

CHAPTER-ONE

1. Introduction

1.1 General Background

Language is customarily defined as a means of communication. It is extremely complex and highly versatile primarily aural-oral code used in human communication. It is a dynamic and open system that allows humans to express their thoughts, feelings, desires, emotions, experiences, ideas etc.

Among all the languages in the world, English, an international lingua franca has gained an extreme popularity: it has been used as an official language in many parts around the globe, has been a second language of billions of people worldwide, and has also been a language of instruction in national and international transactions and academic institutions. In Nepal, English has been given priority over other foreign languages. Even in schools and campuses it is taught as a compulsory subject from grade one to Bachelor's Degree.

Formally speaking, history of teaching English in Nepal goes back to 1854 A.D., the time when Darwar school was established by the then Rana prime minister Jangha Bahadur Rana after his visit to England. Besides, the commencement of Trichandra College also extended the opportunity for studying/learning English at college level too.

ELT in Nepal has travelled across three phases in its development. The first phase includes the era before National Education System Plan (NSEP, 1971) was introduced. Then, English was taught using the grammar translation method (GTM) and so were the text books designed. The second phase journey of ELT in Nepal includes the era after (NESP

1971) was put into effect. The structural syllabus was implemented at that time, and so were the textbooks designed. Now ELT in Nepal is in its third phase that has begun since 1992 A.D when National Education Commission (NEC 1992) was introduced. Now a communicative syllabus in each level has been implemented and the textbooks being used are believed to be based on the Communicative Approach (CA).

1.2 Textbooks and their Roles

‘Textbooks are said to be that kind of books that deal with a particular subject and used in formal education: books that give instruction in a branch of learning’ (Rai 1998). Machy (1965) defines a textbook as ...a coherent body of considerations about ‘what’ and ‘how’ of teaching’. Van et al has similar view as they say that ‘a textbook is a coherent body of teaching materials which may consist of either just textbook(s). But also of a learning package consisting of several parts’ (cited by Poudel T.R. 2004). In the light of these definitions, a textbook can be taken as a book coherently designed to deal with a particular subject, which includes ‘what’ and ‘how’ aspects of teaching, and which are used in a formal education to give instruction in a branch of knowledge.

Grant (1987:118) suggests there are three conditions that a textbook should satisfy:

- i. It should suit the needs, interest and abilities of the students.
- ii. It should suit you [the teacher].....
- iii. The textbook must meet the needs of official public teaching syllabuses or examinations.

Textbooks as instructional materials have great importance in teaching and learning a language. A textbook has obvious advantages for both

teachers and students (Harmer 1983). Toneja (1973:6) as cited by Sharma (1995:5) says that a textbook is ‘important for teacher since it defines and delimits the content of teaching and proves most helpful in planning and conducting his task. Students too like textbooks since they foster the perception of progress as units and books are completed. Textbooks also provide materials which students can look back at for revision, and at their best their visual and topic appeal can have a powerful engaging effect (Harmer).

Textbook can have the following roles.

-) To provide the students and teachers the subject matter which help them achieve the target goal.
-) To limit the subject matter to the extent which the students need to master.
-) To include language function and form systematically in a gradual progression that fosters easy learning.
-) To support a programme of instruction.
-) To reflect the teaching items set in the curriculum.
-) To present instruction and exercises for practice in what students have just learnt.
-) To bring coordination in examination.
-) To provide stimulus for student writing assignments. To offer a systematic revision of what they have done and to guide what they are going to do.

In the context of Nepal, textbooks possess an extreme importance as they are probably the only source of instructional materials in most of the schools through out the nation.

1.3 Types of textbook

Grant (1987) distinguishes between two very broad categories of textbook which are introduced as specified as follows.

1.3.1 Traditional textbook

Traditional textbooks are those which are traditional in their assumption about language learning, in the teaching items, and in their roles of the teacher and students rather than the date when they are published. Traditional textbook, as influenced by behaviourism, maintains that language learning is habit formation, gives emphasis on writing, and grammar: language system. Their main aim is to help students learn grammar. These assumptions exert direct influence in the selection of the teaching item in the traditional textbooks. They consequently include teaching items such as article, preposition, transformation etc. and reading text as poem, essay, plays, etc. by renowned authors of the past. Traditional textbook demands an authoritative teacher, one who explains aesthetic value of literary text, tells students different grammatical rules followed by few examples and then gets them to go on doing grammatical exercises for the whole class. As a result, however well they know about the language system, the students fail to communicate as they need. Grant (198:13) lists the characteristics of a traditional textbook as follows.

-) They tend to emphasize the forms, or patterns, of language (grammar) more than the communicative functions of language: the

jobs we do using it, for example, asking for information, making requests, apologizing, asking the way, etc.

-) They tend to focus on reading and writing activities, rather than listening and speaking activities.
-) They often make use of a great deal of L₁
-) They emphasize the importance of accuracy.
-) They tend to focus rather narrowly on a syllabus and examinations.
-) They are often attractive to some teachers, because they are easy to use, and are highly examination orientated.

There are a number of traditional textbooks being used all over the world despite their many drawbacks. The main advantage of them is that even an untrained teacher can easily handle the book. It is perhaps because of the fact that, in Nepal, until recently, they have been excessively used in our school education.

1.3.2 Communicative textbook

Communicative textbooks are those which try to solve the problems created by the traditional textbook by creating opportunities for the students to play with language in the classroom, consequently making them able to use the language in their real life. The communicative textbooks are based on the belief that language is learnt by using it rather than knowing the formal grammar system of it. They give emphasis in acquisition of language skills: listening, speaking, reading and writing in students. So, the teaching items in the book includes ample of communicative activities in which different functions of language can be realized. The teaching items, therefore, include such as greeting, introducing, apologizing, making request, writing letters, writing memos

etc. The reading texts include authentic text, as far as possible, which the students may come across at some points in their lives, such as advertisement, letters, newspaper articles, menus etc. The communicative textbook demands the teacher to have a role of a facilitator, or a manager: the teacher does not give a long and complicated lecture but creates a situation in which students actively take part in communication, work in group and in pair, and carry out some project work, and consequently become good communicators even if they have very little linguistic knowledge.

Grant (1987:14) lists some of very broad characteristics of communicative textbook as follows.

-) 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.

Communicative textbooks are the cry of the day where as the traditional textbooks have been outdated of having a lot of deficiency in teaching language in true sense.

1.4 Importance of Textbook Analysis

As has been concluded in the preceding section the textbooks have obvious advantages in language teaching, there lies importance of textbook analysis. Textbook analysis is a part of major educational reform. It is a systematic observation and assertion of brighter as well as darker facets of a textbook, but not a random and haphazard process. A textbook should meet the demands of its users as well as the demands of the syllabus and administration along with the changing pace of time. So, without continuous evaluation of the existing textbooks and the evaluation of their impacts in language teaching, producing good textbooks remains merely a nightmare. Hence, importance of textbook analysis.

In Nepal, however, textbooks once recommended continue for a long time without being analysed, amended and improved. Neither are they written through a healthy competition among the good writers. Khaniya (2003), in this respect says, “In our school education a single set of textbooks are prescribed in each course of study, mostly the books being used were written by those writers who could win competition bidding for writing textbooks.” Besides, the textbooks are not evaluated before getting them approved. ‘It can be argued that the books could have been better if a competent framework was developed for the purpose of developing textbooks against which the books could have been examined’ (Khaniya 2003). So, textbook analysis should be adopted as an integral part of our education system.

However textbook analysis for improving their quality is not common in Nepal, it has been a tendency (to the interested) in the faculty of education, TU, to analyze textbooks as a part of work to complete the university degree. With reference to his dissertation, the researcher also has a keen interest in analysis of ‘Academic Encounters: Life in Society’, one of the textbooks in compulsory English at proficiency certificate level II year, TU.

1.5 Qualities of a Good Textbook: a Theoretical Framework for Textbook Analysis

In the preceding section I have tried to sort out some importance of textbook analysis. In this chapter an attempt of identifying some specialties of a good textbook is made.

Grant (1987) presents the CATALYST test to closely examine whether a textbook has certain qualities to be called a good textbook. The term CATALYST represents the eight criteria by which we decide whether a textbook is good. It represents that a good textbook should have the following salient features.

-) Communicative? Is the textbook communicative? Will the students be able to use the language to communicate as a result of using the book? Many teachers regard this as a fundamental question.
-) Aims? Does it fit in with our aims and objectives? These may be laid down by the authorities, or devised by ourselves.
-) Teachable? Does the course seem teachable? Does it seem reasonably easy to use, well-organized, easy to find your way around?

-) Available Add –ones? Are there any useful ‘add-ones’ -additional materials such as teacher’s books, tapes, workbooks, etc? If so, are they available?
-) Levels? Does the level seem about right?
-) Your impression? What is your overall impression about the course?
-) Students’ interest? Are your students likely to find the book interesting?
-) Tried and tested? Has the course been tried and tested in real classroom? Where? By whom? What were the results? How do you know? (Grant, N. 1987:120)

Besides, two broad criteria used for evaluating a textbook are its physical aspect and its contents. The Physical aspect comprises tangible and visible components like paper, cover, price, binding, illustration, printing, the statistical calculation of the distribution of units, lessons, exercises, etc. On the other hand, the content aspect refers to the inner qualities made up of logical and psychological factors such as the selection, gradation and presentation of the materials in a proper way; the appropriateness of decisive factors like curriculum; selection of the materials according to the age, interest and need of the learners, the reflection of the current language learning principles, etc.

The researcher, however, concerns less about the physical aspects of the textbook but academic aspects of it. He attempted to analyze the textbook on the basis of the following criteria.

1.5.1 Objectives

A good textbook should reflect the objectives set in the curriculum on its contents. That is to say, a textbook should be prepared in such a way that the students, after completing the textbook, should be able to gain the knowledge and the skills as mentioned in the curriculum in question.

1.5.2 Content

The content selected in a textbook should cater the needs and interests of the learners. They should be informative and should be thought provoking as well. The contents should have a good link with the physical and social environment of the learners. Organization and presentation of the contents should be in simple to complex principle. that is to say, the content should be well selected and graded.

1.5.3 Language

The language should suit the competence level of the learners. The language should also match with the purpose and the need of the learners for learning the language. If the students' purpose of learning the language is to gain skills for day to day communication, the textbook should focus on colloquial language. If the course aims to develop academic skills in students, the textbook should contain academic language.

1.5.4 Exercises

There should be clear instruction for each exercise in the textbook, a good textbook should include a variety of exercises which encourage students to work individually, in pair, or in group as well. There should be a room for students' innovation and nobility. The exercises should focus on

developing different language skills in the students. They should be objective oriented too.

1.5.5 Illustration

The ideas and concept of the reading materials in the textbook should be clarified by means of good and attractive illustrations. A good textbook should contain pictures, charts, tables, diagram etc. to illustrate the difficult concept.

1.5.6 Ancillary qualities

Specialties of a good textbook are not bound only in the aforementioned criteria. A good textbook should also fit in with the classroom situation and the facilities available, should be easily accessible and portable too. It should encourage teachers to produce supplementary materials on their own but should not make them slaves to it. A good textbook should also be of moderate length to be completed with in a particular academic duration. It should be culturally acceptable and should possess no bias in terms of sex, religion, community, racism etc.

1.6 Course Description: Academic Encounters

1.6.1 Introduction

‘*Academic Encounters: Human Behaviour*’ is a reading, study skills And writing text based on materials taken from psychology and human behavior textbook used in North American and other English-speaking colleges and universities. The book is authored by Bernard Seal. This is one of the two books in the series, the other being Academic Listening Encounters. The book has been prescribed as a course book of

compulsory English at proficiency certificate level II year, T.U. and thus has 50% outrage of the total courses.

The writer and series editor, Bernard Seal says it ‘is an academic preparation series that uses authentic materials and a sustained content approach to teach students the skills they need to take college courses in English.’”

1.6.2 The Objectives

The main goal of *Academic Encounters* is to give students the skills and the confidence to approach a piece of academic text,, read it efficiently and critically, and extract the main ideas and key details. But the goal of academic reading is not just to retrieve information. It is often even more important for a student to be able to display that knowledge in a test-taking situation.

1.6.3 The Approach

In the book, students are presented with authentic samples of academic text. The material has been abridged and occasionally reorganized, but on the sentence level, little of the language has been changed. Students study these texts to develop their reading and study skills. The high-interest content of the text also provides prompts for student writing assignments.

1.6.4 The content

The book consists of five thematic units on different aspects of human behaviour. Each unit is divided into two chapters, with four readings in each. Each reading is one to four pages long. However the readings are short enough and the tasks sufficiently scaffolded to allow a student of

intermediate level to access the text successfully. Unit wise presentation of the book contents is in Appendix F.

1.6.5 The Skills

The main skills focused in *Academic Encounters* are reading, study skill and writing. For this reason, students are taught skimming, scanning, highlighting, note taking, writing summary, paragraph writing, test-preparation skills etc. Although *Academic Encounters* is a reading, study skills and writing book, speaking skill is also developed side by side.

1.7 Literature Review

The existing research works carried out under the department of English as well as the department of English education are not directly related to the present topic. However, the researcher has made an attempt of reviewing the very nearer ones, which are presented chronologically as specified as follows.

Lamichhane (1999) has carried out a research work entitled ‘An Analysis of New English Textbook for Grade Eight’. The main objective of the study was to find out whether the language materials used in the book are sufficient to meet the objectives set out in the curriculum for developing spoken and written skills. He has concluded that the textbook is appropriately designed from the point of view of gradation of vocabulary, developing communicative skill and writing skill as mentioned in the curriculum and that the textbook is based on psychological principles.

Bhattarai (2003) has prepared an evaluation report of the existing English textbooks for grade VI-X, which was conducted as a part of Benefit Monitoring And Evaluation (BMAE) programme for the Secondary Education Project (SEDP). In findings, he has stated that there are many

defects in the lower secondary textbooks such as the paper used is of inferior quality, the covers are dull, the binding is weak, the type size has been determined without consideration, the presentation of the materials is poor lacking systematicity and regularity, no proper editing is made even in the revised version etc. Besides, he has also found that the selection of the materials is highly subjective and unsuitable for the level and interest of our learners and difficult to teach for the teachers. He states that the textbooks of grades ix and x are the most perfect of all the textbooks.

Dahal (2002) has carried out a research work entitled 'English for Grade X: A Textbook Analysis' in terms of its physical aspects, organization of the materials and their presentation. He reveals that the cover page design is not attractive and durable, the binding is weak, the hand drawn pictures do not clarify the abstract concept of the materials, it lacks enough drill and that the textbook has not provided any model of postcard writing, questionnaire, curriculum vitae, notice, and advertisement although the curriculum has stated that the students will be able to produce a variety of authentic text types.

Ghimire (2003) has undertaken a research on the topic 'An Analysis of the Link English Course for PCL First Year'. The main objective of the study was to analyze the text in terms of the physical aspects and the adequacy of the contents, and to find out whether the text serves as a course for linking the SLC English syllabus with the PCL first year English syllabus and the first year of higher secondary level. His conclusion shows that the physical aspects of the textbook is poor lacking an appropriate size, lacking the quality of the paper and durable binding. The book also has deficiency of exercises for developing oral skills, the primary language skill. Nevertheless, the text serves as a fundamental

basis for the higher education in Nepal as it functions as a link between SLC and higher studies compulsory English curricula. The emphasis on grammar and vocabulary items and its design like a workbook in which students can write are its positive aspects.

Dawadi (2004) has performed a research work, 'A study on textbook: English for Grade Seven' aiming at examining the qualities of the textbook in terms of its physical and academic aspects as well as its relation to the curriculum. The main finding is that the textbook is good in some aspects and not so good in others. The good aspects of the book consist of its size, length and difficulty level of the materials, the connection between the reading text and exercises, the focus on communication activities such as group works and pair works, the distribution of reading and writing materials etc. The weaknesses of the textbook consist of the lack of attractive and durable cover page design, lack of good connection between the main topic and the reading exercises, inadequacy of content in relation to that of curriculum, irrelevant listening exercises, lack of drill etc.

Similarly, Poudel (2005) carried out a research entitled "An Analysis of English textbook for Grade VI". He has undertaken the work on the basis of the checklist provided by Rivers (1968) and Grant (1987).

Also a work on textbook analysis has been executed by Khanal (2006) entitled 'An analysis of optional English Textbook for Grade Five'. The main objective of the study was to analyze the textbook in terms of its physical features, subject matter and their organization and presentation, language, illustration and exercises. His finding reveals that the book has got both strengths and weaknesses. He has stated sixteen strong points and thirteen weak points of the book.

Kandel (2006) has recently carried out a study entitled ‘An Analysis of Textbook: A Case of Academic Encounter Life in Society’ one of the textbooks in compulsory English of PCL 1st Year TU. He has analyzed the physical and academic aspects of the book. His main findings are that the book is not easy handling, that the book does not pay attention towards listening and speaking text and exercises, no attention towards conversational language etc.

From the review of the related literature aforementioned, it seems that there has been no research undertaken on the PCL II year compulsory English textbook ‘*Academic Encounters: Human Behaviour*’. The researcher, therefore, was interested in analyzing the text in question on the bases of the objectives stated in the proceeding section.

1.8 Objectives of the Study

The objectives of the study were:

- a) To analyze the textbook, *Academic Encounters*’ in terms of its
 - i. Physical aspects (printing, binding, size, cover page, paper quality etc.),
 - ii. Academic aspects (objectives, content, language, organization and presentation, illustration, exercises etc.),
 - iii. Focus in four different language skills,
- b) To suggest some pedagogical implications of the study.

1.9 Significance of the Study

This study is anticipated to be significant for:

- a. providing feedback to the teachers teaching the text,

- b. providing an insight and information to the textbook writers and materials producers, and
- c. providing an insight in preparing the teaching manual and the teacher's guide plus student's workbook.

CHAPTER-II

METHODOLOGY

2.1 Source of Data

The information for the study was obtained from two sources which are mentioned as specified as follows.

2.1.1 Primary Source of Data

The primary source of data collection consisted of the textbook itself which the researcher had a thorough study, and the responses to the questionnaire made by the respondents.

2.1.2 Secondary Source of Data

The secondary sources of data comprised the present compulsory English syllabus of PCL 2nd year T.U., the researches made in related subjects, the books, journals and periodicals on textbook analysis and other related materials obtained from the internet.

2.2 Study Population

The study population included the teachers teaching the text and the students who have been studying the text as a course book.

2.3 Sampling Procedure

The sampling size of the population for the study consisted of twenty teachers and twenty students among the population, who were selected through simple random sampling procedure from six different campuses of the Kathmandu valley.

2.4 Tools for Data Collection

The tools for collecting data were the researchers own study of the textbook and the questionnaire which the respondents were required to respond to.

2.5 Process of Data Collection

Regarding the process of data collection, first the researcher himself went through the text and made an observation of the book on the basis of the theoretical framework presented. Then, he constructed two sets of (open ended and close ended) questionnaire which were, in turn, given away to the respondents. They were, then, requested to tick on the one which closely reflects their opinion of the given alternatives for each statement. They were also asked to write their comments on each aspect, if any, on the blank space set for. The data were thus collected, analysed and presented by using simple statistical tools such as percentage, bar diagrams, pie charts, tables etc.

2.6 The Limitations of the Study

Because of temporal, economic and spatial factors interacting with one another and affecting the outcomes, the study has the following limitations.

- i. The study was limited to analyze the contents of the text in terms of their physical and academic aspect.
- ii. The study was limited to the researcher's own observation and the responses made by the respondents.
- iii. The study did not take the other two textbooks of the same course of study into account.

CHAPTER-III

ANALYSIS AND INTERPRETATION

3.1 Introduction

This chapter deals with the interpretation and analysis of the data collected from primary sources. Having collected the questionnaire the researcher has tabulated the information. Data were analyzed under the following main headings.

-) Analysis and interpretation of the students' responses on the qualities of the text book
-) General opinion expressed by the students on the qualities of the text book
-) Analysis and interpretation of the teachers' responses on the qualities of the text book
-) General opinion expressed by the students on the qualities of the text book
-) Analysis and interpretation of the information collected via researcher's observation

3.2 Analysis and interpretation of the students' responses on the qualities of the textbook

As a text book is basically prepared to help students at a certain level learn the language items set in the curriculum, it should meet the students need, interest, and their language level of proficiency. So, the researcher had prepared a set of close ended and a set of open ended questionnaire to collect the students' reaction on the textbook they have been using.

The students were provided with a set of 36 questionnaire followed by two options in each which the student were to choose one of the two alternatives. Here, the researcher has made an attempt to tabulate their responses in terms of percentage as follows.

S.N.	Statements	Responses		
		Agree	Disagree	No Response
1.	Most of the lessons are interesting to read.	80%	20%	
2.	You studied about Nepalese culture in the book.	0	100%	
3.	Most of the lessons are neither too easy nor too difficult.	75%	25%	
4.	You learn the language which helps you develop your academic skills.	85%	15%	
5.	All the students (weak, good, very good) are able to understand the ideas and the concept in the book.	70%	30%	
6.	The reading texts are real life oriented.	60%	40%	
8.	The lessons are related to your society and culture.	20%	80%	
9.	The exercises encourage you to write academic writing.	85%	15%	
10.	You are able to understand the language.	60%	40%	
11.	You seem to learn many new words from the book.	60%	40%	
12.	There is repetition of new words	70%	30%	

	over the readings.			
13.	You learn new structures in each reading.	70%	30%	
14.	The lessons are neither too long nor too short.	80%	20%	
15.	Having a glimpse on the topics and the sub-topics offers you an idea what the text is about.	85%	15%	
16.	There are sufficient speaking exercises in the book.	25%	75%	
17.	Graphs, charts and pictures are used to illustrate the ideas in the text.	90%	10%	
18.	There are varieties of reading materials.	50%	50%	
19.	There are both guided and free exercises.	50%	50%	
20.	The pictures are attractive.	55%	45%	
21.	The pictures help you to understand the text.	80%	20%	
22.	You are able to write something with the help of pictures.	70%	30%	
23.	The pictures are visible and clean.	70%	30%	
24.	You are able to know how to do exercises.	45%	35%	20%
25.	There are sufficient exercises in the book.	70%	0%	30%
26.	You found the exercises interesting.	60%	20%	20%
27.	There are exercises to reflect your	60%	30%	10%

	personal feeling.			
27.	They bring fun on doing those exercises.	60%	25%	15%
28.	The exercises are challenging.	65%	20%	15%
29.	The book is portable.	45%	55%	
30.	The book gives a sense of reading a course at college level.	70%	20%	10%
31.	You find a match between the topics and the readings.	100%	0%	
32.	The key vocabulary is highlighted & well defined.	50%	50%	

Table: 1

According to the responses made by the students the researcher classifies the qualities of the book into four categories in terms of their degree of magnitude.

The aspects with positive response of over 75% of the respondents have been considered as a strong quality. In that, over three fourth of the respondents agree that the textbook has some strong qualities: the reading texts are interesting and the difficulty level of most of the reading texts is appropriate, the texts help students develop academic skills and introduces students to academic writing, most of the readings are neither too long nor too short and there is a good match between the topics and sub-topics with the readings. Besides, the book makes use of graphs, charts and pictures to illustrate the ideas and concepts.

The aspects, which 50% to 75% of the respondents agree on have been considered as good qualities of the book. As has been shown by the above table, more than half of the respondents assert that the texts are

understandable and are real life oriented, the language is not so difficult and yet it contains some new vocabulary which the student can learn, and that these words also recur across the readings. They also conform that they learn new structures that the reading texts are of various types, that the pictures the book contains are attractive, visible, clean and they encourage students to write something. The exercises are interesting and sufficient. Working on the exercises the students can reflect their personal feelings, too. They produce fun in doing. The book gives a sense of reading a course at college level and the exercises are challenging, too.

The aspects which only 25% to 50% of the respondents agree on have been considered not so good aspects. For example, only 45% of the respondents agree that they are able to know how to do exercises given in the book, and 55% of the respondents negatively responded on the size of the book as it is not handy.

The poor aspect of the book which only less than one third of the respondents responded positively is that the book excludes Nepali culture. So, the students do not have any opportunity to learn about the culture.

3.3 General opinion expressed by the students on the qualities of the text book

For seeking the general opinions of the students regarding the strengths, weaknesses and suggestions for the improvement of the book three open-ended questions were constructed and given away to the respondents. The frequency of the similar responses made by different respondents was calculated and the response with higher frequency was taken into consideration. The questions and the frequent responses are enlisted as follows:

(a) What are the strengths of the book? Please mention them.

The strong aspects of the book inferred from the student responses are as follows:

-) It teaches the target language culture.
-) The book presents technical vocabulary along with their definition.
-) The chapters present interesting psychological facts and attitude.
-) The book has systematic format of content presentation.
-) Exercises are challenging where we can reflect our personal experiences too.
-) Instructions and picture are clear.
-) Paraorthographic texts are well presented.

(b) What are the weaknesses of the textbook? Please, mention them.

The weaknesses of the book discerned from the responses are as follows:

-) The pictures are not colourfully printed
-) The topics and vocabulary are new. The language is vast and takes a lot of time.
-) The book has no listening exercises.
-) The book has deficiency of grammatical exercises.
-) The book is not easy in handling.
-) The book has no distribution of different literary texts.
-) It does not aim to teach day to day vocabulary.

) The book is lamb in terms of glossary, an inevitable part of a language teaching book.

) Students can not study Nepali culture.

(c) What are your suggestions to improve the textbook? Please, mention them.

The following suggestions were frequently appeared in the responses of the teachers.

) Listening exercise are to be incorporated.

) Some more grammar based exercises should be included.

) The book should come out in easy handling size.

) Some varieties of different literary genres are to be embodied.

) A glossary should be affixed.

) Nepali culture should be included.

) The meaning of the difficult words should be given. The definitions which are given are not sufficient.

3.4 Analysis and interpretation of the teachers' responses on the qualities of the textbook.

Teachers are those who use textbook as a teaching material and hence they have better understanding of the qualities and appropriateness of the materials they use. So, the researcher had made a set of closed ended questionnaire that included seven different aspects of the textbook and a set of open ended questionnaire that included three questions. The questionnaire of close ended type provided the teacher respondents with

three options (agree, uncertain, and disagree). The respondents were to choose one that best reflects their observation among the options.

The responses made by the teacher respondents have been tabulated in terms of simple percentage method for their analysis. The qualities of the book have been classified into 4 categories strong, good, not so good and poor. The quality that above 75% of the respondents agree on is strong, that below 75% and above 50% agree on is good, that below 50% and above 25% is not so good and below that is poor aspect of the book.

The analysis of different aspects of the textbook is presented as follows.

3.4.1 Physical Aspect

Concerning the physical aspect of the textbook, questionnaire containing information of 11 distinct aspects was designed and the responses were sought. This is presented as follows.

S.N.	Statements	Responses		
		Agree	Uncertain	Disagree
1	The size of the book is appropriate to the students of that level.	0%	10%	90%
2	The cover page is attractive.	85%	0%	15%
3	The printing is neat and clean.	100%	0%	0%
4	The printing is free from errors.	100%	0%	0%
5	The spacing between lines is satisfactory.	100%	0%	0%
6	The spacing between words is satisfactory.	100%	0%	0%
7	The spacing between paragraphs is satisfactory.	90%	5%	5%
8	The type size used in the book is suitable.	85%	0%	15%
9	The binding is durable.	80%	10%	10%

10	The book easily opens.	80%	5%	15%
11	The quality of the paper is good.	70%	15%	15%

Table: 2

The table asserts that the neatness, cleanliness, errorless printing, and the spacing between lines and words are very strong physical aspects of the textbook since sent percent respondents agree on these. The spacing between the paragraphs is also strong aspect as 80% of the respondents have positive response on it.

The attractiveness of the cover page the type size used, the binding and its flexibility to open are good qualities of the book since 70% of the respondents agree on the former two and 60% agree on the latter two aspects.

The quality of the paper used is not so good aspect of the book as only 40% of the respondents agree that paper is qualitative enough. 30% of the respondents are uncertain and rest of these respondents disagrees on the quality.

The size of the book seems a poor aspect of the book as none of the respondents agree that the size of the book is appropriate to the level of learners. Instead, 80% of the respondents had a negative response and 20% remained uncertain.

3.4.2 Academic aspects of the textbook

Regarding the academic aspect of the textbook a set of questionnaire that included seven different sub-aspects was constructed and distributed and the information required was sought. The researcher, here, has made an attempt to present the response in tabulated form in terms of percentage and to analyze them as follows.

3.4.2.1 Subject Matter

S.N.	Statements	Responses		
		Agree	Uncertain	Disagree
1	The subject matter suits the mental level of the majority of the students.	40%	20%	40%
2	The subject matter is interesting to the students.	60%	10%	30%
3	The contents of the textbook are relevant to the students' need.	60%	0%	40%
4	The subject matter represents the Nepalese culture and geographical regions.	0%	0%	100%
5	The subject matter meets the requirements of good average and weak students.	40%	10%	50%
6	The subject matter gives new information.	70%	20%	10%
7	The subject matter is free from sex bias.	70%	10%	20%
8	The content is applicable to day to day work.	50%	20%	30%
9	The content consists of factual information.	50%	20%	30%
10	The content includes the subject matter that represents the events of local circumstances and culture.	10%	20%	70%

Table: 3

Regarding the subject matter, as the table asserts, there are some good aspects of the textbook. The 70% of the respondents agree that the subject

matter gives new information and that it is free from sex bias. Similarly 60% of the respondents agree that the contents are relevant to the students' need.

The applicability of the content to day to day work, and the nature of content to have factual information are also good aspects of the book since up to fifty percentages of the respondents have positive responses upon them.

Only 40% of the respondents assert that the subject matter suits the requirement of good, average and weak students. So, this comes to be not so good aspect of the book. The subject matter does not meet the abilities of the majority of the students.

The textbook is indifferent in representing the local culture and events of local circumstances, which seems to be a poor aspect of the textbook as over 70% of the respondents have negative response upon that.

3.4.2.2 Language

S.N.	Statements	Responses		
		Agree	Uncertain	Disagree
1	The language used in the textbook is academic.	80%	20%	0%
2	The language matches with the competence level of the majority of the students.	50%	20%	30%
3	The key vocabulary is well defined.	60%	0%	40%
4	The language is appealing to the students.	50%	20%	30%
5	There is gradual introduction of new	60%	20%	20%

	words in the book.			
6	New words are equally distributed in different reading text of the book.	20%	20%	60%
7	The new words suit the intellectual level of the students.	40%	40%	20%
8	The structures are well selected.	50%	20%	30%
9	The structures are presented in graded form.	40%	20%	40%
10	Every new structure is introduced with the help of vocabulary already known to the learners.	40%	20%	20%
11	The book emphasizes communicative functions of language.	20%	0%	50%
12	The language used in the book is colloquial.	20%	5%	75%

Table: 4

Regarding the language of the textbook, the table indicates that the book has only one strong aspect: it focuses on academic language. The 80% of the respondents agree that the language used in the textbook is academic.

The table asserts that there are many good aspects of textbook. The 60% of the respondents agree that there is gradual introduction of new vocabulary and that the key vocabulary is well defined. Similarly, the 50% of the respondents are of the opinion that the language matches with the competence level of the majority of students and that it is appealing to them.

There are some not so good aspects of the textbook regarding its language. As the table presents only 40% of the respondents agree that the new words suit the intellectual level of the students, that structure are presented in graded form, and that every new structure is introduced with the help of vocabulary already known to the students. So, difficulty level of vocabulary and the way language structure are presented are not so good aspects of the book.

Regarding language, the book also has some poor aspects. For instance, only 20% of the respondents agree that new words are equally distributed in different readings of the book. Similarly 75% of the respondents ascertain that the language used in the book is not colloquial. Moreover, 80% of the respondents disagree that the book emphasizes communicative functions of language.

3.4.2.3 Organization and Presentation

S.N.	Statements	Responses		
		Agree	Uncertain	Disagree
1	The presentation of the subject matter is easily understandable.	65%	5%	30%
2	The presentation suits the nature of content.	70%	0%	30%
3	The presentation of content is simple for teachers to follow and use.	65%	0%	35%
4.	The contents are divided into appropriate units and sub-units.	90%	10%	0%
5.	The reading texts are short enough and the tasks sufficiently scaffolded to allow a student at this level to access the texts	70%	10%	20%

	successfully.			
6.	The reading materials are presented in graded difficulties.	40%	20%	40%
7.	There is glossary at the end of the book.	0%	0%	100%
8.	There are pre-reading and post-reading activities related to the reading texts.	100%	0%	0%
9.	You found an appropriate match between the topics and the reading texts.	80%	0%	20%
10.	The book has a unified thematic content through out the book.	80%	20%	0%
11.	Language and the concept of the previous reading text recur in the following chapter.	70%	10%	20%
12.	The key vocabulary in each text is highlighted.	70%	10%	20%

Table: 5

In terms of organization and presentation, the content of the book seems to have many brighter sides than the darker sides. An extremely strong aspect of the book is that the book consists of both pre reading and post reading activities related to the reading text. The cent percent of the respondents agree on this regard. Similarly, as the table discloses, 90% of the respondents are with that the content is divided into appropriate units and subunits. Besides, 80% of the respondents found an appropriate match between the topics and the reading texts, and they agree that there has been a unified thematic content through out the book.

The book also exhibits many good aspects in terms of the content organization. As has been represented on the table, 70% of the

respondents confirm that the presentation suits the nature of content, that the reading texts are short enough and the task sufficiently scaffolded to allow the students at this level to access the text successfully. Similarly, the same number of respondents agrees that the language and concept of the previous reading text recur in the following text, and the key vocabulary in each text is highlighted. In addition to that, the presentation of the subject matter is easily understandable and it is simple for teacher to follow and use it since 65% of the respondents had positive response on these.

Since only 40% of the respondents agree that the reading materials are presented in graded difficulties, the gradation of the reading material is not simple to complex. And hence, this has been not so good aspect of the textbook.

In this regard, the book also has got a poor aspect, i.e. the book does not have glossary, one of the essential parts of a language textbook, at the end. The cent percent respondents had a negative response on it.

3.4.2.4 Illustrations

S.N.	Statements	Responses		
		Agree	Uncertain	Disagree
1	The pictures in the book are clear.	60%	20%	20%
2	The ideas and the concept in the reading texts are well illustrated by means of graphs tables diagrams etc.	70%	10%	20%
3	The text highlights the important message.	60%	0%	40%

4	The illustration helps to concretize the abstract concept.	50%	NA	40%
5	The illustrations are appropriate.	60%	10%	30%
6	They are directly related to the lesson.	50%	10%	40%
7	The illustrations are appealing.	40%	NA	40%
8	They encourage the learners to work in pairs and groups.	50%	10%	40%
9	They encourage learners to solve the problems.	40%	10%/NA	40%
10	They are attractive to motivate the learners.	40%	20%	40%

Table: 6

In terms of illustration, as the table exhibits, the book does not reflect any strong aspect. None of the statements have positive response made by more than 75% of the respondents.

But surprisingly, the book's illustration contains many good aspects. 70% of the respondents agree that the ideas and concept in the reading text are well illustrated. Similarly 60% present of the respondent have positive responses on the clarity of the pictures, on the highlights of the important message, and on the appropriateness of the illustration. Besides, the book also has some not so good aspects. In reference to the table, only 50% of the respondents agree that the illustration helps to concretize the abstract concept, that they are related to the lesson and that they encourage the learners to work in pairs and groups.

The table also indicates some not so good aspects of the book in terms of its illustration. Only 40% of the respondents agree that the illustrations are appealing, that they encourage learners to solve the problems and that they are attractive to motivate the learners.

Strikingly, the table does not exhibit that the illustration is poor in any way.

3.4.2.5 Exercises

S. N.	Statements	Responses		
		Agree	Uncertain	Disagree
1	Instructions given for doing the exercises are clear.	80%	0%	20%
2	The exercises help the teachers in diagnosing the students learning difficulties.	65%	0%	35%
3	The exercises are sufficient for the students in developing academic skills.	70%	0%	30%
4	The exercises encourage students' interaction and discussion.	70%	0%	30%
5	They help to develop the creativity of the students.	50%	10%	40%
6	There is uniformity in the number of exercises in each reading text.	20%	0%	80%
7	They encourage learners to work in pairs and in groups and discuss issues.	50%	0%	50%
8	They are organized into systematic format.	60%	0%	40%
9	They provoke thinking.	55%	25%	20%
10	They are graded in terms of difficulty level.	30%	20%	50%
11	The exercises demand students to reflect what they have studied in the texts.	60%	0%	40%

Table: 7

Out of the given 11 statements, as regard the exercises of the book, the responses range from 30% to 80%. In terms of exercises, the only strong aspect of the book is that the instruction given for doing exercises are clear. 80% of the respondents have positive response on it.

Surprisingly, the table exhibits that there are many good aspects of the exercises. Of the respondents, 70% assert that the exercises are sufficient for the students in developing academic skills and that the exercise encourages students' interaction and discussion. In the same way, the other good aspects of the book are that the exercises help the teacher in diagnosing the students learning difficulties. Similarly the exercises are organized into systematic format and they provoke thinking. 65%, 60% and 55% of the respondents have positive responses on them respectively. Approximately the same number of the respondents asserts that the exercises demand students to reflect what they have studied in the text.

The table also presents some not so good aspects of the exercise. In that, only 50% of the respondents agree that the exercise help to develop the creativity of the students. Similarly, 30% of the respondents view that they are not graded in terms of difficulty level.

As the table reflects, none of the aspects of the book's exercise is termed as poor.

3.4.2.6 Miscellaneous Qualities

S. N.	Statements	Responses		
		Agree	Uncertain	Disagree
1	The subject matter is interesting to teach.	50%	0%	50%
2	The book is overallly impressive to you.	60%	0%	40%
3	The book develops academic skills in the students.	60%	0%	40%
4	The book fits the classroom situation.	50%	10%	40%
5	The book is easily available.	70%	0%	30%
6	The book is portable.	40%	0%	60%
7	The book can be completed with in an academic year.	50%	10%	40%
8	The book does not have any bias in terms of sex, religion, communities etc.	70%	10%	20%
9	The book looks like a college book.	70%	0%	30%

Table: 8

As far as the miscellaneous qualities of the textbook are concerned, the tables does not reflect any strong aspect of the book. There are however, some good miscellaneous qualities of the book. 70% of the respondents are with the opinion that the book looks like a college book and that it does not have any bias in terms of sex, religion, communities etc.

Likewise, 60% of the respondents conform that the book is overallly impressive to them, and that it seems to develop academic skills in the students.

The book's miscellaneous qualities also have some not so good aspects. Approximately half of the respondents disagree that the book fits the classroom situation and that the book can be completed within an academic year. Moreover, more than half of the respondents are against the statement that the book is appropriate in size.

3.4.3 General opinion expressed by the teacher on the qualities of the textbook:

For seeking the general opinions of the teachers regarding the strengths, weaknesses and suggestions for the improvement of the book three open-ended questions were constructed and given away to the respondents. The frequency of the similar responses made by different respondents was calculated and the response with higher frequency was taken into consideration. The questions and the frequent responses are enlisted as follows:

(a) What are the strengths of the book? Please mention them.

The strong aspects of the book inferred from the teacher responses are as follows:

-) The book emphasizes academic language.
-) The book presents technical vocabulary along with their definition.
-) The chapters present interesting psychological facts and attitude.
-) The subject matter reflects the information which students might have witnessed or experienced.

-) The book has strong binding and quality paper.
-) Exercises are based on the reading texts.
-) The book has systematic format of content presentation.
-) Exercises are challenging where students can reflect their personal experiences too.
-) Instructions and picture are clear.
-) Paraorthographic texts are well presented.

(b) What are the weaknesses of the textbook? Please, mention them.

The weaknesses of the book discerned from the responses are as follows:

-) The book has no listening exercises.
-) The book has deficiency of grammatical exercises.
-) The book is not easy handling.
-) The book has no distribution of different literary genres.
-) The book does not aim to teach day to day vocabulary.
-) The book lacks supplementary, materials such as teacher's manual.
-) The book is lamb in terms of glossary, an inevitable part of a language teaching book.
-) The book does not make the learners experience their own culture as it is not targeted to Nepali students.
-) The book has infirmity of varieties of communicative activities.

(c) What are your suggestions to improve the textbook? Please, mention them.

The following suggestions were frequently appeared in the responses of the teachers.

-) Listening exercise are to be incorporated.
-) Some more grammar based exercises should be included.
-) The book should come out in handy size.
-) Some varieties of different literary genres are to be embodied.
-) For parallelism across teachers, a teacher's manual should be devised.
-) A glossary should be affixed.
-) Some more communicative activities should be comprised.

3.5 Analysis and interpretation of the information collected via researcher's observation of the textbook

The researcher studied the book in depth and collected the information required. Here he has tried to present and analyze the information as follows:

3.5.1 Analysis of chapter one: 1st reading

Chapter one of this book is entitled with 'The Influence of mind over body'. This chapter consists of four readings:

-) What is Stress?
-) Stress and Illness?
-) Coping with Stress.
-) Psychology and Cancer.

Having a quick glimpse to the chapter and the readings, it seems the readings in the chapter are closely related to one another. In fact, each following chapter seems to be built upon the preceding one.

The first reading “what is stress?” consists of three sections: PTR, NR and AYR. The PTR has an exercise namely ‘Thinking about the Topic,’ which has a TCB as follows:

Thinking about a topic before you read helps provide a context for the reading and can make it easier to understand.

TCB: 1

This exercise amalgamates four activities. In the first activity, the students are provided with a set of eight categories of stressful events which the students are asked to rank from the most stressful (1) to the least stressful (8) .and then they are asked to compare one another’s answers and give reason why one has ranked those categories the way one has done.

In the second activity, the students are assigned to agree on a value for each stressful event, using the Holmes and Rahe 100 point scale which comes 5 pages afterwards. And the students are asked to write this value on the column on the right of the eight category stressful events.

The third activity is a discussion exercise in which the student are called upon to compare the value they gave to each of the eight points events with that of the value Holmes and Rahe give to different events ,which is presented in ‘Figure: A’ five pages later.

The forth activity involves the students in discussion in which the students talk about the differences that would be from the result of

Holmes and Rahe's research if the same research were done in Nepal instead of the USA.

To sum up, the exercises in PTR seem to be of integrated type in which the students discuss, compare, rank and value the eight stressful situations. Students also learn to look at the figures and study data from a research.

In the second section the reading text is presented and the students are asked to read.

The reading text 'What is Stress?' is two pages long and includes three pictures, each showing different stressful situation. The pictures, therefore, are directly associated with the reading. The caption given below the pictures helps students understand the picture better. It has two key vocabulary 'stress' and 'stressor' highlighted and defined on the right margin. The first and the second paragraphs define and exemplify the topic 'What is Stress?' Below the second paragraph is a sub-topic, 'Reacting to Stressors' which informs that people react in three different ways to stressors. The last paragraph introduces some experiments done by Seyle in animals or how animals reacted to stressors.

The third section of the reading is AYR which occupies four exercises. The first task (exercise) entitled 'Highlighting' has a TCB which reads.

Highlighting makes important information stand out so that you can find it easily when you go back to the text to study for a test. Systematically using different-colored highlighter pens can make the review process even easier. For example, you can use one color for key terms, another for definitions, another for names and dates, and so on.

TCB: 2

This exercise has three activities. The first activity asks students to find out the given terms in the text and highlight them. The second activity gets students to use different colored pen to highlight the definition, common feature, and so forth. The third activity encourages students to compare the terms and parts they highlighted with that of their friends. So, this exercise seems to emphasize reading skill.

The second exercise entitled ‘Building Vocabulary: Guessing Meaning from the Context’ has a TCB that reads:

Although there may be many words in a text that you do not know, you do not want to continually stop and look up words in the dictionary. It is often possible to get a general idea of the meaning of a word or phrase (and that is all you really need in order to continue reading) by looking at its full context. This means that your eyes may have to travel back to the sentences that come before the word/phrase or forward to the sentences or sentences that follow it.

TCB: 3

The exercise then presents three passages from the text with some words highlighted and asks the students the meaning of the words from the context.

The third exercise entitled ‘Test-taking: Preparing for short answer quiz’ has a TCB that reads:

One of the best ways to prepare for a short-answer quiz is to write down question you think the professor will ask. Remember that your professor will probably ask different types of questions, not just questions that ask you to recall information (type 1 questions).

Some short-answer question types

Type 1: Questions about data

These are what, when, how, where, and who questions. They ask you to define, list, locate, identify, recall, describe, and so on.

Type 2: Questions that develop concepts from the data between different ask you to discuss the data, point to relationships between different parts of the data, compare and contrast, analyze, predict and so on.

Type 2: Questions that call for critical judgment

These questions ask you to evaluate, rank, rate, or assess aspects of the data, and to justify your answer.

TCB: 4

The TCB is followed by two activities. The first asks the students to write from possible question from the text, which the professor might ask and second activity gets students to exchange each others question in pair and answer them. The last exercise in this reading is task 4: Test- taking: Writing short answer to test question, which presents a small TCB as follows.

In addition to practicing guessing which questions will be on a test, it is useful to practice writing answers to then under time pressure.

TCB: 5

The TBC is followed by two activities; the first asking the students to answer in a limited time two of the questions which the student form in

exercise 3, and the second one asks students to decide how complete each others answers are.

This is how the five exercises in this reading help students develop reading, writing and speaking skills. It also introduces students with Para orthographic text and gets students to read and work out the information.

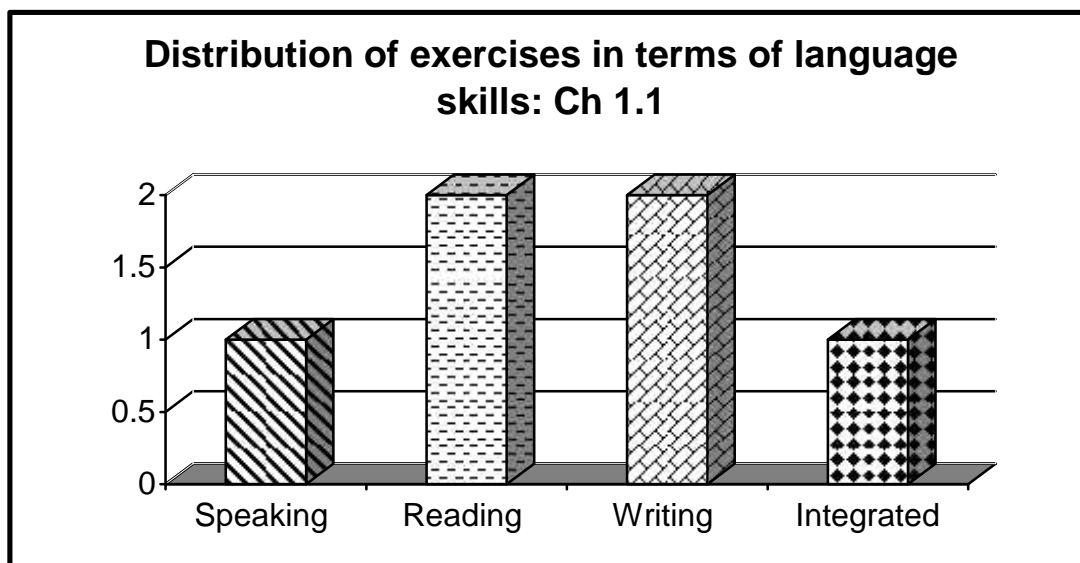


Figure: 1

It seems from the figure that the exercises in this reading do not have equal focus on all language skills. Reading and writing skills are focused twice more to speaking and integrated skills, and no focus at all on listening skill.

3.5.2 Analysis of chapter 10: 1st Reading

Chapter 10 in the book is entitled with ‘Love’ which incorporates four readings:

-) Similarity
-) Complementarity
-) Types of love ,and
-) Gender difference in loving.

These four readings deal with different aspect of the chapter topic ‘love’. The first and second reading presents two logical arguments on why we are in love with some people but not with others. And in the last two readings we learn different types of love and different ways of loving.

The first reading, Similarity, is divided into three sections: PTR, NR, and AYR. The PTR comprises of two exercises for students dealing with oral skills. These exercises get student to talk, discuss and question-answer in group to personalize the topic. These exercises encourage students to tell the class their personal feeling about the person they like, and that they don’t.

The second section of the reading is the text which the students have to read and make an understanding of the topic. The topic ‘Similarity’ tries to explain what kind of person we are attracted to. It has got two sub topics: ‘The Matching Hypothesis’ and ‘Attitude Similarity’. These sub topics explain that we are attracted to the persons similar to us and to ones having similar attitude like ours.

The third section is AYR which incorporates three exercises (tasks). The first exercise, Reading for Main Ideas, presents some ideas taken from different parts of the reading and the students have to find out what part each of them belongs to. It focuses on reading skill.

The second exercise, Writing one Sentence Summary, has a TCB which reads as follows.

Sometimes a short text can be summarized in one sentence. Writing a one-sentence summary is a useful exercise. It helps you focus on what is really important in a text and also forces you to be concise and precise in your

TCB: 6

In this exercise the students are supposed to practice writing a one – sentence summary. It focuses on writing skill.

The third exercise personal writing involves students in a free writing exercise in which they describe the qualities of people to whom they are usually attracted. They write this on the basis of physical characteristics, intelligence, abilities, attitudes, nationality and values.

In this way the first reading of chapters 10 systematically develops all three language skills of the students from guided to free activities.

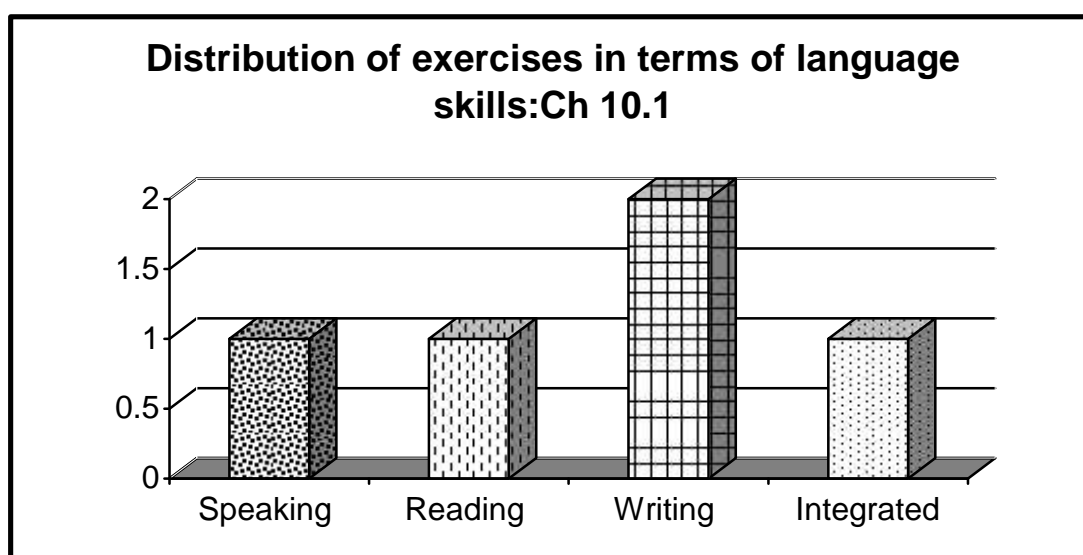


Figure: 2

It seems from the figure that the exercises in this reading give more importance to writing skill over other skills. That is to say, the exercises focus twice more to writing exercises than their focus on other skills. Among five exercises, for instance, there is one exercise for each of speaking, reading, and integrated skill but two exercises for writing skill. There is no listening exercise at all is not a surprise as there is neither in the whole book.

3.5.3 Internal analysis of the textbook

Academic Encounters is a reading, study skills and writing textbook which adopts content based approach to academic English instruction. The book presents authentic samples of text taken from psychology. The researcher in this section has presented the analysis of his observation of different aspects of the textbook on the basis of the theoretical framework presented in chapter one.

3.5.3.1 The content

The book presents unified thematic content throughout the book. On the basis of the researcher's analysis and interpretation of the book's content, there are following strong and weak aspects of the book:

(a) Strengths

-) The subject matter is interesting to the students.
-) The subject matter presents new and data –based information.
-) The subject matter demonstrates English culture.
-) The subject matter is free from sex bias.
-) The subject matter exhibits the feeling of the target learners' age group.
-) The content includes table, charts, diagram etc. so that the students are acquainted with reading paraorthographic texts too.
-) The content presents the authentic texts.

(b) Weaknesses

-) The content lacks varieties as all reading texts are taken from psychology and human behaviours.

-) The content is silent in terms of different literary genres.
-) The content does not seem to teach communicative function and colloquial use of language.
-) The content does not demonstrate Nepali culture.

3.5.3.2 Language

The researcher has found the following strong and weak aspects of the book in terms of its language.

(a) Strengths

-) The book consists of academic and formal language which is the need of college students.
-) The book tries to introduce some new and technical vocabulary along with their definitions.
-) The book teaches the learners how to construct a good text and express their argument, how to differentiate between or among things or concepts, how to play with language to paraphrase etc.
-) The book tries to have learners experience with cohesion and coherence: two fundamental aspects of suprasentential level.
-) The key vocabulary is well defined and highlighted.

(b) Weaknesses

-) The book has a great deficiency of colloquial use of language.
-) The book is dry and dreary in terms of ornamental and literary use of language.
-) The vocabulary the book presents is rather technical which may not come in use in day to day life.

-) The book is silent in terms of teaching paralinguistic features.
-) Presentation of only academic and formal language makes the book quite lopsided.
-) The book lacks lucid and pleasant language.

3.5.3.3 Organization and presentation

The following points are made regarding strong and weak aspects of the book in terms of organization and presentation of the content.

(b) Strengths

-) The task organization into three separate sections: PTR,NR,AYR provides the learners a sense of systematic progression and that gets the learners to feel secure as they proceed on simple to complex.
-) The thematic organization of content relates four readings under a chapter and hence deepens the students understanding as they move forward.
-) The presentation of TBC when a task type occurs for the first time in the book explains what the task is for. When the task occurs again later in the book, it may be accompanied by another TCB either as a reminder or to present new information about the skills being practiced.
-) The clearly distinctive presentation of task pages and text pages creates a sense for student that they are actually reading from a university textbook.
-) The inclusion of the TI at the back of the book helps teacher to see what information has been presented in earlier units and build that

information into their lesson in case they want to teach the units out of order. That is to say, the teacher does not necessarily need to confine within the given order, while teaching.

-) The way the subject matter is presented through paraorthographic texts such as graph, diagram, table etc. provides students with a new flavour of reading. Besides, they also make further challenges available to the students to grasp message from them.
-) The book presents PTU section in the beginning left hand side page of each unit, which enables the users to preview the content page and think about the topics that will be covered. This also provides the users with an overview of how the whole unit is organized and what it is going to be about.
-) Representation of key word along with its definition in colourful highlight attracts the attention of the learners at first glance and evokes their curiosity of being acquainted with it.

(b) Weaknesses

-) The exercises are not orderly presented in term of language skill they seek to develop.

3.5.3.4 Illustration

Regarding illustration used in the book, the following points can be made under strengths and weakness of the book.

(a) Strengths

-) The book contains a lot of authentic pictures which try to illustrate the ideas of the reading texts and help students learn better.

-) Paraorthographic texts such as graphs charts, table, diagram etc. are used to present the report of different surveys, which provide students with reading experience anew.
-) The important messages, vocabulary, etc are either highlighted or presented in italics, which holds students attention at first sight.
-) Abstract concepts are made easy to grasp by means of examples and supporting details.
-) The illustrations are appealing and related to the reading texts.
-) TBS, rating scale, ranking scale etc. have added further charm in the books illustration.

(b) Weaknesses

-) The book has deficiency of use of icons and symbols.

3.5.3.5 Exercises

Since the main purpose of the book, *Academic Encounters* is to develop in students the academic skill which students studying at college level need to acquire, most of the exercises focuses on academic skills. As the academic encounter series include a separate listening book, the present book does not incorporate any exercise for listening skill development.

The book consists of 204 exercises. On the basis of language skills these exercises focus, the researcher has classified them into five categories: listening exercises, speaking exercises, reading exercises, writing exercises, and integrated exercises. Out of 204 exercises their distribution in terms of language skills looks as follows.

S.N	Language Skills	Coverage (in %)
1.	Speaking	11
2.	Reading	26
3.	Writing	30
4.	Integrated Skills	33
	Total	100%

Table: 9

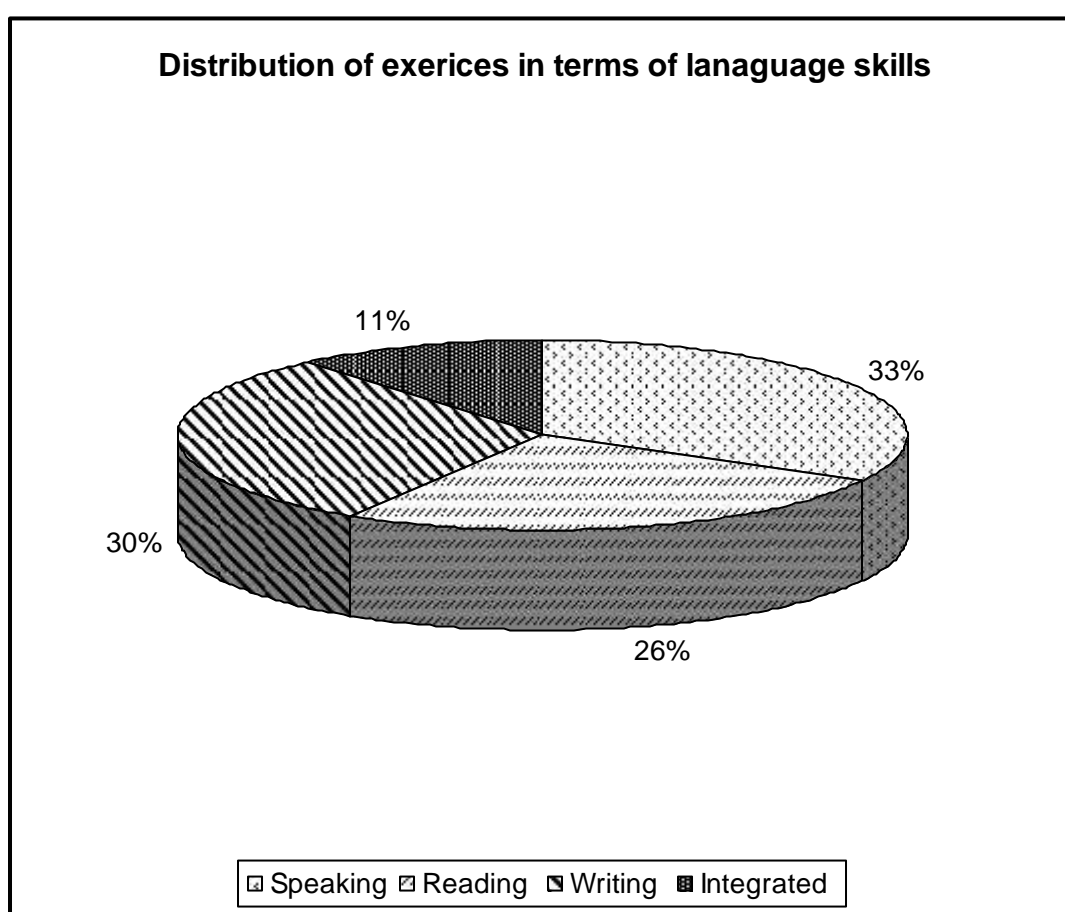


Figure: 3

As the above figure shows the book does not have equal distribution of exercises in terms of their language skill focus. Only 11% of the exercises are there for speaking skill where as 26%, 30%, and 33% exercises focus on reading, writing and integrated skills respectively.

Besides these, the book has the following strong and weak aspects in terms of its exercises. It seems from the figure that exercises focusing integrated skills are three times more than those focusing speaking skills. Similarly, 26% of the exercises focus on reading skills where as 30% of the exercises is to do with writing skills. The book seems quite good in giving importance to integrated teaching of language skills, but it focuses in oral skills is quite low.

(a) Strengths

-) Almost all the exercises are concerned with developing in students the academic skill which college students need to acquire.
-) The exercises are systematically presented in terms of pre reading, while reading and post reading stages.
-) Instruction for carrying out the task is clear enough to understand and follow.
-) The book contains exercises for interaction and creativity without ignoring the exercises for exam preparation.
-) Although, the book focuses on reading, study skills and writing, speaking exercises abound: students can discuss the content of the texts before and after reading them, they can often work collaborately to solve task problems, they can perform role play activities, and they can frequently compare answers in their pairs or small groups.
-) The book has tried to present exercises into a systematic format. At the end of each chapter, for instance, chapter writing assignments are provided. The assignments each consisting of three writing exercises reflect the nature of contents presented in the chapter.

-) The exercises present a variety of tasks for developing reading sub skills in students. Regarding sub skills, for instance, the students guess meaning from the context, read for main idea or skim the text to locate particular information, read the definitions and examples, read paraorthographic text and extract the information, read and find out the topic sentences and separate them from supporting details, read for detail and solve comprehension questions etc. They are also acquainted with SQR3 (Survey, Question, Read, Recite and Review) technique of reading.
-) Similarly, the exercises also present a variety of tasks for developing in students writing sub skills. The students, for instance, write short answers to test questions, paraphrase, summarize, make notes write paragraph, write listing paragraph, practise personal writing etc.

(b) Weaknesses

-) The exercises do not make equal focus on four language skill: there is no listening exercises at all and there are not sufficient speaking exercises either.
-) Most of the exercises demand for factual writing and hence there are few exercises for personal writing and almost none for literary writing.
-) The exercises have deficiency of communicative activities such as language games, information gap games, simulation and role play etc.
-) There is no uniformity in the number of exercises across the readings.

3.5.3.6 Ancillary Qualities

The researcher, here, has tried to analyze some worth assessing qualities which are neither directly physical nor directly academic. Regarding this, the book has the following strengths and weakness.

(a) Strengths

-) Almost all the subject matters are interesting and the book looks like a college book.
-) The book is impressive and is supposed to develop academic skills in students.
-) The book does not reflect any segregation in terms of sex, religion, community etc.
-) The book is accessible in market.

(b) Weaknesses

-) The book is not easy handling.
-) As a language book it does not exert a very good impression to students as it lacks Nepali culture and different genres.
-) The whole book is nothing but collection of formal and factual essays.
-) Its content focus is merely psychological and human behaviour. It does not cater all round needs of the students.²
-) The book, if used along with other two books prescribed for the course, is difficult to complete within an academic year.
-) The book is not supplemented by teachers manual.

CHAPTER-IV

FINDINGS AND RECOMENDATIONS

4.1 Findings

The researcher has come to the followings findings which are listed under the title ‘strengths’ and ‘weakness’ as specified as follows.

(a) Physical Aspect

-) The printing is clear and clean and is free from errors, the spaces between words, line and paragraphs are satisfactory and the binding is durable for an academic year.
-) The paper quality is good, the cover page is attractive and the book opens easily.
-) The book is not easy in handling: the size is not appropriate.

(b) Objectives

-) Although the book primarily focuses on developing in students academic skills, there are plentiful opportunities to practice reading and writing sub skills. And moreover the speaking activities abound.

(c) Content

-) The book incorporates interesting readings, data based factual information derived from native English culture, and hence is able to motivate the learners and acculturate them to the target language.
-) As the reading texts are adapted from psychology and human behaviour sources, the book is humanistic, and it stands neutral in terms of sex and religion.

-) The book to a great extent exhibits authenticity of the reading materials and incorporates paraorthographic texts such as table, diagram, bar, chart etc. and, therefore, provides the learners with a reading experience anew. Besides, they also make further challenges available to the learner to grasp the message from them.
-) The unified thematic organization of the content throughout the book gives the students a realistic sense of studying a course in college. It also relates all the readings of similar nature under a chapter and deepens the students understanding. Similarly, as the language and concept recur, the students begin to feel that the readings are getting easier, building their confidence as the readers of academic texts.
-) The high-interest content also provides stimulus for student writing assignments.
-) The content lacks varieties and is silent in terms of various literary genres. This may create monotony on the part of both teachers and students.
-) The book does not reflect the culture which our students are familiar with.

(d) Language

-) The abundant use of formal and academic language, technical vocabulary and exemplary language structure tries to cater the needs of the learners at this level.
-) The book does not seem to teach communicative function, colloquial, figurative, and literary use of language. So, the language is lifeless and boring.

-) The book is just a reading material that merely collects formal and factual essays: no place for developing the components of oral skills, insufficient focus on grammar, deficiency of communicative activities such as information gap games, group work and pair work etc.
-) The level of language standard at various point of the book is beyond the grasp of the student at this level. Hence, there are possibilities that students may exhibit their indifference towards the book.

(e) Organization and Presentation

-) The entire task is systematically organized into three distinct and separate sections: PTR, NR and AYR which provides the learners a sense of systematic progression and gets the learners to feel secure as they proceed on simple to complex.
-) The TI comprised at the back of the book enables the teachers to get an idea of what information is presented at which units and chapters and hence enables them to build up that information into their lesson in case they want to teach the book in the order they prefer.
-) The PTU section embedded in the beginning left hand-side page of each unit avails the learner with an overview of how the whole unit is organized and what it is going to be about.
-) Glossary, a very important part of a language book is excluded. It is also not supplemented with teachers manual.
-) The presentation of TCB makes the learner feel sure of what they are doing certain task for, and hence intensifies their motivation.

Similarly the distinctive presentation of task pages and text page eases in the use of the book.

(f) Illustration

-) The book colourfully highlights the definitions of key vocabulary at the margin, and important cohesive devices used in the reading are dealt with in detail in the exercises that follow. Thus the book helps the learners retain the definition and the use of cohesive devices so that they may come in use later.
-) The illustrations of the ideas and concepts by means of picture, paraorthographic texts, colourful highlights, and words in bold and italics hold the learners attention at first sight.
-) There is deficiency of the use of icons and symbols.

(g) Exercise

-) At the end of each chapter, the book embodies CRA which provides students with opportunity to reflect what they have studied in the whole chapter.
-) There are sufficient exercises for developing students' reading sub-skills and skills of writing academic text.
-) The book is not systematic in providing the number of exercise across the readings. It also has deficiency of use of icons and symbols.
-) There is lopsided focus on language skills: it lacks listening exercises and has deformities of sufficient speaking exercises either.

-) Although the writing exercises are abundant, most of them demand for factual writing and hence less exercises for personal writing and almost none for literary writing.

(h) Skill

-) There are ample opportunities for acquiring study skills, readings Skills and skills of writing academic texts in the book.
-) The book does not have much focus in communicative skills of language.

4.2 Recommendation

-) The book should be produced in easy-handling-size.
-) Instead of mere collection of academic and factual essays from only one discipline, a variety of literary genres are to be embodied so as to interest the learners and motivate them in language learning.
-) Exercises to develop in students the ability of handling communicative functions, colloquial and literary language are recommended to add.
-) The book should also include the contents which are drawn from the environment and the culture that the learners are also familiar with.
-) A variety of icons and symbols for giving instruction to the learners should be subsumed.
-) It is better to make the presentation and organization of the task systematic in terms of the number of exercises and the skills they are supposed to develop.

-) The book should comprise some more exercises for oral skill development and a package of listening task should also be incorporated.
-) Some more exercises for personal writing, literary writing and writing practical texts: letter writing, application writing, writing menu, writing meeting minute, writing invitation cards, writing memoranda, report writing and so forth are to be encompassed in appropriate proportion.
-) The book should expand the volume for auro-oral and communicative exercises such as information gap game, group work, pair work, etc.
-) The book should be equipped with glossary and should also be supplemented by teachers' manual and students' work book.

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Appendix-A

Names of Teacher Respondents and their Respective Campuses

S.N.	Name	Campus
1	Jeeblal Belbase	Birendra Army Boarding Campus, Bhaktapur
2	Netra Bd. Subidi	
3	Devi Raman Pandit	
4	Hari Sudedi	
5	Damber Angdambe	B.M.C. Bhaktapur
6	Shreedher Nepal	
7	Gopal Acharya	
8	Bedendra pd. Malla	
9	Hrishikesh Upaddhyaya	R.R. Campus, Pradarshanimarga Kathmandu
10	Komal Thokaliyan	
11	Rudra Paudel	
12	Hari Adhikari	
13	Nirmali Regmi	P.K. Campus, Bagbazar, Kathmandu
14	Somanth Lamichhane	
15	Bhesraj Shiwakoti	
16	Lajan Pd. Pokharel	
17	Sanjay Mishra	Patan Multiple campus, Lalitpur
18	Rita Rana	
19	Krishna Thakuri	Adarsha Campus, Sanothimi, Bhaktapur

20	Shardar Thakur	
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Appendix-B

Names of Student Respondents and their Respective Campuses

S.N.	Name	Campus
1	Sharad Shrestha	Birendra Army Boarding Campus, Bhaktapur
2	Yubaraj Khadka	
3	Nanimaiya Thapa	
4	Manju Manandhar	
5	Shukhadev Nepal	
6	Balika Chapagain	
7	Bina Biswakarma	
8	Ramhari Suwal	
9	Hem Kumar Bhattarai	R.R. Campus, Pradarshanimarga Kathmandu
10	Durga Sagar Chapagain	
11	Sanisa Moktan	
12	Abiral Siwakoti	
13	Krishna Gautam	P.K. Campus, Bagbazar, Kathmandu
14	Sanu Maya Lama	
15	Samjhana Thapa	
16	Rita Basnet	
17	Subas Karki	Patan Multiple campus, Lalitpur
18	Yogendra Prajapati	
19	Yogya Chaudhary	Adarsha Campus, Sanothimi, Bhaktapur

20	Suveksha Poudyal	"
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Appendix - C

Letter

Date:.....

Mr/Mrs.....

.....

Dear Sir/ Madam

Respectfully, I beg to state that I have been undertaking a research on 'Academic Encounter' a course book of compulsory English PCL II year T.U., and I, therefore, hope for an assistance from you. I have attached a set of questionnaire herewith. Would you please kindly feel free to volunteer your responses to each of the statements?

Sincerely

Krishna Mani Uprety

Appendix-F

Unit Wise Presentation of the Book Contents

Unit 1.Mind Body and Health

Chapter 1.The Influence of Mind over Body

1. What Is Stress?
2. Stress and Illness
3. Coping With Stress
4. Psychology and Cancer

Chapter 2.Preventing Illness

1. Heart Diseases
2. Smoking
3. Exercise
4. Wellness

Unit 2 Development Through Life

Chapter 3. Adolescence

1. Defining Adolescence
2. Physical change in Adolescence
3. Cognitive and Social Development in Adolescence
4. Teen age Suicide

Chapter 4.Adulthood

1. Early Adulthood
2. Marriage and Family
3. Middle Adulthood
4. Late Adulthood

Unit 3.Intelligence

Chapter 5.Assessing Intelligence

1. Intelligence Defined
2. The Stanford-Binet Intelligence Test

3. The Wechsler Intelligence Test
4. Giftedness

Chapter 6.Accounting for Variations in Intelligence

1. Gender and IQ
2. Age Differences and IQ
3. Nature Versus Nurture
4. The Study of Twins

Unit 4.Nonverbal Messages

Chapter 7.Body Language

1. Universal of Nonverbal Communication
2. Gestural Communication
3. Facial Communication
4. Eye Communication

Chapter 8.The Language of Touch, Space and Artifacts

1. The Meaning of Touch
2. Gender and Cultural Differences in Touching
3. Space Communication
4. Artifactual Communication

Unit 5.Interpersonal Relationship

Chapter 9.Friendship

1. Initiating Relationship
2. The Nonverbal and Verbal First encounter
3. Friendship Function
4. Friendship Rules

Chapter 10.Love

1. Similarities
2. Complementarity
3. Types of Love
4. Gender Differences in Loving