campuses. At the end of closed-ended questions, sufficient blank space was provided and they were requested to express their own response for the improvement of the textbook (see Appendix B).

2.4 Process of Data Collection

At first the researcher studied the whole textbook in detail and made some observations in terms of its physical and academic aspects. And then the researcher designed a set of questionnaire for eighty teachers. And the teachers were requested to tick the best alternatives among four. At the end of the closed-ended questionnaire, the respondents were requested to write some suggestions for the improvement of the textbook. He distributed the questionnaire to the teacher personally and collected them.

2.5 Limitations of the Study

The study had the following limitations:

-) The study was limited to the textbook 'The Magic of Words' for grade XI.
-) The population of the study was limited to only eighty teachers who were teaching in different plus two (+2) campuses of Morang district.
-) The study was limited to the analysis physical and academic qualities of the textbook.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

This chapter is the main part of the research, which deals with the analysis, and interpretation of the data collected from primary sources. Having collected the questionnaire, the researcher has tabulated the information.

For making the study more effective and convenient, this chapter is divided into three parts. The first part of this chapter deals with the analysis and interpretation of the teachers' responses about the qualities of the textbook in terms of its physical and academic aspects. The responses are calculated with the help of percentage of the total number of teachers and shown in the table.

The second part of this chapter deals with the general opinion expressed by the teacher on the qualities of the textbook in which the major strengths and weaknesses of the textbook are included.

The third part of this chapter deals with the analysis of the textbook from the researcher's view on the qualities of the textbook in which the major strengths and weaknesses of the textbook are included.

3.1 Analyses and Interpretation of the Teachers' Responses on the Qualities of the Textbook

The teachers who are using the textbook 'The Magic of Words' as a teaching material, have better understanding of the qualities and appropriateness of the materials. Here, the qualities of the textbook are classified into two broad categories physical and academic aspects. The physical aspect of the textbook is its body or the physical part of book itself and the academic aspect is considered as its soul. In other words, physical aspect refers to the hardware and the academic aspect refers to the software. Similarly, physical aspect refers to the extrinsic quality of a textbook and the academic aspect refers to the intrinsic quality of a textbook.

3.1.1 Physical Aspect of the Textbook

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 size of textbook, cover page, printing, type size, binding and paper quality and the simple percentage method is applied to analyze the teachers' opinions expressed on the above aspects. There were altogether ten statements used for getting the opinions of the teachers on physical aspect by using the four point scale. This is presented as follows:

Table: 2

Teachers' Opinions on the Physical Aspect of the Textbook

S.N.	Statements	Responses			
		A	SA	D	SD
1.	The size of the textbook is appropriate for the students.	70%	20%	10%	0%
2.	The binding of the book is durable.	50%	0%	40%	10%
3.	The printing is neat and clean.	80%	10%	10%	0%
4.	The quality of paper is appropriate.	50%	0%	40%	10%
5.	The cover page is attractive.	30%	10%	50%	10%
6.	The book is convenient in handling and carrying.	90%	10%	0%	0%
7.	The book opens flat easily.	60%	20%	10%	10%
8.	The price of the book is very high.	10%	10%	70%	10%
9.	The paragraph in stories, poems and essays have been organized appropriately.	80%	10%	10%	0%
10.	The spacing between the words, lines, and paragraph is satisfactory.	80%	10%	10%	0%

Regarding the physical aspect, the above table shows that eighty percent (80%) of respondents have shown positive responses in it. Seventy percent (70%) of the respondents agreed that the size of the textbook is appropriate to the students of that level, fifty percent (50%) of the respondents agreed that the binding of this book is durable, eighty percent (80%) of the respondents agreed that the printing is neat and clean, fifty percent (50%) of the respondents agreed that the quality of the paper is appropriate, ninety percent (90%) of the respondents agreed that the book 'The Magic of Words' is convenient in handling and carrying, sixty percent (60%) of the respondents agreed that the book opens flat easily, eighty percent (80%) of the respondents agreed that the paragraph in stories, eighty percent (80%) of the respondents agreed that poems and essays have been organized appropriately. The spacing between the words, lines, and paragraph is satisfactory.

According to the respondents, the cover page of the book is not so good as only thirty percent (30%) of the respondents agreed that the cover page of the book is attractive. In the same way the price of the book is not found to be so high as only ten percent (10%) of the respondents agreed that the price of the book is very high.

3.1.2 Academic Aspects of the Textbook

The academic aspects of the textbook is an intrinsic quality of the textbook. It is like a soul. It was analyzed in terms of content, language, exercise, organization and presentation of the subject matter. 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 has analyzed the respondents' opinions or the response for each questionnaire in tabulated form in terms of percentage.

3.1.2.1 Content

Regarding the content aspects, the researcher used nine statements to find out the teachers' opinions, which are presented as follows:

Table: 3**The Teachers' Opinions on Content of the Textbook**

S.N.	Statements	Responses			
		A	SA	D	SD
1.	The content of this book is simple and easy to understand for the teachers and students.	90%	10%	0%	0%
2.	It is relevant and it gives up to date information.	50%	0%	50%	0%
3.	It contains enough listening and speaking communicative tasks.	30%	10%	40%	20%
4.	The reading texts are comprehensible for the students to encourage them to study.	50%	20%	20%	10%
5.	It contains enough reading and writing communicative tasks to achieve the goal of the curriculum.	30%	10%	50%	10%
6.	There is a review of previously learnt materials.	0%	0%	70%	30%
7.	All the poems, stories and essays are relevant to the student's real life.	30%	0%	50%	20%
8.	Some entertaining or fun activities are also included.	90%	10%	0%	0%
9.	It is drawn from the physical and social environment of the learners.	20%	0%	70%	10%

Regarding the content of academic aspect, the above table asserts that according to the respondents there are some good aspects of the textbook. Ninety percent (90%) of the respondents agreed that the content of this book is simple and easy to understand for the teachers and the students, fifty percent (50%) of the respondents agreed that it is relevant and it gives up to date

information, fifty percent (50%) of the respondents agreed that the reading texts are comprehensible for the students to encourage them to study, the subject matter gives new information to the learners and ninety percent (90%) of the respondents agreed that some entertaining or fun activities are also included.

Besides the above good points, according to the respondents, this book has some negative aspects too which the book does not contain enough listening and speaking communicative tasks as only thirty percent (30%) of the respondents agreed that it contained enough listening and speaking communicative task. There is no any review of previously learnt materials, some of the poems, stories and essays are not relevant to the students' real life, and they are not drawn from the physical and social environment of the learners as only twenty percent (20%) of the respondents agreed that they were drawn from the physical and social environment of the learners.

After the analysis it was found that the content is neither good nor bad, it is of average type.

3.1.2.2 Language

Regarding the language aspect, the researcher used eight statements to find out the teachers' opinions, which are presented as follows:

Table: 4

Teachers' Opinions on the Language of the Textbook

S.N.	Statements	Responses			
		A	SA	D	SD
1.	The language used in the textbook is simple and easy to understand.	60%	10%	20%	10%
2.	The vocabulary contained in the book is well selected.	60%	20%	10%	10%
3.	The language used in the textbook is helpful in all sectors, like office,	20%	10%	60%	10%

	business, industry, and media.				
4.	The vocabularies are easy to understand.	80%	10%	10%	0%
5.	The vocabularies are suitable and useable to other disciplines.	50%	10%	30%	10%
6.	The style and complexity of language used in the text is simple and colloquial.	40%	20%	30%	10%
7.	Language used in the book is free from errors.	70%	10%	10%	10%
8.	The structures used in the book are well selected.	80%	10%	0%	10%

Regarding the language, the above table asserts that there are some good aspects of the textbook. Most of the respondents have shown positive responses in it. Sixty percent (60%) of the respondents agreed that the style and complicity of language used in the textbook is simple and easy to understand, sixty percent (60%) of the respondents agreed that the vocabulary contained in the textbook is well selected, eighty percent (80%) of the respondents agreed that the vocabulary is easy to understand, and suitable and useable to other discipline, seventy percent (70%) of the respondents agreed that language used in the book is free from the errors and the structures used in the book are well selected.

Besides above good points, the respondents have also shown some negative aspects of the book such as: the language used in the book is not helpful in all sectors office, business, industry, media as only twenty percent (20%) of the respondents agreed that it is helpful in all sectors.

After the analysis, it was found that the language is selected well.

3.1.2.3 Exercise

Regarding the exercise, the researcher used eight statements to find out the teachers' opinions, which are presented as follows:

Table: 5**Teachers' Opinions on the Exercise of the Textbook**

S.N.	Statements	Responses			
		A	SA	D	SD
1.	Instructions given to the students on how to do the exercise are clear and simple.	80%	10%	10%	0%
2.	They are interesting for the students and help them to be creative learners.	60%	10%	20%	10%
3.	The exercises given in the course involve all the language skills and aspects.	20%	0%	50%	30%
4.	The learners can predict, guess and find a solution of the problem.	60%	10%	30%	0%
5.	The exercises are graded from simple to complex.	80%	10%	10%	0%
6.	The exercises are encouraging to the students to work in pairs and groups.	30%	10%	50%	10%
7.	There is uniformity of exercises in the textbooks.	40%	0%	50%	10%
8.	The exercises are suitable for the students' cognitive and academic levels.	50%	10%	30%	10%

Regarding the exercise, the above table presents that there are some good aspects of the textbook. Seventy percent (70%) of the respondents have shown positive responses to most of the statements. Eighty percent (80%) of the respondents agreed that instruction given to the students on how to do the exercise are clear and simple, sixty percent (60%) of the respondents agreed that they are interesting for the students and help them to be creative learners, sixty percent (60%) of the respondents agreed that the learners can predict, guess and find a solution to the problem, eighty percent (80%) of the

respondents agreed that the exercises are graded from simple to complex, and the exercises are suitable for the students' cognitive and academic levels.

Besides above good points, the respondents have also shown some negative aspects of the book such as: the exercises given in the course do not involve all the language skills and aspects as only twenty percent (20%) of the respondents agreed that they involved all language skills, the exercises are not encouraging to the students to work in pairs, groups as only thirty percent (30%) of the respondents agreed that they are encouraging to the student to work in pairs and groups, and there is no uniformity of exercises in the textbook as only forty percent (40%) of the respondents agreed that there is uniformity of exercise in the textbook.

After the analysis, it was found that the exercise have more positive quality than the negative ones.

3.1.2.4 Organization and Presentation

Regarding the organization and presentation, the researcher has used nine statements to find out the teachers' opinions, which are presented as follows:

Table: 6

Teachers' Opinions on the Organization and Presentation of the Textbook

S.N.	Statements	Responses			
		A	SA	D	SD
1.	The organization and presentation of the subject matter is clear and easy to understand.	70%	10%	10%	10%
2.	All the language skills are organized systematically that help the students to understand them easily.	40%	10%	10%	40%
3.	The selected content can help to fulfill the objective of the course.	50%	10%	30%	10%
4.	The presentation suits the nature of the	50%	20%	20%	10%

	content.				
5.	The selection and gradation of the materials are appropriate.	60%	10%	20%	10%
6.	The contents are divided into appropriate units and sub-units.	30%	30%	30%	10%
7.	There are glossary and notes in each part of the learning materials.	10%	90%	0%	0%
8.	There is development of summary for each part of the learning materials.	10%	10%	70%	10%
9.	The presentation of content is simple for teachers' to follow and use.	80%	10%	10%	0%

Regarding the organization and presentation, the above table shows that there are some good aspects of the textbook. Sixty percent (60%) of the respondents have shown positive responses to most of the statements. Seventy percent (70%) of the respondents agreed that the organization and the presentation of the subject matter is clear and easy to understand, fifty percent (50%) of the respondents agreed that the selected content can help to fulfill the objective of the textbook, fifty percent (50%) of the respondents agreed that the presentation suits the nature of the content, sixty percent (60%) of the respondents agreed that the selection and gradation of the materials are appropriate, eighty percent (80%) of the respondents agreed that the presentation of the content is simple for teachers to follow and use. Ninety percent (90%) of the respondents agreed strongly that there are glossary and notes in each part of learning materials.

Besides above mentioned positive points, there are some negative points such as: listening skill is not involved the contents are not divided into appropriate units and sub-units as only thirty percent (30%) of the respondents agreed that they are divided into appropriate units and sub-units, and there is not

development of summary for each part of learning materials as only ten percent (10%) of the respondents agreed that there is development of summary.

After the analysis, it was found that the organization and presentation is neither good nor bad, it is of average type.

3.2 General Opinion Expressed by the Teachers on the Qualities of the Textbook

To find out the general opinions of the teachers, regarding the strengths, weaknesses and suggestions for the improvement of the textbook, four open-ended questions were constructed and given to the respondents. Observing all the similar responses made by different respondents, the higher frequency responses were taken into consideration. The questions and the frequent responses are enlisted below.

3.2.1 The Strengths of this Book

The strengths of this textbook as mentioned by the teacher are as follows:

-) The book develops reading and writing skills in students.
-) The book helps the students to develop their skills for writing essays.
-) Presentation of prose and poetry is quite suitable which helps the students to develop their vocabulary and the knowledge of literature.
-) Course designers have selected all types of texts such as funny, suggestive, religious, spiritual, ironical.
-) The book is very light to carry.
-) The book attempts to develop both linguistic competence and cross-cultural background in learners by providing creative linguistic exercises as well as topics beyond Nepali culture.
-) The strengths of this textbook are its simple language and use of glossary and notes after each lesson.
-) The textbook provides the knowledge about supernatural aspects.

-) Exercises are based on the writing texts.
-) The book has strong binding and quality of paper.
-) Many texts are about environment, so content about life and death seems to be appropriate in place of some texts.

3.2.2 The Weaknesses of this Textbook

The weaknesses of this textbook, according to the responses of the teachers are as follows:

-) The lessons are not sequenced properly.
-) The language and vocabulary are not designed according to the students' previous background.
-) There is lack of modern concept.
-) There are unnecessary collection of supernatural stories.
-) The exercises in the text do not involve all the language skills and are not interesting.
-) There are no pre-reading activities in the book.
-) There are less practical lessons.
-) No pictures have been printed in the lessons.
-) The contents are difficult for the average students.

3.2.3 Additional Features of the Textbook

The respondents would like to see the following additional features:

-) If the content of this book were simple and easy to understand for the teachers and students, the given text would be relevant to the students' real life.
-) If the stories regarding 'love and life' and essays about recent issues were included, this book would be more interesting.

-) The humorous texts should be added.
-) Some pictures and symbols should be included for understanding.
-) Pronunciation key should be given.
-) Some Nepalese stories should be included in the course.

3.2.4 The Suggestions to Improve the Textbook

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

-) The textbook should be revised according to the change in time and concept.
-) There should be sufficient exercises in each lesson.
-) The exercises, given in the course, should involve all the skills and aspects.
-) Essays 'look at a teacup', and 'oops! How's that again?' need to be simplified in language.
-) The textbook should include some up to date lessons in different sections.
-) The stories and subject matters, related to the Nepalese background, should be selected.
-) Some more communicative activities should be included.

3.3 Analysis of the Textbook From the Researcher's Point of View

In this section after the analysis of teachers' observation of different aspects of the textbook the researcher tries to present the analysis of his own observation of different aspects of the textbook.

3.3.1 Physical Aspect

On the basis of researcher's observation, the strengths and weaknesses of the book are as follows:

(a) Strengths

-) The size of the textbook is appropriate for the students.
-) The book is convenient in handling and carrying.
-) The book opens flat easily.
-) The paragraph in stories, poems, and essays have been organized appropriately.
-) The spacing between the words, lines, and paragraph is satisfactory.
-) The quality of the paper is appropriate.

(b) Weaknesses

-) The binding of the book is not durable.
-) The cover page of the book is not attractive.

3.3.2 Academic Aspect

On the basis of researcher's observation, the strengths and weaknesses of the book regarding academic aspects are as follows:

3.3.2.1 The Content

After the deep study of the textbook, in terms of content, the researcher has found the following strong and weak aspects:

(i) Strengths

-) The content of this book is simple for the teachers and the students.
-) The reading texts are comprehensible for the students to encourage their study.
-) The subject matter gives new information to the learners.
-) Some entertaining or fun activities are also included.
-) It contains enough reading and writing skills to achieve the goal of the curriculum.

-) Both short and long reading texts are included in this course like poems, essays, stories, dramas.

(ii) Weaknesses

-) It does not contain enough listening and communicative tasks.
-) There is no review of previously learnt materials.
-) Some of the poems, stories and essays are not relevant to the student's real life. Like oops! How 's That Again?, Look at a Tea Cup, Concrete Cat and The Three Days Below.
-) The texts are not drawn from the physical and social environment of the learners.

3.3.2.2 Language

In terms of the language, the researcher has found the following strong and weak aspects.

(i) The Strengths

-) The vocabularies are easy to understand.
-) The language used in the textbook is simple and easy to understand, suitable and usable in other disciplines.
-) Language used in the textbook is free from errors.
-) The structures used in the textbook are well selected.
-) The book tries to introduce some new and technical vocabulary with their definitions.

E.g. Wash One's Hands off | renounce responsibility for

Pharmacy | Pharmacist's shop

Kimono | Long sashed Japanese gown

(ii) The weaknesses

-) The language used in the textbook is not helpful in all sectors like office, business, industry and media.

3.3.2.3 Exercise

The book consists of sixty-eight exercises. On the basis of language skills, the researcher has classified them into five categories: reading exercises, writing exercise, listening exercises, speaking exercises, and integrated exercises. Out of sixty-eight exercises their distribution in terms of language skills is as follows.

Table: 7

Distribution of the Language Skills

S.N.	Language Skills	Coverage (in %)
1.	Reading	8.82%
2.	Writing	29.41%
3.	Speaking	4.41%
4.	Integrated	57.35%

The above table shows that there is not equal distribution of exercises over different. Only 4.41 percent exercises focus on speaking, 8.82 percent exercises language skills focus on reading, 29.41 percent exercises emphasize on writing and 57.35% exercises focus on integrated skills. The integrated exercises are mainly found to be combining reading and writing.

(i) Strengths

-) Instruction given to the students on how to do the exercises are clear and simple.
-) They are interesting for the students and help them to be creative learners in writing essays, stories and poems.

-) The exercises are graded from simple to complex, like first reading and then writing.
-) The learners can predict, guess and find a solution of the problems.
-) The exercises are suitable for the students' cognitive and academic levels.

(ii) Weakness

-) The exercises given in the course do not involve all the language skills and aspects.
-) The exercises do not encourage the students to work in pairs, groups and find the reports.
-) There is no uniformity of exercises in different texts.
-) There are not enough examples in each exercise.

3.3.2.4 Organizations and Presentation

Regarding organization and presentation, besides the teachers' opinion, the researcher has tried to show the different strong and weak aspects of it as follows:

(i) Strengths

-) The organization and presentation of the subject matter is clear and easy to understand.
-) The presentation of content is simple for teachers to follow and use.
-) The selection and gradation of the materials are appropriate.
-) The selected content can help to fulfill the objectives of the textbook.
-) The presentation suits the nature of the content.
-) There are glossary and notes in each part of learning materials.

(ii) Weaknesses

-) Listening skills is not included.
-) There is no development of summary for each part of learning materials.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

Since the main objectives of this study was to analyze 'The Magic of Words' in terms of physical aspect and academic aspect, the following findings have been drawn:

4.1.1 Physical Aspects

The size of the textbook is appropriate. The bindings of the book is not strong enough. The printing is fairly clean no printing mistake has been found. The paper quality is neither good nor bad. The cover page of the book is not as attractive as it should be.

4.1.2 Academic Aspects

The findings regarding the academic aspects are given below:

4.1.2.1 Content

The content of the book is clear and easy to understand. It gives enough up to date information. Most of the reading texts are comprehensible for the students. Entertaining and fun activities are also included in the book. There is no review of previously learnt materials. Some of the poems, stories and essays are not relevant to the students' real life, and they are not drawn from the physical and social environment of the students.

4.1.2.2 Language

The language of the textbook is simple. Vocabulary used in the book is well selected. No errors are found in language and the structures used in the textbook are well selected.

4.1.2.3 Exercise

Instructions given to the students are clear. Exercises are interesting. The student can predict, guess and find a solution to the problem given in the

exercise. They cover all the language skills except listening which seems to be neglected. There is no balance of exercises over different language skills. There is no uniformity in number of exercises in different texts.

4.1.2.4 Organization and Presentation

The organization and presentation of the subject matter is clear. The presentation of content is simple for teachers to follow and use. The selection and gradation of most of the materials are appropriate. There are glossary and notes in each part of reading materials. There is no summary for each reading text. Listening skill is not involved.

4.2 Recommendations

Regarding the weakness of the book, for the improvement, the researcher would like to suggest in the following points.

-) The cover page of the book should be attractive to the learners.
-) The book should contain enough listening and speaking communicative tasks.
-) The language used in the textbook should be helpful in all sectors like office, business, industry and media.
-) The exercises given in the course should involve all the language skills and aspects.
-) The exercises should encourage the students to work in pairs, groups and find the reports.
-) There should be uniformity of exercises in different text.
-) There should be development of summary for each part learning materials.
-) Listening skill should be included.
-) There should be pictures, uses of icons or symbols in each part learning materials.
-) Example should be given in each text of the exercise.

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APPENDIX B
QUESTIONNAIRE
QUESTIONNAIRE FOR THE TEACHERS

Please study the statements carefully and tick () the appropriate options on the response column about The Magic of Words Textbook for Grade XI.. The fruitfulness of the study will depend on your unbiased and accurate responses.

Note: **A = Agree**
SA = Strongly Agree
D = Disagree
SD = Strongly Disagree

Name of the teacher:
Campus name:
Sex:

Qualification:
Experiences:
Training:

QUESTIONNAIRE FOR TEACHERS

1. ACADEMIC ASPECTS

A. Content

S.N.	Statements	Responses			
		A	SA	D	SD
1	The content of this book is simple and easy to understand for the teachers and students.				
2	It is relevant and it gives up to date information.				
3	It contains enough listening and speaking communicative tasks.				
4	The reading texts are comprehensible for the				

	students to encourage their study.				
5.	It contains enough reading and writing communicative tasks to achieve the goal of the curriculum.				
6	There is a review of previously learnt materials.				
7	All the poems, stories and essays are relevant to the student's real life.				
8	Some entertaining or fun activities are also included.				
9	It is drawn from the physical and social environment of the learners.				

B. Language: (Vocabulary and sentence structure)

S.N.	Statements	Responses			
		A	SA	D	SD
1	Language used in the textbook is simple and easy to understand.				
2	The vocabulary contained in the book is well selected.				
3	The language used in the textbook is helpful in all sectors, like office, business, industry, media.				
4	The vocabularies are easy to understand.				
5.	The vocabularies are suitable and useable to other disciplines.				
6	The style and complexity of language use in the text is simple and colloquial.				
7	Language used in the book is free from errors.				
8	The structures used in the book are well-selected.				

C. Exercises

S.N.	Statements	Responses			
		A	SA	D	SD
1	Instructions given to the students on how to do the exercise are clear and simple.				
2	They are interesting for the students and help them to be creative learners.				
3	The exercises given in the course involve all the language skills and aspects.				
4	The learners can predict, guess and find a solution of the problem.				
5.	The exercises are graded from simple to complex.				
6	The exercise are developed and distributed proportionately.				
7	The exercises are encouraging the students to work in pairs and groups.				
8	There is uniformity of exercises in the textbooks.				
9	The exercises are suitable for the students' cognitive and academic levels.				

D. Organization and presentation

S.N.	Statements	Responses			
		A	SA	D	SD
1	The organization and presentation of the subject matter is clear and easy to understand.				
2	All the language skills are organized systematically that help the students to understand them easily.				

3	The selected content can help to fulfill the objective of the course.				
4	The presentation suits the nature of content.				
5.	The selection and gradation of the materials are appropriate.				
6.	The contents are divided into appropriate units and sub-units.				
7	There is glossary and notes in each units				
8	There is development of summary for each part of learning materials.				
9	The presentation of content is simple for teachers to follow and use.				

2. PHYSICAL ASPECTS

S.N.	Statements	Responses			
		A	SA	D	SD
1	The size of the textbook is appropriate for the students.				
2	The binding of the book is durable.				
3	The printing is neat and clean				
4	The quality of paper is appropriate.				
5.	The cover page is attractive.				
6	The book is convenient in handling and carrying.				
7	The book opens flat easily.				
8	The price of the book is very high.				
9	The paragraph in stories, poems and essays has been organized appropriately.				
10	The spacing between the words, lines, and paragraph is satisfactory.				

Open-ended Questions

1. What are the strengths of this text book? Please mention them below.

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2. What are the weaknesses of this text book? Please mention them.

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3. What other additional features of "The magic of words" text book would you like see? Please mention below.

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4. What are your suggestions to improve the book please mention them.

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APPENDIX – A

Name of Teacher Respondents and their Respective Campuses

Campus	Name
1) Urlabari Multiple Campus	Shree Prasad Neupane
Urlabari	Kumar Pokhrel
	Santi Ram Timsina
	Bhesh Raj Lamichhane
2) Nepal Darshan H.S. School	Rudra Dahal
Urlabari	Hari Prasad Guragain
	Laxman Khanal
	Punya Prasad Dangal
3) Panchayat H. S. School	Tika Prasad Dangal
Pathari	Rajendra Bista
	Bhagi Prasad Rai
	Rudra Khadka
4) Public Higher Secondary School	Gopal Karki
Dhani Bani Gama	Hem Narayan Chaudhari
	Damodar Chaudhari
	Devi Subedi
5) Sungava H.S. School	Dorna Bahadur Bhandari
Urlabari	Jitendra Neupane
	Prem Prasad Upadhya
	Deuman Limbu
6) Sukuna Multiple Campus	Bashu Dev Dahal

Indrapur

Amrit Acharya

Prem Bhattarai

Mohan Jumbahamphe

7) Bhagawati H. S. School	Surendra Bhattarai
Belbari	Guru Prasad Adhikari
	Sankar Dewan
	Kedar Shrestha
8) Subijimor H.S. School	Tirtha Raj Acharya
Biratchock	Gobina Karki
	Bhakta Kiran Rai
	Bhagirath Giri
9) Annapurna H. S. School	Bhumi Raj Pyakurel
Pathari	Shekar Pokhrel
	Bhim Timsina
	Khem Raj Bhatta
10) Sajilal H.S. School	Bhupendra Adhikari
Salakpur	Sundar Bhudathoki
	Udhav Dangal
	Iran Rai
11) Morang Model H.S. School	Keshav Kumar Rai
Urlabari	Indra Prasad Neupane
	Ghanashyam Adhikari
	Dhananjaya Baskota
12) Janta H.S. School	Sunil Chaudhari
Haraicha	Laxmi Ghimire
	Lok Nath Basnet
	Suresh Guragain
13) Shree Sun Shine H.S. School	Krishna Acharya

Mangalbare

mahendra Timsina

Jivan Basnet

Dharma Neupane

14) Radhika H.S. School	Padam Shrestha
Urlabari	Rigbendra Tapa
	Prem Chandra Sapkota
	Prem Bhandari
15) Prativa H.S. School	Dilip Rai
Durgapuri	Mohan Nepal
	Ram Chandra Ghimire
	Yogendra Dahal
16) Bhagirath H.S. School	Kashi Ram Dahal
Sanischare	Bishnu Rai
	Lokendra Rijal
	Nabin Sapkota
17) Saraswati H.S. School	Purshu Ram Subedi
Itahara	Mohan Bhudathoki
	Gopal Khadka
	Chabbi Kafle
18) Laxmi H.S. School	Tej Bahadur Basnet
Laxmimarga	Prem Kumar Karki
	Prakash Koirala
	Gobinda Bhandari
19) Dhirnath H.S. School	Khagendra Koirala
Baluwhai	Jib Guragain
	Rakesh Basnet
	Man Kumar Limbu
20) Janasewa Multiple Campus	Chandika Parajuli

Ramailo

Dhiraj Sapkota

Yog Prasad Khanal

Ashis Niraula

APPENDIX B
QUESTIONNAIRE
QUESTIONNAIRE FOR THE TEACHERS

Please study the statements carefully and tick (ō) the appropriate options on the response column about The Magic of Words Textbook for Grade XI. The fruitfulness of the study will depend on your unbiased and accurate responses.

Note: **A = Agree**

SA = Strongly Agree

D = Disagree

SD = Strongly Disagree

Name of the teacher:

Qualification:

Campus name:

Experiences:

Sex:

Training:

QUESTIONNAIRE FOR TEACHERS

1. ACADEMIC ASPECTS

A. Content

S.N.	Statements	Responses			
		A	SA	D	SD
1	The content of this book is simple and easy to understand for the teachers and students.				
2	It is relevant and it gives up to date information.				
3	It contains enough listening and speaking communicative tasks.				

4	The reading texts are comprehensible for the students to encourage their study.				
5.	It contains enough reading and writing communicative tasks to achieve the goal of the curriculum.				
6	There is a review of previously learnt materials.				
7	All the poems, stories and essays are relevant to the student's real life.				
8	Some entertaining or fun activities are also included.				
9	It is drawn from the physical and social environment of the learners.				

B. Language: (Vocabulary and sentence structure)

S.N.	Statements	Responses			
		A	SA	D	SD
1	Language used in the textbook is simple and easy to understand.				
2	The vocabulary contained in the book is well selected.				
3	The language used in the textbook is helpful in all sectors, like office, business, industry, media.				
4	The vocabularies are easy to understand.				
5.	The vocabularies are suitable and useable to other disciplines.				
6	The style and complexity of language use in the text is simple and colloquial.				
7	Language used in the book is free from errors.				
8	The structures used in the book are well-selected.				

C. Exercises

S.N.	Statements	Responses			
		A	SA	D	SD
1	Instructions given to the students on how to do the exercise are clear and simple.				
2	They are interesting for the students and help them to be creative learners.				
3	The exercises given in the course involve all the language skills and aspects.				
4	The learners can predict, guess and find a solution of the problem.				
5	The exercises are graded from simple to complex.				
6	The exercises are encouraging the students to work in pairs and groups.				
7	There is uniformity of exercises in the textbooks.				
8	The exercises are suitable for the students' cognitive and academic levels.				

D. Organization and presentation

S.N.	Statements	Responses			
		A	SA	D	SD
1	The organization and presentation of the subject matter is clear and easy to understand.				
2	All the language skills are organized systematically that help the students to understand them easily.				
3	The selected content can help to fulfill the objective of the course.				

4	The presentation suits the nature of content.				
5.	The selection and gradation of the materials are appropriate.				
6.	The contents are divided into appropriate units and sub-units.				
7	There is glossary and notes in each units				
8	There is development of summary for each part of learning materials.				
9	The presentation of content is simple for teachers to follow and use.				

2. PHYSICAL ASPECTS

S.N.	Statements	Responses			
		A	SA	D	SD
1	The size of the textbook is appropriate for the students.				
2	The binding of the book is durable.				
3	The printing is neat and clean				
4	The quality of paper is appropriate.				
5.	The cover page is attractive.				
6	The book is convenient in handling and carrying.				
7	The book opens flat easily.				
8	The price of the book is very high.				
9	The paragraph in stories, poems and essays has been organized appropriately.				
10	The spacing between the words, lines, and paragraph is satisfactory.				

Open-ended Questions

1. What are the strengths of this text book? Please mention them below.

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2. What are the weaknesses of this text book? Please mention them.

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3. What other additional features of "The magic of words" text book would you like see? Please mention below.

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4. What are your suggestions to improve the book please mention them.

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APPENDIX – C

CONTENTS

UNIT ONE – STORIES OF THE SUPERNATURAL

The Recurring Dream

The Lost Doll

The House Call

Fear

The Loving Mother

UNIT TWO – MEN WOMEN AND CHILDREN

William Wordsworth

MY HEART LEAPS UP WHEN I BEHOLD

Barbara Holland

SPEAKING OF CHILDREN

Patrica Hampl

LOOK AT A TEACUP

Eudora Welty

A WORN PATH

Ernest Hemingway

THE THREE DAY BELOW

UNIT THREE : ECOLOGY AND ENVIRONMENT

W. Cowper

THE POPLAR FIELD

Isaac Asimov

THE NIGHTMARE LIFE WITHOUT FUEL

W.S. Merwin

UNCHOPPING A TREE

Mark Strand

KEEPING THINGS WHOLE

UNIT FOUR: HUMOUR

Dorthi Charles

CONCRETE CAT

Roger Rosenblatt

OOPS! HOW'S THAT AGAIN?

UNIT FIVE: IDENTITY, GENDER AND ETHNICITY

Rabindranath Tagore

MALINI

UNIT SIX: LIFE AND DEATH

Harold J. Morowitz

THE SIX MILLION DOLLAR MAN

Authur Guiterman

ON THE VANITY OF EARTHLY GREATNESS

John Didion

IN BED

Rudyard Kipling

THE GARDENER