

CHAPTER - ONE

INTRODUCTION

1.1 General Background

Among all the languages in the world, English, an international lingua franca, has gained an extreme popularity; it has been used as an official language in many parts around the globe, has been a second language of billions of people worldwide, and has also been a language of instruction in national and international transactions and academic institutions. In Nepal, English is given a priority over other foreign languages. Even in schools and campuses, it is taught as a compulsory subject from Grade 1 to Bachelor's degree.

English is widely accepted as the most dominant language of the world. Pahuja (1995, p.15) states that "If we look at the media we find that over 50% of the world's newspapers, over 50% of the world's scientific and technical periodicals and more than 60% of world's Radio stations use English as a communication." The gravity of the English language is more powerful. It has become an influential factor to form education system. At university level, most of the prescribed books and reference books are available in English medium. So, a good knowledge of English is sought in the education in Nepal

1.1.1 English Language Teaching in Nepal

Actually, the history of the teaching of English in Nepal is linked with Jung Bahadru Rana, the first Rana ruler, who first visited England in 1950 A.D. He was much influenced by English education system during his visit. Only for children for Rana families, he established Durbar High School (now Bhanu Bhakta Secondary School at Rani Pokhari) in 1854 A.D., which was the first (English) school in Nepal. After many years, common people got an opportunity to study the English language. Another milestone is the opening of Tri-chandra in 1918 A.D.,

the first college of Nepal which opened the door for the study of English at the higher level as well. After the establishment of democracy in 1950, several reports and research studies regarding education were carried out and several reports were made. But there was not seen any substantial change in English education. After 1989, several efforts had been brought in the field of education. Furthermore, the National Education Commission (NEC) -1992 report (as cited in Sharma and Sharma 2005, p.129) and several meetings have laid great emphasis on introducing English as a compulsory subject in all schools of Nepal from the very beginning (as cited in Bohara, 2004, p.3). In this regard, the government of Nepal has given great priority to the English language in its education system. Now ELT has been introduced right from Grade I to the Bachelor's degree as a compulsory subject. The primary level English curriculum (Grades I-V) has been introduced since 2003 (as cited in Bohara, 2004, p.3). The English curriculum has been designed for primary level education in Nepal, with a view to catering to the immediate needs of children learning English and building a basic foundation for their further studies in and through English. Moreover, it aims at developing a comprehensive communicative competence, on the part of the learners' (Primary English Curriculum, 2003, cited from Bohara, 2004, p.4).

In the context of Nepal, English plays a vital role in education. It is considered as the foundation of development. The implemented textbooks are designed to develop all the four language skills. So, Nepal has introduced the communicative approach to language teaching and learning. In the course of regular updating and improvement in education system in Nepal, English language curriculum has undergone through several revisions. Teaching of English in school is aimed to enable pupils to exchange ideas with people of any nationality who speak and write in English. Only the Nepali language cannot fulfill students' needs of the scientific and technology knowledge of the world because it has no scope in other countries. Moreover, English is also taken as the means for improving social status

of any individual. So, it is very important to the sustainable development in the context of Nepal

1.1.2 Need and Importance of English in Nepal

English has already become an indispensable vehicle for the transmission of modern civilization. It is considered as a passport through which one can visit the whole world and one who knows English can enjoy the advantages of a world citizen. Thus, English is the only means of preventing our isolation from the world.

Nepal is an active member of international organizations like the UNO and the SAARC. It has established diplomatic relations with more than 100 countries of the globe. In all its dealings with other nations English is needed as it is an international language. Moreover, Nepal hosts a number of tourists every year as it attracts people from all over the world. Again, we need English to communicate with these tourists/visitors. Another factor for the need of English education is that many of the advanced countries have been helping Nepal in its development process by providing her with financial assistance and technicians. We need to deal with such technicians through English. Likewise, the recruitment of Nepalese young men in the British Army boosted the importance, need and value of English education. For all these reasons, the knowledge of English has become a 'must' in Nepal, particularly to the students for their study and also to those who work in tourism, foreign affairs and international trade.

1.1.3 Textbooks and Their Roles in Teaching English

A textbook is prepared on the basis of the designed curriculum. It is used by both the students and teachers for the particular course of study. In other words, a textbook is a tool dealing with a definite subject of study systematically arranged,

intended to use at specified level of institution and used as principal source of study, material for a particular course. Gupta (1985, p.5) says that,

A textbook differs from a book by virtue of the principles, which control its selective organization of the subject matter, carefully presentation for the material for selected group of students and the assistance for the teacher which it is supposed to build in itself.

Similarly, for Grant (1987, p.12) "textbook is used to refer to a coursebook which typically aims at covering all aspects of the language and supplementary textbook, devoted to particular topic or skill areas."

The above discussion suggests that a textbook is defined as a backbone of teaching learning process. A textbook is the material generally available at the learners' hand. It stands on the ground of curriculum and is taught in the classroom with the purpose of achieving aims defined in the curriculum. The selection of a new textbook cannot be a haphazard process. It should be changed according to the specific objectives in mind. A textbook contains different kinds of reading materials and activities involving all the language skills and aspects. So, it is perhaps the prime means that supports the whole educational programme in the country like Nepal.

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

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

Textbooks as instructional materials have great importance in teaching and learning a language. A textbook has obvious advantages for both teachers and students. Toneja (1973 as cited in Sharma 1995, p.32) says that a textbook is;

Important for teacher since it defines and delimits the content of teaching and proves most helpful in planning and conducting his task. Students too like textbooks since they foster the perception of progress as units and books are completed. Textbooks also provide materials which students can look back at for revision, and at their best their visual and topic appeal can have a powerful engaging effect.

Likewise, Harmer (1983, p.13) provides the following roles of textbooks;

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

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

1.1.4 Kinds of Textbooks

Grant (1987) distinguishes between two types of broad categories of textbook as follows;

a. Traditional textbook

Traditional textbooks demand an authoritative teacher, one who explains aesthetic value of literary text had include different grammatical rules followed by few examples and then get them to go on doing grammatical exercises for the whole class. As a result, although they know about the language system, the students fail to communicate as they need. Grant (1987, p.13) lists the characteristics of a traditional textbook as follows:

- i. It tends to emphasis the forms or patterns, of language (the grammar) more than the communicative functions of language.
- ii. It tends to focus on reading and writing activities, rather than listening and speaking activities.
- iii. It often makes use of a great deal of L1.
- iv. It emphasizes the importance of accuracy.

There are many traditional textbooks in use all over the world. They have a great advantage that, generally speaking, a teacher can use them without difficulty. And the main problem with them that, at the end of their studies the students are still incapable of using the language; they may know its grammar the system but they can not communicate in it. So, traditional textbooks are being replaced by communicative ones these days.

b. Communicative textbook

Communicative textbooks try to solve the problems of traditional textbooks by creating opportunities for the students to use the language in the classroom and in real life situations. Communicative textbooks are widely used in language learning

and teaching process. These textbooks aim at developing communicative competence in the students. They focus on teaching language but not teaching about language. In these days, the word 'communicative' is on everyone's lips. Communicative textbooks brought a modern trend in the whole teaching - learning system. Communicative textbooks try to overcome the weakness of traditional textbook. Grant (1987, p.14) mentions the following characteristics of communicative textbooks:

- i They try to reflect the students' needs and interests.
- ii They emphasize the skills in using the language, not just the forms of language and they are therefore actively based.
- iii. They usually have good balance among the four language skills, but may emphasize listening and speaking more than a traditional textbook does.
- iv. They tend to be very specific in their definition of aims.
- v. Both content and methods reflect the authentic language of everyday life.
- vi. They encourage work in groups, pairs.
- vii. They emphasize fluency not just accuracy.

Communicative textbooks are those, which try to solve the problems created by the traditional textbook by creating opportunities for the students to play with language in the classroom, consequently making them able to use the language in their real life. The communicative textbooks are based on the belief that language is learnt by using it rather than knowing the formal grammar system of it. They give emphasis on acquisition of language skills: listening, speaking, reading and writing in students.

The teaching items in the communicative textbooks include communicative activities in which different functions of language can be realized. The teaching items, therefore, includes language functions such as greeting, introducing, apologizing, making request, writing letters and writing memos. The reading texts include authentic texts, as far as possible, which the students may come across at

some points in their lives, such as advertisement, letters, newspaper articles and menus. The communicative textbooks demand the teachers to have a role of a facilitator, or a manager: They do not give a long and complicated lecture but creates a situation in which students actively take part in communication, work in group and in pair, and carry out some project work, and consequently become good communicator even if they have very little linguistic knowledge.

1.1.5 Defining Curriculum, Syllabus and Course of Study

Traditionally curriculum has been regarded as the subject matter to be taught inside the classroom. It is the totality of all the learning to which students are exposed to during their study in the school, in the classroom, in the laboratory, in the library, in the workshop and on the playground. So, curriculum is the backbone of teaching learning process.

According to Robertson (1971, p.87), "curriculum includes the goal, objectives, content, process, resources and means of evaluation of all the learning experiences planned for pupils both in and out of the School and community through classroom instruction and related programme". Likewise, Taba says (1962, p.125) " Curriculum is a plan for learning". After evaluating the various definitions, we can conclude that curriculum is the whole plan of teaching and learning activities towards achieving goals. Therefore, the success and failure of teaching and learning depends on curriculum. If the curriculum is best, it guides the whole teaching and learning process and helps to achieve the objectives of teaching and learning activities.

Syllabus refers to the subpart of curriculum with a specification of the contents to be taught. Syllabus must specify what components or learning items must be available or learned by a certain time, what is the most efficient sequence in which they are learned simultaneously, what items is available from stock i.e. already known; and the whole process is determined by considerations of how long it

takes to produce or learn, a component. So, syllabus is just one part of whole education programme. It is also a guideline for the teachers as well as students to follow their teaching and learning process.

The course of study is the statement of contents with a limited care on whom to teach, why to teach, what and how to teach. So, it is a part of the syllabus and it is series of lessons on a particular.

1.1.6 Theoretical Framework of Textbook Analysis

Textbook is a most important teaching tool because it can determine not only what will be taught but also how it will be taught. It presents the body of knowledge in a systematic way.

A good textbook keeps a good harmony between the physical aspects and its contents. For this, it is better to quote Bhattarai (2001, p.36), where he says,

Two broad criteria used for evaluating a textbook are its physical aspects and its contents. The first one is our body and second one its mind. An ideal (or a perfect) textbook establishes a good harmony between the sound body and sound mind.

Broadly speaking, there are basically two aspects of a good textbook which are described below:

1.1.6.1 Academic aspects

It is an inner quality of a textbook which includes following aspects:

i. Objectives

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

mentioned in the curriculum in question. Khaniya (2003, p.23) argues, “The quality of reading materials should be examined in light of the purpose for which such materials are used.” It is clear that a good textbook always depends upon the objectives of the curriculum.

ii. Content

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

iii. Language

The language should suit the competence level of the learners. The language should also match with the purpose and the need of the learners for learning the language. If the students’ purpose of learning the language is to gain skills for day-to-day communication, the textbook should focus on colloquial language. If the course aims to develop academic skills in students, the textbook should contain academic language. The language should be correct, colloquial textual and appropriate to the situation or context. New vocabularies and structures should be well selected and presented in graded form depending upon the level of students.

iv. Function

An English language textbook should include all language skills viz. listening, speaking, reading and writing. There should be balanced exercises to develop these areas.

Language is one of the qualities of any piece of writing including a textbook. The language used in the book should be simple, formal and comprehensive because the textbook is a material for self-study too. If the language is clearly understandable, the students will form the clear concept on each and every topic they study. It arouses curiosity in reading if the language is not understandable.

v. Exercises /activities

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

Rai(1998, p.21) says, "The exercises should be interesting and suitable to the level of the students." He adds that, "...the activities should be such that the students have to think and act individually, in pairs and in groups."

vi. Illustrations

The ideas and concept of the reading materials in the textbook should be clarified by means of good and attractive illustrations. A good textbook should contain pictures, charts, tables, diagram etc. to illustrate the difficult concept. Rai, (1998, p.23) says, "...illustrations create motivation and interest in students, help them understanding better, do certain activities and facilities language learning."

vii. Supplementary Materials

Supplementary materials are those teaching learning materials which help or add something to teach or to learn the subject matter of the book or to complete it. (Harmer, 2005, p.423) says,

Many tasks make a valuable contribution to the teaching and learning of English. First among these is writing materials- whether these are one - off activities, longer units or whole books. Materials writing can be challenging and stimulating, and when done in tandem with teaching can provide us with powerful insights. So that, both the writing and the teaching become significantly more involving and enjoyable.

So, supplementary materials are the additional materials which assist both the teachers and learners to enhance language learning by providing supplementary exposure of English to the students. Among the various supplementary materials, Lotus English Reader is one which has been implemented in private schools.

1.1.6.2 Physical aspects

The physical aspects of the textbook are like a dress or an outfit. It is a peripheral aspect of textbook. It is said that the physical criterion applies with the textbook irrespective of the subject. Here the physical aspect of a textbook has been analyzed as follows.

i. Cover page design

The cover page and its design must be designed very tactfully and psychologically. It must be gentle, attractive with colorful background which adds the beauty of the book on the one hand and it attracts the learner's attention and arises curiosity to read on the other.

ii. Size of textbook

The size of the textbook is very important for readers to develop interest in reading. The book should be of appropriate size that is portable.

iii. Binding and paper quality

In fact, the binding and the paper quality are also very important factors as they ensure the durability of the textbook.

iv. Lettering and spacing

The appropriate size of the letters according to the level of students and the space between words to word, sentence to sentence and one paragraph to another paragraph add the extra qualities of a textbook to increase causality and interest to the readers.

1.1.7 Advantages of Using Textbook

Generally speaking, textbook is an essential material for the teaching -learning process. It presents the body of knowledge in the form of the teaching items in a systematic way. It leads the teaching-learning activities as per the objectives set out in the curriculum. It is always used to facilitate the teacher for teaching whereas it is equally important and essential for the students. As it is a very useful and inevitable material for teaching-learning process, its importance in our context does not need to be over emphasized.

Richards (2001 as cited in Awasthi, 2006, pp. 1-2) points out the following principal advantages of using textbooks:

- They provide structure and syllabus for a program.
- 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.

The use of textbook plays a crucial role in teaching-learning environment by supplying several useful teaching materials.

1.1.8 Importance of Textbook Analysis

Textbook analysis plays a vital role in classroom teaching. It is not a haphazard and random process. It is a major task by which the revision of a textbook can be carried out. The prepared textbook should regularly be examined because without analyzing a textbook, we are not able to know the appropriateness of a textbook. All of the textbooks need continuous evaluation. But, frankly speaking, most of the textbook in our country are not examined regularly after they are used in classroom. Awasthi (2006, p. 5) states,

Through the evaluation of textbook, a teacher knows the content of the book, the style in which it is written, and its strengths and weaknesses, which facilitate him/her to adopt it to suit the course aims, learners' need and the teachers' beliefs.

Similarly, Khaniya (2005, p.2) says,

In our school education a single set of textbooks are prescribed in each course of study mostly the books being used were written by those writers who would win the competition for writing textbooks. Furthermore he said, the implication is that the books were not selected from among competent books. The textbooks must have been approved by a group of competent people but it was not clear whether or not the books were examined before they were approved

against a well designed frame work. It can be argued that the books could have been better if a competent framework was developed for the purpose of developing textbooks against which the textbooks could have been examined.

Textbooks are selected or revised in accordance with the instructional objectives and requirement. This has to be done on the basis of systematic analysis and research. A textbook considered to be good once may become outdated in course of time. There is a need for continuous revision and of updating textbooks from time to time. For this a continuous analysis of the textbooks is necessary.

Textbook description and evaluation have gradually gained importance over the last few decades both from a practical (teaching)researchers point of view.

1.1.9 Lotus English Reader

Lotus English Reader is designed for the students of the pre-primary, primary and lower- secondary levels in private schools. It is edited by Dr. Govinda Raj Bhattari, Dr. Anjana Bhattarai, Dr. Bal Mukunda Bhandari and Mr. Yadab Prasad Adhikari. It is published by Vidyarthi Prakashan (P) LTD Kathamandu.

The textbook consists of seven major activities beginning with let's read together/let's sing. The units proceed to listen and say, listen and do, reading time, work with grammar, reading for pleasure, play with words and sound practice. Bhattari et al. (2009, p. 3) said, "Lotus English is a student centered course (series) in the English Language designed for the students of pre-primary and lower secondary levels." The textbook presents all the language skills and aspects.

Similarly, Bhattra et al. (2009) said,

It consists of the most carefully selected and graded authentic materials from a wide variety of next types and genres so as to address the needs and expectations of the students, teachers and parents. Every attempt has been made to ensure that the materials for listening, speaking, reading and writing in this course are interesting and appropriate to enable the students to become efficient users of the language.

They further claim that the Reader aims to develop basic linguistic competence and skills among the learners to help them communicate accurately and fluently. It aims to consolidate and enhance their knowledge of English grammar and vocabulary. Another target of this course is to develop a greater sensitivity among the learns towards language and literature, and people, society and their environment.

The course is based on interactive pedagogical approaches, participatory methods and activity oriented classroom techniques through pair work, group interaction, role-play, information gap activities and task-based learning (Bhattarai et al., 2009). These provide the students with sufficient opportunities for meaningful and contextual communication and practice.

1.2 Review of Related Literature

The existing research works carried out at the Department of English Education are not directly related to the present topic. However, I have made an attempt of reviewing the related studies which are presented chronologically as follows:

Lamichhane (1999) has carried out a research work entitled ‘An Analysis of New English Textbook for Grade Eight’. The main objective of the study was to find out whether the language materials used in the textbook are sufficient to meet the

objectives set out in the curriculum for developing spoken and written skills. He has concluded that the textbook is appropriately designed from the point of view of gradation of vocabulary, developing communicative skill and writing skill as mentioned in the curriculum and that the textbook is based on psychological principles.

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

Ansary, and Babaii, (2002) have published an article 'Universal Characteristics of EFL/ESL Textbooks: A Step Towards Systematic Textbook Evaluation' in the TESL-journal. They offer here is based on a close scrutiny of a corpus of 10 EFL/ESL textbook evaluation checklists conveniently sampled.

The main objectives of the article was to explore whether or not a de facto consensus exists at all over what makes a good/standard neutral, universal and broad characteristics of EFL/ESL textbooks. They develop framework so that, the framework can be applied to suit a particular EFL/ESL program. Their conclusion shows that, no textbook is perfect, so teachers should have the option of assigning supplementary materials based on their own specific needs in their own specific teaching situation. Besides, they say if every group of situations has different needs, no one textbook can be a response to all differing needs. So, the teacher should not only depend on pre-packaged set of textbook instead textbook should be taken as a simple tool in the hands of teachers. Materials should be chosen on

the basis of the teachers own interest and needs for management of language learning.

Bhattarai (2003) has prepared an evaluation report of the existing English textbooks for Grade VI-X, which was conducted as a part of Benefit Monitoring and Evaluation (BMAE) programme for the Secondary Education Project (SEDP). He has reported that there are many defects in the lower secondary textbooks such as the paper used is of inferior quality, the covers are dull, the binding is weak, the type size has been determined without consideration, the presentation of the materials is poor lacking systematicity and regularity, no proper editing is made even in the revised version etc. Besides, he has also found that the selection of the materials is highly subjective and unsuitable for the level and interest of our learners and difficult to teach for the teachers. He states that the textbooks of Grades IX and X are the most perfect of all the textbooks.

Ghimire (2003) has undertaken a research on the topic 'An Analysis of the Link English Course for PCL First Year'. The main objective of the study was to analyze the textbook in terms of the physical aspects and the adequacy of the contents, and to find out whether the text serves as a course for linking the SLC English syllabus with the PCL first year English syllabus and the first year of higher secondary level. His conclusion shows that the physical aspects of the textbook is poor lacking an appropriate size, lacking the quality of the paper and durable binding. The book also has deficiency of exercises for developing oral skills, the primary language skill. Nevertheless, the text serves as a fundamental basis for the higher education in Nepal as it functions as a link between SLC and higher studies compulsory English curricula. The emphasis on grammar and vocabulary items and its design like a workbook in which students can write are its positive aspects.

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

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

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

A number of researches have been carried out in connection with textbook analysis at the Department of English Education, T.U. Kirtipur. But no research work has been carried out to analyze and evaluate Lotus English Reader for Grade VII. This research is also different from others as it attempts to analyze the

textbook which was introduced inducted by different private schools as a supplementary textbook and tries to find out how such textbooks help to enhance the language skills of the students.

1.3 Objectives of the Study

The objectives of the study were as follows:

- i. To analyze Lotus English Reader VIII in terms of
 - a. academic aspects (content, language, organization and presentation, illustration, exercises etc.),
 - b. need and interest of the learners.
- ii. To suggest some pedagogical implications of the study.

1.4 Significance of the Study

This study is anticipated to be significant for the improvement of 'Lotus English Reader' and to help for its successful implementation in schools. It will also highlight the appropriateness of "Lotus English Reader. This research provides feedback to the authors and publishers for the further improvement and also for providing an insight in preparing the teaching manual and the teachers' guide and students' workbook. Besides, it will be helpful for those, who are directly or indirectly involved in teaching and learning English and providing supplementary materials for different levels.

CHAPTER - TWO

MEHTODOLOGY

This chapter deals with the sources of data, sample population and sampling procedure, tools for data collection, process of data collection and limitations of the study.

2.1 Sources of Data

In the process of this study, I used both primary and secondary sources to collect required information for the study.

2.1.1 Primary Sources

The primary sources for data were the responses provided by the teachers and students collected through a set of questionnaire.

2.1.2 Secondary Sources

Major secondary source of data of this study was the textbook itself. Other theses, journals, that were related to textbook analysis. Some of the articles and books were Grand(1987), Rai(1998), Bhattarai(2001), Harmer (2005), Awasthi (2006).

2.2 Population and Sampling Procedure

The sample size of this study were thirty English teachers who were using 'Lotus English Reader' to teach English and thirty students who were taught English by using the same textbook. The teachers and students were selected from thirty private schools of Kavre district by using random sampling procedure.

2.3 Tools for Data Collection

In order to collect the data for this study, a set of close-ended questionnaires were prepared. The closed form of questionnaires consisted of three scales, 'Agree', 'Disagree' and 'Uncertain'. At the end of close-ended questions, blank spaces were provided and the teachers were requested to write their views for the improvement of the textbook. Regarding students, it was quite difficult for them to analyze the textbook on their own. Their native language 'Nepali' was also used to make them clear about questions.

2.4 Process of Data Collection

In the process of data collection, I went through the textbook in a great detail and prepare questionnaires. After that, I visited the different Private Schools and resource centers (or training center) of Kavre. Then, I distributed the questionnaire to the teachers visiting them personally and requested them to respond to the questions related to the various aspects of the textbook. The students were also requested to express their views for the given question and I distributed the questionnaires to the students and collected them by visiting their class.

2.5 Limitations of the Study

The study had the following limitations:

- a. The sample size of the study was the thirty English teachers and thirty students from different private schools of Kavre.
- b. The study was limited to analysis of a supplementary material Lotus English Reader.
- c. The study was limited on the analysis of academic aspects and students' needs

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data collected from primary sources. Having collected the data, I tabulated the information and analyzed them under the following main headings.

- i. Teachers' responses on qualities of the textbook
- iii. Teachers' open responses on the qualities of the textbook
- iv. Students' responses on qualities of the textbook
- v. Students' open responses on the qualities of the textbook

3.1 Teachers' Responses on Qualities of the Textbook

I had prepared a set of closed-ended questionnaire that included seven different aspects of the textbook and a set of open-ended questionnaire that included five questions. The questionnaire of close-ended type provided the teacher respondents with three options agree, uncertain, and disagree. The respondents had to choose one that best reflects their observation among the options. The responses made by the teachers respondents have been tabulated in terms of simple percentage method. The analysis of different aspects of the textbook is presented as follows.

3.1.1 Academic Aspects of the Textbook

Regarding the academic aspect of the textbook, a set of questionnaire that included six different sub-aspects was constructed and distributed and the information required was sought.

3.1.1.1 Content

The content selected in a textbook should cater the needs and interests of the learners. They should be informative and should be thought provoking as well. The contents should have a good link with the physical and social environment of

the learners. Teachers' responses on the content of the textbook are presented as follows:

Table No. 1

Teachers' Responses on Content

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

Regarding the subject matter, as the table includes, there are some good aspects of the textbook. The seventy per cent of the respondents agreed that the subject matter gives new information and that it is free from gender bias. Similarly, 60% of the respondents agree that the contents are relevant to the students' needs. The relevance of the content to every day work is also good aspect of the textbook since up to fifty percentages of the respondents have positive responses upon them.

Only 40% of the respondents said that the subject matter suits the requirement of good, average and weak students i.e. for all students. So, this comes to be not so

good aspect of the textbook. The subject matter does not meet the existing ability of the majority of the students.

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

3.1.1.2 Language

The language should be correct colloquial and textual appropriate to the situation or context. New vocabularies and structures should be well selected and presented in graded from depending upon the level of students. Teachers responses on language of the textbook as follows:

Table No. 2

Teachers' Responses on Language

S.N.	Statements	Responses		
		Agree	Uncertain	Disagree
1	The language used in the textbook is academic.	80%	20%	0%
2	The language matches with the competence level of the majority of the students.	50%	20%	30%
3	There is gradual introduction of new words in the book.	60%	20%	20%
4	New words are equally distributed in different reading text of the book.	20%	20%	60%
5	The new words suit the intellectual level of the students.	40%	40%	20%
6	The structures are well selected.	50%	20%	30%
7	The structures are presented in graded form.	40%	20%	40%
8	The book emphasizes communicative functions of language.	50%	0%	50%
9	The language used in the book is colloquial.	20%	5%	75%

Regarding the language of the textbook, the table indicates that the book has only one strong aspect: it focuses on academic language. Eighty per cent of the respondents agree that the language used in the textbook is academic. The table asserts that there are many good aspects of textbook. Sixty percent of the respondents agree that there is gradual introduction of new vocabulary and that the key vocabulary is well defined. Similarly, 50% of the respondents are of the opinion that the language matches with the competence level of the majority of students. Moreover, 50% of the respondents agree that the book emphasizes communicative functions of language.

There are some not so good aspects of the textbook regarding its language. As the table presents, only 40% of the respondents agree that the new words suit the intellectual level of the students, that structure are presented in graded form.

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

3.1.1.3 Organization and Presentation

The organization and presentation of textbook should be appropriate to meet the set objectives. The selected content should be properly graded like 'simple to complex', or 'known to unknown'. They should be graded in terms of the difficulty level. They should be presented in a systematic format and they should help the learners to provoke their thinking. The organization and presentation of the textbook are as follows:

Table No. 3

Teachers' Responses on Organization and Presentation

S.N.	Statements	Responses		
		Agree	Uncertain	Disagree
1	The presentation of the subject matter is easily understandable.	65%	5%	30%
2	The presentation suits the nature of content and there has been a unified thematic content.	70%	0%	30%
3	The reading texts are short enough and the tasks sufficiently scaffold to allow a student at this level to access the texts successfully.	70%	10%	20%
4	The reading materials are presented in graded difficulties.	40%	20%	40%
5.	There is glossary at the end of the book.	0%	0%	100%
6.	You found an appropriate match between the topics and the reading texts.	80%	0%	20%
7.	Language and the concept of the previous reading text recur in the following chapter.	70%	10%	20%

In terms of organization and presentation, the content of the book seems to have many brighter sides than the darker sides. As the table presents, 80% of the respondents found an appropriate match between the topics and the reading texts, and they agree that there has been a unified thematic content throughout the book.

Similarly, the book also exhibits many good aspects in terms of the content organization. As has been represented on the table, 70% of the respondents confirm that the presentation suits the nature of content, that the reading texts are short enough and the task sufficiently scaffolded to allow the students at this level to access the text successfully. Similarly, the same number of respondents agrees that the language and concept of the previous reading text recur in the following text. In addition to that, the presentation of the subject matter is easily

understandable and it is simple for the teacher to follow and use it since 65% of the respondents had positive responses on these.

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

In this regard, the book also has got a poor aspect, i.e. the book does not have glossary, one of the essential parts of a language textbook, at the end.

3.1.1.4 Illustrations

The ideas and concept of the reading materials in the textbook should be clarified by means of good and attractive illustrations. A good textbook should contain pictures, charts, tables, diagram etc. to illustrate the difficult concept. Teachers' opinion on illustrations presented in the textbook are as follows:

Table No. 4
Teachers' Responses on Illustrations

S.N.	Statements	Responses		
		Agree	Uncertain	Disagree
1	The pictures in the book are clear.	60%	20%	20%
2	The ideas and the concept in the reading texts are well illustrated by means of graphs tables diagrams etc.	70%	10%	20%
3	The text highlights the important message.	60%	0%	40%
4	The illustrations are appropriate.	60%	10%	30%
5	They are directly related to the lesson.	50%	10%	40%
6	They encourage the learners to work in pairs and groups.	50%	10%	40%
7	They encourage learners to solve the problems.	40%	10%/	40%
8	They are attractive to motivate the learners and are appealing.	40%	20%	40%

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

But surprisingly, the book's illustration contains many good aspects. Seventy per cent of the respondents agree that the ideas and concept in the reading text are well illustrated. Similarly, 60% of the respondents have positive responses on the clarity of the pictures, on the highlights of the important message, and on the appropriateness of the illustration. Besides, the book also has some not so good aspects. In reference to the table, only 50% of the respondents agree that the illustration in the book helps to encourage the learners to work in pairs and groups. The table also indicates some not so good aspects of the book in terms of its illustration. Only 40% of the respondents agree that the illustrations are appealing, that they encourage learners to solve the problems and that they are attractive to motivate the learners.

3.1.1.5 Exercises

Each textbook should have enough exercises to the learners to practise more. So, there should be clear instruction for each exercise in the textbook for both teachers and students. A variety of exercise should encourage the learners to think and work individually, in pairs as well as in groups. The exercises should be suitable for students' cognitive and academic levels. Teachers' responses on exercise included in the textbook are as follows:

Table No. 5
Teachers' Responses on Exercises

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

Out of the given 9 statements, as regard the exercises of the book, the responses range from 30% to 80%. In terms of exercises, the only strong aspect of the book is that the instruction given for doing exercises are clear. Eighty percent of the respondents have positive response on it.

Surprisingly, the table exhibits that there are many good aspects of the exercises. Among the respondents, 70% assert that the exercises are sufficient for the students in developing academic skills. In the same way, the other good aspects of the book are that the exercises help the teacher in diagnosing the students learning difficulties. Similarly, 60% of the respondents asserts that the exercises demand students to reflect what they have studied in the text and 55% exercises provoke thinking of the respondents have positive responses on them.

The table also presents some not so good aspects of the exercise. In that, only 50% of the respondents agree that the exercise help to develop the creativity of the students. Similarly, 30% of the respondents view that they are not graded in terms of difficulty level. As the table reflects, none of the aspects of the book's exercise is termed as poor.

3.2 Teachers' Open Responses on the Qualities of the Textbook

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

i. Strengths of the book

The teachers were asked questions regarding the positive or strong aspects of the textbook. The strong aspects of the book inferred from the teacher responses are the textbook emphasizes academic language. One teacher has said that the subject matter included in the book reflects the information which students might have witnessed or experienced. Similarly, another teacher said that the exercises are based on the reading texts and exercises are challenging where students get chance to reflect their personal experiences too. He further added that instructions and picture are clear and paraorthographic texts are well presented.

ii. Weaknesses of the textbook

The weaknesses of the textbook discerned from the responses are those that do not include different literary genres, and do not aim to teach day to day vocabulary. Most of the teachers said that the book lacks supplementary materials such as teacher's manual. All teachers viewed that the textbook is lamb in terms of glossary, an inevitable part of a language teaching book. They also said that the

textbook does not address the learners experience their own culture as it is not targeted to Nepali students. But all teachers said that textbook has informity of varieties of communicative activities.

iii. Suggestions to improve the textbook

Suggestions were frequently appeared in the responses of the teachers. Some more grammar based exercises should be included. Some varieties of different literary genres are to be embodied. For parallelism across teachers, a teacher's manual should be devised. Almost all teachers suggested that a glossary should be affixed. Some more communicative activities should be comprised. Test contains in the book should touch the learner's experience.

3.3 Students' Responses on the Qualities of the Textbook

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

The students were provided with a set of 31 questions followed by three options in each which the students were to choose one of the three alternatives. Here, the researcher has made an attempt to tabulate their responses in terms of percentage as follows:

Table No. 6**Students' Responses**

S.N.	Statements	Responses		
		Agree	Disagree	Uncertain
1.	Most of the lessons are interesting to read.	80%	20%	
2.	You studied about Nepalese culture in the book.	0	100%	
3.	Most of the lessons are neither too easy nor too difficult.	75%	25%	
4.	You learn the language which helps you develop your academic skills.	85%	15%	
5.	All the students (weak, good, very good) are able to understand the ideas and the concept in the book.	70%	30%	
6.	The reading texts are real life oriented.	60%	40%	
8.	The lessons are related to your society and culture.	20%	80%	
9.	The exercises encourage you to write academic writing.	85%	15%	
10.	You are able to understand the language.	60%	40%	
11.	You seem to learn many new words from the book.	60%	40%	
12.	There is repetition of new words over the readings.	70%	30%	
13.	You learn new structures in each reading.	70%	30%	
14.	The lessons are neither too long nor too short.	80%	20%	
16.	There are sufficient speaking exercises in the book.	25%	75%	

17.	Graphs, charts and pictures are used to illustrate the ideas in the text.	90%	10%	
18.	There are varieties of reading materials.	50%	50%	
19.	There are both guided and free exercises.	50%	50%	
20.	The pictures are attractive.	55%	45%	
21.	The pictures help you to understand the text.	80%	20%	
22.	You are able to write something with the help of pictures.	70%	30%	
23.	The pictures are visible and clean.	70%	30%	
24.	You are able to know how to do exercises.	45%	35%	20%
25.	There are sufficient exercises in the book.	70%	0%	30%
26.	You found the exercises interesting.	60%	20%	20%
27.	There are exercises to reflect your personal feeling.	60%	30%	10%
27.	They bring fun on doing those exercises.	60%	25%	15%
28.	The exercises are challenging.	65%	20%	15%
29.	The book gives a sense of reading a course at school level.	70%	20%	10%
30.	You find a match between the topics and the readings.	100%	0%	
31.	The key vocabulary is highlighted & well defined.	50%	50%	

According to the responses made by the students, the researcher classifies the qualities of the book into four categories in terms of their degree of magnitude. The aspects with positive response of over 75% of the respondents have been considered as a strong quality. In that, over three fourth of the respondents agreed

that the textbook has some strong qualities: the reading texts are interesting and the difficulty level of most of the reading texts is appropriate, the texts help students develop academic skills and introduce students to academic writing, most of the readings are neither too long nor too short. Besides, the textbook makes use of graphs, charts and pictures to illustrate the ideas and concepts.

The aspects, which 50% to 75% of the respondents agree on have been considered as good qualities of the book. As has been shown by the above table, more than half of the respondents assert that the texts are understandable and are real life oriented, the language is not so difficult and yet it contains some new vocabulary, which the student can learn, and that these words also recur across the readings. They also conform that they learn new structures that the reading texts are of various types, that the pictures the book contains are attractive, visible, clean and they encourage students to write something. The exercises are interesting and sufficient. Working on the exercises the students can reflect their personal feelings, too. The book gives a sense of reading a course at school level and the exercises are challenging, too.

The aspects which only 25% to 50% of the respondents agree on have been considered not so good aspects. For example, only 45% of the respondents agree that they are able to know how to do exercises given in the book. The poor aspect of the book which only less than one third of the respondents responded positively is that the book excludes Nepali culture. So, the students do not have any opportunity to learn about the culture.

3.4 Students' Open Responses on the Qualities of the Textbook

For seeking the general opinions of the students regarding the strengths, weaknesses and suggestions for the improvement of the textbook, three open-ended questions were asked to the respondents. The frequency of the similar responses made by different respondents were calculated and the responses with

higher frequency were taken into consideration. The responses have been analyzed below:

i. Strengths of the textbook

The strong aspects of the book inferred from the student responses are that the reading texts are interesting and the difficulty level of the most of the reading texts is appropriate, the texts help students develop academic skills and introduces students to academic writing, most of the readings are neither too long nor too short. Besides, the textbook makes use of graphs, charts and pictures to illustrate the ideas and concepts. The materials included in the text tries to teach the target language culture. The texts are understandable and are real life oriented, the language is not so difficult and yet it contains some new vocabulary which the student can learn, and that these words also recur across the readings. They also conform that they learn new structures that the reading texts are of various types, that the pictures the book contains are attractive, visible, clean and they encourage students to write something

ii. Weaknesses of the textbook

The weaknesses of the book discerned from the responses opinion from observing textbook the students said that the topics and vocabulary are new language is also vast and it takes a lot of time to read and find out the meaning. Almost every respondents say that the book is lamb in terms of glossary, an inevitable part of a language teaching book which is needed for clarifying the difficult meaning found in the textbooks. According to the students the textbook has no distribution of different literary texts. It does not aim to teach day to day vocabulary since most of the materials in the texts are authentic. So, students say that they cannot study Nepali culture very well.

iii. Suggestions to improve the textbook

Suggestions were frequently appeared in the responses of the teachers. Some teachers suggest that more grammar based exercises should be included and varieties of different literary genres are to be embodied as well. All teachers say that glossary should be affixed in the textbook so that the meaning of the difficult words from glossary will assist both teachers and students. Similarly, Nepali culture should be included to familiar in the Nepali tradition.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

The main purpose of this research was to analyze the textbook 'Lotus English Reader for Grade VII' in terms of academic aspects and needs and interest of the learners. In order to carry out the research, I studied the textbook in a great detail and prepared a set of questionnaire to obtain the data for the study. Then the collected data were tabulated, analyzed quantitatively using descriptive technique and presented. The population of the study consisted of thirty teachers and thirty students from different private schools of Kavre district who have been involved in teaching and learning 'Lotus English Reader'. Altogether, including teachers and students, sixty persons were selected for the purpose of this study.

4.1 Findings

The main findings of the study are as follows:

- i. Regarding the language of the textbook, it focuses on academic language. 80% of the respondents agree that the language used in the textbook is academic.
- ii. There is gradual introduction of new vocabulary and 60% of the respondents agree that the key vocabulary is well defined.
- iii. The textbook to a great extent exhibits authenticity of the reading materials and 70% agree that it incorporates paraorthographic texts such as table, diagram, bar, chart etc. and, therefore, provides the learners with a reading experience. Besides, they also make further challenges available to the learner to grasp the message from them.
- iv. The textbook does not seem to teach communicative function colloquial, figurative, and literary use of language; 75% of the respondents have negative response on it. So, the language is lifeless and boring.

- v. The level of language standard at various point of the textbook is beyond the grasp of the students at this level.
- vi. Glossary, a very important part of a language textbook, is excluded.
- vii. The exercises are sufficient for the students in developing academic skills, since 70% of the respondents agree with.
- viii. The textbook colourfully highlights the definitions of key vocabulary at the margin, and important cohesive devices used in the reading are dealt with in detail in the exercises that follow. Thus, the textbook helps the learners retain the definition.
- ix. The illustrations of the ideas and concepts by means of picture, paraorthographic texts, colourful highlights, it is the strong aspects of the textbook since 70% of the respondents have positive view on it.
- xi. There are sufficient exercises for developing students' listening, speaking, reading and writing skills.
- xii. There is no uniformity in the number of exercises in each reading text 80% of the respondents have negative response on it.
- xiii. The strong aspects of the textbook inferred from the 80% of the student respond that the reading texts are interesting and the difficulty level of most of the reading texts is appropriate.
- xiv. The textbook helps students to develop academic skills 75% students agree that it introduces students to academic writing, most of the readings are neither too long nor too short.
- xv. The textbook makes use of graphs, charts and pictures to illustrate the ideas and concepts; 85% of the students agree about it.
- xvi. The materials included in the text tries to teach the target language culture.
- xvii. The weaknesses of the book discerned from the responses opinion from observing textbook they said that the topics and vocabulary are new; language is also vast and it takes a lot of time to read and find out the meaning.

- xviii The textbook is lamb in terms of glossary, an inevitable part of a language teaching, cent percent students expressed their negative view on it.
- xix It does not aim to teach day to day vocabulary since most of the materials in the texts are authentic. 80% of the students say that they cannot study Nepali culture very well.

4.2 Recommendations

On the basis of findings the following recommendations have been made.

- i. Exercises to develop in students the ability of handling communicative functions, colloquial and literary language are recommended to add.
- ii. The textbook should also include the contents which are drawn from the environment and the culture that the learners are also familiar with.
- iii. A variety of icons and symbols for giving instruction to the learners should be subsumed.
- iv It is better to make the presentation and organization of the task systematic in terms of the number of exercises and the skills they are supposed to develop.
- v. The textbook should comprise some more exercises for oral skill development.
- vi. Some more exercises for personal writing, literary writing and writing practical texts: letter writing, application writing, writing menu, writing meeting minute, writing invitation cards, report writing and so forth are to be encompassed in appropriate proportion.
- vii. The textbook should expand the volume for auro-oral and communicative exercises such as information gap game, group work, pair work, etc.
- viii. The textbook should be equipped with glossary and should also be supplemented by teachers' manual and students' work textbook.

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APPENDIX -A

QUESTIONNAIRE

Name of the Student

Name of School

Class.....

Roll

You are requested to give your opinion each of the following questions

1. Most of the lessons are interesting to read.
a. Agree b. Disagree c. Uncertain
2. You studied about Nepalese culture in the book.
a. Agree b. Disagree c. Uncertain
3. Most of the lessons are neither too easy nor too difficult.
a. Agree b. Disagree c. Uncertain
4. You learn the language which helps you develop your academic skills.
a. Agree b. Disagree c. Uncertain
5. All the students (weak, good, very good) are able to understand the ideas and the concept in the book.
a. Agree b. Disagree c. Uncertain
6. The reading texts are real life oriented.
a. Agree b. Disagree c. Uncertain
7. The lessons are related to your society and culture.
a. Agree b. Disagree c. Uncertain
8. The exercises encourage you to write academic writing.
a. Agree b. Disagree c. Uncertain
9. You are able to understand the language.
a. Agree b. Disagree c. Uncertain
10. You seem to learn many new words from the book.
a. Agree b. Disagree c. Uncertain
11. There is repetition of new words over the readings.
a. Agree b. Disagree c. Uncertain

12. You learn new structures in each reading.
a. Agree b. Disagree c. Uncertain
13. The lessons are neither too long nor too short.
a. Agree b. Disagree c. Uncertain
14. Having a glimpse on the topics and the sub-topics offers you an idea what the text is about.
a. Agree b. Disagree c. Uncertain
15. There are sufficient speaking exercises in the book.
a. Agree b. Disagree c. Uncertain
16. Graphs, charts and pictures are used to illustrate the ideas in the text.
a. Agree b. Disagree c. Uncertain
17. There are varieties of reading materials.
a. Agree b. Disagree c. Uncertain
18. There are both guided and free exercises.
a. Agree b. Disagree c. Uncertain
19. The pictures are attractive.
a. Agree b. Disagree c. Uncertain
20. The pictures help you to understand the text.
a. Agree b. Disagree c. Uncertain
21. You are able to write something with the help of pictures.
a. Agree b. Disagree c. Uncertain
22. The pictures are visible and clean.
a. Agree b. Disagree c. Uncertain
23. You are able to know how to do exercises.
a. Agree b. Disagree c. Uncertain
24. There are sufficient exercises in the book.
a. Agree b. Disagree c. Uncertain
25. You found the exercises interesting.
a. Agree b. Disagree c. Uncertain

26. There are exercises to reflect your personal feeling.
 a. Agree b. Disagree c. Uncertain
27. They bring fun on doing those exercises.
 a. Agree b. Disagree c. Uncertain
28. The exercises are challenging.
 a. Agree b. Disagree c. Uncertain
29. The book is portable.
 a. Agree b. Disagree c. Uncertain
30. The book gives a sense of reading a course at school level.
 a. Agree b. Disagree c. Uncertain
31. You find a match between the topics and the readings.
 a. Agree b. Disagree c. Uncertain
32. The key vocabulary is highlighted & well defined.
 a. Agree b. Disagree c. Uncertain

Overall comments and suggestions.

1. What are the strong points of the textbook ? Please list.

- a)
- b)
- c)

2. What are the weakness of the textbook? Please list.

- a)
- b)
- c)

3. What are your Suggestions for improvement ? Please specify.

a)

b)

c)

APPENDIX -B
QUESTIONNAIRE

Name of the teacher

Name of School

QualificationExperience.....Training

You are requested to give your opinion each of the following questions

1. The contents of the textbook are relevant to the students' need.
a. Agree b. Disagree c. Uncertain
2. The subject matter meets the requirements of good average and weak students.
a. Agree b. Disagree c. Uncertain
- 3.. The subject matter suits the mental level of the majority of the students.
a. Agree b. Disagree c. Uncertain
4. The subject matter is interesting to the students.
a. Agree b. Disagree c. Uncertain
5. The subject matter gives new information.
a. Agree b. Disagree c. Uncertain
6. The subject matter is free from sex bias.
a. Agree b. Disagree c. Uncertain
7. The content is applicable to day to day work.
a. Agree b. Disagree c. Uncertain
8. The content includes the subject matter that represents the events of local circumstances and culture.
a. Agree b. Disagree c. Uncertain
9. The language used in the textbook is academic.
a. Agree b. Disagree c. Uncertain
10. The language matches with the competence level of the majority of the students.
a. Agree b. Disagree c. Uncertain

11. There is gradual introduction of new words in the book.
a. Agree b. Disagree c. Uncertain
12. New words are equally distributed in different reading text of the book.
a. Agree b. Disagree c. Uncertain
13. The new words suit the intellectual level of the students.
a. Agree b. Disagree c. Uncertain
14. The structures are well selected.
a. Agree b. Disagree c. Uncertain
15. The structures are presented in graded form.
a. Agree b. Disagree c. Uncertain
16. The book emphasizes communicative functions of language.
a. Agree b. Disagree c. Uncertain
17. The language used in the book is colloquial.
a. Agree b. Disagree c. Uncertain
18. The presentation of the subject matter is easily understandable.
a. Agree b. Disagree c. Uncertain
19. The presentation suits the nature of content.
a. Agree b. Disagree c. Uncertain
20. The reading texts are short enough and the tasks sufficiently scaffold to allow a student at this level to access the texts successfully.
a. Agree b. Disagree c. Uncertain
21. The reading materials are presented in graded difficulties.
a. Agree b. Disagree c. Uncertain
22. There is glossary at the end of the book.
a. Agree b. Disagree c. Uncertain
23. You found an appropriate match between the topics and the reading texts.
a. Agree b. Disagree c. Uncertain
24. Language and the concept of the previous reading text recur in the following chapter.

- a. Agree b. Disagree c. Uncertain
25. The pictures in the book are clear.
a. Agree b. Disagree c. Uncertain
26. The ideas and the concept in the reading texts are well illustrated by means of graphs tables diagrams etc.
a. Agree b. Disagree c. Uncertain
27. The text highlights the important message.
a. Agree b. Disagree c. Uncertain
28. The illustrations are appropriate.
a. Agree b. Disagree c. Uncertain
29. They are directly related to the lesson.
a. Agree b. Disagree c. Uncertain
30. They encourage the learners to work in pairs and groups.
a. Agree b. Disagree c. Uncertain
31. They encourage learners to solve the problems.
a. Agree b. Disagree c. Uncertain
32. They are attractive to motivate the learners.
a. Agree b. Disagree c. Uncertain
33. Instructions given for doing the exercises are clear.
a. Agree b. Disagree c. Uncertain
34. The exercises help the teachers in diagnosing the students learning difficulties.
a. Agree b. Disagree c. Uncertain
35. The exercises are sufficient for the students in developing academic skills.
a. Agree b. Disagree c. Uncertain
36. They help to develop the creativity of the students.
a. Agree b. Disagree c. Uncertain
37. There is uniformity in the number of exercises in each reading text.
a. Agree b. Disagree c. Uncertain

38. They encourage learners to work in pairs and in groups and discuss issues.
a. Agree b. Disagree c. Uncertain
39. They provoke thinking.
a. Agree b. Disagree c. Uncertain
40. They are graded in terms of difficulty level.
a. Agree b. Disagree c. Uncertain
41. The exercises demand students to reflect what they have studied in the texts.
a. Agree b. Disagree c. Uncertain

Overall comments and suggestions.

1. What are the strong points of the textbook ? Please list.

- a)
- b)
- c)

2. What are the weakness of the textbook? Please list.

- a)
- b)
- c)

3. What are your Suggestions for improvement ? Please specify.

- a)
- b)
- c)

Appendix -C

The 30 English teachers who were directly involved who were teaching Lotus English Reader at different private school in Kavre district.

S.N	Name of the Teachers	Institutions	Place
1.	Bikash Sapkota	Naba Prativa English Secondary School	Panchkhal
2.	Vupal Dahal	New Little Star English Secondary School	Kunta
3.	Arun Karmacharya	Saraswoti Kunja English Secondary School	Panauti
4.	Arjun Tamang	Everest Academy	Banepa
5.	KhulaRaj Ghimire	Sungava English Secondary School	Janagal
6.	Shiva Prakash Deuja	Nabaratna English Secondary School	Panauti
7.	Parshuram Kandel	Bright Future English Secondary School	Baluwa
8.	ShreeRam Thapa	Holyland English Secondary School	Subbagaun
9.	Kumar Dahal	Buddha Academy English Secondary School	Bhakundebe shi
10.	Rabindra Kafle	Amarjyoti English Secondary School	Kavrethok
11.	Yadab Badal	Dhrubatara English Secondary School	Khaba
12.	Nabin Kumar Sapkota	Navajyoti English Secondary School	Anckot
13.	Damodar Nepal	Naba Prativa English Secondary School	Chadani Mandan
14.	Bijaya Ulaka	Bright Star English Secondary School	Khopasi
15.	Bijaya Shrestha	Palanchowk Bhagawati English	Palanchowk

		Secondary School	
16.	Dal Bahadur Adhikari	Panchkhal Valley English Secondary School	Panchkhal
17.	Laxman Dhungel	Pragati Kiran English Secondary School	Katunje Beshi
18.	Dal Bahadur Adhikari	Bikateshwor English Secondary School	Katunje Beshi
19.	Rujen Banjara	Panauti English Secondary School	Panauti
20.	Surya Prakash Lakoju	Suryodaya English Secondary School	Panauti
21.	Madhukrishna Shrestha	Sunrise English Secondary School	Panauti
22.	Ram Mani Sapkota	Indreni Vidya Mandir	Panchkhal
23.	Purna Kumar Shrestha	Samudayik English Secondary School	Panauti
24.	Dhruba Prasad	Kavre English Secondary School	Panauti
25.	Hira Nepal	Vidya Sagar English Secondary School	Banepa
26.	Bhimsen KC	Arunodaya English Secondary School	Panauti
27.	Chuniya Lal Shrestha	Dhulikhel English Secondary School	Dhulikhel
28.	Rajan Manandhar	Bagmati English Secondary School	Banepa
29.	Bikash Sapkota	Innovative English Secondary School	Banepa
30.	Badri Acharya	Deepshikha English Secondary School	Ranipani

Appendix – D

The students who were directly involved who were learning Lotus English Reader at different private schools of Kavre district.

Name of the Students

Institutions

1. Manoj Danuwar	Naba Prativa English Secondary School
2. Shritee Shrestha	
3. Bishal Chaulagain	
4. Subash Satyal	
5. Muskan Danuwar	
6. Bibek Timalsina	
7. Prabin Danuwar	
8. Sabita Pandey	
9. Ritu Ghorsaine	
10. Prasamsha Danuwar	
11. Prabhat panta	New Little Star English Secondary School
12. Sujeeta Shrestha	
13. Sujan Neupane	
14. Sani Diwali	
15. Ishor Parajuli	
16. Asmita parajuli	
17. Nikash Adhikari	
18. Menuka Ghorsaine	
19. Sujan Shrestha	
20. Prasanti Tripathi	

21. Sarisma Acharya
22. Pabitra Thapa
23. Umesh Shrestha
24. Rasila Danuwar
25. Suman pandey
26. Rupa Acharya
27. Rupesh Acharya
28. Sunita Danuwar
29. Dipak Adhikari
30. Sujeeta Mainali

Saraswoti Kunja English Secondary School