

CHAPTER-ONE

INTRODUCTION

1.1 General Background

Language is an extremely complex and versatile code used for human communication. It is a dynamic, open system that allows humans to communicate their thoughts, feelings, desires, emotions, experiences and ideas. Besides it, it is used to convey message and to impart factual information. It is a social phenomenon used in the society. Every normal human-being acquires his/her first language without being explicitly taught. A child, by the age of four, or five, becomes linguistically adult, who is otherwise immature in almost all activities of his/her life. When children acquire their first language, they not only grasp the formal properties of language but also the functional aspect of it. Thus, a child becomes not only linguistically competent but also communicatively competent.

Hornby (2000:712), Oxford Advanced Learner's Dictionary of Current English, defines language as "The use of sounds and words to communicate" which means a complex phenomenon used for human communication. Similarly, Richard et al. (1985: 196) states, "Language is the system of structured arrangements of units for example, morphemes, words and sentences." Only the mankind is the species gifted with the power of speech that is why, language is defined as an arbitrary, voluntary, vocal, system of human communication. Language is one of the most important factors in human civilization. It enables man to establish relationship among people in this world. We perceive the whole picture of the universe in terms of language. Thus, language is the only way of transmitting our history, thoughts, culture and the whole of our achievements form generation to generation.

1.1.1. English Language Teaching in Nepal

Everything has its own history. English Language teaching, in the context of Nepal, has also its own history. English Language Teaching has witnessed so many ups and downs before coming into the present situation. As we read the history of education system of Nepal, it seems that it was fully dependant on the Indian education system. In the beginning, not only Indian curriculum was applied but teachers and policy makers were also brought from there and some of the students were sent for their further education.

Although Rana period is known as dark period in the history of Nepal mainly in educational sector, some unforgettable contributions of contemporary power holders also can not be overlooked in the educational field. Jung Bahadur Rana can be said the founder of English Language Education, who, for the first time introduced English language education in Nepal. In his time, India was under the yoke of the British. British leaders' intention was to make Indian people mentally as British. So, they applied English education along with English as medium of instruction. So, psychologically, a little bit impact of that education system could be seen in contemporary leaders of Nepal.

When Jung Bahadur Rana visited England, he was highly impressed with English language education. So, he implemented English language education in Durbar High School in 1910 B.S. only for Rana families and the people of their favour. Later on, it was opened to all. Tri-Chandra College was established in 1918 A.D. and that was the formal beginning of English language education. But, before the establishment of democracy, the whole education system was not satisfactory. After the establishment of democracy, along with educational improvements, English language education also got approval as foreign language in the

curriculum. So, C.D.C. Nepal has given priority to English as compulsory subject from the beginning to bachelor level first year.

At present out of the total approximately 31 thousand primary to higher secondary schools. (that is, grade I to XII), almost half the numbers are English medium ones. In such schools, medium of instruction is 'English' except the national language, Nepali. Today, English is not only a language of science and technology, foreign contact, tourism and library use, it is a language of passport, cyber medium of instruction, politics, religion and mass-communication as well. So many language centers are opened where TOEFL, IELTS, SAT, GRE and so on are done in English. Thus, English language has become the part of modern life.

1.1.2. Need and Importance of English

English is a universally accepted international and the most dominant language of the present world. It has become an indispensable vehicle to the transmission of modern civilization. It is a passport through which one can visit the whole world and one who knows English can enjoy the advantages of the world citizen. Thus, English is the only means of preventing our isolation from the world. A vast store of knowledge and technology is explored through English. Thus, it is an important means to achieve success.

According to the survey of UNESCO, more than 60 countries of the world use English as an official language, about 160 million people listen to English radio and F.M. programs and read English newspapers and magazines. Over 60 million children study English at the primary level. One-third books of the world have been written in English. More than 350 million people of the world speak English as their native language.

The English language is mostly used as lingua-franca of the world covering wide range of human life. It is the access language through which, we can learn the world history, culture, civilization and life style of people of different countries. It is the language which helps to grab golden job opportunities in this competitive world.

Bhattarai (2006: 13) has highlighted the needs and importance of the English language through the following points:

- To communicate ideas, experiences, emotions, feelings etc.
- To enter the vast world of knowledge;
- To exchange the culture to the English speaking people;
- To take new information from any corner of the world;
- To enter the world of science and technology;
- To grab golden job opportunities in and out of the country.
- To take entertainment through mass media (print and electronic);
- To run the tourism in the country;
- To have prestige and high status every where in the world;
- To raise the voice of human rights and democracy;
- To enter the world of business and trade;
- To spread philosophy and religion;
- To attend the international seminars, conferences, sessions and work-shops;
- To be the citizen of the world
- To carry out research works on various subjects and such others.

1.2. Defining a Textbook

Generally, a 'textbook' is a book prescribed for a certain class of certain level by legal authority (curriculum designers/experts) on the basis of objectives set in the curriculum. It is also one of the documents reflecting the objectives and teaching items set in the syllabus and the

fundamental requirements of any successful teaching and learning process. The term 'textbook' is defined in a number of ways by different experts.

Awasthi (2006: 1); "It is one of the pivotal aspects of the total teaching and learning process and a 'visible heart' of any ELT program."

Sheldon (1988: 237) "An almost universal element of teaching."

Hutchinson and Torres (1994: 315); "It is a guide for a teacher, a memory aid for the pupils, a permanent record or measure of what has been learnt."

Sharma (1995:2), "Textbook is a book used by the students and teachers for particular course of study in particular branch of knowledge."

The International Encyclopedia of Education (1994) defines, ".....the textbook represents the corpus of knowledge and skills concerned essential in becoming an educated person. They symbolize a set of values and assumptions about one's nation and world and one's role and place within them."

From the above definitions, we can conclude that a textbook is a fundamental requirement of any successful teaching-learning process.

A well-designed textbook gives fully guidance for teacher and contents, activities and a great deal of exercises for pupils to learn and evaluate themselves. Thus, curriculum of an academic discipline is head and textbook is the backbone.

1.2.1. Importance of Textbooks

Textbooks are coherent body of teaching-learning materials. They are very important for classroom interaction. They determine the subject matters and also the methods of teaching in many cases by giving them proper direction of what ought to do during the lesson hours. In the country like Nepal, where supplementary teaching materials like films,

TV tape recorder, OHP and other equipments which are rarely used, textbook is the soul source of achieving the pre-determined objectives set out in the curriculum. It is curriculum itself or hidden curriculum.

Taneja (1973: 6) as quoted in Sharma (1995:5) says in this regards "a textbook acts as an aid to the teaching and learning process. It is one of the most commonly and widely used instructional aid in schools, colleges, universities and even at home. It is equally important for the teachers and students since, it defines and delimits the contents of teaching and proves most helpful in planning and conducting his task."

Ur (1996:183-85) gives the following arguments in favour of the use of textbooks:

-) A textbook is a framework which regulates and times the program.
-) In the eyes of the learners, no textbook means no purpose.
-) Without a textbook, learners think that learning is not taken seriously.
-) A textbook provides ready-made texts and learning tasks.
-) A textbook is a cheap way of providing learning materials.
-) A learner without a textbook is out of focus and teacher dependent and perhaps most important of all.
-) For novice teachers, a textbook means security, guidance and support.

Hence, it can be concluded that textbooks are the most important tools for effective teaching-learning process. They are easily available at the hand of the learners and teachers. They are widely used at all levels. They provide a clear framework that teachers and students know where they are going on and what will come, the next so that there is a sense of structure and progress. For less-confident teachers, it is the source of inspiration which is used along with supplementary materials. Textbook

refers whether the students and teachers have to consult authentic sources or not for further detailed information and specific knowledge on the particular content. Thus, textbook plays vital role in the entire teaching-learning process.

1.2.2. Kinds of Textbook

Textbooks can be classified into two broad categories as authentic and non-authentic. Those books which are designed for the native speakers as real texts (not for language students) following the standard native norms are called authentic textbooks and those textbooks which are designed only keeping in mind as foreign language for language students and extracted from naturally occurring communication, the native context are called non-authentic textbook. They are either adopted or simplified or written keeping in mind the "language proficiency" of the learners in question.

(a) Traditional Textbook

Traditional textbooks are those which assume that language learning is learning the grammar of the language. They get the students to learn the language as a system. So, they emphasize on grammar or the structural aspect of language (not functional). They assume that once the students learn the grammar of language then they will be able to use it in real life context for their own purpose. According to Grant, traditional textbooks possess the following characteristics:

- (i) They tend to emphasize the forms or patterns of language more than the communicative functions of the job we do using it, for example, asking for information, making request, apologizing, asking for the way etc.
- (ii) They tend to focus on reading and writing activities rather than listening and speaking.

- (iii) They often make use of a great deal of first language.
- (iv) They emphasize on accuracy rather than fluency.
- (v) They tend to focus rather narrowly on a syllabus and examination.
- (vi) They are often attractive to some teachers because they seem easy to use and are highly exam-oriented.

Observing the above characteristics, we can say that the books which emphasize form, reading and writing, accuracy, syllabus and examination are called traditional textbooks. Such books are still published and used.

(b) Communicative Textbook

The communicative textbooks are those which are based on the belief that language learning is learning to use the language in real life situation. Now, the word "Communication" is on everyone's lips and almost every textbook claims to be communicative. According to Grant (1987:14) communicative textbooks have the following characteristics:

- (i) They emphasize the communicative functions of language the jobs people do using the lg. not just the forms.
- (ii) They try to reflect the students' needs and interests.
- (iii) They emphasize skills in using the language not just the forms of language and therefore, they are activity based.
- (iv) They usually have a good balance among the four language skills, but may emphasize listening and speaking more than traditional textbook does.
- (v) They tend to be very specific in their definition of aims.
- (vi) Both content and methods reflect the authentic language of everyday life.
- (vii) They encourage work in groups and pairs and therefore make heavier demands on teacher organizational abilities.

(viii) They emphasize fluency, not just accuracy. So, communicative textbooks are the demand of the day.

On the basis of above characteristics, we can conclude that communicative textbooks are better than the traditional ones because they emphasize language itself not about the language and fluency or language proficiency rather than accuracy. All four language skills are equally emphasized in communicative textbooks.

1.2.3. Characteristics of a Good Textbook

The textbook which is written keeping in mind the 'learners' rather than author (his interest) and publisher (his financial profit) is really said to be more qualitative than the others because it can cover the objectives set out in the curriculum, contents to be taught and level, interest and psychological needs of the learners.

According to Grant (1987: 118), there are three conditions that a textbook should satisfy. They are:

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

How far does it contain the materials actually needed for the students to reach their short and long-term goals? What kind of language pedagogy, language skills, vocabulary, grammar, comprehension and communicative abilities does it include to fulfill the needs of language learning in the restricted or in broader sense? Does the content matter come from experience of the same age group in which it is to be implemented? Is it from the same or similar socio-cultural background of students? Does the book contain the interesting contents and varieties of exercises that arouse curiosity in learning?

The book having the positive answers of the above questions is said to be qualitative one.

(b) Suitable for the teacher to use

Does it contain all contents of the course of study or not? Has it given teacher's role for every unit or not? Has it included for the source of other supplementary materials or not? Has it given sufficient exercises, illustrations information and instructions or only the collection of raw materials? Is this book teacher centered or learner centered?

The positive answers of the above questions indicate that the textbook is qualitative one.

(c) Suitable to meet the official syllabus or examinations:

Does it fulfill the objectives of syllabus or not? Does it lead the students towards successful examinations or not? Was the book prescribed by curriculum experts or designed on the basis of curriculum?

The textbook having the positive answers of the above questions is naturally a good textbook.

1.2.4. Importance of Textbook Analysis

The rapid development in science and technology has brought revolutionary or drastic change in this world and made it narrow. Everyday new knowledge is emerging. Therefore, the scope of knowledge is becoming wider and wider. So, our long-term goal has become to meet the international standard being the citizen of the world. Thus, the change in knowledge has brought the change in planning and policies. Educational sector also can't be untouched from this bitter reality. So, educational planning and policies, curriculum and textbooks shouldn't be constant. In one hand, this is the demand of time and on the other hand, learners are the center or the focal points of any teaching-learning process whose levels, needs, interests, abilities and demands are also changing day by day along with the demands of time. Thus, the

curriculum, textbooks designed once cannot fulfill the demands of the time and learners for all. The other very important thing is that the textbooks in first attempt may not be perfect. It is necessary to avoid weaknesses to improve its quality. Thus, textbooks should be evaluated to meet the objectives, demands of time and to reform the whole educational system by updating and modifying them from time to time. Regarding the importance of textbook analysis different scholars have their own opinions as:

Bhattarai (2001: 111) says, "Textbooks are prepared by a team of writers, evaluated by a team of experts and updated or modified from time to time. However, there are no records of follow up studies, studies on the effectiveness of textbooks and textbook evaluation."

Khaniya (2003) argues, "The quality of reading materials should be examined in light of the purpose for which such materials are used."

From the above quotations, we can conclude that textbook evaluation is the systematic process and it is one of the major parts of educational reform. Thus, for the effectiveness of teaching-learning process, textbook itself and the whole educational system to meet the objectives and educational pace of developed countries of the world, textbook evaluation is quite essential. The main motto of this is to find out shortcomings and reform it.

1.2.5. Theoretical Framework for Textbook Analysis

Evaluating a textbook written by a team of writers and already evaluated by a team of experts is really a complex job. It is a systematic process. For textbook evaluation, there are not fixed criteria or frameworks. It differs from evaluator to evaluator. On the textbook evaluation Sheldon (1988: 245) as mentioned by Awasthi (2006:6-7) says, "It is clear that course book assessment is fundamentally a

subjective rule of thumb-activity and no clear formula, grid or system will ever provide a definite yardstick."

However, there are not fixed criteria, some criteria given by different evaluators are mentioned below:

Ellis (1997) as mentioned by Awasthi (2006: 7) makes a distinction between two types of evaluation 'predictive' the evaluation done before the textbook is inducted in any program and 'retrospective'; the evaluation done after using it in any program.

Tucker (1975:355-360) in Ansary and Babai (2002) as quoted in Awasthi (2006: 6) introduces three broad components necessary to be considered while evaluating the course materials:

-) a set of criteria claimed to be consistent with the basic linguistic, psychological and pedagogical;
-) a rating scheme which provides a method for judging the comparative weighting of a textbook's merits and
-) a chart which provides a visual comparison between the evaluator's opinion of the book and a hypothetical model, hence facilitating quick and easy display of the evaluator's judgment.

Tucker (1975) further proposes two broad criteria 'external' and 'internal' for the evaluation of textbooks.

Grant (1987:119) provides us with the CATALYST test in which each of the eight letters present the eight criteria by which we can decide whether the textbook is appropriate to the target group or not. The key questions we should ask ourselves are:

- C - Is the book communicative?
- A - Does it match with aims and objectives?
- T - Is the course teachable?
- A - Are the additional materials available?

- L - Is the level of the book appropriate?
- Y - Is your impression good?
- S - Does it meet student's interests?
- T - Has the course been tried and tested?

For Grant (1987) a textbook should give positive response to the above questions. He further talks about the initial evaluation, in-use evaluation and detailed evaluation.

McDonough and Shaw (2003) as mentioned by Awasthi (2006:9) propose an overall evaluation of the textbook in the light of the following parameters:

- The usability factor
- The generalizability factor
- The adoptability factor
- The flexibility factor

Harmer (2001) has proposed the following areas for a textbook assessment:

- Price (of course book components)
 - Lay- out and design
 - Instructions
 - Methodology
 - Syllabus type, selection and grading
 - Language study activities
 - Language skill activities
 - Topics
 - Cultural acceptability
 - Teacher's guide (2001:301)

Therefore, there are varieties in criteria in textbook assessment.

1.2.6 The Introduction to the Textbook: English Syntactic Structures

The textbook, English Syntactic Structures has been designed with the needs of two categories of students in mind: first year undergraduates and students at teacher training colleges. Although, it can be used as a self-contained course. The book is primarily intended to serve as an introduction to English Syntax for students who wish to pursue the subject further. It is believed that it can serve a useful purpose not only for students who go on to study more comprehensive grammar, but also for those who wish to study English Syntax in the framework of a particular linguistic theory.

Actually, in the context of Nepal, in other Universities including Tribhuvan University, this book has been prescribed for the course of B.Ed. first year, specialization in English, the second paper, 'English Sounds and Structures' particularly for Unit II, 'The Structures of English' covering 40% of the course out of hundred to fulfill the following objectives set out in B.Ed. curriculum under T.U.

a. General Objective:

The general objective of this course is to enrich and enhance the students' knowledge on English syntax with the view to helping them to use English correctly.

b. Specific objective

The specific objective of this course is:

- To enable them to recognize and analyze the categories and principle structures of English syntax, develop their skill in syntactic argumentation and use the English language correctly.

The book English Syntactic Structures has also its four aims as:

- To introduce students to the categories and principal structures of English syntax;
- To teach them how to recognize and analyze those categories and structures;
- To provide them with a descriptive method and a terminology which within the book's limited scope, are as explicit and consistent as possible.
- To develop their skill in syntactic argumentation.

This book consists of two parts, preceded by an introduction which deals with linguistic description in general and some key notions in syntactic analysis. Part one is devoted to the grammatical description, part two to structures. In appendix: a guide to sentence analysis, sample examples are given in labeled diagrams to illustrate how sentences can be analyzed.

The book was designed by Flor Arts and Jan Aarts, Pergamon Institute of English and Martinus Nijhoff. It was first Published in 1982 and first edited in 1984. It was tested in the classroom over a number of years in several departments of English both in Holland and elsewhere and reviewed by different scholars such as:

Anne Donaldson, *Canadian Modern Language review* 40/3, 1984, 460.

Linzey Kupsh, *Bulletin of the Canadian Association of Applied Linguistics*, 5/1, 1983, 125.

J. Lachlan Mackenzie, *Dutch Quarterly Review of Anglo-American Letters*, 1984/2, 165 and

N.C. Osselton, *English studies*, 67/1, 1986, 88.

It was also criticized by Amsterdam, Groningen, Gent, Leuven and Oldenburg, the colleagues of the authors. On the basis of shortcomings/weaknesses indicated by the above personalities, the book

was re-printed with corrections in 1986 and the second edition is still being practised.

1.3 Literature Review

Good textbook, a document that reflects the objectives and presents the teaching items, the body of knowledge in a systematic way using simple, comprehensive language with a great deal of activities, exercises and illustrations by a good selection of examples to satisfy the students, and clear instructions for students and teachers to use it easily and effectively, plays very important role in the teaching-learning process. So, to make the textbooks good with special characteristics, regular assessment is quite essential to reform it and the whole educational system which is one of the fields of linguistic study.

So far as, under the supervision of the Department of English Language Education, T.U. a number of researches have been carried out on textbook assessment. Some of them are as follows:

Lamichhane (1999) carried out research work on the topic, "An Analysis of New English Book for Grade VIII". He found that the textbook was appropriate and based on psycholinguistic principles. But, the book did not contain all the contents of curriculum and the exercises were not sufficient but he did not touch all aspects of the book.

Bhattarai (2001) also analyzed the English textbook for Grade VI-X. His work was a part of benefit, monitoring and evaluating program. According to him, there were many defects in the textbook, such as, paper quality was inferior, covers were dull, binding was weak and random presentation of teaching items. However he could not deal the whole aspects deeply.

Likewise, Dahal (2002) analyzed the textbook of grade x and he found mainly the physical aspect weak, for example, cover page design,

hand-drawn pictures, questionnaire etc. and internal aspect as notices and advertisement. He found mismatch between curriculum and textbook.

Similarly, Ghimire (2003) carried out a research on "An Analysis of the Link English Course for PCL first year and Grade Eleven". The main purpose of his study was to find out whether the Link-English was really link between secondary level course and PCL first year and grade eleven compulsory English course and the physical features of it. He found that physically it was not appropriate but internally it was really link between two levels' courses.

Besides these, Tiwari (2004) studied and analyzed the vocabulary items used in the textbook for grade four on the basis of total number of parts of speech, phonological structures and morphological structure.

Dawadi (2004) also examined English textbook for grade seven in terms of physical and academic features and found physical aspects very good but academic aspects poor. But, he did not go deeply in his study.

Subedi (2005) has analyzed "Meaning into Words". His objective was to examine the book in terms of academic aspects. He found that the book was neither so standard nor less appropriate. But, he did not analyze the peripheral aspects.

So far as, no researchers under the supervision of the Department of English Language Education has evaluated the textbook designed by foreign writers. So, the researcher has tried the first attempt.

1.4 Objectives of the Study

The main objectives of the study were as follows:

- i. To examine the quality of English Syntactic Structures in terms of its 'peripheral' and 'academic' features,
- ii. To find out the striking and weak points,
- iii. To give some pedagogical implications,

1.5 Significance of the Study

This study is significant to those who are directly involved in ELT program mainly: students, teachers, textbook writers and curriculum designers.

CHAPTER-TWO

METHODOLOGY

2. Introduction

This chapter deals with the design of the plans and procedures of the study which were carried out by the researcher to achieve the desired objectives of the study. However, researcher's personal judgment has a pivotal role to play. The methodology adopted during the study is presented below:

2.1 Sources of Data

The researcher made use of only secondary sources of data.

Secondary Source of Data

The main secondary sources of data were the English Syntactic Structures textbook for B.Ed. level. Apart from this, the researcher studied the B. Ed. curriculum, syllabus, old question collection, articles, the dissertations. etc. in order to facilitate the study.

2.2 Tools for Data Collection

In order to collect the data for this study, the researcher studied the English Syntactic Structures and the English Syntactic Structures: Workbook in terms of its peripheral and academic aspects. At that time, he used the 'check-list model' as research tool prepared by the researcher himself.

2.3 Process of Data Collection

At first, the researcher studied English Syntactic Structures and English Syntactic Structures: Workbook on the basis of its peripheral and academic aspects. Then, the researcher collected the data using the tool 'check-list'.

2.4 Limitations of the Study

The study is limited in the following ways:

- i. The study is limited to the textbook English Syntactic Structures.
- ii. The Study is based on only peripheral and academic features.
- iii. The assessment of the textbook is limited to the researcher's personal judgment.

CHAPTER- THREE

ANALYSIS AND INTERPRETATION

3. Introduction

This is the central or core part of the study which is directly related to the objectives laid down in the proposal of this work. For making the study more convenient, this chapter is divided into two major sections. The first section of this chapter concerns with the analysis of the peripheral aspects of English Syntactic Structures and the second section of this chapter presents the analysis of academic aspects of the book.

3.1 Analysis of the Peripheral Aspect

English Syntactic Structures is a textbook for B. Ed. first year, specialization in English, II paper of T.U. syllabus or curriculum. The book was designed by FLOR AARTS, Professor of English Linguistics, The Department of English at the University of Nijmegen and JAN AARTS, Professor of Contemporary English, The Department of English at the University of Nijmegen in 1982. It was published in 1982 and tested in the classrooms for several years in English departments both in Holland and elsewhere and first edited in 1984. Then, it was reviewed and criticized by different scholars like Anne Donaldson (1984), Linzey Kupsh (1983), J. Lachlan Mackenzie (1984), N.C. Osselton (1986) and some of the authors' friends. Then after, it was reprinted with corrections on the basis of their weak findings in 1986.

Generally, the external aspects of the book are analyzed in terms of the quality of the cover page design, size, binding, paper, lettering, spacing, pricing, availability, etc. But, only these are insufficient to analyze the book externally. Thus, other additional points are mentioned in following section to analyze the book ESS. The following table presents the external aspects:

Table No. 1

Name of the book	: English Syntactic Structures
Writers	: FLOR AARSTS and JAN AARTS
Publishers	: Pergamon Press and Martinus Nijhoff
Printed in	: Great Britain
Printed by	: A. Wheaton and Co. Ltd. Exeter
Copyright	: 1982
First publication	: 1982
First edition	: 1984
Reprinted with corrections	: 1986
Size of the book	: 13.3 x 21.5 cm
Binding style	: Side stitched
Margin	: 1 cm
Parts of the book	: Two
Number of pages	: 189
Price	: Not mentioned
Available	: Only photocopy (not original)

3.1.1 Cover Page Design

The cover page and its design must be designed very tactfully and psychologically. It must be gentle, attractive with colorful background which adds the beauty of the book in one hand and on the other hand, it attracts the learner's attention and arises curiosity to read. Regarding this book, the cover is not decorated. It is just plain and less attractive and the cover paper is also of medium quality.

3.1.2 Size of the Book

The size of the book is very important for readers to develop interest in reading. The book should be of appropriate size, portable and interesting to read according to the level of the students. Regarding this fact, English Syntactic Structures has those qualities. It is 13.3 x 21.5 cm and the thickness is 1 cm. with 189 pages.

3.1.3 Binding and Paper Quality

In fact, the binding and the paper quality are also very important factors as they ensure the durability of the textbook. Taking this fact in consideration, English Syntactic Structures has been side-stitched and the paper is of medium quality. To be qualitative book, this should have been of good quality.

3.1.4 Lettering and Spacing

The appropriate size of the letters according to the level of students and the space between word to word, sentence to sentence and one paragraph to another paragraph add the extra qualities of a textbook to increase curiosity and interest to the readers. Otherwise, the presentation becomes cluttered. In the case of this textbook, the size of the letters is a little bit small and the space is also less between grammatical units which is one of the weak points of this textbook.

3.1.5 Pricing and Availability

In student life, most of the students have economic problems because they do not earn but they have to depend on their parents. The amount of money given by parents can not fulfill their necessities and needs. Thus, the price of the book also plays very important role to encourage or discourage them to buy the book. So, the price should be

affordable and the book should be in every one's reach. Concerning this book ESS, the price is not mentioned in its original form and it is also not available in the market. Even in the Department of English Language Education's library, only one copy is available and in the market, only digital photocopy is found which costs Rs. 100. This aspect is weak of this textbook.

3.1.6 Introduction and Author's View

'Introduction' which is synonymous to preface is the recognition of authors and his/her creation, the book from which the reader perceives the synopsis, naturally, the introduction is written by the author(s) where most of the aspects of the book are included. For example, for what purpose the author has written the book; who are the intended readers? What type of book it is. What significance does the book contain? Whether, the book is authentic text or reference material. Which unit contains what? What is the scope of the book and the acknowledgment? In this part, author's clear view about the book is reflected.

Regarding the book ESS, the writers, Flor Aarts and Jan Aarts have mentioned the four aims of the book, the intended readers as first year undergraduates and students at teacher training colleges. The book is on theoretical grammar. They have also mentioned the importance of the book as authentic text material and the type of the book: traditional. The unit-wise description including the introduction and appendix and acknowledgements for those who inspired, suggested and helped them to be introduced themselves as authors is also included.

This is the good aspect of the textbook because any reader, first of all, reads this part and gets synopsis before going through the subject matters.

3.1.7 Methodology

The term methodology refers to the methods and techniques of teaching or the implication aspect of the book in the classroom. Many of the writers are professional. They only write the textbook but they do not necessarily teach the subject matter. The real users are the teachers who teach the subject matter in the real classroom. But, it is not sure that all the teachers are trained or they can understand the subject matter for what purpose the writer has designed. There might be mismatch between the authors and the teacher, too. So, to present the selected teaching items effectively to the students, the possible approach, methods and classroom techniques should be mentioned while writing the textbook for effective teaching-learning process. The teacher's role and the students' role must be clear, otherwise, the intended objectives may not be fulfilled. Thus, methodology is an inevitable aspect, for that, the textbook writer should prepare teacher's guide, too.

But, in the case of this book ESS, no methods, no techniques are given. Teacher's Guide is not prepared. So, there is no uniformity in teaching. For new teachers teaching this book is very difficult. This is the weakest point of this book.

3.1.8 Table of Contents

The very important, specific and core part of any textbook is 'Contents'. To fulfill the objectives in the curriculum, contents or the teaching learning items are the main things or the body of knowledge. That is why, the table of contents, the systematic or serial list of contents attracts the attention of the readers and determines whether the concerned book is useful to suit the purpose or useful to read or not. From the table of contents any reader in the first skimming finds the content coverage of the course of study. A good table of contents details the list of teaching-

learning items in different chapters or parts, units, sub-units, lesson and topic with page number where the item is located. This makes easy to handle/use the book. Thus, table of contents is one of the good qualities of any textbook. Regarding this book ESS, the researcher has found this quality, which is the positive aspect of this book.

3.1.9 Vocabulary List and Index

The list of difficult vocabularies used in the book which are given at the later part of the book in an alphabetical order, with contextual meaning is called vocabulary list or glossary which is very much helpful to find contextual meaning fast. It is quite essential in junior level students' textbook because neither they have idea of consulting dictionary nor they find the contextual meaning. But, in advanced level, it is not possible to list. If we list, it will be more and more effective.

Index is also like table of contents giving information where the particular item/topic is located with page number. Only the difference is that, index is given in alphabetical order and there are varieties of index, for example, subject index, author index, language index, etc.

Regarding this book, vocabulary list is not included but index is given. Among the varieties of index, only subject index is included.

3.1.10 Abbreviation and Symbols

While writing any writing (book, article, thesis etc.) the long and redundant terms are used in short forms. Symbols are any signs and signals that have both variable and constant meaning, are mainly used in visual materials like, graphs, charts, tables etc. So, the abbreviation and symbols have the value in writing. The list of abbreviation and symbols is either given before the table of contents or before the index. This system

of giving the abbreviation and symbols is also very important and useful to the readers.

In the context of ESS, abbreviation has been given before the index, which is the good aspect of this textbook.

3.1.11 Workbook and Model Questions

Oxford Advanced Learner's Dictionary of current English defines workbook as, "A book with exercises in it, often with spaces for students to write answers in, to help them practise what they have learnt".

Generally, workbook can be defined as a book containing ample questions: both subjective and objective (mainly objective) varieties of exercises: both oral and written for students to work, practise and evaluate themselves what they have learnt, on the basis of the answer key provided (for objective questions) and the text book (for subjective questions). Workbook is prepared on the basis of textbook which is mainly for students for self-practice and evaluation which helps them to develop confidence.

Model questions are those very important questions which are set for practising as well as examination point of view. Model or sample questions should be provided either in grid or the ending part of the textbook or in the workbook. With the help of sample questions, students will be well prepared for other similar or equivalent questions so that they shouldn't worry about the examination because they know the format of examination questions.

In the context of ESS, workbook has been designed by the same writers to accompany the textbook believing that the best way to learn syntax is to do syntax. The workbook contains ample materials for practising the type of syntactic analysis that ESS deals with.

Apart from exercises, each chapter also contains a number of questions. For many of the objective types of exercise, answer key has been given at the latter section of the book. The questions mentioned in the workbook are assumed as model questions as well but actually they are not. And, the book has dual purposes as classroom textbook and the materials for self-study.

This aspect is the striking point of the textbook.

3.1.12 Reference or Bibliography

The term 'reference' means the reference materials for example, books, articles, etc that contain facts and information that is consulted when it is needed to find out the particular information. Reference books are those authentic materials that the author consults while writing the book for particular fact and detailed information, on the concerned topic, which are equally important to readers for detailed authentic sources if they needed.

Similarly, Hornby (2000:135), Oxford Advanced Learner's Dictionary, defines bibliography as, "a list of books or articles about a particular subject or by a particular author; the list of books etc. that have been used by writing an article".

Reference and bibliography are similar but only the difference is that in reference, only consulted materials are listed but in bibliography, consulted as well as related materials can be listed.

The reference or biography is one of the inevitable aspects of qualitative book as authentic sources of facts and information. But, the textbook, ESS lacks it.

This is one of the weak points of it.

3.2 Analysis of the Academic Aspects

It has generally been assumed that the academic aspect of the textbook is like a soul. It is an intrinsic quality of any textbook. So, any textbook, if judged and analyzed only on the basis of its physical appearance, can not be judged well.

Under academic aspects, different areas were focused which are systematically presented below:

3.2.1 Objectives

A good textbook is that which can fulfill the desired objectives, the destination of the curriculum or the course of study. The researcher's main purpose is to find whether there is matching, similarity of reflection of the objectives of the B. Ed. Course of study on the objectives of the textbook or not as a good quality of a textbook. Regarding ESS, the researcher has found the direct reflection of course objectives.

The objectives of the course and textbook are given in the following table:

Table No. 2

Objectives of the Course	Objectives of the Book
<p>General:</p> <p>The general objectives of this course is to enrich and enhance the students knowledge of English syntax with a view to helping them to use English correctly.</p> <p>Specific:</p> <p>- to enable them to recognize and analyze the categories and principal structures of English Syntax, develop their skill in syntactic argumentation and use the English language correctly.</p>	<ol style="list-style-type: none"> 1. to introduce students to the categories and principal structure of English syntax; 2. to teach them how to recognize and analyze these categories and structures. 3. to provide them with a descriptive method and terminology which, within the book's limited scope, are as explicit and consistent as possible; 4. to develop their skill in syntactic argumentation;

The above table vividly presents that there is direct reflection of specific objectives of the course on the objectives of the textbook. Both of the objectives, specifically emphasize on recognition and analysis of the categories and principal structures of English Syntax and the development of syntactic argumentation and accuracy in general of the students .The objectives are clearly reflected, appropriate to the level of students both native and non-native students and achievable. This is the good quality and positive aspect of the book, ESS.

3.2.2 Contents

Contents or the teaching-learning items are the heart of any textbook. Under contents, the following sub-points were studied and analyzed systematically.

(I) Introduction to the Contents of English Syntactic Structures

The textbook, ESS consists of two parts preceded by an introduction which deals with linguistic description in general and with some key notions in syntactic analysis. Part one deals with the units of grammatical description such as the morpheme, the word, the phrase and the sentence in detail. Part two is directly related to the principal structures of English such as; the structure of the word, the structure of the phrase, the structure of the sentence: functions, the structure of the sentence; realizations in detail with the help of various sub-points. In a guide to sentence analysis, sixteen examples of sentence analysis are presented as model for the students in tree-diagrams.

(II) Selection

Selection is the choice of the teaching-learning items or contents from the vast area while writing the textbook to fulfill the objectives set in the curriculum and to suit the psychological needs and interests, age level, socio-cultural background etc. of the target group.

Regarding the textbook, ESS, the teaching-learning items are well selected on the basis of the purpose and fulfill the objectives of the curriculum.

(III) Sequencing and Gradation

For effective gain, systematical procedures should be adopted in any work and program. Likewise, while writing a textbook, the selected teaching - learning items to fulfill the objectives should be presented in a systematic sequencing and gradation on the basis of the principles of LEARNING. The researcher has found that the contents are well sequenced and graded on the basis of psycholinguistic principles. They are presented in simple to complex, known to unknown and in logical

hierarchical order or in natural/universal order. This is the good aspect of this book.

(IV) Sufficiency and Relevancy

The teaching- learning items in this book are clearly presented in detail, in a systemic way more than the teaching - learning items presented in the B.Ed. syllabus. So, to fulfill the set objectives in the curriculum, the contents are sufficient.

This book was tested in the classrooms over several years in English Departments eg. in Holland and elsewhere and found the contents of this book relevant according to the needs and level of students both native and non- native speakers of English and sufficient to meet the aim and objectives of the book.

In the context of Nepal, this book is a textbook in several universities including Tribhuvan University but there is no complain about contents from the side of students, teachers and experts. The subject teachers also do not refer to consult other books. Thus, it can be claimed that the qualities relevancy and sufficiency of contents have been found of this book.

(IV) Course Coverage

The course coverage of contents of this book is very good. To complete the whole course, no other textbooks and reference books are needed because all the required contents are systematically presented with good selection of examples and explained in detail using simple, formal and comprehensive language. This is one of the internal qualities of the textbook.

(VI) Presentation of the Materials

This book is an introduction of English syntax of present day written English for those undergraduate students who want to study this subject further and students at teacher training colleges. So, first of all in introduction, some linguistic descriptions of the notions are given clearly in the comprehensive way. In the part one, units of grammatical description teaching- learning items are presented in hierarchical order with explanation by selecting good selection of examples and visual materials needed. In the part two, the principal structures of English are presented in the same way. For practice in appendix, some modules of sentence analysis are given in an effective way. Thus, the material presentation is excellent in this book.

(VII) Probable Teaching Techniques

In every textbook, probable teaching techniques should be mentioned for the ease of teachers to teach the selected materials. But in case of this textbook, no teaching techniques are mentioned. So, new or untrained teachers have to face problems to start teaching through, the items are already known to them. This is the serious weakness of this textbook.

(VIII) Distribution

The whole contents should be divided into suitable chapters, units, sub-units, lessons, etc. for its clarity and effectiveness but regarding this book, this quality has not been found because the whole course is divided only in two parts. There is not systematic distribution of such divisions as it ought to be.

3.2.3 Language, Language Functions and Skills

The language is one of the qualities of any writing including textbook. The language used in the book should be simple formal and comprehensive because a textbook is a material for self study, too. If the language is clearly understandable, the student will form the clear concept on each and every topic. It arises curiosity in reading. If the language is not understandable, the students will feel boring and will not even touch the book. Through language, the message of the writer is transmitted to the readers. So, language is both the appearance to attract the attention of the readers and core part to understand the text.

Regarding this book, the language is very simple formal and compressive which is the good aspect of the book.

A language textbook must be communicative or the language functions should be the contents to be taught in the class. All the four language skills should be equally emphasized. But, this book, ESS is traditional or theoretical textbook which consist of theoretical aspect of grammar not the communicative aspect. It is not a language book but it is about the English language. So, it has not emphasized seven language functions and primary language skill but only categorical structural and categorical functions along with secondary language skills: reading and writing.

3.2.4 Exercises and Activities

On the basis of John Dewey's principle of learning 'Learning by Doing', exercises and activities are very important to help the students to learn by doing themselves. Simply, people do not believe that teaching and testing have the equal role in learning. But actually teaching and testing should go together for better learning. For the fact, texts are to be taught to make the concept and exercises and activities are to be tested

what the student have learnt. Exercises and activities help the teacher to test his/her students whether they have learnt his/her teaching or not and the students to evaluate themselves and develop confidence. Here the proverb 'practice makes perfect' is suitable to lead the students towards the perfectness.

Every textbook should include sufficient exercises and activities to the students otherwise, the book won't be qualitative one. Textbook should not be designed only keeping in mind 'reading for pleasure' but to learn something as proposed in the curriculum in the name of objectives.

Concerning the textbook ESS, it has workbook designed by the same writers named English Syntactic Structures: Workbook to assist the textbook ESS into which ample exercises and activities for the students are mentioned. The following table shows the number of subjective questions and the number of exercises & activities mentioned in the ESS: Workbook.

Table No. 3

Topic	No. of Subjective Questions	No. of Exercises
Part One		
Introduction	17	5
The morpheme	5	10
Toe word	20	23
The phrase	27	11
The sentence	14	20
Part Two		
The structure of the word	2	4
The structure of the phrase	16	19
The structure of the sentence: Functions	19	17
The structures of the sentence: realizations	15	19
Total	135	128

From the above table, we can say that the textbook has sufficient subjective questions to the students for practice. Such questions are very important to the students from the examination point of view as model questions, and, under exercises, varieties of objective type of questions are given. For those questions, answer key has also been provided at the later part of the book. Thus, from both subjective and objective types of questions both students and teachers are taking benefits. This is one of the good qualities of the textbook, ESS.

3.2.5 Visual Materials and Illustrations

Every textbook should be designed keeping in mind 'self study', then after only, it would be more comprehensive. Only selection, gradation and organization of the items is not quite enough, but presentation also plays the vital role. The answer of the question how much comprehensive is the book and how are content /items presented? For good presentation, along with examples, explanations and illustration, visual materials such as tables, charts, pictures, diagrams also play the vital role.

Regarding this book, the number of tables, figures and diagrams used in the book are presented in the table below:

Table No. 4

	Introduction	Part one	Part two	Appendix	Total
No. of figures	6	6	2	-	14
No. of tables	-	22	8	-	30
No. o diagrams	-	-	-	16	16

The above table shows that this textbook contains 14 figures, 30 tables and 16 tree diagrams altogether. In this 189 paged book, the number of visual materials such as figures, tables, diagrams is not less. This is the good aspect of this book.

Regarding illustrations, this book has raised the issues in between English syntax and semantics which are unresolved and controversial. Neither the writers claim the book comprehensive nor it offers solutions to all those descriptive problems. Their intention was to make the students aware of the fact that English syntax is an area with many unresolved and controversial issues between syntax and semantics. Thus, however, it consist figures, tables, and diagrams and explanations with good selection of examples, illustration is not so, effective as it ought to

be. To be more effective, it should have given the solutions of those problems and issues.

3.2.6 Supplementary Materials

According to Oxford Advanced Learner's Dictionary of Current English, the meaning of supplementary is, "provide in addition to something else in order to complete it." Thus, we can define supplementary materials as those teaching-learning materials which help or add something to teach or learn the subject matter of the book or to complete it. Here, the researcher has tried to mention supplementary materials in terms of:

- i. Reference books
- ii. Teacher's guide
- iii. Workbook or exercise book and
- iv. Question model

I Reference Books

Reference books are those authentic source books or supporting materials from which the textbook writer takes some information. For further detail, reference books or materials should be mentioned in reference or bibliography section. But, in case of this textbook, no reference or bibliography is given for its authenticity. This is the weakest point of this book.

II Teacher's Guide

Teacher's Guide is a book which directly helps the teacher to handle the textbook. What stepwise techniques and procedure should be applied while teaching the book is clearly mentioned in it. It helps the

teacher for planning and timing the course. That brings effectiveness in the teaching-learning process. It is quite necessary for new and untrained teachers. So, Teacher's Guide is one of the inevitable tools for teaching.

III Workbook or Exercise Book

Teaching and testing are equally important processes of any academic discipline. So, without evaluation what the teacher has taught and what the students have understood or learnt, the whole educational process will not be complete. So, workbook or exercise book for evaluation is very important.

Regarding this book, it has its workbook designed by the same writers to assist the textbook with sufficient subjective questions and other exercises. From it, students can evaluate themselves whether they have learnt or not and practice more and more. The answer key will also help them for exercises and for the subjective questions, they will reconsult the textbook. This is one of the striking points of this textbook.

IV Question Model

From the examination point of view model or sample questions are very important which are provided in the grid with solution. The model questions will be helpful to the students to know from which unit how many and what type of questions in how much mark are asked and the style of answering them to secure high marks because knowing the subject matter and taking exam within limited time (2-4hrs) are totally different things. Model questions are equally important to the teacher for exam-oriented teaching otherwise, the set objectives of the curriculum will not be fulfilled.

Actually, model questions are given in the grid but some of the writers give in the final part of the textbook. Regarding this book only questions are given in the work book but model questions are not given which is the weakness of this textbook.

3.2.7 Appropriateness

Under the topic appropriateness, we should consider the appropriate to the target group, appropriate to the needs, interest and the linguistic level of the students. Regarding this book, it was designed for undergraduate students and the students at teacher training colleges both native and non-native speakers of English. J. Lachlan Mackenzie (1984) in his review of the book ESS had found it appropriate for use by both native and non-native speakers and this book was tested in the classroom over a number of years in several Departments of English both in Holland and elsewhere and positive response had come. Thus, in the context of Nepal also it is appropriate to the target students to know how to recognize and analyze the principal structures of English syntax. Only knowing language is not sufficient, more than that, the language students should know about the language, too.

Here, in the context of Nepal, this course has been applied in many universities including Tribhuvan University in bachelor level first year specialization in English, Faculty of Education. Thus, the quality 'appropriateness' is found of this book.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4. Introduction

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

4.1 Findings

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

I. Peripheral Features

1. The size of the book is suitable to the level.
2. The binding and cover page design is economical.
3. Introduction and the author's view has been given clearly.
4. The table of contents is given in detail more than prescribed in the course of study.
5. The subject index is given.
6. Abbreviation and symbols used in the book are also given.
7. Sufficient visual materials are also mentioned.
8. Workbook is available.
9. The paper quality is poor.
10. The size of the letters is tiny.
11. The space between words, sentences and paragraphs is comparatively slighter.
12. The price is a bit stiff and its original form is not available in the market.
13. Methodology and probable teaching techniques are not mentioned.

14. The reference or bibliography is not included.
15. Teacher's guide is unattended.
16. Vocabulary list is not included.
17. Model questions are not given.

II. Academic Features

1. The objectives of the course of study are clearly reflected in the objectives of the book.
2. The contents are suitably selected, graded and organized in hierarchical order on the basis of psycholinguistic principles.
3. The contents are sufficient and relevant to fulfill the objectives of the curriculum.
4. The material presentation is excellent.
5. Sufficient exercises and activities are mentioned in the workbook.
6. It is appropriate to the target group.
7. It is an introduction of English syntax.
8. It gives emphasis on accuracy.
9. Explanations are illustrated with good selection of examples.
10. It is an important addition in the area of descriptive grammar.
11. The language used in this book is simple formal and comprehensive.
12. Language functions, primary language skills and communicative aspect of language are completely forsaken and forgotten.
13. Problems of syntax and semantics are raised as issues without any solutions given.
14. It emphasizes only theoretical aspects.
15. Only those students who are well-known to pedagogical grammar can benefit themselves. For others, it is quite puzzling and perplexing.

III. The striking points of the textbook

1. The size of the book is suitable to the level.
2. The binding and cover page design is economical.
3. Introduction and the author's view has been given clearly.
4. The table of contents is given in detail more than prescribed in the course of study.
5. The subject index is given.
6. Abbreviation and symbols used in the book are also given.
7. The objectives of the course of study are clearly reflected in the objectives of the book.
8. The contents are suitably selected, graded and organized in hierarchical order on the basis of psycholinguistic principles.
9. The contents are sufficient and relevant to fulfill the objectives of the curriculum.
10. The material presentation is excellent.
11. Sufficient exercises and activities are mentioned in the workbook.
12. Sufficient visual materials are also mentioned.
13. Workbook is available.
14. It is appropriate to the target group.
15. It is an introduction of English syntax.
16. It gives emphasis on accuracy.
17. Explanations are illustrated with good selection of examples.
18. It is an important addition in the area of descriptive grammar.
19. The language used in this book is simple formal and comprehensive.

IV. Weaknesses of the Book

1. The paper quality is poor.
2. The size of the letters is tiny.
3. The space between words, sentences and paragraphs is comparatively slighter.
4. The price is a bit stiff and its original form is not available in the market.
5. Language functions, primary language skills and communicative aspect of language are completely forsaken and forgotten.
6. Problems of syntax and semantics are raised as issues without any solutions given.
7. Methodology and probable teaching techniques are not mentioned.
8. The reference or bibliography is not included.
9. Teacher's guide is unattended.
10. Vocabulary list is not included.
11. Model questions are not given.
12. It emphasizes only theoretical aspects.
13. Only those students who are well-known to pedagogical grammar can benefit themselves. For others, it is quite puzzling and perplexing.

4.2 Recommendations

On the basis of the findings presented in 4.1 above, the following recommendations are made

1. The standard paper should be used.
2. The size of the letters should be made large enough.
3. The space between words, sentences and paragraphs should be enlarged.

4. The price should be affordable and the original form should be made available in the market.
5. The language functions, primary language skills and the communicative aspect should also be emphasized.
6. The solutions of the issues and problems between syntax and semantics should be made available.
7. Methodology should be mentioned for effective teaching.
8. The reference or bibliography should be included.
9. Teacher's guide should be printed and made available.
10. Vocabulary list should be included.
11. Model questions should be prepared.
12. The book should be edited once more with re-corrections.

REFERENCES

- Aarts, F. and Aarts, J. 1986. English Syntactic Structures. University of Nijmegen. Pergamon Press and Martinus Nijhoff.
-,1984. English Syntactic Structures: Workbook. University of Nihmegen. Pergmon Press and Martinus Nijhoff.
- Awasthi, J.R. 2006. Textbook and its Evaluation. Journal of NELTA,Vol.11.
- Baruah, T.C. 1991. The English Teacher's Handbook. New Delhi: Sterling Publishers Private Limited.
- Bhattarai, G.R. 1986. Methods of Teaching English. Kathmandu: Ratna Pustak Bhandar.
-, 2001. A Thematic Analysis of Research Reports. Kathamandu: Ratna Pustak Bhandar.
-, 2001. Evaluating Textbooks. Kathmandu: Ratna Pustak Bhandar .
-, 2006. English Teaching Situation in Nepal. Journal of NELTA. Vol. 11.
- Brown, H.D. 1994. Teaching by Principles: An Interactive Approach to Language Pedagogy. New Jersey: Prentice-Hal
- Cunningsworth, A. 1984. Evaluating and Selecting EFL Materials. Oxford: Heinemann.
- Dahal, M.N. 2002. An Analysis of the New English Textbook for Grade X. An Unpublished M.Ed. Thesis, Kathmandu: T.U.
- Donaldson, A. 1984. Canadian Modern Language Review, 40/3, 460.
- Ghimire, P.B.2003. An Analysis of the Link English Course for PCL First Year and Grade Eleven. An Unpublished M.Ed. Thesis, Kathmandu: T.U.
- Grant, N. 1987. Making the Most of Your Textbook. London: Longman.

- Harmer, J. 1991. *The Practice of English Language Teaching*. England : Longman.
- Hornby, A.S. 2000. *Oxford Advanced Learner's Dictionary of Current English*. Oxford: Oxford University Press.
- Hutchinson, T. and E. Torres .1994. 'The Textbook as an Agent.' *ELT Journal*, 48/4.
- Khaniya, T.R. 2003. *A Framework for Effective Reading Materials*. PABSON Review. Vol. 11.
- Kupsh, L. 1983. *Bulletin of the Canadian Association of Applied Linguistics*, 5/1, 125.
- Lamichhane, P.B. 1999. *An Analysis of the New English Textbook for Grade VIII*. An Unpublished M.Ed. Thesis, Kathmandu: T.U.
- Litz, D.R.A. 2005. *Textbook Evaluation and ELT Management: A South Korean Case Study*. *Asian ELT Journal*.
- Mackenzie, J.L. 1984. *Dutch Quarterly Review of Anglo-American Letters*, 1984/2, 165.
- Nunan, D. 1991. *Syllabus Design*. Oxford: Oxford University press.
- Osselton, N.C. 1986. *English Studies*, 67/1, 88.
- Rai, V.S. 1998. *English Language Teaching Materials and Practice*. Kathmandu: Bhuni Puran Prakasan.
- Richards, J. et al. 1985 *Longman Dictionary of Applied Linguistics*. London: Longman.
- Sharma, K.P 1995. *A Critical Evaluation of Primary Level Government Textbooks of the Nepali Language*. An Unpublished Ph.D. Thesis, Kathmandu: T.U.
- Sheldon, L. 1987. *ELT Textbook and Materials 126*. Oxford: Modern English Publication in Association with the British Council.
- Sthapit, S.K. 2000. *Teaching Language for Communication*. *Journal of NELTA*.

Subedi, Y.R. 2005. An Analysis of Grade Eleven English Textbook: Meaning into Words. An Unpublished M.Ed. Thesis, Kathmandu: T.U.

The International Encyclopedia of Education. 1994.

Ur, P. 1996. A course in Language Teaching Theory. Cambridge: Cambridge University Press.

Yalden, J. 1999. Principles of Course Design of Language Teaching. Cambridge: Cambridge University Press.

Appendix
Checklist for evaluating the textbook English Syntactic Structures
Peripheral Features

cover page	rough	less attractive ð	attractive
size of the book	clumsy	less appropriate	appropriate ð
paper quality	not qualitative	less qualitativeð	qualitative
binding	sewed	side stitched ð	stuck
size of the letters	small	very small ð	appropriate
space between words, sentences paragraphs	less ð	more	appropriate
price of the original	-	mentioned	not mentioned ð
price for digital photocopy(Rs.100 Nc)	less	more	accurate ð
original book's availability		Yes	No ð
photocopy's availability		Yes ð	No
introduction and author's view		given ð	not given
aims and objectives of the book		given ð	not given
introduction of table of contents		given ð	not given
the materials are used as		authentic course ð	supplementary to it
teacher's guide	not in point ð	Available	not available
methodology & probable techniques		mentioned	not mentioned ð
it is used as material for	self study	classroom text	both of them ð
vocabulary list		mentioned	not mentioned ð
index		mentioned ð	not mentioned
visual materials		given ð	not given
layout and presentation		clear ð	cluttered
the materials are	sexually biased	specific ð	culturally biased
reference or bibliography	given	not given ð	

workbook or Exercise book	Yes ð	No	
abbreviation and symbols	Yes ð	No	
subjective & objective questions	Yes ð	No	
model questions	Yes	No ð	
intended readers are included	Yes ð	No	

Academic Features

Objectives

	Yes	No
clarity of the objectives		
The objectives of curriculum are directly reflected on text		
The objectives are appropriate according to the level		
The objectives are fit for both native and non-native students		
The objectives are achievable		

Contents

selections	good	not so good	-
gradation	random	Systematic	
contents give new information	Yes	No	
relevant to the students need	Yes	No	
course Coverage	good	not so good	bad
presentation	good	not so good	excellent
organization	good	not so good	
the materials are sufficiently	transparent		student teacher mismatch
the division of contents in unit sub- units	good	excellent	not so good
suitable of the contents for	native speakers	non -native speakers	both

Language and Language Skills

	Yes	No
Is the language simple?		
Is it formal?		
Is it comprehensive?		
Are four language skills equally emphasize?		
Are primary language skills neglecting?		

Language Functions

the nature of the book	traditional	-	communication
The book is on..... grammar	Pedagogical	theoretical	theoretical on the basis of pedagogical
inclusion of seven main language functions	Yes	No	
emphasis on	Structures	functions	
negligence of communicative aspect	Yes	No	
balance between fluency & accuracy	Yes	No	
fluency is totally neglected	Yes	No	

Exercises and Activities

	Yes	No
exercises and activities on: <ul style="list-style-type: none"> - vocabulary - dictionary - games, rhymes, crossword puzzles - pair and group work - subjective type of questions - objective type of questions - analyzing sentences in diagram - oral exercise & activities - written -on creative thinking and writing) clear instruction for exercises) sample answers for subjective questions) answer key for objective questions) sufficient in exercise) content coverage in exercises) topic and sub topic wise exercises) balance between oral and written exercises		

Visual Materials

Description	Yes	No
figures		
tables		
Diagrams		
charts & graphs		
Pictures		
other visual materials		
clarity of visual material		
appropriateness of the given visual materials		
Sufficiency		

Supplementary Materials

	Yes	No
reference books		
teacher's Guide		
Workbook		
questions model		
audio video cassettes		
Film		

Appropriateness

	Yes	No
appropriate to the students' level		
appropriate to the non- native speakers		
appropriate to the beginners		
appropriate to the needs and interests of students		