

**AN ANALYSIS OF ENGLISH SYNTACTIC STRUCTURES  
TEXTBOOK FOR B. Ed. FIRST YEAR**

A Thesis submitted to the Department of English Education University  
Campus,  
Kirtipur, Kathmandu

In Partial Fulfillment for the Master's Degree in Education  
(Specialization in English Education)

**BY**  
**Dharma Raj Pokhrel**  
**M.Ed. Second Year**  
**Faculty of Education**  
**Tribhuvan University, Kirtipur, Kathmandu, Nepal**  
**2007**

T.U. Regd.No:9-2-50-979-98  
Second Year Exam  
Roll No: 280187/2062

Date of Approval of the  
Thesis Proposal: 2064-02-14  
Date of Submission:- .....

**AN ANALYSIS OF ENGLISH SYNTACTIC  
STRUCTURES TEXTBOOK FOR B. Ed. FIRST YEAR**

A Thesis submitted to the Department of English Education University  
Campus, Kirtipur, Kathmandu  
In Partial Fulfillment for the Master's Degree in Education

**BY  
Dharma Raj Pokhrel**

**M.Ed. Second Year  
Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2007**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Dharma Raj Pokhrel** has prepared this thesis entitled "**An Analysis of English Syntactic Structures, Textbook for B.Ed. First Year**", under my guidance and supervision.

I recommend the dissertation for acceptance.

-----

**Dr. Chandreshwar Mishra**

Reader and Head

Department of English Education

Faculty of Education

T.U, Kirtipur, Kathmandu

**Date:-2064/04/13**

## RECOMMENDATION FOR EVALUATION

This Thesis has been recommended for evaluation by the following  
Research Guidance Committee:

Signature

**Dr. Chandreshwar Mishra** (Guide)

-----

Head

Chairperson

Department of English Education

T.U., Kirtipur

**Mrs. Madhu Neupane**

-----

Lecturer

Member

Department of English Education

T.U., Kirtipur

**Mrs. Saraswati Dawadi**

-----

Lecturer

Member

Department of English Education

T.U., Kirtipur

**Date:- 2064/04/18**

## EVALUATION AND APPROVAL

This Thesis has been evaluated and approved by the following  
Evaluation Committee:

Signature

**Dr. Chandreshwar Mishra** (Guide)

-----

Head

Chairperson

Department of English Education

T.U., Kirtipur

**Dr. Jai Raj Awasthi**

-----

Professor

Member

Department of English Education

T.U., Kirtipur

**Dr. Bal Mukunda Bhandari**

-----

Lecturer

Member

Department of English Education

T.U., Kirtipur

**Date:- 2064/04/22**

# *DEDICATED*

*To my parents and teachers  
for their tireless efforts  
to make me what I am today.*

## ACKNOWLEDGEMENTS

At first, I am highly grateful to my respected guide, **Dr. Chandreshwar Mishra**, Head of the Department of English Education for his valuable inputs, continuous suggestions, useful comments and continuous feedback from the very beginning. I think, without his help, it would not have been possible to bring this thesis in this final form.

I would like to acknowledge my sincere gratitude to respected Guruma **Prof. Dr. Shanti Basnyat**, Chairperson at the Department of English Education and other Foreign Language Education Subject Committee for her genuine suggestions to improve this thesis.

I am indebted to the recently retired Prof. **Dr. Shishir Kumar Sthapit**, Department of English Language Education, **Dr. Jai Raj Awasthi**, Professor, Department of English Language Education, **Dr. Govinda Raj Bhattarai**, Professor and Assistant Dean, Faculty of Education, **Dr. Anjana Bhattarai**, Lecturer, Department of English Language Education **Bal Mukunda Bhandari**, Lecturer, Department of English Language Education, **Mrs. Madhu Neupane**, Lecturer, Department of English Language Education and Mrs. Saraswati Dawadi, Lecturer, Department of English Language Education for their academic suggestions.

At last, I would like to thank Mr. Suresh Babu Rawal who helped in preparing this thesis and Mrs. Kamala Bashyal of Oasis Computer for her help in computer work.

Nevertheless, the mistakes, misunderstandings and inconsistencies found in this research are solely mine.

**Date:-**

**Dharma Raj Phokhrel**

## **ABSTRACT**

The present research was carried out to analyze the textbook English Syntactic Structures for B.Ed. first year, specialization in English, in terms of its peripheral and academic aspects. While analyzing, the researcher used only the secondary source of data using 'check-list model' as research tool. The main findings of the study are as follows:

- 1 It is an important addition in the area of descriptive grammar and the book gives emphasis only on accuracy.
- 2 The objectives of the B.Ed. curriculum are clearly reflected on the objectives of the textbook.
- 3 The contents are well selected, graded and organized in hierarchical order on the basis psycholinguistic principles.
- 4 The language is simple, formal and comprehensive.

The present study is divided into four major chapters.

The first chapter deals with introduction. It consists of general background of the study, review of related literature, objectives of the study and significance of the study.

The second chapter concerns with the methodology that the researcher has adopted to carry out the research work.

The third chapter analyses and interprets peripheral and academic aspects of the book.

The fourth chapter is related to the findings derived from the analysis and interpretation of the textbook. On the basis of findings, some recommendations and pedagogical implications are drawn. This chapter is followed by references and appendix.



## TABLE OF CONTENTS

	Page No.
<b>Recommendation for Acceptance</b>	<b>i</b>
<b>Recommendation for Evaluation</b>	<b>ii</b>
<b>Evaluation and Approval</b>	<b>iii</b>
<b>Dedication</b>	<b>iv</b>
<b>Acknowledgements</b>	<b>v</b>
<b>Abstract</b>	<b>vi</b>
<b>Table of contents</b>	<b>vii</b>
<b>Abbreviations</b>	<b>ix</b>

### CHAPTER-ONE: INTRODUCTION

1.1	General Background	1
	1.1.1. English Language Teaching in Nepal	2
	1.1.2. Need and Importance of English	3
1.2	Defining a Textbook	4
	1.2.1 Importance of Textbooks	5
	1.2.2 Kinds of Textbook	7
	1.2.3 Characteristics of a Good Textbook	9
	1.2.4. Importance of Textbook Analysis	10
	1.2.5. Theoretical Framework for Textbook Analysis	11
	1.2.6. The Introduction to the Textbook: English Syntactic Structures	14
1.3.	Literature Review	16
1.4.	Objectives of the Study	17
1.5.	Significance of the Study	18

### CHAPTER-TWO: METHODOLOGY

2.1	Sources of Data	19
2.2	Tools for Data Collection	19
2.3	Process of Data Collection	19
2.4.	Limitations of the Study	20

## **CHAPTER-THREE: ANALYSIS AND INTERPRETATION**

3.1	Analysis of the Peripheral Aspects	21
3.1.1	Cover page Design	22
3.1.2	Size of the Book	23
3.1.3	Binding and Paper Quality	23
3.1.4	Lettering and Spacing	23
3.1.5	Pricing and Availability	23
3.1.6	Introduction and Author's View	24
3.1.7	Methodology	25
3.1.8	Table of Contents	25
3.1.9	Vocabulary List and Index	26
3.1.10.	Abbreviation and Symbols	26
3.1.11	Workbook and Model Questions	27
3.1.12.	Reference or Bibliography	28
3.2	Analysis of the Academic Aspects	29
3.2.1	Objectives	29
3.2.2.	Contents	30
3.2.3	Language, Language Functions and Skills	34
3.2.4	Exercises and Activities	34
3.2.5	Visual Materials and Illustration	37
3.2.6	Supplementary Materials	38
3.2.7	Appropriateness	40

## **CHAPTER-FOUR: FINDINGS AND RECOMMENDATIONS**

4.1	Findings	41
4.2	Recommendations	44

### **Bibliography**

### **Appendix**

## ABBREVIATIONS

CDC	-	Curriculum Development Center
ELT	-	English Language Teaching
ESS	-	English Syntactic Structures
FM	-	Frequency Modulation
GRE	-	Graduate Record Exam
IELTS	-	International English Language Testing System
NELTA	-	Nepal English Language Teacher's Association
OHP	-	Over Head Projector
PCL	-	Proficiency Certificate Level
Regd.	-	Registration
SAT	-	Standard Assessment Task
TOEFL	-	Testing of English as a Foreign Language
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
Vol.	-	Volume