**The Content Validity of the English Textbook for Grade Nine**

**The Content Validity of the English Textbook for Grade Nine N. 235/379 – Rudra Prasad Adhikari 2006**

**A Thesis Submitted to the Department of English Language**

**Education, University Campus, Kirtipur in Partial Fulfillment for**

**Master's Degree in Education**

**(Specialization in English Language Education)**

**By**

**Rudra Prasad Adhikari**

**Faculty of Education**

**Tribhuvan University**

**Kirtipur, Kathmandu, Nepal**

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| --- |
| *To my parents who spent their entire life to make me what I am today.* |

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**Abstract**

The ultimate goal of this study is to determine the content validity of English textbook for grade nine to find out to what extent the objectives set out in the curriculum are related to the content of the textbook. The findings of the study is based on perception of the experts, responses of the teachers, students and researcher himself on the contents of the textbook. The study consists of four chapters.

The first chapter deals with the introduction of the study. It includes the general background, objectives of the textbook for grade nine, content validity of the textbook, review of the literatures, objectives of this study and signification of the study.

The second chapter deals with methodology applied to carry out this research by the researcher.

The third chapter is an analysis and interpretation of the responses of English teachers, students and experts of ELT on the content validity of the English textbook for grade nine. Mostly this chapter is divided into five sections. The first section deals with the analysis of the teacher's view. The second deals with the analysis of the student's views. The third section deals with the analysis of the expert's view on the content validity. The fourth section deals with the researcher's analysis based on textbook. The end section deals with the calculation of the different views on the content validity of the textbook.

The fourth chapter is related with the findings derived from the analysis and interpretation of the data. Mainly content coverage language functions were valid but other aspects like selection and gradation, language skills, interest level and language structures are less valid.

Finally, some recommendations are made for further improvement of the textbook and some educational implications are referred.

vii

**Table of Contents**

**Page No.**

Recommendation for Acceptance i

Recommendation for Evaluation ii

Evaluation and approval iii

Dedication iv

Acknowledgements v

Abstract vi

Table of Contents viii

List of Tables xii

Abbreviations xiii

**Chapter I :** [**introduction 1**](#_Toc154827416)**-15**

[1.1. General Background 1](#_Toc154827417)

[1.1.1. ELT in Nepal 1](#_Toc154827418)

[1.1.2. Objective for Teaching English to Grade Nine Students 2](#_Toc154827419)

[1.1.3. What is a Textbook? 5](#_Toc154827424)

[1.1.4. Theoretical Framework for a Textbook 6](#_Toc154827425)

[1.1.5. Content 9](#_Toc154827426)

[1.1.6 Validity 10](#_Toc154827427)

[1.1.7. Content Validity 11](#_Toc154827428)

[1.2. Literature Review 12](#_Toc154827429)

[1.3 Objectives of the Study 14](#_Toc154827430)

[1.4. Significance of the Study 14](#_Toc154827431)

[**Chapter II:**](#_Toc154827432) [**Methodology 16**](#_Toc154827433)**-18**

[2.1. Source of Data 16](#_Toc154827434)

[2.1.1. Primary Sources 16](#_Toc154827435)

[2.1.2. Secondary Sources 16](#_Toc154827436)

[2.2. Population of the Study 16](#_Toc154827437)

[2.3. Sample Population 17](#_Toc154827438)

[2.4. Tools for Data Collection 17](#_Toc154827439)

[2.5. Process of Data Collection 18](#_Toc154827440)

[2.6. Limitations of the Study 18](#_Toc154827441)

[**ChApter III:**](#_Toc154827442) [**Analysis and Inerpretation 19**](#_Toc154827443)**-78**

[3.1 Introduction 19](#_Toc154827444)

[3.2 Analysis of the Responses of the Secondary English Teachers 19](#_Toc154827445)

[3.2.1 General Aspects of the Content 19](#_Toc154827446)

[3.2.2. Correlation Between the Listening Objectives and the Listening Text of the Textbook 23](#_Toc154827447)

[3.2.3. Correlation between the Speaking Objectives and Speaking Texts of the Textbook 24](#_Toc154827448)

[3.2.4. Correlation between the Reading Objectives and the Reading Text of the Book 26](#_Toc154827449)

[3.2.5. Correlation between the Writing Objectives and Writing Text Given in the Textbook 28](#_Toc154827450)

[3.2.6 Language Functions 29](#_Toc154827451)

[3.2.7. Language Structures 31](#_Toc154827452)

[3.2.8. General Opinions Expressed by Teachers on the Content of Grade IX English Textbook 32](#_Toc154827453)

[3.3. Analysis of the Responses of the ELT Experts 36](#_Toc154827454)

[3.3.1 Correlation between the Objectives Set in the Curriculum and the Suitability of the Content of the Textbook 37](#_Toc154827455)

[3.3.2 Selection and Gradation of the Content 38](#_Toc154827456)

[3.3.3. Language Skills 40](#_Toc154827457)

[3.3.4. Language Structures 41](#_Toc154827458)

[3.3.5.Language Functions 42](#_Toc154827459)

[3.3.6 Content Relevance and Content Coverage 43](#_Toc154827460)

[3.3.7. Miscellaneous 44](#_Toc154827461)

[3.3.8. General Opinions Expressed by the Experts on Content of Grade IX English Textbook 45](#_Toc154827462)

[3.4. Analysis of the Responses of the Students of Grade IX 46](#_Toc154827463)

[3.4.1. General Aspects of the Contents 46](#_Toc154827464)

[3.4.2 Correlation between the Listening Objectives and the Listening Text of the Textbook 50](#_Toc154827465)

[3.4.3. Correlation between Speaking Objectives and Speaking Text of the Textbook 51](#_Toc154827466)

[3.4.4. Correlation between Reading Objectives and Reading Text of the Textbook 52](#_Toc154827467)

[3.4.5. Correlation between Writing Objectives and Writing Texts of the Textbook 53](#_Toc154827468)

[3.4.6 Language Functions 54](#_Toc154827469)

[3.4.7 Language Structures 55](#_Toc154827470)

[3.4.8. General Opinions Expressed by the Students of Grade nine on the Content of the Grade IX English Textbook 56](#_Toc154827471)

[3.5. Analysis and Interpretation of the Contents of the Textbook by the Researcher 60](#_Toc154827472)

[3.5.1. Introduction 60](#_Toc154827473)

[3.5.2. Overview of English Textbook for Grade IX 60](#_Toc154827474)

[3.5.3. Content Coverage and Applicability to Everyday Work 62](#_Toc154827475)

[3.5.4. Selection and Gradation of the Content 62](#_Toc154827476)

[3.5.5. Interest and Level 62](#_Toc154827477)

[3.5.6. Analysis of the Listening Objectives and Listening Texts of the Textbook 62](#_Toc154827478)

[3.5.7. Analysis of the Speaking Objectives and Speaking Texts of the Textbook 64](#_Toc154827479)

[3.5.8. Analysis of the Reading Objective and Reading Text of the Textbook 66](#_Toc154827480)

[3.5.9. Analysis of the Writing Objectives and Writing Text of the Textbook 69](#_Toc154827481)

[3.5.10. Language Functions 71](#_Toc154827482)

[3.5.11. Language Structures 72](#_Toc154827483)

[3.6. Comparison of the Teachers Experts, Students and Researcher's View on Different Areas of the Contents 73](#_Toc154827484)

[3.6.1. Content Coverage and Applicability to Everyday Work 73](#_Toc154827485)

[3.6.2. Selection and Gradation of the Contents 73](#_Toc154827486)

[3.6.3. Interest and Level 74](#_Toc154827487)

[3.6.4. Listening Skill 74](#_Toc154827488)

[3.6.5. Speaking Skill 75](#_Toc154827489)

[3.6.6. Reading Skill 75](#_Toc154827490)

[3.6.7. Writing Skill 76](#_Toc154827491)

[3.6.8. Language Functions 77](#_Toc154827492)

[3.6.9. Language Structures 77](#_Toc154827493)

[**Chapter IV:**](#_Toc154827494) [**Findings and Recommendations 79**](#_Toc154827495)**-83**

[4.1. Findings 79](#_Toc154827496)

[4.2 Recommendations 83](#_Toc154827497)

[**References 84**](#_Toc154827498)**-85**

**Appendices**

**LIst of Tables**

xi

**Page No.**

[Table 1:](#_Toc154827818) [Content Coverage and Relevance to Everyday Work 20](#_Toc154827819)

[Table 2:](#_Toc154827820) [Selection and Gradation of Content 21](#_Toc154827821)

[Table 3:](#_Toc154827822) [Interest and Level 22](#_Toc154827823)

[Table 4:](#_Toc154827824) [Correlation between the Listening Objectives and the Listening Text of the Textbook 23](#_Toc154827825)

[Table 5:](#_Toc154827826) [Correlation between the Speaking Objectives and Speaking Texts of the Textbook 25](#_Toc154827827)

[Table 6:](#_Toc154827828) [Correlation between the Reading Objectives and Reading Texts of the Book 26](#_Toc154827829)

[Table 7:](#_Toc154827830) [Correlation between the Writing Objectives and Writing Text Given in the Textbook 28](#_Toc154827831)

[Table 8:](#_Toc154827832) [Communicative Function Which are Included in the Content of the Textbook 30](#_Toc154827833)

[Table 9:](#_Toc154827834) [Language Structure 31](#_Toc154827835)

[Table 10:](#_Toc154827836) [Correlation between the Objectives, Set in the Curriculum and the Suitability of the Content of the Textbook 37](#_Toc154827837)

[Table 11:](#_Toc154827838) [Selection and Gradation of the Content 38](#_Toc154827839)

[Table 12:](#_Toc154827840) [Language Skills 40](#_Toc154827841)

[Table 13:](#_Toc154827842) [Language Structures 41](#_Toc154827843)

[Table 14:](#_Toc154827844) [Language Functions 42](#_Toc154827845)

[Table 15:](#_Toc154827846) [Content Relevance and Content Coverage 43](#_Toc154827847)

[Table 16:](#_Toc154827848) [Miscellaneous 44](#_Toc154827849)

[Table 17:](#_Toc154827850) [Content Coverage and Content Relevance of the Textbook 47](#_Toc154827851)

[Table 18:](#_Toc154827852) [Selection and Gradation of the Contents 48](#_Toc154827853)

[Table 19:](#_Toc154827854) [Applicability and Interest Level of the Students 49](#_Toc154827855)

[Table 20:](#_Toc154827856) [Correlation between the Listening Objectives and the Listening Text of the Textbook 50](#_Toc154827857)

[Table 21:](#_Toc154827858) [Correlation between Speaking Objectives and Speaking Text of the Textbook 51](#_Toc154827859)

[Table 22:](#_Toc154827860) [Correlation between Reading Objectives and Reading Text of the Textbook 52](#_Toc154827861)

[Table 23:](#_Toc154827862) [Correlation between Writing Objectives and Writing Texts of the Textbook 53](#_Toc154827863)

[Table 24:](#_Toc154827864) [Language Functions 54](#_Toc154827865)

[Table 25:](#_Toc154827866) [Language Structures 55](#_Toc154827867)

**Abbreviations Used in This Dissertation**

A Agree

CDC Curriculum Development Center

D Disagree

ELT English Language Teaching

F Frequency

N Neutral

P Percent

SA Strongly Agree

SD Strongly Disagree

**appendix-a appendix-b appendix-c appendix-d**

**appendix-e appendix-f**