

CHAPTER-ONE

INTRODUCTION

1.1 General Background

Language, a voluntary vocal system of human communication, is a powerful means to express human feelings, thoughts, needs and desires. Language is a unique social phenomenon used in human society to establish good relationship among human beings. There are so many languages in the world. Among them, English is regarded as the world language, widely spoken among the people of the various countries. Cambridge International Dictionary of English (1997:711) defines Language as “A system of communication consisting of a set of small parts and set of rules which decide the ways in which these parts can be combined to produce message that have meaning.” Richards et al.(1999: 196-197) define language as ‘the system of human communication which consists of the structure arrangement of sounds for written representation into larger units, e.g. morphemes, words, sentences, utterances.’ English is considered as the language of intellectual discourse. Most of the research reports and dissertations are produced in English. International seminars conferences and sessions are also held in English.

Janga Bahadur Rana, the founder of Rana reign in Nepal, links English language teaching in Nepal with the establishment of a school. After returning from England, he established Durbar school in 1854 A.D. In higher level English language reached in Nepal with the establishment of Tri-Chandra College by Chandra Shamsheer in 1918 A.D. ELT in Nepal was started in 1971 with the

implementation of National Educational System Plan (NESP) and the same year Tribhuvan University started B. Ed. Programme in English education (Awasthi 2003:22).

Now a day English is taught in so many private, public and government schools and colleges of Nepal. English is taught from primary level to university level as a compulsory and major subject. In schools of private sector, the English language is the medium of teaching. The National Education Commission (1992) laid great emphasis on the improvement of the English language curriculum. Curriculum is the guide line for the textbook writers, teachers and students to achieve the sought objectives and goals. Each and every academic discipline is guided by its curriculum which is a master plan consisting of teaching aims, contents, methods of teaching, evaluation scheme, time allotment, textbooks etc. According to Taba (1962), “curriculum is plan for learning.”(as cited in Sharma: 2008.p. 8). Curriculum is a package of different activities that can be organized in and out of school environment. Curriculum is the foundation of textbook writing.

Nepal has realized the importance of English education. In the schools run by private sectors, it is taught from nursery level. All the subjects except Nepali are taught in English. In the government aided community schools English is taught from grade one and it is accepted as a compulsory subject in the curriculum, especially higher level curriculum for 10+2 programme and campus level programmes are developed with the aim of meeting international educational standards that prevail in the countries of the SAARC region. General agreement and common understanding of similar education targets have been developed in general meetings and conferences of SAARC countries. Nepalese curricula have

tried to strengthen the mutual understanding among SAARC countries in the current educational plans.

1.2. Textbook: A Brief Introduction

A textbook is teaching material for the teacher and learning materials for the learner. It is one of the pivotal aspects of the total teaching and learning process. Textbooks are said to be the kind of books that deal with a particular subject used for formal education. Textbook is one of the most fundamental requirements of any successful teaching and learning activities. It is not only the collection of teaching items to be dealt with in a classroom but also the most comprehensive teaching materials containing all kinds of information that the students of a particular grade are expected to acquire within the duration of one academic session. It is a document that reflects the objectives and teaching items prescribed in the syllabus. Textbook is a guide for a teacher, memory aid for pupils, a permanent record of what has been taught and learnt in the classroom. For Cunningsworth (1995:2) “Textbook is an effective resources for self-directed learning, effective source of presentation of materials, a source of ideas and activities, a reference source for students, a syllabus where they reflect predetermined language objectives and support for less experienced teachers who have yet to gain confidence’”. Textbook is frequently a most important teaching tool to determine not only what will be taught but also how it will be taught.

The Oxford Advanced Learner’s Dictionary (2005: 1587) defines the textbook as, “a book especially used for giving instruction in a subject” Grant (1987:12) says, “the textbook is used to refer to the course book typically aims to

cover all aspect of the language and supplementary textbooks devoted to particular textbooks on skill areas.”

Textbooks are found as authentic an non- authentic materials. Authentic materials are the text designed for the native speakers; they are the real texts, designed not for the native speakers; they are the real texts, designed not for language students; but for the speakers of the language, (Harmer, 1991:257). These materials expose to learner the real language in real life and meaningful communication. Non- authentic materials are those that are specially designed for pedagogical purpose to the language learners. They are either developed or simplified or written considering the level of the learners.

Thus, a textbook determines the components and methods of learning and it can be used consistently within the classroom with the supplementary materials, for both teachers and students. We can say that textbook is a part of teaching and learning activities which is developed for academic institutes to achieve pre-determined objectives set out in the curriculum. Textbook is an authentic source of knowledge and the materials are generally available to the learners. It is one of the most commonly and widely used instructional aids in schools, colleges, universities and even at home.

1.1.2 Advantages and Disadvantages of Using Textbooks

Textbook can be both boon and burden. Use of textbooks has many advantages and disadvantages presented by different writers in various ways:

Ur. (1996:183-95) has given the following main advantages of using textbooks:

-) A textbook is a frame work which regulates and times the programmes.
-) In the eyes of learners no textbooks means no purpose.
-) With a textbook learners think their learning is not taken seriously.
-) A textbook, provides readymade 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.

Richards at el. (2001:1-2) has presented the following advantages of using textbooks:

-) They provide structure and syllabus for a programme.
-) They help standardize instruction.
-) They maintain quality.
-) They provide a variety of learning resources.
-) They are efficient.
-) They can provide effective language models and input.
-) They can train teachers.
-) They are visually appealing.

Using of textbooks however does have some disadvantages as well. Most of the teachers use textbooks as their master and never go out of them. Such teachers

become less creative in their teaching profession. Textbook is mistakenly supposed to be, be - all and end- all.

Ur. (1996:183-195) has listed the following disadvantages of using textbooks:

-) If every group of students has different needs; no textbook can be a response to all the differing needs.
-) Topics in a textbook may not be relevant for and interesting to all.
-) A textbook is confining i.e. it inhibits teachers' creativity.

Richards et al. (2001) gives the following list of the disadvantages of using textbooks:

-) They may contain non-authentic language.
-) They may distort content.
-) They may not reflect students' needs.
-) They can deskill the teachers.
-) They are expensive.

In spite of some drawbacks textbooks are invaluable materials for the teachers and students. Textbooks have been used for years for various purposes by different kinds of the reading on different occasions.

1.1.3 Kinds of Textbooks

It is difficult to make accurate generalization of textbooks. Generally, textbooks are varied in their internal and external quality. The main thing to differentiate one textbook from another is the contents of the textbook. In addition

to it, binding, cover page, theme, style of writing, language, target readers etc. are the main points.

Grant (1987) distinguishes between the two very broad categories of textbook. There are mainly two types of textbooks: 'Traditional textbooks' and 'communicative textbooks'.

1.1.3.1 Traditional Textbooks

Grant (1987:110) says, "Although we use the word traditional here, it is true to say that traditional textbooks are still being published today. So, the label is used to describe a type of book, rather than the date it was published." He, further says," The language is a system. Once the learners have learned the system, it is hoped that they are then equipped to use the language for their own purposes in any way they think fit." This means that traditional textbooks are still being written, published and used even today. According to him, traditional textbooks have all these characteristics:

-) They tend to emphasize the forms, or patterns of language (the 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 own reading and writing activities rather than listening and speaking activities.
-) They emphasize the importance of accuracy.
-) They tend to focus rather narrowly on the syllabus and examination.
-) They often make use of great deal of first language.

-) They are often attractive to some teachers because they seem easy to use, and are highly examination oriented.

Traditional textbooks are used everywhere by the teachers and students for their academic purpose. The main advantage of traditional textbook is to facilitate a teacher to teach the students and the main disadvantage of them is that students work through them, sometimes for years and often consciously. In context of Nepal students used to be taught English through traditional textbooks without being able to use the language in real life situation. So for rapid and meaningful language development, communicative textbooks are supposed to be better in the comparison to the traditional textbooks.

1.1.3.2 Communicative Textbooks

The word 'communicative' is very wide spread in the field of language teaching. Communicative textbooks are widely used in language learning and teaching process. They try to solve the problems created by traditional textbooks. Grant (1987:14) mentions the following characteristics of communicative textbooks:

-) They emphasize skills in using the language, not just the forms of language and they are therefore activity based.
-) 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 usually have a good balance among the four language skills may emphasize listening and speaking more than a traditional textbooks 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 teacher's organizational abilities.
-) They emphasize fluency, not just accuracy.

According to Grant (1987:14), "A communicative activity is any classroom exercise that helps the students to use the language they have learned in the classroom in real life." He mentions some examples of communicative activities, which are given below:

-) Students express themselves in writing in realistic purposes, for examples, writing a postcard to a pen friend, completing an application form, making notes etc.
-) Students use reading skills such as those needed in finding information or main points from a newspaper articles etc. which they may need to use in real life.
-) Students talk to each other as they might in real life with an English speakers to find out something they do not know. We call these information gap- exercises; the ideas are to give the students purpose for communication.
-) Students listen to authentic language for real life purposes. For example the students might listen to a recording an airport announcement.

Grant (1987:15) says that there are mainly three conditions that a textbook should satisfy. They are:

- a) It should be suitable for the students' needs, interests and abilities.
- b) It should be suitable for the teachers to use.
- c) It must meet the objectives of curriculum, syllabus or examination.

a) Suitable in Terms of Needs, Interests and Abilities of the Students

Any textbook should be examined from the students' point of view. First of all, to see how far it contains the materials actually needed for the students to reach their short term and long term goals. Communicative textbooks provide appropriate language skills, vocabularies, grammar as well as the other communicative activities as per the learners' need interest and ability. The textbook contains materials presented psychologically that interest the students. It considers the socio-cultural background of its target and readers. The varieties of exercise create curiosity and interests in learning a language. Linguistic complexity and simplicity are presented as the cognitive level of the learners. If the textbooks are too easy they may not activate the learner's mind properly; if they are too complex, they will be difficult for the students to reach no matter what ever efforts they make.

b) Suitable for the Teacher to Use

A textbook should be easily usable by the teacher. Textbook is one of the best materials in comparison to other materials. Communicative textbook can be used more easily than a textbook containing only a collection of raw materials. Therefore, we need to consider these things in order to evaluate usability of

textbooks. It contains only the raw materials the teacher himself has to face the problems of designing the exercises and illustrations, finding out ways for using them, and where and how to obtain the supplementary materials and information. This brings unnecessary burden for average teachers.

c) Suitable to Meet the Needs of Official Syllabus or Examinations

Another requirement of a good textbook is to meet the needs of prescribed official syllabus or examinations. In the context where textbooks are prepared in a bureaucratic way perhaps this point is considered as the single criterion of textbook preparation and the book prepared as such automatically comes in accordance with the syllabus already designed by experts. In course of selecting a textbook when the teacher has the syllabus at hand but no textbook commencing from the authentic source, she/he is going to pick up seems to in accordance with the syllabus- if contains the subject matter as expected by the syllabus, it is generally preferable for selection.

1.1.4 Relationship Between Curriculum and Textbook

Curriculum is a planned set of activities to develop designed quality in students. It is a track which students follow to achieve the goal. It is a path to destination. Curriculum is a very general concept which involves consideration of the whole complex of philosophical, social and administrative factors which contributes to the planning of educational programme. Richard et al. (1985) defines it as “an educational programme which states:

- a) The educational purpose of the programme.
- b) The content, teaching procedures and learning experiences which will be

necessary to achieve this purpose.

- c) Some means for assessing whether or not the educational ends have been achieved.”

Like this, curriculum has been defined by different scholars in various perspectives. From all definitions it can be concluded that curriculum is a framework of educational programme which includes all the activities that are utilized by a school to attain its aim of education.

To talk about textbook, it is a means, through which the objectives of curriculum are carried up to the readers. Textbook is the material generally available at learners’ hand. It is regarded good if it reflects the objectives set out in curriculum. Textbook is not only the foundation of a curriculum but also that clarifies the activities of a curriculum. It also provides clear information to teachers and students so that they can understand the activities and do them accordingly. Curriculum is designed by a group of experts considering the needs of the nation.

In developed countries the concept of “multi-textbook” is also found. On the basis of a single curriculum, so many textbooks are designed. But in developing countries such concept is not expanded.

Textbooks are widely used for teaching and evaluating purpose by teachers and studying purpose by students to meet the desired goals.

1.1.5 The Description of “Enrich your English Communication and Academic Skills” for B.A. First Year

The textbooks, Enrich your English (Communication and Academic Skills) have been introduced for the students of three-year Bachelor’s degree in Humanity (B.A.) to meet the needs of Nepalese learners of English. These integrated textbooks aim at developing general proficiency in the English language with special emphasis on developing speaking and writing skills. The curriculum includes grammar and various types of writings as summary writing, report writing, Letter writing etc. Writing generally covers all walks of life including some specialized topics. Enrich your English is divided into two textbooks, ‘Communication Skills’ and ‘Academic Skills’.

In Communication skills, some skills, such as skimming, scanning, finding meanings of words, ordinary words and sentences, reading paragraphs and passages, using signal words, understanding phrases, reading literature, using predation techniques etc are included. Under Academic skills, skills like, reading maps, graphs and tables, using dictionary, using reference skills, interpreting and transferring information to diagrams, making notes, summarizing, writing reports, writing essays, understanding and enjoying poetry have been included.

This course is designed to be used in the real life situations by the students of Bachelor level. The main objectives of this course are to activate and enrich their English, improve their communicative and linguistic competence, help them to play their roles effectively in their multilingual and multicultural setting and do their college-course with confidence. In order to achieve this objective T.U. has

prescribed “Book I: Communicative Skills, Book II: Academic Skills, their corresponding workbooks and a supplementary readers. Enrich your English is a comprehensive, need-based, learner- centered textbook developed by the central Institute of English and Foreign Languages Hyderabad, India and written by S.R. Inthira and v. Saraswathi. It was First published in 1995 and special edition for Nepal was in 1996. It focuses on the integration of skills with learning by doing.

1.2 Review of the Related Literature

Under the supervision of the Department of English Language Education, T.U., Kirtipur, a very few studies have been carried out on textbook analysis. The research works which have been done in the related field of this study are mentioned here.

Lamichane (1999) carried out a research on the topic “An Analysis of New English Textbook for Grade VIII.” The main objective of his study was to find out whether the language materials used in new English textbook are sufficient to meet the objectives set out in the curriculum for developing spoken and writing skills. He found out that the textbook is appropriately designed grading vocabularies, and developing communicating and writing skills. He found the textbook based on psycholinguistic principles.

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

Dahal (2001) carried out a research on “An Analysis of New English Textbook for Grade ‘X’”. The aim of his study was to analyze the textbook in the terms of physical aspects and academic aspects. He has found that the language used in the textbook is appropriate. The knowledge of language and practice in using the language is an acceptable quality found in the textbooks.

Poudel (2004) carried out a research on “An Analysis of English Textbook for Grade VI”, to analyze the textbook in terms of its physical and academic aspects. He found out that the textbook is appropriate according to the level of the students and its physical and academic qualities are also satisfactory.

Dawadi (2004) carried out a research on “Analysis Grade VII English Textbook” to examine physical and academic qualities and the relationship between the curriculum and the textbook. The finding of physical and academic qualities of the book are satisfactory and relationship between curriculum and textbook is appropriate.

Tiwari (2004) analyzed the vocabulary used in English Textbook for grade Four in the terms of phonological structure; that 365 words are monosyllabic, 136 words are two syllabic, 40 words are three syllabic and only 1 is found word in four syllabic out of 542 word forms. He found the appropriateness in consonant sounds, vowels sounds, and clustered.

In the same way K.C. (2005) examined the English textbook for grade IX; Poudel (2005) analyzed the English Textbook for Grade VI; Bhattarai (2005) made an evaluation on “The content validity of Compulsory English Textbook for Grade

VIII; Subedi (2005) analyzed the English Textbook, "Meaning into Words" for Grade Eleven; Khanal (2006) analyzed the "Optional English Textbook" for Grade V; Dhakal (2006) analyzed My Primary English Textbook for Grade IV; and Aryal analyzed Grade VIII English Textbook.

Rana (2007) carried out a research on, "An Analysis of English Textbook, Meaning into Words." He found out the adequacy of the contents as well as the physical aspects of the textbook.

Though many of the above researches were carried out on different textbook but my study is new in the sense that the textbook 'Enrich Your English' has not been analysed yet. Not only that this research includes the experiences of teachers and students about the textbook which is not dealt by the above researches.

1.3 Objectives of the Study

The objectives of studies were:

1. To analyse the relation between curriculum and textbook
2. To analyze the materials in terms of difficulty level, vocabulary selection, needs and interest of the learners.
3. To analyze the textbooks in terms of their physical aspect as well as academic aspects.
4. To suggest some pedagogical implications.

1.4 Significance of the Study

The study is expected to be significant to all those who are directly or indirectly involved in teaching and learning activities. Mainly textbook writers, curriculum designers, students and teachers will be benefited. It is equally important to assess the suitability of the materials for all language skills.

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. The methodology adopted during the study is presented below:

2.1 Sources of Data

In the process of study, the researcher has used two sources of data.

2.1.1 Primary Sources

The primary sources of data were the responses made by teachers and students. The information was collected in written form through separate sets of questionnaires.

2.1.2 Secondary Sources

The secondary sources for collecting data were B.A. 1st year, English curriculum, textbooks and other different types of articles, reports and other submitted thesis. Such as Dahal (2001), Grant (1987), Kumar (1999), Sharma (1995), Cunningsworth (1987) etc.

2.2 Sampling Procedure

The sample population of the study consisted of ten subject teachers who had at least one-year teaching experience and twenty students of B.A. second year or who have completed studying the course with fresh experience. Teachers were selected from different campuses of Kailali and Kanchapur districts. Districts and campuses were selected by purposive sampling but teachers were selected by random sampling and students were selected by using random sampling procedures from respective campuses.

2.3 Tools for Data Collection

Questionnaires prepared for teachers and students were the main tools to collect data for this study. The researcher devised criteria of textbook analysis with the help of different books and articles related to textbook analysis. The criteria to analyze the academic aspect of the textbooks were made on the basis of content, language, exercises, materials organizations, and reading and writing materials in the terms of difficulty level, vocabulary selection, and needs and interest of the learner.

2.4 Process of Data Collection

In the process of data collection, the researcher studied the textbooks “Enrich Your English” Book I and Book II, on the basis of their physical aspects as well as the content adequacy as language, exercise, materials organization and other skill based materials in terms of difficulty level, vocabulary selection and students’ need and interest. To analyze data the support of other related books was taken.

Two different sets of questionnaires were developed and distributed to the teachers and the students randomly. The present study was taken in term of items and sub-heading. After getting subject teachers' and students' valuable experiences and suggestions related to 'Enrich Your English', the collected data were analyzed and interpreted descriptively using simple statistical tool i.e. percentile.

2.5 Limitation of the Study

The following were the limitations of the present study:

- a. The study was limited to analyse the physical and academic aspect of the textbooks.
- b. The population of the study was limited to subject teachers of Kailali and Kanchanpur districts with at least one year teaching experience and students of B.A Second Year who have completed studying the textbooks.
- c. The study was limited to the textbooks "Enrich Your English" communication and Academic skill, Book I and Book II.

CHAPTER- THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data obtained from the respondents. For making the research study more convenient, this chapter is divided into three sections. The first section of this chapter deals with the analysis of the physical aspects of the textbooks ‘Enrich Your English Book I and Book II.’ The second part of this chapter concerns with the description of the general opinion expressed by teachers and students which includes major strengths and weaknesses of the textbooks. Such opinions were calculated with the help of percentage of the total number of subject teachers and students who stated the same opinions for the improvement of the textbooks. The third section deals with content analysis of the textbooks “Enrich Your English, Communication and Academic Skills.”

3.1 Analysis of the Physical Aspects of ‘Enrich Your English’

‘Enrich Your English’ Communication and Academic skills are the textbooks which link PCL of T.U. and HSEB course of Nepal with Bachelor degree. These textbooks are very important to impart the practical knowledge of English language. The textbooks are thoroughly taken in T.U. syllabus from Central Institute of English and foreign languages, Hyderabad, India. Generally the physical aspects of textbooks are analyzed on the size of the book, cover page designing, printing quality, paper quality, front style, binding, price. The following table presents the physical aspects of "Enrich Your English" and this topic deals with these points in different sub- sections as below:

Name of the books	:	Enrich Your English Communicative skills Book I and Academic skills Books II.
Size of the books	:	Book I 21.6 x 13.1cm and Book II 21.6 x 13.1cm.
Printing of the books	:	Offset printing
Publisher	:	Central Institute of English and Foreign Languages, Hyderabad, India
Binding	:	Side stitch
Printed at	:	Delhi, Oxford University press
Margin	:	Book I. Top 1:00cm, bottom 1.8cm, right 1cm. Book II. Top 1:00cm, bottom 1.8cm, right 1cm.
Price	:	Book I - Rs46 Book II - Rs46
Parts of the books	:	Book I - 10 Book II - 10
Number of the pages	:	Book I: 221 Book II: 153
Thickness of the books	:	Book I: 0.9cm Book II: 0.8cm.

3.1.1 Size of the Books

The size of the book is very important for the readers to develop their interest in reading. These books are appropriate in size, portable and interesting to read. Regarding this fact, the colour of the cover page has been changed from time

to time. At present, the size of the book is 13.1x21.6cm, the thickness is 0.9 and 0.8cm with 221 and 153 pages in book I and II respectively.

3.1.2 Cover Page Design

The cover pages of the books are the same in two books either in quality or in colour. The cover pages are designed economically in two colours; white and green. Background is in white colour with light green and deep green prints are on it.

3.1.3 Printing Quality and Font Style

The printing quality is another important thing in any books which creates interest in any types of reading. "Enrich Your English" has a good quality of printing, appropriate size and type of letters.

3.1.4 The Binding and the Paper Quality

Good binding and appropriate quality of paper are other characteristics of a good textbook. They ensure the durability of the textbook. Taking the fact in consideration the books 'Enrich Your English' are side fastened and good but the quality of the paper is neither so good nor so poor.

3.2 Analysis of Academic Aspects in "Enrich Your English"

Academic aspects mean an intrinsic quality of any textbooks.

Therefore, textbooks are judged and analyzed not only based on its physical

appearance but also its idea contents. The contents of Enrich Your English Book I and Book II are presented below:

3.2.1 Content

The contents of Enrich Your English Book I and Book II are presented to cover the area of four language skills with student – centered activities. The following tables show the list of contents.

Table No 1
Communication Skills: Book 1

Unit	Topic	Skill	Number of Task
1	How to Bring to World Closer	Skimming	Five for reading and writing Two for listening.
2	Let's Look Around	Scanning	Four for reading and writing Two for listening.
3	The Works of Nature and Man	Finding the Meaning of Words	Three for reading and writing Four for grammar Two for listening.
4	The World Around us	Understanding Clearly Stated Information	Four for reading and writing One for grammar One for Listening.
5	Stories Real and Not So Real	Understanding the Order of Words in Sentences	Four for reading and writing One for grammar One for listening.

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6	The Wonders of the Earth	Related Ideas in Paragraphs and Passage	Three for reading and writing Two for grammar Two for listening
7	The Miracles of Biology	Using Signal Words	Three for reading and writing Four for grammar. One for Listening.
8	Around the Campus	Understanding Phrases	Two for reading and writing Two for grammar One for listening
9	In Search of a Petter World	Understanding Organization of a Passage	Two for reading and writing Two for grammar.
10	Marriage is a Private Affair- A Short Story	Reading Literature: Using Prediction Techniques	

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Academic Skills Book II

Unit	Topic	Skills	Numbers of tasks
1	Around the World	Getting Information From Maps, Graphs and Tables	Four for reading and writing
2	The Joys of Dictionary	Using Dictionary	Four for reading One for listening
3	The Pleasure of Library	Using Reference Skills	Six for reading and writing
4	Fun With Travel	Interpreting and Transferring	Four reading and writing

		Information to Diagrams	
5	Let us Educate Ourselves	Making Notes	Four for reading

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6	In Nut Shell	Summarizing	Four for reading and writing Two for listening
7	The Secret of Success	Writing Report	Six for reading and writing
8	Putting Ideas Together: I	Writing Paragraph	Two for reading and writing One for grammar
9	Putting Ideas: II	Writing Essays	Four for reading and writing
1	The Road not Taken - Poem	Enjoying Poetry	Seven for reading and writing
	Review 2		Two for reading and writing One for reading and writing
	Appendix		

In the tasks, there are several activities to develop all language skills. Workbook for Enrich Your English is another supportive material to achieve the objectives of the textbooks. The exercises are found in subjective and objective types of questions with their answer keys.

3.2.2 The Language of the Textbooks

The role of language is vital while conveying any message. The language used in a text book plays a vital role for better understanding of the text. In Enrich Your English, the language of the various texts is simple which makes the texts easy to understand for the students who have just passed intermediate level and class 12 from colleges as well as +2 schools.

3.2.3 Exercise for Practice

As we all know that a course which aims to function as abridge course, there should be sufficient exercises for practice. These textbooks include a lot of exercises. The exercises are selected and graded in such a way that students do not feel any kind of difficulties because clear instructions and appropriate procedures are presented in the textbooks. Almost all the exercises can be done in the books as they are designed as workbooks.

3.2.4 Illustrations

To clarify the central concept of texts, illustrations, figures, charts, diagram are very important. In Enrich Your English there are many graphs, charts, pictures, tables for illustrations presented to facilitate the students in gasping the things easily and quickly.

3.2.5 Answer Key for Self-study

Answer key is really a great help to the students especially those who like to study any courses themselves. In our country, there are many students, who cannot take their class regularly for various reasons. For them answer key is very important for self-study. Not only the students but also the teachers are benefited by the answer keys. In Enrich Your English Book I and Book II answer keys are presented at the end of the books.

3.2.6 Integration of the Language Skills

Any language teaching learning courses should focus on all four language skills. Learning a language means learning the skills of the language. There should be integration between these skills. If any of these skills lack in any text, that cannot be a good text for learning language. In Enrich Your English all four language skills as listening, speaking, reading and writing are included. Among them reading and writing are focused more.

3.2.7 Grammar and Vocabulary

The chances to practice different aspects of language are also very important part of a good textbook because they ensure the language learning process. Enrich Your English tries to combine various aspects of language. Generally, grammar and vocabulary are the major aspects of language; without which we cannot imagine language. Many exercises for grammar and vocabulary are presented beautifully in the textbooks with clear illustrations, examples and procedures.

3.3 Analysis and Interpretation of Data Collection From Teachers and Students

To take personal experience and opinion of teachers and students who have taught and studied Enrich Your English formally in campus level, ten teachers and twenty students of Kailali and Kanchanpur districts were selected by using random

sampling procedures to fill in the questionnaire developed to analyze these textbooks. The tables presented below show the opinion and experiences on the textbooks, Enrich Your English.

3.3.1 Analysis of Teachers' Responses

Table No: 1: Teachers Opinion towards Textbook 'Enrich Your English'

Description	Number	Percent
a) Main difficulties in teaching 'Enrich Your English'		
) Poor background of the students-----	5	50
) Lack of teaching materials-----	2	20
) Large numbers of the students-----	-	0
) Lengthy course-----	3	30
) Others-----	-	0
b) Textbooks suitable for the students		
) Yes-----	6	60
) No-----	4	40
c) Difficult unit for teaching		
) Report writing-----	5	50
) Summary writing-----	-	0
) Letter writing-----	1	10
) Grammar practice-----	1	10
) Signal word-----	-	0
) Literary portions-----	2	20
) Essay writing -----	1	10
d) Useful units of the textbooks		
) Making notes-----	4	40
) Report writing -----	2	20
) Summary making-----	2	20
) Essay writing-----	-	0
) Letter writing -----	2	20
e) Appropriacy in weight		
) Yes-----	8	80

)	No -----	2	20
f) Students' view towards the textbook			
)	Positive-----	7	70
)	Negative-----	3	30
g) Specific benefit form the textbooks for students			
)	Speaking better-----	2	20
)	Writing better-----	8	80
)	Understanding better-----	-	0
)	Not sure-----	-	0
h) 'Enrich Your English' different from the other textbooks of B.A. 1st year			
)	They are very short-----	-	0
)	They are interesting-----	5	50
)	They are very long-----	4	40
)	They are practical-----	1	10
)	Others-----	1	10
i) Achievement of the students			
)	Very good-----		
)	Good-----	5	50
)	Satisfactory-----	5	50
)	Bad -----		
j) Suggestion to revise			
)	The textbook should be made more interactive and practical--- -----	4	40
)	They should be specified-----	5	50
)	Others -----	1	10

By observing the above table it can be said that the 50% teachers faced difficulty due too the poor background of the learners, for 20% teachers it is difficult because of the lack of teaching materials and 30% teachers think that it is difficult because the cause contents are too long. Regarding the suitability of the textbook 60% teachers take it as a suitable for the students. But 40% think that it is not suitable of for the students. The textbooks contain different teaching units but 'report writing' is difficult for 50% of the teachers. Similarly 'letter writing',

'grammar practice' and 'essay writing' are equally difficult. 20% of teachers think that 'literary options' is difficult. Regarding the usefulness of textbooks 40% teachers think that 'making notes' is more useful, 20% teachers think that 'report writing' is more useful, similarly, 20% teachers are the supporters of 'summary making', 20% favor 'letter writing' but according to them 'essay writing' is least useful unit. The weightage of the contents can be said to be appropriate because 80% of the teachers think they are in appropriate weightage, but 20% think that weightage are not appropriate. About 70% percentage of the teachers think that students view is positive towards the textbook but 30% of the teachers think that students are not motivated towards the textbooks. The textbooks are more appropriate to develop writing skills of the students because 80% of the teachers think that it is beneficial for the student related to writing but 20% of teachers think that it is beneficial to develop speaking skills, but all the teachers think that textbooks don't help students to develop understanding power. 50% of the teachers think that 'Enrich Your English' textbooks are different because they are more interesting than others, 40% of teachers think that they are different due to their length, 10% teachers think that they are more practical than others. According to the 50% teachers the achievement level of students is good, similarly the 50% percent think the achievement level is satisfactory. 50% of teachers suggest that content should be specified as per the language skills but 40% teachers think that they should be made maximum interesting and practical.

3.3.2 Analysis of Students' Responses

Table no:2: Students Opinion Towards the Textbook ‘Enrich Your English’

Description	Numbers	Percent
a) Main difficulties faced by the students		
) Making notes-----	5	25
) Writing report -----	3	15
) Making summary-----	2	10
) Communication-----	3	15
) Finding out guided words-----	4	20
) Listening activities-----	2	10
) Others -----	1	5
	–	0
b) New items learned from the textbook		
) Grammar and vocabulary-----	14	70
) Communicative exponents -----	2	10
) Writing devices-----	4	20
c) Did the teacher teach all unites thoroughly?		
) Yes-----	16	80
) No -----	4	20
d) Some drawbacks of the textbooks		
) They are too easy-----	5	25
) They are in Indian context-----	13	65
) They are theoretical-----	2	10
e) The language of the textbook is		
) Easy-----	1	5
) Difficult-----	3	15
) Appropriate-----	16	80
f) Covering and binding of the textbook is		
) Excellent-----	1	5
) Good-----	15	75
) Poor-----	3	15
) Very poor-----	1	5
g) The quality of the paper used in the books		
) Excellent-----	-	0
) Good-----	12	60

)	Poor-----	5	25
)	Very poor-----	3	15
h) Specific benefit gained from the textbooks			
)	Speaking better-----	13	65
)	Understanding better-----	4	20
)	Writing better-----	3	15
)	Not sure-----	–	0

From the above table it can be said that most of the chapters are easy for the students 25% students face difficulty in making notes, 20% students face difficulty in finding out guided words. Writing report, and communication are equally difficult, 15% students think that they are difficult. Regarding the topics/items which are new in these textbook 70% students think that grammar and vocabulary are new items but 10% and 20% students think that communicative exponents and writing devices are new respectively. According to the 80% students teacher teach all the chapters/units thoroughly, but 20% students opine negatively. Regarding the drawback of the textbooks, 65% students think that the textbook are related to Indian context, according to 80% students the language of the textbook is appropriate but 15% students think that language is difficult and for 5% language is too easy. 75% of students think that covering and binding is good, 5/5% students think that the covering and binding is excellent and very poor respectively. But 15% think that they are poor. According to 60% students the quality of the paper is good, 20% think that it is poor and for 15% very poor. Regarding the benefit gained from the textbooks, 65% students get benefited in speaking skills, 20% with understanding and 15% with writing.

3.4 Conclusion

Ten teachers teaching in B.A. level and students who have studied "Enrich Your English" were selected for collecting their ideas and experiences about the textbooks. About their' opinion, the physical condition of the textbooks is found appropriate but content of the text is very long. They have suggested to make the course specific and the examples of Indian context should be specified, moderated and some examples or the languages items should be removed.

CHAPTER –FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

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

1. Findings on basis of the relation between curriculum and textbook
 - a. The text books help to achieve the objective of curriculum since our curriculum has objectives to develop four skills of language.
2. Findings on the basis of difficulty level, vocabulary selection and needs and interests of the learners.
 - a. Language used in text books is favorable to be used in the weak students.
 - b. Presentations of tasks in the text books are appropriate.
 - c. There is the proper selection of vocabulary and they are gradually used in the text book
 - d. Contents are presented in simple ways with appropriate procedures
 - e. The tasks are difficult to be performed in the situation of Nepal
 - f. No equal distribution of exercise.
 - g. Difficult to used with poor background students
 - h. Text books are suitable for students
 - i. Books are very interesting then other text books
 - j. The tasks are difficult to be performed in the situation of Nepal as they suggest.

k. The paper used in the textbooks has not good quality.

3. Findings on the basis of physical and academic aspects of text book

-) Books are in appropriate size, portable with good quality printing size and types of letters.
-) Good binding and paper quality and cover designing
-) Contents cover all four skills of language
-) Contents are student center
-) Several exercise are given to develop all the g-skills
-) Illustrations are given to facilitate the learner to develop the quickly and easily
-) Provide the knowledge ate journalism
-) Text book involves the subjective and objective type of questions
-) The answer keys provided in the textbooks is an additional benefit for the students in the context of Nepal who cannot attend their class regularly.
-) Very minor exercises are included to be fit in high school or intermediate level.
-) The examples and even contents are presented in Indian context as if they are the personal books of India.
-) There is no equal distribution of exercises.

4.2 Recommendations

On the basis of the findings presented above the following recommendation have been made:

1. The textbooks should be revised and specified to reduce the unnecessary length.
2. The language of the examples of the textbook is directly related to India and Indian personal life should be removed.
3. The very long tasks which are not suitable for the B.A. first year should be removed from the textbooks.
4. The steps to remember presented in the textbooks should be detailed in points.
5. General change in the quality of the paper, binding and size of the books is necessary.
6. Oral communication skill should be emphasized.
7. The exercises should be distributed equally to develop all the language skills.

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Appendix A

Questionnaire to the Teachers

This interview questionnaire has been prepared to draw information/ data for the research work entitled “An Analysis of Enrich your English, Academic skills and Communication skills” the textbooks prescribed for B.A First year compulsory English. The research is being carried out under the supervisions of Dr. Chandreswar Mishra, Reader and Head, Department of English Language Education, Faculty of Education, T.U Kirtipur, Kathmandu. The researcher hopes for your authentic and reliable information to co-operate him and that will be invaluable contribution to accomplish the research work.

Researcher

Ram Chandra Binadi

T.U. Kirtipur, Kathmandu

1. Name of the teacher:

2. Address/Campus:

3. Gender:

4. Academic Qualification:

5. Teaching Experience:

6. Training (if any) :

1. You are requested to answer the following questions based on your experiences.
 - a) How long have you been teaching the textbooks Enrich your English, Academic and Communication skills?
 - b) What are the main difficulties that you have faced while teaching these textbooks?
 - c) Do you think these textbooks are suitable for the students of this level? Why?
 - d) What are the students in general, achieving objectives mentioned after they finished the course? How do they achieve them?
 - e) Which units of the textbooks are more beneficial to the students? Why?
 - f) Which units are more difficult? Why?
 - g) How many references have you consulted to teach these textbooks? Please, name them.

- h) Do you think the curriculum weight distributed to these textbooks is appropriate? Why?
- i) Have you used all the instructional techniques prescribed in the course? Which techniques are more useful? Why?
- j) Have you received any special training to teach these textbooks? Do you think it is important?
- k) What is your student's view towards these textbooks?
- l) Do the students understand the course if we follow the time allotted? Which units do they feel difficult? Why?
- m) Why do you think the students have to develop English grammar and writing skill to learn language?
- n) How helpful are these textbooks for students' over all language development?
- o) Do the students understand these textbooks better in comparison to their other textbooks , 'Adventures in English' and 'Joys of Reading'? Why?
- p) What qualities do you consider important for the textbooks? Are these qualities included in these textbooks?
- q) What are your suggestions to improve the textbooks to make them more appropriate?

- r) What do you do if you are asked to revise the textbooks? What newness would you introduce in the textbooks?
- s) Do you think these textbooks are equally helpful and challenging for all students (I.A/ I.Ed/10 +2...) who are eligible to study them?

GROUP-B

- 2) Please, choose the best answer:
 - a) What specific benefit from these textbooks do you think the students gain at the end?
 - i) speaking better
 - ii) writing better
 - iii) understanding better
 - iv) not sure
 - b) These textbooks can be taught more effectively if
 - i) there is small classroom
 - ii) the teachers are trained.
 - iii) there are more teaching aids.
 - iv) other choices.....
 - c) How often do you organize project work in your class?
 - i) Very often
 - ii) Occasionally

- iii) Rarely
- iv) Never

d) How often do you check your students writing?

- i) Frequently
- ii) Sometimes
- iii) Hardly
- iv) Never

e) These textbooks are different form other textbooks of B.A level because.....

- i) they are very short
- ii) they are interesting
- iii) they are not interesting
- iv) (please write if any other different)

.....

f) What specific teaching method do you apply frequently in your teaching?

- i) Translation
- ii) Engage students in various activities
- iii) Organizing interactive discussion
- iv) (Please write if any different)

g) Which of the following is true about the textbooks?

- i) They are easy to learn but difficult to pass the exam.

- ii) They are difficult to learn but easy to pass the exam.
- iii) They are not well organized
- v) They are absolutely appropriate and contextual.
- h) Why do you love to teach these textbooks?

- i) Because they are short
- ii) Because they are easier to teach
- iii) Because they are challenging.
- iv) Because they are practical.

i) What do you think is the achievement of the students in these textbooks in the comparison of other English textbooks?

- i) Very good
- ii) Good
- iii) Satisfactory
- iv) Bad

j) What may be the fruitful comments regarding the improvement of these textbooks?

(Please write in briefly)

Please make sure that all items have been attempted. Thank you very much for your kind co-operation.

Appendix B

Questionnaire to the students

This interview questionnaire has been prepared to draw the information for the research work entitled “An Analysis of Enrich Your English Academic and Communication Skills.” The textbooks prescribed for the students of B.A First year Compulsory English. The research work is being carried out under the supervision of Dr.chandreswor Mishra, Reader and Head Department of English Language Education, faculty of Education, T.U. Kirtipur Kathmandu. The researcher hopes that you will provide authentic and reliable information to cooperate him and that will be invaluable contribution to accomplish the research work.

Researcher

Ram Chandra Binadi

T.U Kirtipur Kathmandu

1. Name of student:
2. Level:
3. Faculty:
4. Address/campus:
5. Gender:

Group “A”

1. Please, answer the following questions based on your own experience.

A) Have you passed your compulsory English of B.A. 1st year?

B) What were the main difficulties that you faced while reading two textbooks ‘Enrich your English’ Academic and communication skills?

C) Did the teacher teach all the units thoroughly?

D) Do you think these textbooks are useful for the students? Why?

E) What new language items have you learned from the textbook?

F) Which units / unit of these two textbooks are/ is more beneficial? Why?

G) Which units / are / more difficult to the students? Why ?

H) Do you think the curriculum weight to these textbooks is appropriate ?
why ?

I) Did you take any extra classes for the practice of these textbooks ?

J) What’s your view towards the textbooks ?

K) Do you understand these books better in the comparison to their other English textbooks? Why ?

L) What are good qualities which you find in these textbooks ?

M) What's your suggestion to make them more appropriate ?

N) Do you think these textbooks are equally helpful and challenging for all the students ?

GROUP B

2. Please tick the best answer.

a) What specific benefit have you gained from these textbooks ?

- i) speaking better
- ii) writing better
- iii) understanding better
- iv) not sure

b) Some examples of the textbooks for the students of Nepal are not so appropriate because

- i) they are too easy
- ii) they are in Indian context
- iii) they are too difficult
- iv) they are theoretical

c) The language of the books is

- i) easy
- ii) appropriate
- iii) difficult
- iv) inappropriate

d) The time you distributed for the study of Enrich your English except other two textbooks

Adventures in English and joys of reading; is

- i) more
- ii) less
- iii) in appropriate ratio
- iv) not taken seriously

e) The covering and binding of the books is –

- i) excellent
- ii) good
- iii) poor
- iv) very poor

f) Paper used in the books has..... quality.

- i) excellent
- ii) good
- iii) poor
- iv) very poor

Thank you for your kind co-operation.