**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.

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**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**