

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is a means of communicating ideas, emotions and thought. Language plays a dominant role in the society. English is one of the languages used in the U.N.O. It is an important tool for the acceleration of technical development everywhere. It has occupied a significant role in our educational system. It is taught as a compulsory subject from primary to graduate level. Innumerable books and magazines that are circulated in the country are in English. The signboard, advertisement and the names of medicines are all written in English. At campus levels, most of the books are available in English.

English text books are authentic material to present in the classrooms because they are the most economical, easily available and widely used materials. There are other materials such as instructional T.V., radio, OHP. But these materials can not be easily provided to all the teachers in Nepal. So, the textbooks play a vital role for achieving the pre-determined objectives of the curriculum. Textbooks are used in formal education and learning solely depends upon these books.

Harmer (1997:257) says, "A textbook has obvious advantages for both the teachers and students. Good textbooks often contain lively and interesting materials they provide a sensitive progression of language items, clearly showing what has to be learnt and in some cases

summarizing what have been studied so that students can revise grammatical and functional points that they have been concentrating on.

The intermediate level in Nepal is generally regarded as a link between SLC and graduate level. It has two main aims to prepare students for further study in University and to prepare them for middle level manpower. For winnings positions in government and private sectors students will need good understanding of both spoken and written English. Because English is considered as the primary language for international communication and for communication with foreigners visiting Nepal. The learning objectives of the New Headway English textbook concentrates on the development of communicative competence of language. Undoubtly, we produce a large number of textbooks every year and there is a great need for a number of standard textbooks for the implementation of curriculum and for the communication of knowledge.

1.2 What is a Textbook?

Generally a book prescribed for a class by legal authority on the basis of curriculum is called textbook. The term 'textbook' may be defined into a number of different ways.

According to Sharma (1995:2) "textbook s a book used by the students and teachers for particular course of study in particular branch of knowledge". For him, the textbook is written on the prescribed curriculum and is taught in classroom with the purpose of achieving goals through the ideas of subject matter. Similarly the Oxford Advanced Learner's Dictionary (2005) defines the textbook as a book especially used for giving instruction in a subject.

In Good's (1959: 567–68) words "textbook is a book dealing with a definite subject of study systematically arranged, intended for use of a specified level of instruction and used as a principal source of study material for a given course.

The International Encyclopedia of Education (1994) defines ".... the textbook represents the corpus of knowledge and skills considered 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."

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

On the basis of foregoing discussion, it can be said that a textbook is defined as a backbone of teaching learning process. It is an important reading material prepared for the learners and solely intended for their use. It is an authentic source of knowledge that should be imparted in the classroom as intended by the curriculum.

1.3 Types of Textbook

Generally, the term textbook is used to mean course book and supplementary book. Course book typically aims to cover all aspects of the language while supplementary book deals with particular topics or skill area.

Grant (1987:12) distinguishes between two very broad categories of textbook. They are:

a) **Traditional Textbook**

Traditional textbooks are still being published and used today. Grant (1987:12) defines "Traditional textbooks try to get students to learn the language as a system, it hopes that they are those equipped to use the language for their own purpose in any way they think it." According to him, there are the following characteristics of the traditional textbooks.

- i) Traditional textbooks tend to emphasize form or patterns of language (the grammar) than the communicative functions of language. For example, asking for information, making request, apologizing, etc.
- ii) They tend to focus rather narrowly on a syllabus and examination.
- iii) They are often attractive to some teachers because they seem easy to use and are highly examination oriented.
- iv) They tend to focus on reading and writing activities rather than listening and speaking activities.
- v) They often make use of great deal of mother tongue (L1)

After we study these characteristics of a traditional textbook, we can conclude that a teacher can use them easily. That is why there are many traditional textbooks in use all over the world. But on the completion of their studies, the students are still not capable of using the language; they may know the grammar, the system but they can not develop communicative competence.

b) Communicative Textbook

Communicative textbook does not just focus on the forms of language but on the communicative functions of language. It solves the problems by creating opportunities for the students to use the language in the classroom. It tries to solve the problems created by traditional textbooks. It tries to reflect the student's need and interest as it is activity oriented. It focuses on listening and speaking more than traditional textbooks.

According to Grant, communicative textbooks have the following characteristics.

- i) It emphasizes the communicative function of language.
- ii) It focuses the students need and interest.
- iii) It focuses skills in using the language, not just the form of language and they are therefore activity based.
- iv) It usually has a good balance among the four language skills.
- v) Both content and methods reflect the authentic knowledge of everyday life.
- vi) It encourages work in groups and pairs and organizational activities.
- vii) It emphasizes fluency not just accuracy.

1.4 Importance of Textbook

As mentioned earlier, textbooks are very important for classrooms interaction. They show the way to achieve the objectives set out in the curriculum. They determined the subject matter and in many cases the teacher and the learners by giving them proper direction of what ought to do during lesson hours.

Showing the value of textbooks, Harmer (1997:257) states "It has obvious advantages for both teachers and students. Good textbooks often contain lovely and interesting materials; they provide a sensible progression of language items clearly showing what has been studied so that students can revise grammatical and functional points that they have been concentrating on."

A textbook is very important in a country like Nepal where the teachers depend on the prescribed textbooks. Most of the teachers do not use curriculum and very few of them go through it. Most of the students do not buy any other prescribed materials.

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 learners and teachers. They are widely used at all levels. They provide a clear framework that teachers and students know where they are going and what is coming next so there is sense of structure and progress.

1.5 Objectives of Teaching Compulsory English at Intermediate Level

The New Headway English is designed to enable learners to internalize the underlying system and the structure of the language. Therefore, the curriculum has been designed keeping in mind that teaching language is more important than teaching about it. However, a language teaching should be based on real situation. So, language teaching should be based on real language in real life situation taking into

account all the facts of human communication. The objectives of teaching English at intermediate level are discussed below:

1.5.1 General Objectives of Teaching English at Intermediate Level

The general objectives in the use of the course should be:

- i) To provide students skills in the use of English for academic and communicative purposes.
- ii) To enhance student's competence in core English i.e. they should be able to use English for reading, writing communication and research purpose.
- iii) Able to use English as a tool for correcting information from library or any other medium.
- iv) Able to understand, comprehend and interprets English text.
- v) Able to express in English and use it's effective in different social and professional situations.

1.5.2 Specific Objectives

The specific objectives of teaching English at first year are:

- i) To expose with the language functions they encounter in their academic setting is their higher studies.
- ii) To equip with the study skills requires for the academic and professional lives.
- iii) To make them able to use language in different social and professional settings.
- iv) To provide students with interesting reading materials for pleasure information and knowledge about the structure and function of English.

- v) To make them able to desire knowledge information and pleasure from the wealth of the English language.
- vi) To make them use language accurately.
- vii) To make them able to express their feelings thoughts and opinions in the appropriate register of the English language both in speech and in writing.
- viii) To enable students to write or produce texts those are needed for general purpose.

1.6 The Description of the New Headway English

To fulfill all the objectives, three textbooks are prescribed for first year that provide the reading materials, writing exercises, structure and communicative competent that address to the general needs of the students. The reading should address the modern problems that arise from individual's relationship with the society, community and environment. It should also include materials on the socio-economic problems, gender and migration issues, modern political discourse, information technology and cultural topics.

The New Headway English is one among the three compulsory English of first year has been kept in curriculum. It tries to create an interest in both teachers and students and keeps them active through out the class. The objectives of this book are to improve the language skills of students and to meet the need of the learners.

The materials were developed by the foreign writers. Every unit in the textbook contains exercises which help to practice the four language

skills i.e. listening, speaking, reading and writing. The instruction is given to each exercise to the students which skills are being practiced. This textbook is fully based on communicative approach. Students and teachers both should be active in classroom. This textbook consists of twelve units and two revision exercises where the number pages covered by a unit is Eight having colorful pictures.

1.7 Literature Review

Only a few researches have been carried out on academic and physical aspects of text book. The research works, which have been carried out in the related field are mentioned below:

Lamichhane, P.B. (1999) carried out a research on the topic "An Analysis of New Textbook for Grade VIII". He found that the textbook is appropriate and based on psycholinguistic principles. He analyzed the treatment of speaking and writing skill made in Grade VIII English Textbook. He also studied about the physical aspect of the textbook but the other skills and aspects remain untouched.

Bhattarai, G.R. (2001) made an evaluation report of the existing "English textbook for Grade VI to X" which is based on the textbook analysis in brief. His work was a part of benefit monitoring and evaluating programmed. This report has shown that many defects found in the textbook such as paper is low quality, covers are dull, binding is

weak, type size is determined without consideration, presentation of materials is poor, lacking systematize and regularity.

Dahal, M. (2002) carried out a research on English for Grade X "A textbook Analysis." He analyzed the new English textbook for Grade X in terms of physical and academic aspects. He got the curriculum that presentation and organization of the materials are not compatible to the students' level.

Bohara, P.B. (2004) conducted a research entitled "Textbook Analysis of English for Grade One." He analyzed and evaluated the newly existing English textbook from Grade one in terms of vocabulary, structure, function and illustration. He has found 217 vocabulary items in the textbook. The word class noun has the highest number, printed letters are found in the proper size but they are not bit dark and bold, picture is found very small.

Dawadi S. (2004) carried out a research work on 'Analysis of grade Seven English textbook.' The objective of her research was to analyze the textbook in terms of its physical as well as academic aspects. She came to the conclusion that the textbook is appropriate in size. The textual language fits the mental level of the students. The book contains the communicative activities in solve extent.

Subedi, Y.R. (2005) carried out a research work in the topic, 'Analysis of Grade Eleven English textbook Meaning into Words'. He has

found that the book has more communicative activities and there is integration of all language skills. Functional notional and grammatical aspects are dealt systematically which cover seven broad functional areas of language. Similarly he has found that the book lacks pronunciation aspect of language.

Dawadi R. (2007) carried out a research work in the topic 'Analysis of New Headway Intermediate Students' Book for PCL first year'. He has found that the textbook has more communicative activities and there is integration of all four language skills. The presentation of language structure is good to use language correctly. Everyday English is also introduced in some extent.

The researcher attempts to analyze the New Headway English textbook in terms of academic aspect i.e. content, language, exercise, material organization, illustration, listening, speaking, reading and writing materials. She also wants to analyze in terms of physical aspect i.e. size of the book, cover page, printing, type size, binding and paper quality.

1.8 Objectives of the Study

The objectives of the study were:

- i) To analysis the New Headway English for PCL first year
interms of academic aspects i.e. content, language, exercise,
materials organization, illustration, listening, speaking,
reading and writing materials.

- ii) To analyse the New Headway English for first year interms of Physical aspects i.e. size of the textbook, cover page, printing, size, binding and paper quality.
- iii) To point out some pedagogical implications of the findings of the study.

1.9 Significance of the Study

The findings of the study will have manifold significance to the teachers, authors, syllabus designers, researchers, trainers and all the interested people directly or indirectly involved in ELT. They will get benefit from this study.

The findings of the study will help the teachers to evaluate the English textbook. The curriculum designers will be benefited from this study while designing curriculum and choosing textbooks. This study will be essential to find out what extent the textbook is successful in meeting the objectives set out in the curriculum.

CHAPTER TWO

METHODOLOGY

2. Introduction

This chapter deals with the sources of data, population of the study, sample population, tools for data collection, process of data collection and limitation of the study. The analysis is based on simple percentage. The methodology adopted for this study are as follows:

2.1 Sources of Data

In the process of this study, the research data have been collected from both sources primary and secondary.

2.1.1 Primary Source

The primary sources of the data were the responses made by the teachers in written form collected through a set of questionnaire.

2.1.2 Secondary Source

The researcher went through the New Headway English of first year, Intermediate level curriculum previously carried out research related to textbook analysis, various articles, journals, reports, dictionaries, books, etc.

2.2 Population of the Study

The population of the study consists of the teachers teaching New Headway English at Intermediate Level of colleges of Kathmandu Valley.

2.3 Sample Population

The population for the study consists of campus level English language teachers having at least one year teaching experience in first year. Although 30 English Language teachers from different colleges of Kathmandu valley were randomly selected as sample population of the study.

2.4 Tools for Data Collection

A set of questionnaire was prepared to collect the data for the study. A set of four point rating scale questions was developed for the teachers of campus. They were requested to give their opinions on each of the statements. They were asked to indicate their opinions by putting tick on the response for open ended questions sufficient blank spaces were provided and teachers were requested to give their view for the improvement of the textbook.

2.5 Process of Data Collection

The researcher herself studied the textbook in great detail. After that she prepared a set of questionnaire. Then she went to the 30 randomly selected colleges of Kathmandu valley. These questionnaires were administered to the English teachers of the selected colleges. The teachers were asked to tick the best alternatives on the four scales. The close form of questionnaire consisted of four responses i.e. strongly disagree, disagree, agree and strongly agree. Besides at the end of questions, teacher were requested to express the strong and weak aspects of the textbook and to provide their suggestion for the improvement of the textbook.

2.6 Limitations of the Study

The research work was carried out with in the following limitations:

- i) The area of the study was confined to Kathmandu valley.
- ii) The study was limited to the New Headway English.
- iii) The population of the study was confined to thirty (30) teachers teaching English at intermediate level.
- iv) The study was limited to analyze the textbook in terms of academic aspect i.e. content, language, exercise, materials organization, illustration, listening, speaking, reading and writing materials and physical aspect of the textbook.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

3. Introduction

The main concern of the researcher in the present study is to analyze the New Headway English. The data for the study as described in chapter two have been collected from thirty (30) teachers teaching English in intermediate level. And the collected data have been analyzed and interpreted. The teachers' responses were changed into percentage. This chapter consists of three parts.

The first part of this chapter deals with the analysis of the textbook which contains structure of the textbook and four language skills.

The second part of this chapter deals with the analysis and interpretation of the data collected from the teachers on academic aspect. The third part deals with the physical aspects of the textbook. The responses were calculated with the help of percentage of the total.

3.1 Analysis of the Textbook

The theoretical foundation of textbook analysis is the major concern in this part of thesis. For the theoretical foundation of textbook analysis, the data have been collected from the New Headway English. Besides, she studies Naville Grant "Making the Most of your Textbook" and other thesis concerned with the textbook analysis. Thus, the researcher has followed the evaluation criteria given by Naville Grant. The textbook should be written based on the need, interest and level of

the students. It should suit to the teachers and meet the objectives of the curriculum.

In this part, the researcher tried to analyze the textbook in terms of structure of textbook, listening, speaking, reading and writing.

3.1.1 Structure of the Textbook

The New Headway English Textbook of first year consists of 12 units. Each unit consists four language skills including grammar, vocabulary and everyday English with colourful pictures. The textbook begins with "It's a Wonderful World" with some colourful pictures. The textbook ends with the last unit "Life's Great Events." The textbook emphasizes function and grammar with exercises. It has lots of colourful pictures which help to develop positive attitude of the students towards the learning English language. The subject matters give the fact information rather than the fiction. Whatever the objectives set for this book, the subject matters presented here helps to meet the objectives of the curriculum. The presentation of materials is simple for the teachers and the learners.

Among 12 units, unit nos. 1, 2, 12 carry 13 exercises for each, unit nos. 3, 4 carry 11 exercises, unit nos. 6, 7, 9, 10, 11 carry 10 exercises, unit nos. 5 and 8 carry 9 and 12 exercises respectively.

The textbook consists of 132 exercises including listening, speaking, reading, writing, grammar, vocabulary and everyday English. These exercises are related to learner centered approach which makes the

language learning fun. The textbook gives exercises on vocabulary items, grammar and everyday English. These titles occur at every unit. So, the vocabulary items receive systematic and regular attention.

Table No. 1

Number of Lessons and Exercises in each Unit

S. N.	Grammar	Vocabulary	Everyday English	Reading	Writing	Liste-ning	Speak-ing
1	4	6	3	1	1	1	2
2	4	5	4	1	1	1	1
3	3	2	1	1	1	1	2
4	2	2	1	1	1	1	3
5	2	1	1	1	1	1	2
6	2	2	1	1	1	1	2
7	2	2	1	1	1	1	2
8	3	2	1	1	1	1	2
9	2	1	1	1	1	2	3
10	3	1	1	1	1	1	3
11	2	2	1	1	1	1	2
12	3	1	1	1	1	3	3
Total	32	27	17	12	12	15	27

3.1.2 Presentation of Four Language Skills in the Textbook

This sub-section presents the description of four language skills i.e. listening, speaking, reading and writing.

a) Listening Skill

The theory behind teaching listening states that it should have been integrated to the other skill areas so that the exercises are mutually

supported to each other. This is one of the features of communicative textbook. The New Headway English textbook has provided 15 tape scripts and 72 listening exercises accordingly. The exercises are presented in the textbook by providing short answer type, objective questions, fill in the gaps, etc.

In chapter 1, 13 listening exercises are given. In the first exercise the multiple choice is given and the instruction which is given there is "listen and check". In the 2nd exercise of chapter 1 "listen and compare notice the stress and intonation, practice saying the structures", etc instructions are given.

In Chapter 2, 10 listening exercises are given. Most of the exercises are objective types. For example, "look at the photo and listen to left Norman, What does he like about it? Read and listen to the conversation", etc instructions are given.

In chapter three, 7 listening exercises are given. For example, "listen and check, who do you think is the moral of the story? Practice the questions and answer with a partner's" etc instructions are given.

In chapter four, 11 listening exercises are given. For example, "listen to Sarah and Lindsay aged 14 and 15 what are some of things they like and don't about being a teenager?, Done is about to start a new job listen to him talking to the manager. What's the job?, Listen and what are the words used to make the requests?" etc instructresses are given in chapter 4.

In chapter 5, 7 listening exercises are given. For example, "listen and complete the conversation between Ben and Alice Liz and Min Young are arranging to meet over the weekend., What plans do they already have?, Listen and complete the chart., Where and what time do they arrange to meet?, Listen in four groups listen to the weather forecast and make notes about your part. When you have finished swap information", etc. instructions are given for listening.

Eight listening exercises are given in chapter 6. "Listen and check listen and tick, listen and repeat", etc instructions are given for listeners.

In chapter 7, 7 exercises are given. "Listen and check then tell Nancy's life story to a partner, read and listen to the TV news headlines of the some story, complete the sentences with the words you hear, listen and practice the conversation", etc instructions are given.

In Chapter 8, 9 listening exercises are given. The instructions are as previous chapter like wise in chapter 9, 7 listening exercises are given. Most of the exercises are "put tick (), listen and check, listen and practice conversation" etc. In chapter 10, 9 listening exercises are given. Most of the instructions are similar with previous chapter.

In chapter 11 and 12, 11 exercises for listening are given in each chapter. For example, "listen and give the answer, listen and tick the correct answer, listen and practice the conversation", etc instructions are given.

By analyzing listening skill mentioned in this textbook, it is found that the textbook contained excellent listening activities to achieve the objectives set out in the curriculum. But the tapes are not easily available in the market. Most of the teachers suggest that the provision of cassette and cassette players are not available in colleges. Students are unable to develop listening skill which is comprehensive skill of language learning.

b) Speaking Skill

Grant, (1987) provide "three types of speech work for developing communicative skill of students. These are drills, communicative activities and natural language use. Drills are known as mechanical exercises; they practice the forms of language under controlled situations. Communicative activities give the students practice in using the language under controlled conditions. They are more connected with the functions of language than the forms. Natural language is encouraged in the textbook because communicative activities tend to be contrived and controlled. It is important therefore that the teacher should create opportunities for natural language use through ordinary human interaction with and between the students.

On the light of three features, the textbook lacks drills. The theory behind communication is that students learn to communicate by using the language. This is one of the features of communicative textbook. From this angle, the textbook has enough communicative activities where students actively participate in communication.

The textbook contains appropriate language for different social situation. It provides suitable topics for the students. For example, about what makes people happy on unit 2, describing a book or a film you like on unit 3, your ideal holiday on unit 5, talking about popular food and popular places to eat on unit 6, interviewing someone about their dream job on unit 7, customs connected with births, weddings and funerals on unit 12, etc.

So the language of textbook is related to the everyday life activities. But it is able to raise the interest of only those students who are good proficient in English language.

c) Reading Skill

Reading is third skill which should not be treated as isolated skill. The good textbook should provide authentic and pseudo authentic text according to the interest, age and level of the students. Reading is multi-skill process. A good reading text includes vocabulary development speech work and summary work. Reading text should be used for practicing reading and presenting new language.

The curriculum of intermediate first year compulsory English states that the textbook is able to provide students with interesting reading materials for pleasure information and knowledge about the structure and function of English. To achieve these objectives, the textbook provides some reading text. Such as wonders of the modern world, amazing technological and scientific achievement, Global Pizza the history of the

world's favorite food, who wants to be a millionaire? What it's really like to win the lottery, etc.

In the textbook the students have been given plenty of comprehension questions. Such as true or false read and answer etc. In this exercise, students work themselves and they talk about their own lives and interest so that the language in the text is students centered rather than text centered.

Reading texts are often used not only for practicing reading but also for presenting new language. As a result they may be too much text bookish and may not be found enough authentic reading materials in a textbook. Regarding this, the selected reading text in a textbook are adopted from different authentic sources. For example, the painter and the writer, the lives of Pablo Picasso and Ernest Hemingway on page no. 26. A world guide to good manners, how to behave abroad on page no. 34, how well do you know your world? on page no. 90, etc.

It is found that the textbook has provided some authentic and informative reading text which is knowledgeable for this level. There is at least one reading text in each chapter. This textbook provides only authentic text. Students enjoy by reading literary text but this textbook does not provide any literary text.

d) Writing Skill

Writing is an advanced skill and it can be taught after the listening and reading skills. The approaches behind writing skill are to enable the

students to respond appropriately in writing and to consolidate their knowledge of the language. So, the writing exercises like the other exercises should be integrated to the other skills. Many textbooks contain very traditional exercises which practice the form of language but it should be replaced by providing some creative writing exercises. If the exercises are not suitable, the textbook can not achieve the purpose of writing.

The New Headway English provides 12 writing exercises. An exercise is found in each unit. The textbook gives very clear instructions to the teachers and students. Exercises like fill in the blanks, writing letters, e-mails, a letter of application, writing a biography, etc. help the students to express their ideas in their own plain language. All of the exercises in a textbook are related to semi-guided and free writing. They are appropriate for the level of the students.

It has been found that the presentation of writing exercises in the textbook is quite satisfactory. The textbook has also provided pictorial reading materials as an integrated purpose. The best writing exercises have a purpose other than merely that of language practice. The students should produce a variety of authentic text types. For example, writing personal letter, business letter, biography, e-mail, etc. In addition, they should be linguistically suitable both in terms of grammar and vocabulary and they should be neither too easy nor too difficult. The exercises given in the textbook are highly practice oriented.

3.1.3 Conclusion

It has been observed that the New Headway English for first year is based on communicative approach to language teaching. The functional or communicative language teaching approach emphasizes that teaching of language function along with grammatical items and language structure. The main purpose of this level's curriculum is on the development of communicative competence of students. This means that students are expected to communicate both in terms of spoken and written English. The textbook also demand active participation on the part of the students. All of the activities and exercise are found in an integrated manner. For example, the listening skill, exercises and activities are connected with the other skills and areas. The textbook has provided practice for different language skills in a balanced and appropriate way for this level.

The positive aspect of the textbook is providing reading text and exercises are satisfactory for the communicative approach. There are authentic and extracted from day to day life activities. The writing skill's exercises are also appropriate according to the age and level of the students. The exercises cover all the areas of communicative writing exercises.

3.2 Analysis and Interpretation of the Academic Aspect of the Textbook

The academic aspect refers to the inner quality made up of logical and psychological factors such as properly selected, graded and presented materials, appropriateness of materials and materials selected according

to the age, interest and need of the learners. The academic aspect of the textbook is like a soul. The academic aspects of the textbook were analyzed in terms of content, language, exercise, materials organization listening, speaking, reading and writing materials. This analysis was based on the responses given by the teacher of English of Kathmandu Valley. Altogether 70 point rating scale questions were asked on different aspects of the textbook such as content, language, exercise, materials organization, illustration, listening, speaking, reading, writing and supplementary materials to assess their attitudes towards the textbook.

The analysis and interpretation of academic aspects of the textbook for each item is described as follows:

3.2.1 Subject Matter

To find out the opinions on the subject matter of the textbook, the English teachers were given 10 items. Their opinions on it are presented below:

Table No. 2

Teachers' Opinions on the Subject Matter of the Textbook

S. N.	Statements	Responses in percent			
		SD	D	A	SA
1.	Subject matter provides the students opportunities to practice their English in and outside the classroom.	6.66	16.66	70.00	6.66
2.	Subject matter helps the students to develop the positive attitudes towards the learning English and build up confidence in using English.		6.66	86.66	6.66
3.	The subject matter suits the mental level of the majority of the students.	3.33	60.00	30.00	6.66
4.	The subject matter provides up-to-date information.	3.33	33.33	50.00	13.33
5.	The subject matter helps to meet the objectives of the curriculum.	3.33	10.00	86.66	
6.	The subject matter meets the requirements of good average and weak students.	6.66	50.00	43.33	
7.	The subject matter is free from gender-bias.	3.33	16.66	50.00	30.00
8.	The content is applicable to day-to-day work.		20.00	53.33	26.66
9.	The presentation of materials is simple of teacher and students.	3.33	40.00	53.33	3.33
10.	The presentation of the content in each unit is logically appropriate.	6.66	33.33	53.33	6.33

Out of 30 teachers, 76.66% of them agreed that the subject matter of the textbook provides opportunities to practice their English in and outside the classroom whereas 33.32% of the teachers disagreed. Similarly, 93.32% of the teachers responded that subject makes help the students to develop the positive attitude towards learning English and build up confidence in using English, the disagreed percentage for this matter is 6.66%, 36.66% of teachers responded positively for the subject

matter suits the mental level of the majority of the students 63.33% of teachers disagreed for this point 63.33% of teacher responded positively that the textbook provides up to date information whereas 36.66% of teachers responded negatively for this item. The subject matter helps to meet the objectives of the curriculum. Regarding this item, 86.66% of the teachers agreed that the contents meet the objectives of the curriculum, 56.66% of the teachers responded negatively that the content meet the requirements of good, average and weak students, whereas 43.33% of teachers agreed for this item. 80% of the teachers agreed that the subject matter is free from gender bias. 79.99% of the teachers responded positively that the content of the textbook is applicable to day to day work. 56.99% of the teachers agreed that the content of the textbook is simple for students. 59.99% of the teachers responded positively that the presentation of content is logically appropriate.

3.2.2 Language

In order to find out the teachers' opinions about the language used in the textbook, 10 items were asked. Their opinion on it is presented below.

Table No. - 3
Teachers' Opinions on the Language

S. N.	Statements	Responses in percent			
		SD	D	A	SA
1.	Language used in the text is free from errors.	—	23.33	30.00	46.66
2.	The language is appropriate to the situations or context.	6.66	13.33	70.00	10.00
3.	The language fits students' intellectual level.	—	43.33	53.33	3.33
4.	The language used in the textbook is simple and easy to understand.	3.33	20.00	73.33	3.33
5.	The textbook contains enough commutative activities to enable the students to use language independently.	3.33	23.33	43.33	30.00
6.	The vocabulary contained in the book is well selected.	—	26.66	73.33	—
7.	The vocabularies are easy to pronounce.	3.33	33.33	56.66	6.66
8.	The words are useful in increasing students' vocabulary.	—	16.66	63.33	20.00
9.	The structures are well selected.	3.33	26.66	63.33	6.66
10.	The structures used in the textbook are well graded.	3.33	30.00	63.33	3.33

The above table shows that 76.66% of the teachers agreed that the language used in the textbook is free from errors. Likewise 80% of the teachers agreed that the language is appropriate to the context of the students. But 43.33% of the teachers disagreed that the language fits the students intellectual level whereas 56.66% of the teachers agreed on this point. The above table shows that 76.66% of the teachers agreed that the

language of the textbook is simple and easy to understand. Accordingly the teachers responded positively for the rest of the items i.e. items no. 5,6,7,8,9 and 10.

From the opinions of the teacher it is found that the language used in the textbook is appropriate to the level of the students and structure are well graded.

3.2.3 Materials Organization

Eight items were asked to the teachers in order to get the opinions on materials organization.

Table No. 4

Teachers' Opinions on the Materials Organizations of the Textbook

S. N.	Statements	Responses in percent			
		SD	D	A	SA
1.	The materials are interesting to the learners.	—	13.33	70.00	16.66
2.	The materials are appropriate to the learner's level.	—	53.33	46.66	—
3.	The selection and gradation of the material are appropriate.	10.00	26.66	63.33	—
4.	The materials engage learners through a variety of game elements, testing and unique content.	10.00	33.33	43.33	13.33
5.	The materials are attractive and appealing to the eyes and ears.	—	16.66	23.33	60.00
6.	The title of the each lesson is appropriate and attractive.	3.33	20.00	73.33	3.33
7.	The presentation of contents is simple for teachers to follow and use.	3.33	30.00	50.00	16.66
8.	The presentation of the subjects matter is easily understood.	—	16.66	66.66	—

The above table shows that more than 50% of the teachers, except item no. 2 of the materials organization were agreed. Therefore the materials used in the textbook are interesting and they are well selected and graded.

3.2.4 Exercise

Ten items were given to the teachers to find out their opinions on the exercises used in the textbook the following table shows their opinions on it.

Table No. 5

Teachers' Opinions on the Exercise used in the Textbook

S. N.	Statements	Responses in percent			
		SD	D	A	SA
1.	Instructions given to the students on how to do the exercise are clear and simple.	13.33	20.00	43.33	23.33
2.	The exercises help the learners to be creative.	13.33	20.00	46.66	20.00
3.	The exercises given in the textbook encourage the learners to predict, guess and to find a solution of the problem.	6.66	36.66	53.33	3.33
4.	There is uniformity of exercises in the textbook.	3.33	56.66	33.33	6.66
5.	Exercises are sufficient in developing all the basic language skills.	6.66	53.33	36.66	3.33
6.	Exercises are graded from simple to complex.	3.33	26.66	66.66	3.33
7.	Icons and symbols used in the textbook helps the learners to do the exercise.	13.33	26.66	56.66	3.33
8.	Exercises are encouraging learners to work in pairs, groups and find the report.	3.33	10.00	83.33	3.33
9.	Exercises are enough to keep the learners busy at home and helpful to the retention of their classroom learning.	—	23.33	73.33	3.33
10.	Exercises are organized into systematic order.	3.33	46.66	46.66	3.33

The above table shows that 66.66% of the teachers responded positively that the instructions given to the students on how to do the exercise are clear and simple. 66.66% of the teachers agreed that exercise help the learners to be creative. The majority of the teachers agreed that the exercises given in the textbook encourage the learners to predict, guess and to find a solution of the problem. 70% of the teachers responded negatively that the uniformity of exercise in the textbook. Likewise 60% of the teachers disagreed that the exercise are sufficient in developing all the basic language skills. For item no. 6, 70% of the teachers agreed that the exercises are graded from simple to complex .The majority of the teachers agreed towards the items no. 7, 8, 9 whereas 50% of the teachers agreed on item 10 that exercises are organized into systematic order.

3.2.5 Illustration

In order to find out the opinions of the teachers on illustration, teachers were given 8 items. Their responses are mentioned below:

Table No. 6
Teachers' Opinions on the Illustrations

S. N.	Statements	Responses in percent			
		SD	D	A	SA
1.	The picture is used in the textbook encourage the students in class discussion.	—	13.33	60.00	26.66
2.	The pictures are accurate and realistic.	—	36.66	40.00	23.33
3.	They are helpful in concretizing abstract ideas.	—	30.00	50.00	20.00
4.	They are directly related to the lesson.	—	30.00	53.33	16.66
5.	The picture is used in the textbook encourage the learners in self-learning.	—	56.66	20.00	23.33
6.	The picture are big enough for appealing to the eyes of the students.	10.00	16.66	50.00	23.33
7.	The pictures are colourful and attractive to the students.	—	6.66	56.66	36.66
8.	The pictures are well printed.	—	6.66	50.00	43.33

The above table shows that the pictures used in the textbook are quite useful. Majority of the teachers in all items except item no. 5 responded positively towards the pictures used in the textbook. According to them pictures encourage the learners in class discussion, it is accurate and real, it is helpful in concretizing abstract ideas, well printed, attractive, big enough. But 56.66% of the teachers responded negatively that the pictures used in the textbook encourage the learner in self learning.

Pictures used in the textbook are found quite useful and help to learn the language.

3.2.6 Listening and Speaking Materials

For listening and speaking materials, 7 items were set and teachers were asked for their opinions.

Table No. 7

Teachers' Opinions on the Listening and Speaking Materials of the Textbook

S. N.	Statements	Responses in percent			
		SD	D	A	SA
1.	Arrangement and distribution of listening and speaking materials are quite satisfactory.	3.33	40.00	40.00	16.66
2.	The provision of cassettes and cassettes player in college is appropriate.	36.66	53.33	10.00	—
3.	The college administration provides electricity or batteries for the listening test.	46.66	36.66	16.66	—
4.	There are enough communicative activities that give the students practice in using the language under controlled practice.	16.66	36.66	46.66	—
5.	The exercises develop students overall comprehensive skills, which are important in any communicative situation.	10.00	30.00	50.00	10.00
6.	The materials are useful to develop students speaking skill.	6.66	30.00	53.33	10.00
7.	There are sufficient dialogues that help the learners to improve their speaking skill.	6.66	26.66	63.33	3.33

The table above shows that teachers agreed that the arrangement and distribution of listening and speaking materials are satisfactory. Whereas 56% of the teachers disagreed the availability of cassettes and cassette players in college. The respondents disagreed that the college administration provides electricity or batteries for the listening test. 53% of the teachers disagreed that there are enough communicative activities that give the students practice in using the language under controlled practice. From the above table, 60% of the teachers agreed that the exercises develop overall comprehensive skill, which are important in any communicative situation. 63.33% of the teachers agreed that the materials are useful to develop students speaking skill; likewise 67% of the teachers agreed that there are sufficient dialogues that help the learners to improve their speaking skill.

Therefore, it is concluded that the book contains enough listening exercises but students are not getting a chance to utilize it. According to the teachers, speaking materials used in the textbook are partially appropriate but do develop speaking skill that is not sufficient.

3.2.7 Reading Materials

To find the opinions on reading materials teachers were asked 8 items. Their opinion is shown in percentage below:

Table No. 8**Teachers' Opinions on the Reading Materials**

S. N.	Statements	Responses in percent			
		SD	D	A	SA
1.	Reading materials used in this textbook are interesting and suitable for this level.	—	30.00	63.33	6.66
2.	Reading texts are comprehensible for the students.	13.33	6.66	73.33	6.66
3.	Reading materials encourage the learners to study.	—	26.66	60.00	13.33
4.	Reading materials are sufficient for the learners.	—	43.33	46.66	10.00
5.	The reading materials of the text are sufficient to increase the students' general knowledge.	6.66	26.66	46.66	20.00
6.	They are helpful to achieve the goals of curriculum.	—	43.33	56.66	—
7.	There is good connection between the reading text and exercises.	13.33	30.00	53.33	3.33
8.	The reading text contains a lot variety to develop student's linguistic competence.	—	30.00	46.66	23.33

Table No. - 8 shows that the majority of the respondents agreed in all items. They agreed that reading materials are interesting and suitable for this level which encourage the learners and are sufficient for them, help to increase general knowledge of the students, helpful to achieve the goals of curriculum. There is connection between the reading text and exercises and it also helps to develop linguistic competence.

The reading materials found in the textbook are useful and appropriate.

3.2.8 Writing Materials

There are six items under this topic. These items were asked to the teachers in orders to find out their opinion about writing materials.

Table No. 9

Teachers' Opinions on the Writing Materials of the Textbook

S. N.	Statements	Responses in percent			
		SD	D	A	SA
1.	Instructions on how to do exercise are very clear to the teacher and students.	3.33	16.66	66.66	13.33
2.	Writing exercises are linguistically suitable both in terms of grammar and vocabulary.	3.33	30.00	50.00	16.66
3.	Writing exercises are neither too hard nor too easy.	—	3.33	96.66	—
4.	They are interesting to the students.	—	33.33	60.00	6.66
5.	They are helpful to the learners to create variety of written text.	6.66	30.00	40.00	23.33
6.	Writing exercises given in the textbook are appropriate in number.	6.66	33.33	56.66	3.33

The above table shows that majority of the teachers are satisfied with the writing materials. Majority of the teachers agreed that materials are based on real life situation, instruction on how to write exercises are very clear to the teachers and students. According to the majority of the respondents, writing materials are sufficient in number to practice,

suitable in terms of grammar and vocabulary, exercises are neither hard nor easy, interesting to the student, helpful to create to the learners, variety of written text, whatever the exercises given in textbook are appropriate in number.

The conclusion is that the writing materials are useful and appropriate for the students.

3.2.9 Supplementary Materials

There are three items under this topic. These items were asked to the teachers to find out their opinion about supplementary materials.

Table No. 10

Teachers' Opinions on the Supplementary Materials of the Textbook

S. N.	Statements	Responses in percent			
		SD	D	A	SA
1.	Instruction and suggestion given to the teachers' area is appropriate.	3.33	20.00	66.66	10.00
2.	There is good, clear teacher's guide with answers and help on additional methods.	26.66	26.66	43.33	3.33
3.	Games and puzzles are appropriate to the learners.	6.66	43.33	43.33	6.66

For this regard, 77.66% of the teachers agreed that instruction and suggestion given to the teachers is appropriate. 53.32% of the teacher disagreed that there is good clear teachers guide with answers and help on additional methods likewise, 50% of the teacher agreed that games and puzzles are appropriate to the learners but 50% of the teachers disagreed

on the same topic. It is found that the supplementary materials are not satisfactory.

3.3 Analysis and Interpretation of the Physical Aspects of the Textbook

The physical aspect is one of the criteria for analyzing and evaluating textbook. Physical aspect is like our body or it is like a dress. There are many factors that constitute each of these components. For example, physical aspect comprises tangible and visible components like size, cover page, printing, type size, binding, paper quality, lettering and spacing. The physical aspect of the textbook is measuring using 11 statements to get the opinions of the teachers. The opinions of teachers in different component of physical aspect are presented in percentage.

3.3.1 Size of the Book

To find the opinions on the size of the textbook teachers were asked two items. Their opinions are presented in percentage.

Table No. 11

Teachers' Opinions on the Size of the Textbook

S. N.	Items	Responses in percent			
		SD	D	A	SA
1	The size of the textbook is appropriate for the student	50	33.33	16.66	-
2	It is convenient in handling and carrying	33.33	50	13.33	3.33

83.33% of the teachers disagreed that the size of the textbook is appropriate to the students whereas 16.66% of them responded

negatively. Likewise 83.33% of the teachers disagreed that the textbook is convenient in handling and carrying.

From the opinions of the teachers it is found that the size of the textbook is not appropriate.

3.3.2 Cover Page

Teachers were asked two items in order to find out their opinion on cover page.

Table No. 12

Teachers' Opinions on the Cover Page of the Textbook

S. N.	Items	Responses in percent			
		SD	D	A	SA
1	The cover page is attractive.	3.33	6.66	50	40
2	It is durable.	6.66	46.66	30	16.66

90% of the respondents agreed that the cover page is attractive. 53.32% of them responded that it is not durable. It is concluded that the cover page of the textbook is attractive but it is not durable.

3.3.3 Printing

The opinions of the teachers on the printing of the textbook are presented below:

Table No. 13

Teachers' Opinions on the Printing of the Textbook

S. N.	Items	Responses in percent			
		SD	D	A	SA
1	The printing is real and clear.	-	-	40.00	60.00
2	It is free from errors.	-	13.33	40.00	46.66
3	The spacing between the words lines and paragraphs is satisfactory.	3.33	13.33	53.33	30.00

100% of the teachers agreed that printing is real and clean. Majority of the teachers agreed that the textbook is free from errors. 83.33% of the respondents agreed that spacing between the words line and paragraph is appropriate. This means the printing of the textbook is acceptable.

3.3.4 Type Size

In order to find out the opinion on type size of the textbook only one statement was asked. Their opinions are presented below:

Table No. 14

Teachers' Opinions on the Type Size Used in the Textbook

S. No.	Items	Responses in percent			
		SD	D	A	SA
1	The type size used for the cover page, title, subtitle and text size are appropriate	3.33	6.66	46.66	43.33

Majority of the respondents agreed that the type size used for the cover page title, subtitle and text are appropriate.

It is found that type size used for cover page, title, sub title and text is reasonable.

3.3.5 Binding

For the opinions on binding two items were asked. The opinions of teachers on binding of the textbook is presented below:

Table No. 15
Teachers' Opinions on the Binding of the Textbook

S. N.	Items	Responses in percent			
		SD	D	A	SA
1	The binding of textbook is durable	10.00	36.66	33.33	20.00
2	The textbook opens flat easily	3.33	16.66	56.66	23.33

Majority of the teachers agreed that the binding of the textbook is durable. Likewise the majority (80%) of the respondents agreed that the book opens flat easily.

This shows that the binding of the book is reasonable.

3.3.6 Paper Quality

The responses of the teachers on paper quality of the textbook are presented below:

Table No. 16

Teachers' Opinions on the Paper Quality of the Textbook

S. N.	Items	Responses in percent			
		SD	D	A	SA
1	The quality of paper is appropriate	3.33	-	56.66	40.00

96.66% of the respondents agreed that the quality of paper is appropriate. It shows that paper used for this textbook is durable.

3.4 Overall Comments and Suggestions Expressed by the Teachers on the Textbook

There were 5 questions regarding the general opinions on the qualities of the New Headway English for first year. These questions were meant for seeking more information about the textbook. The following questions were used to get the general opinions of the teachers.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

Summary

The main objectives of research study were to analyze the academic as well as physical aspects of the New Headway English in order to find out whether the language materials used in this textbook are sufficient to meet objectives set out in the curriculum or not. In the process of research, a set of questionnaire based on the academic and physical aspect of the textbook was prepared to obtain the data for the study. The data have been tabulated, analyzed and presented descriptively on the percentage basis.

A set of four point rating scale and open-ended questionnaire for the teachers were presented, so that the researcher could collect the data. The data collected by the researcher were analyzed on the basis of percentage. The population of this study comprises of 30 English teachers who had been teaching The New Headway English.

4.1 Findings

The main findings of this research work are summarized under the following headings:

4.1.1 Strengths of the Textbook

- a) The printing part, word spacing, lines and paragraphs of the New Headway is found satisfactory.
- b) The language is appropriate having acceptable balance between knowledge of the language and practice in using it.
- c) The organization and presentation of the materials as well as the exercises used in the book are appropriate.
- d) The textbook meets the criteria related to the content organization. The content provides the variety of information which is related to the curriculum and useful to our students' interest.
- e) The reading passages and their exercises are found appropriate. The reading passages are used to inform the students about new ideas.
- f) The writing exercises used in the book are suitable according to the age and level of the students.
- g) The textbook is in picture base which helps to create the interest of the students.
- h) Language of the textbook is simple to teach and learn.
- i) It is based on communicative approach which helps to learn language rather than about language.

4.1.2 Weaknesses of the Textbook

- a) This textbook does not innovate the weak students.
- b) The content of the textbook based on foreign culture.
- c) The examples given in the book are not sufficient.
- d) It focuses on the use of language rather than literature.
- e) It does not focus on cognitive skill of the students.

- f) This textbook is difficult for the weak students.
- g) The size of the textbook is odd and not durable binding.
- h) The numbers of exercises are not sufficient to practice and use all four skills of language.
- i) Supplementary materials like teachers guide workbook are not easily available and not affordable.
- j) Language and literary materials are not balanced.
- k) It focuses only on communicative approach.
- l) The structure of language is not given, due to that students are unable to develop accuracy of language.
- m) The book lacks of pronunciation aspect of language.
- n) Untrained teachers are unable to handle this book property.

4.2 Recommendations.

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

- a) New Headway English is not physically perfect. So it should be made desirable.
- b) Illustrations should be well drawn which help to create motivation.
- c) This study has found the organization and presentation of the learning materials are unfavorable to the level of students. So special attention should be given to the varieties of learning materials.
- d) The textbook should provide exercises on writing post cards, cvs, bio-data, notice, advertisement etc. so that they will produce a variety of authentic text types.

- e) The textbook needs to have subject matter which represents the Nepalese culture and geographical regions.
- f) The students are bound to study literature in their later life. The textbook should not neglect the literature. It should include some literary items, like simple essay poems, stories and dramas.
- g) Some quiz exercises should be included in the textbook so that the students will get opportunity to develop their general knowledge. It also encourages students to speak in pairs/groups.
- h) The pronunciation aspect is neglected. So basic rules of phonetic aspect should be included in the book.
- i) Answer keys of the exercises should be included at the last part of the book.
- j) Lastly, it does not matter how well the textbook is prepared but how it is handled that counts much. For this, the teachers need to be trained first. Only the trained teachers can handle the textbook well.

REFERENCES

- Awasthi, J.R. (2006). *Textbook and its Evaluation*. In Journal of NELTA. Vol. 10 No. 1
- Bhattarai, G.R. (2005). *A Thematic Analysis of Research Reports*. Kathmandu, Ratna Pustak Bhandar.
- Bhandari, B.M. (2005). *ELT Materials and Practices*. Kathmandu Vidyarthi Prakashan (P) Ltd.
- Bhattarai, G.R. (2001). *Evaluation Textbooks: English for Grade VI–X*. Kathmandu, Ratna Pustak Bhandar.
- Bhattarai, A (2001). *A Brief Survey of School Level English Language Teaching Situation in Nepal*. Kathmandu: Ratna Pustak Bhandar.
- Bohara, P.B. (2004). *Textbook Analysis of English for Grade One*. An unpublished M.Ed. Thesis: Kirtipur, T.U.
- Dahal, M. (2002). *An Analysis of the New English Textbook for Grade X*. An unpublished M.Ed. Thesis. Kirtipur: T.U.
- Dawadi, S. (2004). *Analysis of Grade Seven English Textbook*. An unpublished M.Ed. Thesis. Kathmandu: Tribhuvan University.
- Dawadi, R. (2007). *An Analysis of New Headway Intermediate Students' Book Prescribed for PCL 1st Year*. An unpublished M.Ed. Thesis. Kathmandu: T.U.
- Grant, N. (1987). *Making the Most of Your Textbook*. London: Longman
- Harmar, J. (1997). *The Practice of English Language Teaching*. London: Longman
- Kumar R. (1999). *Research Methodology*. London: SAGA Publication.

- Lamichhane, P.B. (1999). *An Analysis of the New English Textbook for Grade VIII*. An unpublished M.Ed. Thesis. Kirtipur: T.U.
- Rai, V.S. (1998). *English Language Teaching Materials and Practice*. Kathmandu: Bhundipuran Prakashan.
- Richards, et al (1985). *Longman Dictionary of Applied Linguistics*. Essex: Longman
- Soars J and Liz, (2005). *New Headway Intermediate Students Book*. Oxford: Oxford University Press.
- Soars J and Liz, (2005). *New Headway Intermediate Workbook*. Oxford: Oxford University Press.
- 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.

APPENDIX – I

QUESTIONNAIRE FOR THE TEACHERS

Dear Sir/Madam

As a student of Master's degree under the department of English education Tribhuvan University, Kirtipur the researcher is in the process of conducting study on "An Analysis of the New Headway English Textbook for PCL First Year." In partial fulfillment for Master's Degree in Education.

In course of the study real experiences attitudes, opinions and information from teachers will be the main source for the purpose of research. So the researcher has presented set of questionnaire to you to elicit the information. Please respond them. Your responses will be taken as the response from the teachers to the questionnaire. The utility and effectiveness of the study will depend on your un biased and accurate responses. The researcher will be obliged to you if you could return the questionnaire presented herewith.

Thanking for your kind co-operation.

Researcher

QUESTIONNAIRE OF THE TEACHERS

Please study the statements carefully and tick () the appropriate options on the response column about the New Headway Textbook for PCL first year. The New Headway Textbook for PCL first year unbiased and accurate responses.

Note : *SD = Strongly Disagree*

D = Disagree

A = Agree

SA = Strongly Agree

Name of the teacher:

Qualification:

College's name:

Experiences:

Training:

Sex:

1) Questionnaire on Academic Aspects.

A) Section A: Subject Matter

S. N.	Statements	Responses			
		SD	D	A	SA
1.	Subject matter provides the students opportunities to practice their English in and outside the classroom.				
2.	Subject matter helps the students to develop the positive attitudes towards the learning English and build up confidence in using English.				
3.	The subject matter suits the mental level of the majority of the students.				
4.	The subject matter provides up to date information.				
5.	The subject matter helps to meet the objectives of the curriculum.				
6.	The subject matter meets the requirements of good average and weak students.				
7.	The subject matter is free from gender-bias.				
8.	The content is applicable to day to day work.				
9.	The presentation of materials are simple for teacher and students.				
10	The presentation of the content in each unit is logically appropriate				

B) Section B: Language (Vocabulary and Structure)

S. N.	Statements	Responses			
		SD	D	A	SA
1.	Language used in the text is free from errors.				
2.	The language is appropriate to the situations or content.				
3.	The language fits students' intellectual level.				
4.	The language used in the textbook is simple and easy to understand.				
5.	The textbook contains enough commutative activities to enable the students to use language independently.				
6.	The vocabulary contained in the book is well selected				
7.	The vocabularies are easy to pronounce.				
8.	The words are useful in increasing students' vocabulary.				
9.	The structures are well-selected.				
10.	The structures are used in the textbook are well				

C) Section C: Materials Organization

S. N.	Statements	Responses			
		SD	D	A	SA
1.	The materials are interesting to the learners.				
2.	The materials are appropriate to the learner's level.				
3.	The selection and graduation of the material are appropriate.				
4.	The materials engage learners through a variety of game element, testing and unique content.				
5.	The materials are attractive and appealing to the eyes and ears.				
6.	The title of the each lesson is appropriate and attractive.				
7.	The presentation of contents is simple for teachers to follow and use.				
8.	The presentation of the subjects matter is easily understood.				

D) Section D: Exercises

S. N.	Statements	Responses			
		SD	D	A	SA
1.	Instructions given to the students on how to do the exercise are clear and simple.				
2.	The exercise helps the learners to be creative learners.				
3.	The exercise given in the textbook encourage the learners to predict, guess and to find a solution of the problem.				
4.	There is uniformity of exercises in the text books.				
5.	Exercises are sufficient in developing all the basic language skills.				
6.	Exercises are graded from simple to complex.				
7.	Items and symbols used in the textbook helps the learners to the exercise.				
8.	Exercises are encourage learners to work in pairs, groups and find the report.				
9.	Exercises are enough to keep the learners busy at home and helpful to the retention of their classroom learning.				
10.	Exercises are organized into systematic order.				

E) Section E: Illustration

S. N.	Statements	Responses			
		SD	D	A	SA
1.	The picture is used in the text book encourage the students in class discussion.				
2.	The pictures are accurate and realistic.				
3.	They are helpful in concretizing abstract ideas				
4.	They are directly related to the lesson.				
5.	The picture is used in the text book encourage the learners in self learning.				
6.	The pictures are big in enough for appealing to the eyes of the students.				
7.	The pictures are full of colour and attractive to the students.				
8.	The pictures are printed well.				

F) Listening and Speaking Materials

S. N.	Statements	Responses			
		SD	D	A	SA
1.	Arrangement and distribution of listening and speaking materials are quite satisfactory.				
2.	The provision of cassettes and castes player in all college is appropriate.				
3.	The collage administration provides electricity or batteries for the listening test.				
4.	There are enough communicate activities that gives the students practice in using the language under control led practice.				
5.	The exercises develop students overall comprehensive skills, which are important in any communications situation.				

G) Reading Materials

S. N.	Statements	Responses			
		SD	D	A	SA
1.	Reading materials used in this textbook are interesting and suitable for this level.				
2.	Reading texts are comprehensible for the students.				
3.	Reading materials encourage the learners to study.				
4.	Reading materials are sufficient for the learners.				
5.	The reading materials of the text are sufficient to increase the student's general knowledge.				
6.	They are helpful to achieve the goals of curriculum.				
7.	There is good connection between the reading text and exercises.				
8.	The reading text contains a lot variety to develop student's linguistic competence.				

H) Writing Materials

S. N.	Statements	Responses			
		SD	D	A	SA
1.	Instructions on how to do exercise are very clear to the teacher and students.				
2.	Writing exercises are linguistically suitable both in terms of grammar and vocabulary.				
3.	Writing exercises are neither too hard nor too easy.				
4.	They are interesting to the students.				
5.	They are helpful to the learners to create variety of written text.				
6.	Writing exercises given in the text are appropriate in number.				

I) Supplementary Materials

S. N.	Statements	Responses			
		SD	D	A	SA
1.	Instruction and suggestion given to the teachers area is appropriate.				
2.	There is good, clear teacher's guide with answers and help on additional methods.				
3.	Games, puzzles are appropriate to the learners.				

J) Peripheral Features

S. N.	Statements	Responses			
		SD	D	A	SA
1.	The New Headway Books is convenient in handling and carrying.				
2.	The size of the book is appropriate for the students.				
3.	The cover page is attractive.				
4.	It is durable.				
5.	The printing is neat and clean.				
6.	It is free from errors.				
7.	The spacing between the words, lines, and paragraphs is satisfactory.				
8.	The type size used for the cover page, title, subtitle and text are appropriate.				
9.	The quality of paper is appropriate.				
10.	The book opens flat easily.				
11.	The binding is sufficiently durable.				

APPENDIX – II

QUESTIONNAIRE FOR THE TEACHERS

Dear Sir/Madam

As a student of Master's degree under the department of English education Tribhuvan University, Kirtipur the researcher is in the process of conducting study on "An Analysis of the New Headway English Textbook for PCL First Year." In partial fulfillment for Master's Degree in Education.

In course of the study real experiences attitudes, opinions and information from teachers will be the main source for the purpose of research. So the researcher has presented set of questionnaire to you to elicit the information. Please respond them. Your responses will be taken as the response from the teachers to the questionnaire. The utility and effectiveness of the study will depend on your un biased and accurate responses. The researcher will be obliged to you if you could return the questionnaire presented herewith.

Thanking for your kind co-operation.

Researcher

APPENDIX – III

OVERALL COMMENTS AND SUGGESTIONS FROM TEACHERS

1. What are the strengths of this text books? Please mention them below:
2. What are the weaknesses of this textbook? Please mention:
3. How well did the materials contribute to the learners achieving the goals and objectives set out in the syllabus.
4. What other features of the New Headway textbook would you like to see? Please mention below:
5. What are your suggestions for the improvement of this textbook?

Q.1 What are the strengths of the textbook? Please mention them below.

This question was asked them to collect the information regarding the strong aspects of the textbook. The strong aspects of the textbook obtained from the teachers are as follows.

- I. The book contains more communicative activities.
- II. The book contains four language skills.
- III. The book contains appropriate instruction for both the teachers and students.
- IV. The book is able to fulfill all the aspects of good creative textbook.
- V. The textbook contains syntactic and pragmatic approach of learning.
- VI. It contains interesting and powerful reading texts.
- VII. It contains sufficient examples, illustration, etc.
- VIII. It contains the way of teaching grammar which is suitable for the students of our country.

- IX. It contains very useful materials for effective teaching and learning.
- X. It gives the focus on the use of daily language, which covers a large range of knowledge and developing vocabulary power.
- XI. It contains up to date information.
- XII. The textbook is very attractive.
- XIII. The textbook contains linguistic and extra-linguistic features.
- XIV. The textbook's paper quality and writing (letter, front, etc.) is good.
- XV. It contains varieties of exercise which like native exposure.
- XVI. It contains functional aspect of language rather than form.
- XVII. It contains simple language from which average students learn it easily and effectively.

Q.2 What are the weaknesses of this textbook? Please mention.

Following are the opinions of different teachers, some weaknesses of the textbook are listed below.

- I. The textbook is a bit difficult for the weak students. The content is based on foreign culture and society.
- II. Its physical size is odd and not durable-binding.
- III. Supplementary materials like teachers' guide, work book are not affordable.
- IV. It does not innovate the weak students. The students from government school find it rather difficult and boring since it is made without evaluating the psychology of majority of students.
- V. The materials of the textbook are not properly graded. It is quite confusing and can't draw the attention of the weak students.
- VI. It contains inadequate teaching stuff for the teachers.
- VII. The examples of the textbook are not sufficient.

- VIII. The number of exercises is very low.
- IX. It does not focus on cognitive skill of students.
- X. It focuses on language not in literature.
- XI. Most of the topics of the textbook are not suitable in the context of Nepal.
- XII. The contents of the textbook are not arranged in sequence, exercises are designed for students without enough ground.

Q.3 How well do the materials contribute to the learners achieving the goal and objectives set out in the syllabus?

Ans. The comments and suggestions for this question of the teachers are as follows.

- I. The majority of the teachers agreed that the goals and objectives can be easily achieved using materials given in the syllabus if the exercises are appropriately taught.
- II. The materials of this book are well selected for good students but not for weak and average level students.
- III. All the objectives of the curriculum are hardly achieved through the textbook.
- IV. The material provided in this book is designed for English native speakers. So, it will not be helpful to gain the goal of our syllabus.
- V. The materials are able to fulfill the objective partially. But some materials help to develop reading, writing and speaking skill.

Q.4 What other additional features of the New Headway textbook would you like to see? Please mention below.

Ans. The opinions of the teachers regarding to questions no. 4 are as follows.

- I. The textbook should be based on objectivity.

- II. It should be balanced setting of linguistic and literary materials.
- III. The size of the textbook should be reduced. The materials should be the context of Nepali soil.
- IV. The grammatical structures given in the textbook are sufficient for practice but not sufficient to know the language.
- V. The literary genres should be added.
- VI. Brain-storming exercises should be included which is much more beneficial.
- VII. Writing exercises are less. It is useful if provides more writing exercises.
- VIII. The topic of the lesson should be related to our country's tradition and culture.
- IX. The reading materials should be comprehensible and understandable.
- X. The supplementary materials should be available easily.

Q.5 What are your suggestions for the improvement of this textbook?

Ans. Opinions of the teachers regarding to question no. 5 are as follows.

- I. Physical size and binding should be improved.
- II. Focus on the materials and structures that provide literary insight and linguistic competence.
- III. Mention practical based exercise regarding reading, writing and listening.
- IV. Some of the contents should be from the Nepalese context.
- V. The textbook must be selected and designed based on the standard and need of the students.
- VI. Size of the textbook should be improved.

- VII. Other literary genres should be included.
- VIII. Answer key book should be given.
- IX. The textbook at this level of standard should cover very necessary subject matters relating to the awareness arising lessons like HIV/AIDS, youth problems, nationality, etc.
- X. It should be designed in such a way that it must develop students' overall comprehensive skills. Writing exercises and reading text should be neither too hard nor too easy.
- XI. Listening portion should be reduced. If not cassette and player, teacher's book should provide. Occasional seminars, workshop on the book should conduct by the experts and should implement in real class room environment.