

# **CHAPTER-ONE**

## **INTRODUCTION**

### **1.1 General Background**

Language is defined as a unique means of communication by which human being can share their ideas, feelings and thoughts. There are many languages in the world. Among them, English is regarded to be a global language. It is true that English is the first language for most of the people of Great Britain, Canada, USA and Australia. In Nepal, it is used as a foreign language. English was introduced in Nepal with the foundation of Durbar High School in 1854 A.D. It began to be used formally in higher education in Nepal after the opening of Tri-Chandra College in 1918 A.D.

Various factors are responsible for making English a global language. It plays a vital role in international communication and it is the only means of preventing us from isolation in the world. So it unfolds dark curtain of ignorance. English is also a medium of creative exploration and expression of the experience of life. So, English is a powerful means to achieve the end of development. It has a significant place in our education system. It is taught as a compulsory subject from primary to graduate level.

The National Education Policy Commission (1992) laid great emphasis on the improvement of the English language curriculum. Each discipline is guided by its curriculum, which is a set of planned and guided actions including the definition of teaching aims, contents, methods, textbooks. As we see in the definition of curriculum, textbooks are only supplementary part of the curriculum.

For the implementation of the school curriculum, textbooks play an important role in our education system. In the third world countries like Nepal, textbooks have been the only source of teaching/ learning materials. For most of the teachers, a textbook is the sole source for achieving the objectives of the curriculum due to the lack of other materials.

Textbooks play a vital role in achieving the objectives of the curriculum and have great importance in a country like Nepal where materials like TVs, films and computers are not available. Harmer (1991; 257) states:

A textbook has obvious advantages for both teachers and students. Good textbooks often contain lively and interesting materials; they provide a sensible progression of language items clearly showing what has been studied so that students can revise grammatical and functional points that they have been concentrating on.

Textbook is the main weapon while tackling a teaching/learning situation for most of us and especially for the third world countries. Most of the teachers in our country are not trained. They do not know how to handle teaching/ learning materials other than the textbooks. Besides, there is lack of additional materials that can be used instead of textbooks. From the examination point of view, textbooks bring uniformity. Hence, textbooks have a great importance in our context.

In a country where language learning depends solely on the textbook, language diversity among the children and teachers is very common and where teaching aids are rare there is a great need of a number of textbooks for the implementation of the curriculum and for the dissemination of knowledge.

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

In fact, the opening of Tri-chandra College in 1918 A.D. opened the formal teaching of English in Higher Education in Nepal. But during that period, the education system of Nepal was not good because many common people were deprived of education.

There were some reforms in the field of education after the establishment of democracy in 1950 A.D. but there was not seen any drastic change in English education. Then after the restoration of democracy in 1989 A.D. several efforts were made in the field of education. After that the National Education Commission (NEC) 1992 report and several meaningful efforts have laid great emphasis on introducing English as a compulsory subject in all schools of Nepal from the very beginning of school education.

In this regard, the government of Nepal has given priority to English language teaching in its education system. And the Higher Secondary English curriculum has been designed.

- ) To give a short remedial or link course as a kind of bridge or a refresher course between English at the secondary and Higher levels.
- ) To teach English for functional, academic and communicative purposes, and
- ) To provide students with interesting materials for information, knowledge, and pleasure.

## **1.2 Defining Curriculum, Syllabus and Course of Study**

### **1.2.1 Curriculum**

Curriculum is the foundation of textbook writing. Traditionally, curriculum was regarded as the subject matter taught to the students inside the classroom. In this regard, it was, thus, equated with the syllabus, but it is broadened with all round development of the children. It includes all the activities of the school, teachers and students. It guides the school and the teacher towards achieving the set goals. So, it is just like a backbone of teaching and learning process.

According to Vashish R.P. (2004; 37) "A Curriculum is an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice"

### **1.2.2 Syllabus**

Syllabus is a specific term which prescribes the content to be covered by a given course. It is just one part of the whole education programme. It simply refers to the total sub-part of curriculum which is concerned with a specification of what units will be taught. It forms only a small part of the total school programme.

### **1.2.3 Course of Study**

Course of study is a part of a syllabus and it is a series of lessons on a particular subject. It is a set of teaching materials.

## **1.3 Textbook**

Textbooks are said to be that kind of books that deal with a particular subject and used in formal education organized for formal instructions in a branch of knowledge. They are also seen as one of the

teaching materials used in classroom teaching. We can also define a textbook as a document that reflects the objectives and teaching items set in the syllabus. The term 'textbook' is defined in a number of different ways:

According to Sharma (1995: 2) "A textbook is a book used by the students and teachers for particular course of study in particular branch of knowledge." For him, the textbook is written in light of the prescribed curriculum and is taught in the classroom with the purpose of achieving set goals. Similarly, the Hornby (2000: 1343) defines the textbook as "a book that teaches a particular subject and that is used especially in schools and colleges."

Good (1959:567-68) defines a textbook as "...a book dealing with a definite subject of study, systematically arranged, intended for the use of a specified level of instruction and used as a principal source of study material for a given course."

Regarding the English language textbook, Grant (1987:12) says that "the textbook is used to refer to course book which typically aims to cover all aspects of the language and supplementary textbooks devoted to particular topics or skill areas".

On the basis of above definitions we can say that a textbook is a part of instruction of teaching learning activities which is designed on the basis of curriculum. It is a guide for the teacher and the backbone of the whole teaching and learning process.

### **1.3.1 Types of Textbooks**

"Textbooks, sometimes known as course books are so many and so varied that it is very difficult to make accurate generalizations about them" (Rai, 1998; 24).

Grant (1987) categorized textbooks under two very broad headings. They are:

### **a. Traditional Textbooks**

Traditional textbooks are those which assume that language learning is learning the grammar of the language. They get the students to learn the language as a system. So, they emphasize on grammar or language system. They assume that once the students learn the grammar of the language, then they will be able to use it in real life for their own purpose. According to Grant (1987; 13) traditional textbooks possess the following characteristics.

1. They tend to emphasize the forms of patterns of language (the grammar) more than the communicative functions of language, the jobs we do using it, for example, asking for information, making request, apologizing, asking the way etc.
2. They tend to focus on reading and writing activities, rather than listening and speaking.
3. They often make use of a great deal of L<sub>1</sub>.
4. They emphasize the importance of accuracy.
5. They tend to focus rather narrowly on a syllabus and examination.
6. They are often attractive to some teachers, because they seem easy to use and are highly examination oriented.

### **b. Communicative Textbooks**

Communicative textbooks put greater emphasis on developing communicative competence in the students. They are designed in such a way that all the four language skills are given equal importance. Grant

(1987: 14) mentions the following characteristics of communicative textbooks.

1. They emphasize the communicative functions of language the jobs people do using the language-not just the forms.
2. They try to reflect the students needs and interests.
3. They emphasize skills in using the language, not just the forms of language, and they are therefore activity based.
4. They usually have a good balance among the four language skills but may emphasize listening and speaking more than a traditional textbook does.
5. They tend to be very specific in their definition of aims.
6. Both content and methods reflect the authentic language of everyday life.
7. They encourage work in groups and pairs and therefore make heavier demands on teacher's organization abilities.
8. They emphasize fluency, not just accuracy. So, communicative textbooks are the demand of the day.

### **1.3.2 Importance of Textbook**

Textbook is very important for classroom interaction. It shows the way to achieve the objectives set out in the syllabus. Actually, it is an authentic source of knowledge for the teacher and students. It determines the subject matter and in many cases the methods of teaching also. It directs both to the teacher and students by giving them proper direction of what they ought to do during the lesson hours.

### **1.3.3 Characteristics of a Good Textbook**

According to Grant (1987: 18) there are three conditions that a textbook should satisfy. They are:

- a) It should suit the needs, interests and abilities of the students.
- b) It should suit for the teacher to use.
- c) The textbook must meet the needs of official public teaching syllabus or examinations.

#### **a) Suitable in terms of needs, interests and abilities of students**

Any textbook should be examined from the students' point of view, first of all, to see how far it contains the materials actually needed for them to reach their short-term and long-term goals. From the view point of language pedagogy, language skills, vocabulary, grammar, comprehension, communicative/ manipulative activities etc. should fulfill the learners' needs of learning the language in the restricted sense and using the language in a broader sense. Only such a textbook can satisfy the students' needs. Similarly, we need to see how far the textbook contains materials that interest the students. At this point we have to consider the materials contained in the book from psychological perspective. Does the content matter come from experience of the same age group of students in which it is to be implemented? Is it from the same or similar socio-cultural background of students? If it suits the background as such, does it make the content matter interesting for the learners? Does the book contain a variety of exercises that arouse curiosity and interest in learning? If we find satisfactory answers to such questions the book seems suitable according to the students' interest. To take into account the factor of ability, we should examine the textbook from the point of view of students' linguistic ability. Is the complexity of



language used in the textbook such that based upon their background linguistic foundation that the students can reach the level of complexity introduced in the book by means of the given exercises or not? Generally, the level of linguistic complexity should be "optimum" i.e. neither too simple which contribute nothing to the learners' new learning, nor too complex which is difficult for them to reach no matter whatever efforts they make. If the textbook satisfies the criteria of optimum difficulty level in terms of linguistic complexity, it will be suitable to their ability.

**b) Suitable for the teacher to use**

A textbook should be easily usable by the teacher. In addition to the content matter, if it has exercises, illustrations for the teacher and indications for the source of other supplementary materials, etc. it can be used more easily than a textbook containing only a collection of raw materials. Therefore, we need to consider these things in order to evaluate usability of textbooks. If it contains only the raw materials the teacher himself has to face the problems of designing the exercise and illustrations, finding out ways for using them, and where and how to obtain the supplementary materials/ information. This brings unnecessary burden for average teachers.

**c) Suitable to meet the needs of official syllabus or examinations**

Another requirement of a good textbook is that it should meet the needs of official syllabus or examinations. In the context where textbooks are prepared in a bureaucratic way perhaps this point is considered as the single criterion of textbook preparation and the book prepared as such automatically comes in accordance with the syllabus already designed by experts. In course of selecting a textbook, when a teacher has the syllabus at hand but no textbook coming from the "authentic" source, she/he is

going to pick up in accordance with the syllabus. If it contains the subject matter expected by the syllabus, it is generally preferable for selection.

### **1.3.4 The Role of English Language Textbook in Higher Secondary Level**

Each discipline is guided by its curriculum which is a set of planned and guided actions including aims, contents, methods, textbooks etc. Textbook is only supplementary part of curriculum. So, a textbook is written to help students to achieve the objectives of the course of study.

For the implementation of the school curriculum, textbooks play an important role in our education system. The teaching of English starts from the primary level. Especially, the teaching activities depend upon the textbooks, because they are easily available and widely used tools of education. So that importance of adopting a textbook is even great in the developing countries like Nepal where the textbooks are the main sources of teaching and learning process. But it is a great pity that most of the textbooks in our country are not good enough to meet the goals. They have some defects, even if they are not changed textbooks should be examined regularly. As Khaniya (2003: 2) states,

"It is important to consider that not all the prescribed texts are appropriate to achieve what they are intended for. It should also be accepted that some texts even after getting approval may not necessarily be adequate for intended purpose."

By this we clearly know that not all the textbooks are appropriate to achieve what they are intended for. It should also be accepted that some texts even after getting approval may not necessarily be adequate for intended purpose". By this we clearly know that all the textbooks

should be examined to find out whether the textbooks are appropriate for particular learning groups or not. Thus, textbook analysis is one part of major educational reform. As Khaniya (2007: 55) notes:

"One of the problems with the present set up of HSEB is that it has no provision for textbook development for grades 11 and 12. This is one reason for why textbooks for grades 11 and 12 not been developed by HSEB so far- All the textbooks being used at grades 11 and 12 were developed by private publishers and individuals based on the HSEB curriculum."

### **1.3.5 Importance of Textbook Analysis**

Textbook analysis plays an important role to reform educational system. At first the textbook should be well designed. After that it should be examined regularly because without analyzing textbooks, we can not find out the appropriateness of them. For this reason, textbooks need continuous examination. In our context, a textbook is not examined regularly after it is used in classroom.

A textbook can really be tested out in class. However, it would be impossible to try out all available textbooks in this way, and some kind of assessments has to be made. It may be better to use prepared material, or a series of textbooks brought into class to fulfill different purpose, particularly at higher levels. However, psychologically, a textbook is important to the students. It is something concrete that it gives a measure of progress and achievement as lessons are completed one by one, until finally the book is finished.

Having evaluated various textbooks and chosen one that seems to be suitable. Even a textbook is written for one nation and age-group cannot fit the needs and interests of other nation precisely.

Therefore, the quality of textbook depends upon the purpose for which such textbook is used. This should be the main criterion for text book development and selection. So, it is necessary that the reading texts are examined in light of the set objectives before they are prescribed for classroom teaching. Actually, textbook analysis is an important task. That is why, the analysis is a dire need in our country.

### **1.3.6 Theoretical Bases of Textbook Analysis**

Assessing a textbook means evaluating a textbook. Textbooks are written to achieve the objectives of the educational programme. The objectives specified are main guidelines for the textbook writers. There are three stages of a textbook evaluation known as "a three stage process." These stages made by Grant are initial, detailed and in use.

**i) Initial evaluation:** It is carried out after the book is prepared. It is done quickly. According to Grant (1987:27), the following criteria are measured in initial evaluation.

- ) Communicative? (Is it communicative?)
- ) Aim? (Is it suitable to achieve the set objectives?)
- ) Teachable? (Is it teachable?)
- ) Available-add-one? (Are additional material such as workbooks, materials available?)
- ) Level? (Is the level of the book appropriate?)
- ) Your impression? (What is your overall impression of the book?)
- ) Student interest? (Are students likely to find the book interesting?)

- ) Tried and tested? (Has the book been tried and tested in real classroom?)

## **ii) Detailed evaluation**

It refers to a trial evaluation. The textbook prepared is trialed in the real classroom. The book is distributed to the selected schools to be used by the respective teachers. This trial evaluation is done for a particular period. Suggestions and feedback are collected from the respective teachers and students. Then the book is revised considering all the suggestions and feedback obtained.

## **iii) In-use evaluation**

This is the final evaluation of the textbook although this kind of evaluation is continuous. If any suggestions and feedback are obtained, the book is improved by making required revisions.

## **b) Criteria for evaluating a textbook**

A textbook evaluation is carried out to measure the required features of it. Harmer (2001: 301) has proposed the following areas (criteria) for a textbook assessment.

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

) Cultural acceptability

) Usability

) Teacher's guide

Penny UR (1996: 186) has proposed the following criteria for course book assessment:

) Objectives explicitly laid out in an introduction and implementation in the material.

) Approach educationally and socially acceptable to the target community.

) Clear attractive layout, print, easy to read.

) Appropriate visual materials available.

) Interesting topics and tasks.

) Varied topics and tasks, so as to provide for different learner levels, learning style, interests etc.

) Clear instructions

) Systematic coverage of syllabus

) Content clearly organized and graded

) Plenty of authentic language

) Good pronunciation, explanation and practice.

) Fluency practice in all four language skills.

) Encourages learners to develop own learning strategies and to become independent in their learning.

) Adequate guidance for the teacher not too heavy preparation load.

) Audio cassettes

) Readily available locally

### **1.3.7 A Theoretical Framework for Textbook Analysis**

A textbook deals with a particular subject and used in formal education. It gives instructions in a branch of learning. Textbook is written on the basis of syllabus. It contains different kinds of materials related to the language skills. It provides new knowledge to the process of learning and teaching. Some qualities of a good textbook are:

#### **i) Objectives**

A textbook should be written on the basis of the objectives set in the curriculum. There should be clear reflection of the objectives and teaching items set in the curriculum of syllabus.

Khaniya (2003: 3) argues, "The quality of reading materials should be examined in light of the purpose for which such materials are used." It is clear that a good textbook always depends upon the objectives of the curriculum. Thus, it is the first quality of a good textbook.

#### **ii) Content**

A language textbook should contain all the items given in the course. It should contain authentic materials. It should be designed according to the age, level, interest and linguistic background of the learner.

#### **iii) Language**

Language items should be situationally appropriate in a language textbook. There should be well selected vocabularies and enough communicative activities. The structures should be well selected, graded and presented from the level of students.

#### **iv) Exercises**

The exercise of the textbook should encourage learners to work in pairs and groups. They should be adequate in number. They should help to develop language skills and their instruction for the teachers and students should be clear. They should be graded in terms of difficulty level in a systematic format.

#### **v) Illustrations**

The pictures in the textbook should be well drawn, attractive, realistic and adequate in number.

Besides these, a good textbook should contain instruction to the teachers and students. The printing paper quality should be good. Cover page should be attractive. The binding should be durable. Similarly, a good textbook has good selection, gradation and presentation of materials.

### **1.3.8 Aims of Teaching English at Higher Secondary Level**

The aims of teaching English at Higher Secondary School of Nepal are:

- a. To prepare students for further study at University and
- b. To prepare students for middle level management position in government and the private sector.

For these roles students will need a good understanding of both spoken and written English, because English is now considered the primary language for international communication and for communication with foreigners visiting Nepal. In order to meet these needs "Meanings into words" and "The Heritage of words" have been set as textbooks in the compulsory English curriculum for grade 12.



"Meanings into Words" is designed to increase students' fluency in spoken English while teaching them the necessary grammatical structures for communication.

"The Heritage of Word" is designed to help readers acquire sensitivity and involvement in the act of reading, and look at both the abstract and tangible aspects of life with insight and understanding.

### **1.3.9 Specific Objectives of Grade 12 English Textbooks**

The specific objectives of this course are:

1. To teach students language use and functions.
2. To enable them to establish a link between structure and meaning.
3. To provide them with more examples of language in context, and
4. To engage them in more fruitful reading.

### **1.3.10 General Objectives of "Meaning into Words"**

Meaning into Words has the following general objectives:

1. To develop students' four language skills i.e. listening, speaking, reading and writing.
2. To improve students communicative skills.
3. To develop student's critical thinking abilities.
4. To make the students creative
5. To teach students about the culture of other countries.
6. To make the language teaching and learning lively by using various types of teaching materials.

In order to fulfil these objectives students are introduced to the different language skills using a communicative method. This means that many new grammar points and structures are introduced using a listening

or reading passage, a written sample, a picture or a cartoon. After the students have been presented with the new language skills, they are given the opportunity to practice them in the areas of reading, writing, listening and speaking. This book introduces a lot of cultural information to the students. The cultural components come almost exclusively from the west especially Britain.

### **1.3.11 General Objectives of "The Heritage of Words"**

"The Heritage of Words" has the following general objectives:

1. To help the readers acquire sensitivity and involvement in the act of reading.
2. To look at both the abstract and tangible aspects of life with insight and understanding.
3. To help the readers work out a system of reference to knowledge that the texts represent.
4. To lead them to the world of information.

### **1.4 Literature Review**

Textbook is a document that reflects the objectives and teaching items set in the syllabus. It presents the body of knowledge in a systematic way. Graves (1996) has stated that the framework component of course development process is: needs, assessment, determining goals and objectives, conceptualizing context, selection and developing materials and activities and evaluation but most of the writers do not follow this process.

So far as the textbook analysis is concerned, there are some research works carried out under the supervision of the Department of English Language Education, T.U. Kirtipur. They are reviewed here:

Lamichhane (1999) carried out research work on the topic, "An analysis of new English for grade VII. He found that the textbook is appropriate and based on psycholinguistic principles. He found that the book does not contain all the contents of curriculum and the exercises are not sufficient. He analyzed speaking and writing skills presented in grade VII English textbook. He also studied the physical aspect of the textbook but other skills and aspects remained untouched.

Bhattarai (2001) evaluated the English textbooks for Grades VI-X. He has shown many defects of those textbooks such as dull covers, weak binding, inferior paper quality, unconsidered type size, poor materials presentation, less systematic and regular and careless in correction and editing.

Dahal (2002) carried out a research on the topic of English for grade X: "A Textbook Analysis". He has touched all aspects of the textbook for grade X. His research work shows that cover page design of the textbook is weak; the hand drawn pictures of the textbook do not classify abstract concepts; the textbook lacks drills and the textbook has not provided any model of postcard writing; questionnaire, bio-data, notices and advertisement although the curriculum has stated the students will be able to produce a variety of authentic text type.

Poudel (2004) carried out a research entitled "An Analysis of English Textbook for Grade VI, to analyze the textbook in terms of its physical and academic aspects and found that both physical and academic qualities of the textbook are satisfactory. They are according to the level of the students.

Dawadi (2004) carried out a research entitled "Analysis of Grade VII English Textbook" to examine physical and academic qualities and the relationship between the curriculum and the textbook. She found that

physical and academic qualities of the book are favourable and satisfactory and the relationship between the curriculum and the textbook is maintained.

Subedi (2005) carried out a research entitled "Analysis of Grade Eleven English" textbook "Meanings into Words" to find out the quality of "Meaning into Words" in terms of academic aspects. He found that the book contains more communicative activities. The content items provide new information to the students; there are no exercises for developing vocabulary power; content is graded from simple to complex format; exercises are graded in terms of difficulty level and the pictures in the book are relevant.

### **1.5 Objectives of the Study**

The objectives of the study are:

- i) To analyze the grade XII English textbook in terms of physical and academic aspects.
- ii) To point out whether the language materials used in the textbook are sufficient to meet the objectives set out in the curriculum for developing, focusing on reading and writing language skills.
- iii) To provide some suggestions for the improvement of the textbook.
- iv) To analyze the grade XII textbook in context to the upcoming changes due to be replaced by next book, soon to be introduced, because of the new context of grades 9-12 structure.

## **1.6 Significance of the Study**

Not any research has yet been carried out on the topic "A Textbook Analysis of Grade XII" in the Department of English Education. This study will be significant for all those who are directly or indirectly involved in teaching and learning activities. Mainly textbook writers, subject experts, curriculum designers, language trainers, and students will be benefited from the prescribed research. It is equally important to assess the suitability of the materials for language skills and effectiveness of the textbook.

## **CHAPTER-TWO**

### **METHODOLOGY**

#### **2.1 Introduction**

This chapter deals with the design of the plans and procedures of the study, which were carried out by the researcher to achieve the desired objectives of the study. The methodology adopted during the study is presented below:

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

In the process of this study, the data for the study were collected from both sources: primary and secondary.

##### **2.1.1 Primary Sources**

The primary sources of data were the responses made by the subject teachers and the subject experts through the written form of questionnaires.

##### **2.1.2 Secondary Sources**

The secondary sources of data were textbooks, curriculum, theses in the department, journals and other materials.

#### **2.2 Sample Population**

The sample population of the study consisted of 3 subject experts, twenty subject teachers who have at least a year of teaching experience in the +2 level in government school in Chitwan district they were selected using random sampling procedure.

#### **2.3 Tools for Data Collection**

In order to collect the data for this study two sets of questionnaire were prepared. The questionnaire for teachers includes 36 questions. The questionnaire for the subject experts includes 30 questions. The questionnaires are in the appendix A and B.

Each question consists of three point rating scale. At the end of each close-ended question sufficient blank space was provided and the respondents were requested to write their views for the improvement of the textbook.

## **2.4 Process of Data Collection**

In the process of data collection, the researcher studied the books "The Meanings into Words": Upper Intermediate and "The Heritage of Words" on the basis of physical aspects as well as the contents adequacy. The investigator personally visited selected Higher Secondary Schools and administered the questionnaires to the teachers who had at least a year of experience. The name of the schools and teachers are in the appendix C. Likewise, the names of the subject experts are included in appendix D. Teachers and subject experts were requested to tick the best alternatives on the three-point scales. The teachers and the subject experts were also requested to indicate the strong and weak aspects of the textbook and to provide their suggestions for their improvements. Then the collected data were tabulated, analyzed and presented.

## **2.5 Limitations of the Study**

The following were the limitations of the present study:

- a) The population of the study was limited to the selected +2 level English teachers who teach in different government +2 schools of Chitwan district and 3 subject experts.
- b) The study was limited to the textbook Compulsory English Book, Grade XII i.e. "Meanings into Words" and "The Heritage of Words."
- c) The study was limited in physical as well as academic quality of the textbook.
- d) The study was limited to the language skills used in the textbook, focusing on the reading and writing materials.

## **CHAPTER-THREE**

### **ANALYSIS AND INTERPRETATION**

#### **3. Introduction**

The research was an attempt to analyze the Higher Secondary Level English textbooks, "Meaning into Words" and "The Heritage of Words" for grade twelve of Nepal. As the methodology discussed in the previous chapter, indicated, the investigator collected the required data from 20 teachers and 3 experts. The questionnaire covered different aspects of the textbooks. The questionnaire related to the textbooks was particularly based on the objectives set in the curriculum.

The first part of this chapter deals with the observations of teachers about the textbooks. Such observations are based on the categorical responses and on the basis of percentage where above 80% is considered as very strong aspect, 60-80% is considered as good aspect 40%-60% is taken as neither good nor bad and below 40% is considered as very weak aspect.

The second part of this chapter deals with the description of the general opinions expressed by experts which includes major strengths and weaknesses of the textbook. Such opinions are also presented on the basis of percentage as mentioned above.

The third part of this chapter is a description of the general opinion of the researcher himself. The researcher himself looked into the textbooks keeping the theoretical framework in perspective textbook evaluation. Here, unit 8 from the book "Meanings into Words" and unit 2 from the "Heritage of Words" were selected for analysis.



### **3.1 Physical Aspects**

The grade 12 English textbook has been selected in line with Higher secondary English curriculum. It tries to create an interest in both teachers and students and keeps them active throughout the class. "Meanings into Words" and "The Heritage of Words" are offered under the compulsory English course.

The main objective of teaching Meaning into Words is to teach the grammatical structures required for the functional areas. The material was developed and selected in consultation with the English Subject Committee under HSEB (Higher Secondary Education Board). Except unit 16, all units from one to fifteen contain presentation and writing activities, and an extended piece of either reading or listening. At the end of each unit, there is language summary, which lists the main language points covered in the unit. Every unit is followed by an activities page, which contains two or three free activities. These activities combine and recycle language learnt in earlier units. In addition to the teacher's book meaning into words consists of:

Students' book

Workbook

Textbook

Cassette (Drills)

The format of the textbook is presented below:

Book: Meaning into Words

Upper-Intermediate Student's Book

Writers: Doff A., Jones C., and Michell K.

Publisher: Cambridge University Press, The Edinburgh building, Shatesburg Road, Cambridge CB22RU, U.K. But it is published in south Asia by foundation books 4764/2A, 23 Ansari Road Daryaganj New Delhi-110002

First Year Publication: 1998

Reprinted: 2000...

Binding: Side Stitching

Average margin:

Top: 0.08cm      bottom: 1.8cm

Printing: Cambridge University Press

Total Pages: 181

The another textbook the Heritage of Words has been edited by the professors Shree Dhar Lohani, Rameshwar Adhikari and Abhi Subedi of English at the Central Department of English, Tribhuvan University, Kirtipur,.

The objective of the book, The Heritage of Words; is to help readers acquire sensitivity and involvement in the abstract and tangible aspect of life with insight and understanding. The texts have been grouped under eight headings. This grouping is a heuristically productive device. It also helps readers work out a system of reference to knowledge that the texts represent.

The format of the textbook is presented as below:

Book: The Heritage of Words

Editors: Shreedhar Lohani, Rameshwar Adhikari and Abhi Subedi

Publisher: Ekata Books Distributors Pvt. Ltd. Thapathali, Kathmandu, Nepal.,

First year Publication: 1998

Reprinted: 1999,2001,2003.....

Price: NC 80

Total Unit: 8

Binding: Side stitching

Average margin:

Top: 1.6 cm          bottom: 2.2cm

Printing: Manoj Offset Press Pvt. Ltd.

Total pages: 178

### **3.1.1 Size of the Book**

The size of the book is very important for the readers to develop interest in reading (using the textbook). The book should be of appropriate size, portable and interesting to read. The size of the book "Meanings into Words" is 24 x 18.5 and thickness is 0.9 cm with 181 pages. The size of the book "The Heritage of Words" is 21.2×13.2 cm and the thickness is 0.8 cm with 178 pages.

### **3.1.2 Cover Page Design**

The cover page of the book is like a dress. It adds to the beauty of the book and is a source of attraction. The cover page of the book "Meanings into Words" is designed economically in red colour. The cover page is not hard. It is loose thick paper.

The book "The Heritage of Words" has the covering of different colours.

### **3.1.3 The Printing Quality and Front Style**

The printing quality of any textbook is very much important as it affects the vision of the readers as well as the interest in reading. Basically the type and size of the letters are more responsible to make the printing quality better. The quality of printing of both books is good and the size and type of letters are also appropriate for the level of students.

### **3.1.4 The Binding and the Paper Quality**

In fact, the binding and the quality of paper are very important factors as they ensure the durability of the textbook. Taking this fact into consideration, both of these books are side stitched and the quality of the paper is not so good. This is a defect in the textbook.

## **3.2 Academic Aspect of the Textbooks**

The academic aspect generally refers to the inner quality made up of logical and psychological factors such as the selection, gradation and presentation of materials in a proper way. It is like a soul and an intrinsic quality of the textbook. The academic aspect of the textbooks was analyzed in terms of context, language, exercise, materials organization and reading and writing materials. Academic aspects have been stressed in this study. For analyzing teacher's opinions, simple percentage method is applied here. Agree, disagree neither agree nor disagree.

### **3.2.1 Academic Aspect about the Textbook**

Under this academic aspects, different areas were focused. They were content, language, exercise, illustration and material organization which are systematically presented below:

**Table No. 1**  
**Responses of Subject Teachers on the Thematic Content of the**  
**Textbooks**

<b>S.N.</b>	<b>Statement</b>	<b>Agree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>
1.	The subject matter gives upto date information	75%	20%	5%
2.	The content items of the textbooks are appropriate to the students	80%	10%	10%
3.	The content of the textbooks are culturally appropriate	10%	75%	15%
4.	The contents are well organized	60%	25%	15%
5.	The contents are complete, natural and comprehensive	50%	40%	10%
6.	The presentation of the subject matter is easily understandable.	60%	25%	15%

This table refers to the fact that these textbooks are appropriate except some shortcomings. The main positive aspect of these textbooks is that the content items of the textbooks are appropriate to the students. The selection and gradation of learning materials is good and the presentation of the subject matter is easily understandable.

According to the respondents the main negative aspect of these textbooks is that the content items are not culturally appropriate. In this aspects 75% teachers show disagreement.

**Table No. 2**  
**Responses of Subject Teachers on the Language Used in the**  
**Textbooks**

S.N.	Statement	Agree	Disagree	Neither agree nor disagree
7	The books cover broad functional areas of language	95%	5%	-
8	The language items are presented communicatively	90%	-	10%
9	Both contents and activities reflect the authentic language of everyday life.	60%	20%	20%
10	The books present all the four language skills in an integrated way.	90%	10%	-
11	They enable the students to consolidate their knowledge of the language.	65%	15%	20%
12.	The language used in the textbooks fits students intellectual level.	60%	35%	5%

This table shows that the language used in the textbooks is favourable. It is appropriate to the situation. The textbooks enable the students to use language independently.

**Table No. 3**  
**Responses of the Subject Teachers on the Exercises Presented in the**  
**Textbooks**

S.N.	Statement	Agree	Disagree	Neither agree nor disagree
13.	The units in the textbooks follow the same format i.e. same type of reading and writing activities recur in the same order.	55%	30%	15%
14.	Exercises are sufficient in developing language skills and aspects	75%	15%	10%
15.	Instruction on how to do the exercise is clear	80%	15%	5%
16.	Students are interested to do all the exercises of the books.	25%	60%	15%
17.	The exercises are developed proportionately	60%	15%	25%

This table shows that the textbooks has many strong aspects regarding the exercises presented in them. The units in the textbooks follow the same format. Exercises are sufficient in developing language skills and aspects. The exercises are developed proportionately. The textbooks have one defect that is students are not interested to do all the exercises of the books.

**Table No. 4**

**Responses of the Subject Teachers on the Illustrations**

<b>S.N.</b>	<b>Statement</b>	<b>Agree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>
18	The pictures in the books are relevant and adequate in number.	55%	40%	5%
19	The pictures can motivate the students.	48%	35%	25%
20	All the symbols given in the books are appropriate.	45%	20%	35%
21	Pictures of the books encourage the students.	65%	25%	10%
22	The pictures are accurate and realistic.	30%	25%	45%

From the above table we can say that the pictures in the "Meaning into Words" are relevant and adequate in number and the pictures encourage the students.

The textbook has neither good nor bad aspects regarding illustrations i.e. the books can motivate the students, all the symbols given in the books are not appropriate.



**Table No. 5**  
**Responses of the Subject Teachers on Listening and Speaking**  
**Materials**

S.N.	Statement	Agree	Disagree	Neither agree nor disagree
23	Listening and speaking materials are quite satisfactory	70%	20%	10%
24	The recorded text has enough communicative activities	60%	30%	10%
25	The listening texts are easy to understand	40%	30%	30%
26	Cassettes are recommended and they are utilized	60%	30%	10%
27	There is more focus on listening and speaking practice	55%	30%	15%

This table shows that the textbooks have some strong aspects. They are quite satisfactory regarding listening and speaking materials; the recorded text has enough communicative activities, and the cassettes are recommended and they are utilized.

Similarly, regarding the listening and speaking materials there are some good and bad aspects.

**Table No. 6****Responses of the Subject Teachers on the Reading Materials**

<b>S.N.</b>	<b>Statement</b>	<b>Agree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>
28	The exercises given in the texts give adequate practice for developing reading skill	60%	20%	20%
29	The texts include real life reading skill such as reading for gist and reading for information	65%	20%	15%
30	Reading materials are comprehensible	60%	15%	25%
31	There is good connection between the reading texts and exercises	80%	5%	15%
32	They are interesting and appropriate	55%	10%	35%

Regarding the reading materials there are some strong aspects; they are: they give adequate practice for developing reading skill; they include real life reading skill; reading materials are comprehensible; and there is good connection between the reading texts and exercises.

**Table No. 7**

**Responses of the Subject Teachers on the Writing Materials**

<b>S.N.</b>	<b>Statement</b>	<b>Agree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>
33	Writing activities are interesting and appropriate to the students.	65%	15%	20%
34	The exercises given in the textbooks are adequate for developing writing skill.	40%	30%	30%
35	The texts test composition writing	60%	20%	20%
36	The materials for writing skill are sufficient to meet the objectives set out in the curriculum.	60%	25%	15%

This table shows that these books have some strong aspects regarding the writing materials. They are: writing activities are interesting and appropriate to the students; the texts test competence and the materials for writing skill are sufficient to meet the objectives set out in the curriculum. The exercises given in the textbooks give adequate for developing writing skill are neither good nor bad.

**3.3. Teachers' Opinion on the Qualities of Textbooks**

There was an open ended question in this section meant for seeking the general opinions of the teachers concerned. The frequency and responses to each question was calculated. Thus, only the responses with higher frequencies were taken into consideration. The following question was asked to collect the information about the textbooks from the teacher's side.

Please write your suggestions for the improvement of the textbooks, pointing out some strengths and weaknesses of the textbooks.

**The strengths of these textbooks:**

- ) These textbooks are student centered rather than teacher centered.
- ) They inspire the students for creating the variety of syntax and they increase the speaking as well as writing power of the students.
- ) They help to learn English culture.
- ) All four language skills are equally emphasized.
- ) Group works and pair works encourage students to speak English fluently.
- ) There is integration of the four language skills.
- ) They provide sufficient grammatical structures, reading passages and writing exercises.

**The weaknesses of the textbooks:**

- ) The books lack colourful pictures and illustrations.
- ) Some of the examples in exercises are without structures.
- ) All pictures and examples are related to the foreign countries.
- ) They are very difficult for the students of government aided school background.
- ) Most of the contexts are not culturally appropriate.
- ) Listening practices are not relevant to the Nepalese context.
- ) Pictures and diagrams are not very clear.

### **The suggestions for the improvement of the textbooks:**

- ) Reading texts and exercises should be related to Nepalese context.
- ) The units of these books should be reduced because there are too many units.
- ) In the final examination, there should be evaluation of listening and speaking. Certain marks should be allocated for it.
- ) There are mainly culture difficulties so clear cut cultural information should be provided to the teacher as well as students.
- ) Vocabulary should be provided at the end of the text.
- ) The pictures and examples should be related to our nationality.

### **3.4 Subject Experts' Perceptions**

Here, the researcher had also prepared some questions and asked them to respond to the questions in written form.

The following table shows the questions and responses made by the experts. Here the responses are presented in percentage.

**Table No. 8**  
**Responses Made by the Experts**

S.N.	Statement	Agree	Disagree	Neither agree nor disagree
1.	The contents are complete, natural and comprehensive	60%	30%	10%
2.	The presentation of the contents in the textbooks is logically sequenced and appropriate	65%	15%	20%
3.	The contents are applicable to everyday work	70%	20%	10%
4.	The contents of the textbooks are relevant to the students' needs and interests.	40%	40%	20%
5	The language used in the textbooks is colloquial	45	40	15%
6	The textbooks are well graded so that they give well-structured and systematic coverage of the language	60	30	10%
7	Both contents and activities reflect the authentic	35	60	5%

	language of everyday life			
8	They enable the students to consolidate their knowledge of the language	55%	40%	5%
9	The units in the textbooks follow the same format i.e. same type of reading and writing activities recur in the same order.	75%	25%	-%
10	There is uniformity in number of exercises in the textbooks.	20%	70%	10%
11	The exercises are developed proportionately	65%	30%	5%
12	The presentation of materials is simple for teachers and students	40%	45%	15%
13	There is variety in the selection of materials.	60%	30%	10%
14	The materials are culturally acceptable.		90%	10%
15	The reading materials help the students prepare for the exam.	70%	25%	5%
16	The reading exercises are sufficiently related to experience and interest of the students.	40%	55%	5%
17	The reading exercises given in the textbooks encourage the students' reading practices.	55%	40%	5%
18	The reading assignments are interesting and relevant to the students.	35%	65%	-
19	The reading exercises give enough assistance.	60%	30%	10%
20	There are good reading materials for thought and argument.	65%	20%	15%
21	The reading materials are suitable for the students and the classroom.	45%	40%	15%
22	The reading materials are in the right level of difficulty.	25%	65%	10%
23	The writing materials help the students prepare for the exams.	60%	35%	5%
24	The writing exercises lack in any real purpose.	30%	65%	5%
25	The writing exercises are sufficiently related to experience and interest of the students.	35%	55%	10%
26	The writing exercises encourage the students writing practices.	70%	25%	5%
27	The writing exercises give enough assistance.	60%	20%	20%
28	There are good writing materials for thought and argument.	55%	40%	5%
29	There is variety in vocabulary selection.	45%	55%	-
30	There is gradual introduction of new vocabulary item in the textbooks.	30%	65%	5%

This table shows that the textbooks have much more strong aspects than the weak aspects in the academic point of view.

### **3.5 General Opinions**

There was an open-ended question in this section meant for seeking the general opinions of the experts concerned. The frequency of responses to each question was calculated. Thus, only the responses with higher frequencies were taken into consideration. The following question was asked to collect the information about the textbooks.

Please write your suggestions for the improvement of the textbooks, pointing out some strengths and weaknesses of the textbooks.

The suggestions obtained from experts for the improvement of the textbooks can be summarized as follows:

- ) There should have some materials which are socially and culturally acceptable.
- ) Some of the lessons should be of Nepali writers and scholars.
- ) There should be equal distribution in exercises.
- ) There should be focus on the integrative development of four language skill.
- ) Some topics should be of modern science and technology.
- ) Varieties of materials should be included in the textbooks.

### **3.6 Researcher's Own Analysis of the Textbook**

Depending upon the theoretical framework for textbook evaluation one unit is selected from each of the books respectively "Meanings into Words-Upper intermediate" and "The Heritage of Words".

Unit 8 (Meaning Into Words)

Objectives:

### **3.6.1 Listening**

Listen to a story about an imaginary island, they reconstruct sentences from the story focusing on 'effect' verbs.

### **3.6.2 Speaking**

In groups, take part in conversations about a range of topics, based on an example.

### **3.6.3 Reading**

Read a short passage about the advantages and disadvantages of being unemployed, use structures to discuss the passage read sentences and match them together changing them to include the new structures.

### **3.6.4 Writing**

Write a paragraph on the basis of discussion, write a letter giving advice, make notes from the passage and write a summary

### **3.6.5 Content**

In this topic the researcher has analyzed different areas from unit 8 on the basis of the theoretical frame work of textbook analysis. The areas are presented below:

#### **a. Strong Aspects**

- ) The content is applicable to do everyday work using the effect verbs.
- ) The content items are organized well.
- ) Students can get knowledge of new structures.

#### **b. Weak Aspects**

- ) The listening text is too long to understand well.
- ) The reading game is not interesting.



### **3.6.6 Language**

#### **a. Strong Aspects**

- ) The instructions and examples of grammatical structure is clear.
- ) Students can work in groups to learn the text.
- ) All four language skills are presented in an integrated way.
- ) This unit presents the phrases used for giving advice about a course of action. These are ought to...../Ought not...../might as well...../There's no point in .....

#### **b. Weak Aspects**

The exercise 8.8 (Reading) entitled dishwashers is a bit difficult because there are some unfamiliar vocabularies.

### **3.6.7 Exercises**

#### **a. Strong Aspects**

The exercises are useful in developing language skills. The instruction is clear. Exercises are organized in a systematic format.

#### **b. Weak Aspects**

Some exercises of this unit are difficult for the students. For example the writing exercise of 8.8.

### **3.6.8 Illustrations**

#### **a. Strong Aspects**

The pictures encourage the students to solve the problems for example, the pictures of unit 8 (exercise 8.4) helps the students about using the phrases; ought to, ought not to, might as well or there's no point in.

- ) The pictures are interesting
- ) They encourage the learners to work in pairs and groups.

**b. Weak Aspects**

- ) Pictures are not culturally appropriate.
- ) Some pictures are difficult to describe.

**3.6.9 Unit 2 (The Heritage of Words)**

**Objectives**

- ) Lead the students to the world of information about mother earth and one's own native surroundings.
- ) To help the students acquire sensitivity and involvement in the act of reading and look at both the abstract and tangible aspects of life.

**a. Strong Aspects**

- ) The topics are contextual.
- ) The essays 'Two Long-term Problems', 'Too Many People and Too Few Trees' and 'Hurried Trip to Avoid a Bad Star' are related to Nepal which is more fruitful and students show their interest reading these passages.
- ) The poems, 'Full Fathom Five Thy Father Lies' and 'Traveling Through the Dark' are short but quite informative and interesting for the learners.
- ) The questions given in the text make students work hard and reread the passages and poems.

**b. Weak Aspects**

- ) Notes and References aren't sufficient.

) "Hurried Trip to Avoid a Bad Star" is mentioned in the essay once but the subject matter of the essay doesn't match on this topic.

### **3.7 Structure of the Textbooks:**

#### **Meanings into Words**

Upper-Intermediate

The Student's Book

Meanings into Words is an integrated course in General English. The Upper-Intermediate Course contains 15 units and provides materials for 80-100 classroom hours. The student's book contains 15 units, each providing between five and six classroom hours, plus a final revision unit.

Each unit contains presentation and practice materials, free oral practice and writing activities and an extended piece of either reading or listening.

At the end of each unit there is a language summary, which lists the main language points covered in the unit.

Every unit is followed by an activities page, which contains two or three free activities. These activities combine and recycle language learned in earlier units and in the intermediate course.

#### **The Workbook**

The workbook contains homework exercises which provide extra written practice of the main language points taught in the student's book.

#### **The Test Book**

The Test Book contains five short progress Tests (45-50 minutes each) and one longer. Final Achievement Test (100 minutes).

## **The Drill**

To be used in the language laboratory, the Drills give intensive manipulation practice of key structures introduced in the units.

### **Listening Materials**

The student's Book cassette

### **Contains**

- ) Listening presentation materials.
- ) Listening models for student interaction.
- ) Extended Listening comprehensive material.
- ) Recorded examples of practice materials.

### **Meanings into words**

### **Covers seven broad functional areas of language**

#### **Action**

This area consists of language used for talking about the desirability and possibility of action. Initiating action in oneself and other people, and commenting on one's own actions and the actions of other people.

#### **Description**

This area consists of language used for physical description of places, things and people, their appearance, their features, and their location.

#### **Personal Information**

This area consists of language used for giving information about yourself and other people.

## **Narration**

This area consists of language used for talking about past events, and telling stories in the past.

## **Past and Present**

This area consists of language used for relating the past and the present, present situations and their past origins, past events and their connection with the present, and actions and activities during the period 'up to now'.

## **Comparison**

This area consists of language used for comparing and evaluating, talking about similarities and differences, measuring differences and assessing advantages and disadvantages.

## **Explanation**

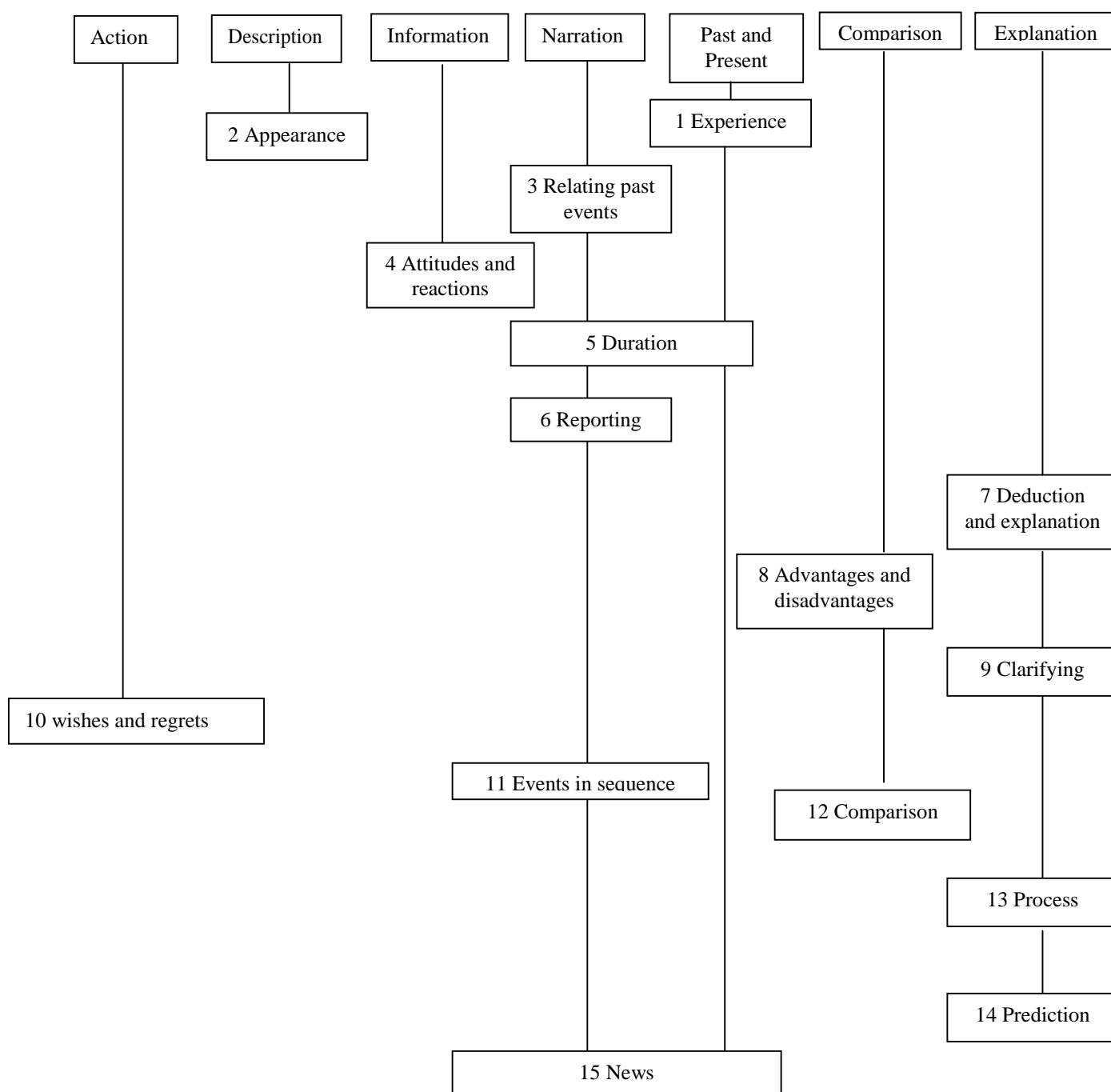
This area consists of language used for explaining things and speculating about things.

Each of these seven areas is divided into a number of units, which are arranged in such a way as to provide (as far as possible).

- ) a natural and logical progression
- ) an increasing level of difficulty throughout the course.
- ) maximum variety and motivation for the students.

**Table No. 9**

**Each General Area is Divided into Units in this Way**



"Meanings into Words" – Upper Intermediate Student's Book contains 16 units. Among 16 units, unit 1, 2, 3, 5, 6, 7, 8, 10, 11, 12, 13, 14 and 15 have 8 exercises but unit 4 and 9 carry 9 exercises. Unit 16 has 10

exercises. As a whole, the book contains 132 exercises and 15 activities exercises including listening, speaking, reading, writing and grammar.

### **3.7.1 Vocabulary**

Vocabulary is systematically taught when:

- 1 It is linked with important grammar exercise (eg. 'attitude' verbs and objectives reporting verbs).
- 2 It is linked with a major topic area (eg. names of facial features, character, adjectives).

Such vocabulary is specifically practiced both in the units and in workbook exercises.

Other identical vocabulary in exercises and reading and listening passages is intended to be dealt with in its natural context as it arises.

### **3.7.2 Pronunciation and Intonation**

The course does not include any formal teaching of pronunciation or intonation. However, students are given plenty of exposure to spoken English in the form of listening comprehension passages, listening models, recorded examples and the drills. It is assumed that teachers can deal with any particular pronunciation and intonation problems as they arise.

## **3.8 The Heritage of Words**

The Heritage of Words builds on the foundation laid by the Magic of Words. The passages have been grouped under eight headings. This grouping is a heuristically productive device. The texts cover a wide range of themes, but they introduce the themes not only as a matter of encyclopedic significance but also as a way of developing students sensitivity to look at various aspects of reality, art and letters.

## **Thematic Contents:**

### **Unit one: Love and reminiscence**

This unit motivates the students to read the dynamics of romantic love at platonic level love dipped in reverence for ones grandmother. Love for the bygone youthful days and feeling of loss in present.

### **Unit two: Ecology and Change**

This unit leads theme to the world of information. In this unit information about mother earth and one's own native surroundings, and the destiny of man and animal is charged with an intimate sense of awareness of the problem and the subject of ecology and change.

### **Unit Three: Humour and Growth**

This unit presents the stories through the eyes of two boys. In one, a boy very quietly looks at the world of grown-up people; whereas in the other a boy deepens his observation and at last-grows out of boyhood.

### **Unit Four: God and Man/ Religion**

This unit introduces the artistic mode of talking about God and The Creation.

### **Unit Five: Human Rights**

This unit introduces the most famous civil rights leader Martin Luther King's strong rhetoric about equal rights.

### **Unit Six: Women's Identity and Children**

This unit presents essays that deal with a range of issues pertaining to women's identity, the tensions and problems involved, and along with it the society's attitude to children.



## **Unit Seven: Crime and Confession**

This unit introduces the very well-known literary tales and themes which powerfully, albeit somewhat disturbingly, introduce the question of crime. But writers treat such archetypal crimes as textual themes in such a way that the criminal's psychology, as presented in the stories, assumes the significance of confession and purgation of sin.

## **Unit Eight: Playing with the text**

This unit introduces a very strong method of showing how successive texts are built up in the process of transfer and reinterpretation. The stories, by drawing the reader into the Magic of the inter and intra textual relationships, show the very texture of human culture as reflected through literary writings.

Each text is preceded by a short biography of the author and a short note about the text. It is followed by notes and references and exercises. The texts expect the students to use greater degree of imagination. The exercises open up more avenues for greater interaction between the students and the teachers.

### **3.9 Analysis of Reading and Writing Skills**

#### **a. Reading Skills**

When we see reading from the point of view of natural order, it is the third skill among the four language skills. It is understanding interpreting or making sense of a given text. The theory of teaching reading states that it should not be treated as an isolated skill. A good textbooks should lead to work in other areas including vocabulary development, speech work, summary work etc.

According to Parkinson (2002: 50) "in reading activities, the students follow series of activities, the student read (silently and aloud

speak and listen (in groups while some give a report) and write. They analyse synthesis, evaluate and create.

As Parkinson (2002: 53) notes, "Reading texts should help the students to be assessed on their ability to (1) understand information; (2) select what is relevant to specific purpose and collect information within and between texts; (3) appreciate the difference between facts, ideas and opinions; (4) recognize implicit meaning and activities; (5) evaluate information and detect bias; (6) appreciate a writer's use of language."

The numbers 1, 2 and 3 cover reading skills associated with reading comprehension of "Meanings into Words". The number 4,5, and 6 cover reading skills associated the reading texts of "The Heritage of Words".

The detailed study of the text of reading means the study of content, materials, words and phrases, and the study of grammar based on it. Students are expected to understand everything they read and be able to answer detailed vocabulary and the comprehensive questions. On the other hand, extensive reading means students should have a general understanding of the text without necessarily understanding every word. It encourages the students to read for pleasure and information. Students are examined whether they have understood the main features of the texts.

The textbook: "Meaning into Words" focuses on developing intensive type of reading since it emphasizes detailed study of the texts where the students study content, materials, words and phrases, and grammar as well.

The textbook 'The Heritage of Words' focuses on developing extensive type of reading.

The reading materials of Higher Secondary Compulsory English Grade XII are sufficient to meet the objectives set out in the curriculum. Some essays and stories are a bit higher than the level of the students.

### **b. Writing Skill**

The main objectives of teaching and writing are to enable the students to respond appropriately in writing and to consolidate their knowledge of the language. Writing is an advanced language skill in natural order. This skill requires the utilization of a special vocabulary and certain refinements of structures.

According to Parkinson (2002: 63) "The four purposes of writing (1) to inform, explain and describe, (2) to argue, persuade and instruct, (3) to explore, imagine and entertain, (4) to analyse, review and comment" These four purposes can be categorized no. 1 as informative no. 2 as argumentative, no. 3 as writing stories and no., 4 as a type of writing used for literature and media studies.

The book "Meaning Into Words" includes most of the writing exercises which are informative. Some exercises from this book are argumentative. The book 'The Heritage of Words' includes the writing exercises which are associated with writing stories and a type of writing used for literature and media studies. Those books have plenty of composition writing exercises.

## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

#### **4.1 Findings**

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

##### **a. Physical Aspects**

###### **i) Strengths of the Textbooks**

- 1) The cover design and colour is suitable.
- 2) The size of the books are appropriate.
- 3) The quality of printing of both books is good.

###### **ii) Weaknesses of the Textbooks**

- 1) The quality of the paper is not so good.
- 2) The books have weak binding

##### **b. Academic Aspects**

###### **i) Strengths of the Textbooks**

1. The distribution of reading and writing materials is found satisfactory.
2. Reading and writing materials are sufficient to meet the objectives set out in the curriculum.
3. The textbooks have been designed and published from the points of view of developing communicating skill on the basis of skill-based curriculum.
4. The contents are well organized, natural easily understandable, in simple to complex order.

5. They help to learn English culture.
6. The exercise and the pictures of the textbooks encourage students to work in pairs and groups.
7. The summary of language lists the main language points covered in the unit.
8. The exercises given at the end of each unit help to develop the students' imaginative and creative power.
9. Broad functional areas of language are covered.

## **ii) Weaknesses of the Textbooks**

1. The textbooks do not contain realistic (real-life) language and the materials do not represent the cultural values of Nepalese society.
2. Some of the units appear to be much above the linguistic competence of 12<sup>th</sup> graders.
3. The textbooks do not have enough personalized exercises, such as description of day-to-day activities and burning issues and other materials of their interest and need.
4. The textbooks lack pronunciation aspect of language which is very useful for all levels.
5. There are irrelevant chapters like 'A Story' and 'The Last Voyage of the Ghost Ship'
6. There are not sufficient pre-reading activities. Some reading texts are beyond the capacity of students' level.
7. Some of the pictures and illustrations in the texts are ambiguous and difficult to deal with them.

## **4.2 Recommendations**

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

1. The paper of the textbooks should be of good quality.
2. The textbooks should have good bindings.
3. The texts and activities in the teaching materials should reflect to the considerable extent, the life and culture of the Nepalese society.
4. The texts need revision or substitution with the materials containing sufficiency and suitability keeping in view the linguistic competence and the maturity level of students.
5. The textbook should have such exercises that students can get sufficient practice in using different language items in different everyday life-like situations.
6. The vocabulary aspect and pronunciation aspect should be introduced in the texts.
7. Irrelevant chapters like 'A Story' and 'The Last Voyage of the Ghost Ship' should be excluded from the books.
8. Pre-reading activities should be given.
9. The ambiguous pictures should be made clear.

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## **APPENDIX-A**

### **Questionnaire for Teachers**

Dear sir/ madam

I am a student of M.Ed. second year with Major English. I want to work on a research study on the analysis of textbook. A case of Higher Secondary Compulsory English grade XII. I humbly and respectfully present you a set of questionnaire for getting the information of Meanings Into Words and The Heritage of words. The fruitfulness of the study will depend on your unbiased and accurate responses. Your opinion will be collected only for the research study and you will be kept anonymously.

You are requested to give your opinions on each of following statements. Indicate your opinion by putting a tick mark on 'A' if you agree, on 'D' if you disagree and on 'N' if you neither agree nor disagree. You are requested to comment, if you are not agreed with the alternatives. Thank you for your cooperation.

Kulananda Bhusal

(Researcher)

## Questionnaire for Subject Teacher

Name: ..... Sex: .....

Name of Institution: .....

Qualification: ..... Experience: .....

Please go through the following statements carefully and put a ( ) tick mark on 'A' if you agree on 'D' if you disagree on 'N' if you neither agree nor disagree. You are requested to comment if you are not agreed with the alternatives.

### a) Content

1. The subject matter gives up to date information.

i)  A  D  N      ii) Comment if any .....

.....

2. The content items of the textbooks are appropriate to the students.

i)  A  D  N      ii) Comment if any .....

.....

3. The content of the textbooks are culturally appropriate.

i)  A  D  N      ii) Comment if any .....

.....

4. The contents are organized.

i)  A  D  N      ii) Comment if any .....

.....

5. The contents are complete natural and comprehensive.

i)  A  D  N      ii) Comment if any .....

.....

6. The presentation of the subject matter is easily understandable.

- i)  A  D  N                      ii) Comment if any .....
- .....

**b) Language**

7. The books cover broad functional areas of language.

- i)  A  D  N                      ii) Comment if any .....
- .....

8. The language items are presented communicatively.

- i)  A  D  N                      ii) Comment if any .....
- .....

9. Both contents and activities reflect the authentic language of everyday life.

- i)  A  D  N                      ii) Comment if any .....
- .....

10. The books present all the four language skills in an integrated way.

- i)  A  D  N                      ii) Comment if any .....
- .....

11. They enable the students to consolidate their knowledge of the language.

- i)  A  D  N                      ii) Comment if any .....
- .....

12. The language used in the textbooks fits students' intellectual level.

- i)  A  D  N                      ii) Comment if any .....
- .....

**C) Exercise**

13. The units in the textbooks follow the same format i.e. same type of reading and writing activities recur in the same order.

i)  A  D  N                      ii) Comment if any .....

.....

14. Exercises are sufficient in developing language skills and aspects.

i)  A  D  N                      ii) Comment if any .....

.....

15. Instruction on how to do the exercise is clear.

i)  A  D  N                      ii) Comment if any .....

.....

16. Students are interested to do all exercise of the books.

i)  A  D  N                      ii) Comment if any .....

.....

17. The exercises are developed proportionately.

i)  A  D  N                      ii) Comment if any .....

.....

**d) Illustrations**

18. The pictures in the books are relevant and adequate in number.

i)  A  D  N                      ii) Comment if any .....

.....

19. The pictures can motivate the students.

i)  A  D  N                      ii) Comment if any .....

.....

20. All the symbols given in the books are appropriate.

- i)  A  D  N      ii) Comment if any .....
- .....

21. Pictures of the books encourage the students.

- i)  A  D  N      ii) Comment if any .....
- .....

22. The pictures are accurate and realistic.

- i)  A  D  N      ii) Comment if any .....
- .....

**e) Listening and Speaking**

23. Listening and speaking materials are quite satisfactory.

- i)  A  D  N      ii) Comment if any .....
- .....

24. The recorded text has enough communicative activities.

- i)  A  D  N      ii) Comment if any .....
- .....

25. The listening texts are easy to understand.

- i)  A  D  N      ii) Comment if any .....
- .....

26. Cassettes are recommended and they are utilized.

- i)  A  D  N      ii) Comment if any .....
- .....

27. There is more focus on listening and speaking practice.

- i)  A  D  N      ii) Comment if any .....
- .....

**f) Reading materials**

28. The exercises given in the texts give adequate practice for the developing reading skill.

i)  A  D  N                      ii) Comment if any .....

.....

29. The texts include real-life reading skill such as reading for gist and reading for information.

i)  A  D  N                      ii) Comment if any .....

.....

30. Reading materials are comprehensible.

i)  A  D  N                      ii) Comment if any .....

.....

31. There is good connection between the reading texts and exercises.

i)  A  D  N                      ii) Comment if any .....

.....

32. They are interesting and appropriate.

i)  A  D  N                      ii) Comment if any .....

.....

**g) Writing materials**

33. Writing activities are interesting and appropriate to the students.

i)  A  D  N                      ii) Comment if any .....

.....

34. The exercises given in the textbooks are adequate for developing writing skill.

i)  A  D  N                      ii) Comment if any .....

.....

35. The text test composition writing.

i)  A  D  N                      ii) Comment if any .....

.....

36. Materials for writing skill are sufficient to meet the objectives set out in the curriculum.

i)  A  D  N                      ii) Comment if any .....

.....

37. Please write your suggestion for the improvement of the textbooks, pointing out some strengths and weaknesses.

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## **APPENDIX-B**

### **Questionnaire for Subject Experts**

Dear sir/ Madam

I am a student of M.Ed. second year with Major English. I want to work on a research study on the analysis of textbook. A case of Higher Secondary Compulsory English grade XII. I humbly and respectfully present you a set of questionnaire for getting the information of experience about meanings into words and The Heritage of Words. The fruitfulness of the study will depend on your unbiased and accurate responses. Your opinion will be collected only for the research study and you will be kept anonymously.

You are requested to give your opinions on each of following statements. Indicate your opinion by putting a ( ) tick mark on 'A' if you agree, on 'D' if you disagree and 'N' if you neither agree nor disagree. You are requested to comment, if you are not agreed with the alternatives.

Thank you for your cooperation.

Kulananda Bhusal

(Researcher)



## Questionnaire for Subject Experts

Name: ..... Sex: .....

Name of Institution: .....

Qualification: ..... Experience: .....

Please go through the following statements carefully and put a ( ) tick mark on 'A' if you agree on 'D' if you disagree on 'N' if you neither agree nor disagree. You are requested to comment if you are not agreed with the alternatives.

1. The contents are complete natural and comprehensive.

i)  A  D  N      ii) Comment if any .....

.....

2. The presentation of the contents in the textbooks are logically sequenced and appropriate.

i)  A  D  N      ii) Comment if any .....

.....

3. The contents are applicable to everyday work.

i)  A  D  N      ii) Comment if any .....

.....

4. The contents of textbook are relevant to the students' needs and interests.

i)  A  D  N      ii) Comment if any .....

.....

5. The language used in the textbooks is colloquial.

i)  A  D  N      ii) Comment if any .....

.....

6. The textbooks are well graded so that they give well structured and systematic coverage of the language.

i)  A  D  N      ii) Comment if any .....

7. Both contents and activities reflect the authentic language of the everyday life.

i)  A  D  N      ii) Comment if any .....

8. They enable the students to consolidate their knowledge of the language.

i)  A  D  N      ii) Comment if any .....

9. The units in the textbooks follow the same format i.e. same type of reading and writing activities recur in the same order.

i)  A  D  N      ii) Comment if any .....

10. There is uniformity in number of exercise in the textbooks.

i)  A  D  N      ii) Comment if any .....

11. The exercises are developed proportionately.

i)  A  D  N      ii) Comment if any .....

12. The presentation of materials is simple for teachers and students.

i)  A  D  N      ii) Comment if any .....

13. There is verity in the selection of materials.

i)  A  D  N                      ii) Comment if any .....

14. The materials are culturally acceptable.

i)  A  D  N                      ii) Comment if any .....

15. The reading materials help the students prepare for the exams.

i)  A  D  N                      ii) Comment if any .....

16. The reading exercises are sufficiently related to experience and interest of the students.

i)  A  D  N                      ii) Comment if any .....

17. The reading exercises given in the textbooks encourage the students reading practices.

i)  A  D  N                      ii) Comment if any .....

18. The reading assignments are interesting and relevant to the students.

i)  A  D  N                      ii) Comment if any .....

19. The reading exercises give enough assistance.

i)  A  D  N                      ii) Comment if any .....

20. There are good reading materials for thought and argument.

- i)  A  D  N      ii) Comment if any .....
- .....

21. The reading materials are suitable for the students and the classroom.

- i)  A  D  N      ii) Comment if any .....
- .....

22. The reading materials are in the right level of difficulty.

- i)  A  D  N      ii) Comment if any .....
- .....

23. The writing materials help the students prepare for exams.

- i)  A  D  N      ii) Comment if any .....
- .....

24. The writing exercises lack in any real purpose.

- i)  A  D  N      ii) Comment if any .....
- .....

25. The writing exercises are sufficiently related to experience and interest of the students.

- i)  A  D  N      ii) Comment if any .....
- .....

26. The writing exercises encourage the students writing practices.

- i)  A  D  N      ii) Comment if any .....
- .....

27. The writing exercises give the enough assistance.

- i)  A  D  N      ii) Comment if any .....
- .....

28. There are good writing materials for thought and argument.

i)  A  D  N                      ii) Comment if any .....

.....

29. There is variety in vocabulary selection.

i)  A  D  N                      ii) Comment if any .....

.....

30. There is gradual introduction of new vocabulary item in the textbooks.

i)  A  D  N                      ii) Comment if any .....

.....

31. Please write your suggestion for the improvement of the textbooks, pointing out strengths and weaknesses.

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## APPENDIX-C

The subject teachers who were asked to respond the questionnaire for collecting the data are presented below:

S.N.	Name of the teachers	Name of the institution	Experience (in years)	Qualification	Sex
1.	Punya Prasad Sharma	Annapurna H.S.S., Parbatipur	11	M.A./B.Ed.	Male
2.	Hari Sagar Bhandary	Amar H.S.S., Patihani	5	M.A.	Male
3.	Ramesh Adhikari	Arunodya H.S.S., Gitanagar	4	M.Ed.	Male
4.	Keshab Mohan Adhikari	Bhimnagar H.S.S., Bhimnagar	2	M.A.	Male
5.	Phadindra Bhusal	Prabhat H.S.S., Shukranagar	2	M.Ed.	Male
6.	Durga Prasad Kafle	Prabhat H.S.S., Shukranagar	3	M.Ed.	Male
7.	Dev Prasad Paudel	Someshwor H.S.S., Gardi	8	M.A.	Male
8.	Yam Prasad Pandey	Janaki H.S.S., Meghauri	4	M.Ed.	Male
9.	Hari Ram Ghimire	Janaki H.S.S., Meghauri	3	M.Ed.	Male
10.	Mitra Bhandu Chapagain	Adarsha H.S.S., Dibyangar	3	M.Ed.	Male
11.	Prajapati Sapkota	Adarsha H.S.S., Dibyangar	2	M.Ed.	Male
12.	Hari Pandey	Narayani Vidhya Mandir H.S.S., Shivnagar	4	M.Ed.	Male
13.	J.B. Gurung	Bishwo Prakash H.S.S., Managalpur	10	M.A.	Male
14.	Chandika Dawadi	Narayani H.S.S., Bharatpur	5	M.A.	Male
15.	Tara Dhakal	Chitwan H.S.S., Bharatpur	8	M.Ed.	Male
16.	Girendra Niwas Tripathi	Laxmi H.S.S., Bharatpur	4	M.A.	Male
17.	Shankar Gautam	Prembasti H.S.S., Prembasti	4	M.A.	Male
18.	Bimal Paudel	Prembasti H.S.S., Prembasti	3	M.A.	Male
19.	Yadav Sapkota	Balkumari H.S.S., Narayangarh	7	M.A./ B.Ed.	Male
20.	Gopal Paudel	Balkumari H.S.S., Narayangarh	4	M.A./ B.Ed.	Male

## APPENDIX-D

The subject experts who were asked to respond the questionnaire for collecting the data are presented below.

<b>S.N.</b>	<b>Name of the experts</b>	<b>Institutions</b>	<b>Experience (in year)</b>	<b>Qualification</b>	<b>Sex</b>
1.	Dr. Angat Gupta	Narayani H.S.S., Bharatpur	10	Ph.D.	Male
2.	Mukti Nath Dhakal	Pargon Higher Secondary School, Tandi	11	M.Ed.	Male
3.	Batuk Lal Tamang	Adarsha H.S.S., Dibyanagar	10	M.Ed.	Male