

CHAPTER I

INTRODUCTION

1.1 General Background

1.1.1. ELT in Nepal

We know that the English language is widely used language in the world. The English language is the largest language of the UNO. It is the language of world politics, science and technology, medicine, economics, marketing, trade and so on. The University education of the world is provided in it. Most of the international books are translated into it. It is taught and learned in Nepal as compulsory subject from class one to twelve. Since the foundation of the Darbar school in 1910 B.S. the flow of the English language is increasing in Nepal. Since then a lot of changes were made in the field of education and different commissions purposed many curriculum for educational changes.

The regular updating and improvement the education system in Nepal, the English language curriculum has been revising frequently. In the process of teaching learning the curriculum plays significant role. The curriculum is the over all plan through which teaching learning activities are conducted in educational institutions. In Nepal, a scientific English curriculum was developed in 2028 B.S. The secondary English curriculum has been changing from time to time. This existing new English curriculum for grade nine and ten was implemented since July 1999 (Shrawan 2056). This curriculum is based on communicative approach. So it emphasizes on communicative skills, appropriateness, fluency, accuracy and develop the four language skills. Language is used in the society not in the vacuum. So any curriculum must be relevant to the society. A curriculum should design according to the need, interest, pre knowledge and linguistic competence of the learners. The curriculum should cover the individual need, societal need, culture environment,

interest, psychology, experience of the learners for their further development. The curriculum of Nepal has given more emphasis on theoretical knowledge than practical and behavioural. Although the gravity of English Language is growing day after day.

1.1.2. Objective for Teaching English to Grade Nine Students

Objectives are detailed descriptions of what exactly a learner is expected to be able to do at the end of a period of instruction. Teaching English in secondary level has two main purposes. Firstly, to enable students to exchange ideas with people of any nationality who speak or write English. Second, to expose them to the vast treasures knowledge and pleasure available in English both written and spoken.

Existing communicative curriculum has described the curriculum in three ways. First part consists a list of the main language functions which are introduced and used during the year. Language functions incorporate into different communicative activities and emphasis on fluency. The second part consists a list of the main language structures which are introduced and used during the year. Language structures incorporate into the correctness of the language and emphasis on accuracy of the language. The third part describes the different kind of the tasks which students will be taught to do and the skills they will obtain during the year. The basic skills which are obligatory to develop are: listening, speaking, reading and writing. But all skills are integrated each other in each unit and they can not be isolated.

The general objectives of teaching English in the secondary level of Nepal are to enable students to:

- Develop an understanding of and competence in spoken in English.
- Communicate fluently and accurately with other speakers of English.
- Develop competence in understanding a variety of reading text.

- Gain the skills necessary to write English appropriate and effectively.
- Develop an ability to use simple reference materials.
- Read, appropriate and enjoy literary texts.
- Develop and awareness of cultural and ethical values relevant to Nepal.

Apart from these general objective curriculum has denoted the following specific objectives for secondary (nine and ten) English.

1.1.2.1. Listening

Students should be able to show understanding of a variety of authentic texts, specifically they should be able to:

- Listen to spoken text understand the gist and receive specific information from it.
- Record in note or summary form the main points of spoken messages.
- Respond appropriately to spoken directions or instructions.

1.1.2.2. Speaking

Students should be able to speak fluently and accurately in a variety of authentic situations, specifically they should be able to:

- Speak intelligibly within a structural and lexical levels of the secondary curriculum.
- Engage effectively in informal spoken discourse using appropriate discourse devices (e.g. pauses, lags, questions, hedges etc.)
- Communicate appropriately in a variety of formal and informal situations.
- Engage in group discussions, expressing opinions and arguing a point of view effectively.
- Narrate a sequence of events
- Describe an object or a process.

- Convey simple messages effectively.
- Produce and respond to different question types (e.g. closed, open, alternative).
- Express a range of emotions using the appropriate phonological features.

1.1.2.3. Reading

Students should be able to apply different silent reading techniques in order to comprehend a variety of authentic texts. Specifically they should be able to:

- Read short texts intensively for detailed understanding.
- Read longer texts extensively for general understanding.
- Show understanding of underlying themes and ideas of texts.
- Show understanding of an arguments.
- Retrieve specific information form text by means of a variety of reading techniques e.g. skimming, scanning and synthesizing.
- Recognizing the structure and organization of paragraphs and longer texts through developing and awareness of cohesive devices.
- Anticipate the likely continuation of interrupted text.
- Appreciate literary text of an appropriate text.
- Deduce the meaning of unfamiliar lexical items by means of contextual, syntactic and semantic clues.
- Use an appropriate English-English dictionary effectively.
- Understand and interpret information presented in diagrammatic form.

1.1.2.4. Writing

Students should be able to produce a variety of written text: cues of the production of these texts will range from controlled to free. Specifically students should be able to:

- Express ideas in clear and grammatically correct English, using appropriate punctuation.
- Plan, organize and develop an argument.
- Describe an object or a process.
- Narrate a sequence of events.
- Use a variety of styles appropriate to different texts.
- Transfer information from diagram to prose and vice-versa.
- Produce a variety of authentic text types (e.g. post cards, questionnaires, phone message, letters, CVs, bio-data, job applications notice and advertisements).
- Make notes on a variety of texts.
- Produce summarize based on such notes.
- Write creatively about personal experiences.

For achieving and fulfilling the objectives which are set in the curriculum, the contents of the textbooks should be selected according to the objectives. In the lack of appropriate and suitable textbook the teaching and learning process will remain lame. The textbook must be relevant to the students level, age, pre-knowledge, linguistic level, environment, society, religion, culture as well as the scientific discoveries. And a textbook should cover these all aspects.

1.1.3. What is a Textbook?

Textbooks are said such kind of instructional materials that deal with particular subject and implement in formal educational institutions as the main source of teaching and learning tool. Mainly a textbook is a

document that reflect the objectives contents and teaching items which are in the syllabus.

Regarding textbook, Harmer (2001) says "Good course books are carefully prepared to offer a coherent syllabus, satisfactory language control, motivating text, tapes and other accessories such as video tapes, CR-ROM, extra resources materials and useful web links. They are often attractively presented."

Similarly, Grant (1987) says, "The book is used to refer to course book which typically aims to cover all aspects of the language and supplementary textbook devoted to particular topics or skills areas."

Rivers (1968: 368) says, "The textbook will determine the major part of the classroom. In it decision had been already made about what the student will learn, how she will learn it and what sections of the work will receive most emphasis. The experienced teacher will adopt material in the textbook, supplement it in many ways and add emphasizes of his own. It is the inexperienced teacher who needs to be most careful in initial section of the textbook."

A good textbook should address the need, interest and level of the target group. The textbook should cover all social, culture, religion, age of the students, linguistics knowledge, level, need of the society and scientific discoveries of modern times. So textbooks are the authentic source of knowledge. And textbooks are designed and implemented as the real and definite information on the basis of curriculum.

1.1.4. Theoretical Framework for a Textbook

Textbook can be evaluated in the different ways e.g. aspects, criteria and categories are the main areas for analyzing and evaluating a textbook.

Ur (1992) presents the following criteria for evaluating the course book.

Objectives explicitly laid out in an introduction and implemented in the:

- Approach educationally and socially acceptable to target community.
- Clear attractive layout, print easy to read.
- Appropriate visual materials available, interesting topics and tasks.
- Varied topics and tasks, so as to provide for different learner levels, learning styles interests etc.
- Clear instructions.
- Systematic coverage of syllabus.
- Content clearly organized and graded (sequenced by difficulty).
- Period review and test sections.
- Plenty of authentic language.
- Good pronunciation explanation and practice.
- Good vocabulary explanation and practice.
- Grammar presentation and practice.
- Fluency practice in all four skills.
- Encourage learner to develop own learning strategies and to become independent in their learning.
- Adequate guidance for the teacher; not too heavy preparation load.
- Audio cassettes.
- Readily available locally.

Hamer (2001) presents the following criteria for the evaluation of course book:

- Price
- Availability
- Layout and design
- Instructions
- Methodology
- Syllabus type, selection and gradation

- Language study activities
- Topics
- Cultural acceptability
- Teacher's guide
- Usability

In the same way, Grant (1987) proposes the following aspects and criteria for analyzing and evaluating textbook:

1. Internal aspects
2. External aspects/physical/peripheral.
3. Additional aspects/supplementary materials.

In this respect the researcher was interested on finding out the content validity of the textbook so he took internal or academic aspects of the textbook for research. Internal aspects can be evaluated or assessed on the following factor (Cunningsworth, 1984).

1. Appropriateness for the target group or the learners.

Mainly a textbook should be suitable and appropriate to the requirement, interest, age, experience, culture, religion, scientific discoveries and level of the target group. Appropriate consists the following elements:

- i. Content
- ii. Language skills
- iii. Language functions and structures
- iv. Exercises and activities

2. Organization of the Items

The items which are selected for the text should be developed and organized. Organization of the item consists the following elements.

i. Selection criteria and selection

- a. Frequency
- b. Range

- c. Coverage
- d. Learn ability
- e. Availability

ii. Gradation: The selection items are graded in the following two ways:

- a. Grouping the teaching items.
- b. Sequencing the teaching items.

1.1.5. Content

Content refers to the teaching items which are selected and graded to achieve the set and determined goals and objectives in the curriculum. Contents will be vary according to the syllabus types: a structural syllabus will have grammatical items (e.g. article, noun, pronoun etc.) as the content. But communicative syllabus will have different functions (e.g. greeting, making request, getting things done etc.) as the contents.

Ur (1992: 208) says, "home culture content is acceptable, not only because my students may need of discussion that are familiar, interesting and motivating."

She further says, 'I'm interested in their ideas and experiences and wants to show it.' She has mentioned the items that can be selected for the content.

- Pronunciation practice
- Introduction of new vocabulary and practice.
- Grammar explanations and practice
- Recording for listening practice
- Listening and speaking communicative tasks
- Reading and writing communicative tasks
- Mixed skills communicative tasks.
- Short and long reading text, Dictionary works.
- Review of previously learnt materials.
- Some entertaining or fun activities.

Andrey Nicholls and S. Howard Nicholy say, "In teaching one must teach something to someone, the someone being the pupil and the something the content might be described as the knowledge, skills, attitude and values to be learned."

Famous pragmatist Dewey, (1902) says, "Content selection entirely on the basis of student interest is inevitably to result in indulgence and spoiling."

In the same way Khaniya (2003) says that, "Contents should be carefully selected, developed and organized."

So the contents of the textbook should cover social, individual, cultural, religious and interest of the learners. The contents should address the national, international events and scientific discoveries. Besides this, the contents should be relevance to the society, daily life, level, age and interest of the learners. Content is believed to be means to achieve the specified/formulated objectives. Contents are determined on the basis of their criteria e.g. frequency, range, availability, coverage, learnability and relevancy.

1.1.6 Validity

Validity refers to the degree to which a test actually measures what it is designed to measure. It means a test which is designed to measure the function actually measure the same, then it is known as valid test. If a test doesn't measure what it ought to be measured then. It is not the valid test. Validity is the complex criteria of finding a good test.

Validity is the relative term and can be defined as the degree of accuracy of a test. Heaton, (1988: 165) says, "a test is said to be valid, it measures what it is intended to measure and nothing else."

In the same way Harrison (1903) says, "The validity of a test is the extent to which the test measures what it is intended to measure."

Likewise Lado, R. (1965) says, "a test of pronunciation measures and nothing else, it is a valid test of pronunciation."

For defining the validity Brown HD (1993) says, "The degree to which the test actually measures what it is intended to measure." He further says, "A valid test of reading ability is one that actually measures reading ability and to measure writing ability on might conceiveriably ask students to write as many words as they can in 15 minutes then simply count cont the words for the final score."

Validity is concerned with relevance, that is either or not the lest actually tests what it is aimed to test. Validity in the language tests depends on the linguistic content of the test and on the situation or technique used to test this content.

There are several kinds of validity. They are:

- i. Content validity
- ii. Criterion related validity
- iii. Construct validity
- iv. Face validity

In this existing research work, researcher is interested to consider the content validity of the English textbook for grade nine. In order to find out the internal aspect or academic aspect of the textbook content validity will be considered.

1.1.7. Content Validity

In the process of defining the content validity, Bachman says, "Validity covers two aspects: content relevance and content coverage. The investigation of content relevance requires the specification of behavioural domain in question and attendant specification of the task domain (Messick 1980: 1017, quoted in Bachman) While it is generally recognized that involves the specification of ability domain, what is often

ignored is that examining content relevance which is also requires the specification of the test method facets.

The second aspect of examining test is the content coverage. The primary limitation of content validity focuses on tests rather than a test scores.

According to Brown, "A test actually samples the class of situations that is, the universe or subject matter about which conclusions are to be drawn, it is said to have content validity."

In the same way Richards et al. (1999), content validity is, "A form of validity which is based on the degree to which a test adequately and sufficiently measures the particular skills or behavior it sets out to measure. For example, a test of pronunciation skills in language would have low content validity if it tests only some of the skills which are required for accurate pronunciation."

Content validity is, "the extent to which a test measures a representative sample of the subject matter content." Hatch and Ferhady (1982: 251). A text is said to have content validity if it's content constitutes a representative sample the language skills and structures etc. with which it is mean to be concerned. The content validity depends on a careful analysis of the language being tested and of the particular course objectives the test should best constructed as to contain a representative sample of the course objectives always being apparent (Heaton 1980: 160).

1.2. Literature Review

In order to achieve the curricular goals or objectives textbooks plays vital role. Besides that textbook is the authentic of instructional and teaching learning activities which is enjoyed at schools and colleges. Textbook provides the systematic knowledge to gain the objectives. Like our country, we don't have so this much sources for learning the

communicative language so textbook is the most important tool. Textbook should be designed on the basis of the pre-determined objectives in the curriculum. The contents which are set in the textbook should address all the objectives otherwise the value of the textbook will be useless. The exercises pictures, activities, functions, structures must be related and relevant so then only the textbook will be valid. The contents of the textbook which are related and address the objectives then it is said to have content validity. A good text and effective textbook must have content validity.

Many researchers have carried out the research on textbook analysis in the Department of English Education. Some of the researchers have carried out the research on content validity of textbook also.

Lamichhane (1999) carried out a research work entitled 'An analysis of the New English textbook for grade VIII.' He analyzed the textbook on speaking and writing skills designed in the grade VIII English textbook. He found that the materials and exercises are organized on the basis of psycho-linguistic principles and practices are prepared on the basis of maxim of teaching. He concluded that there is lack of sufficient exercises.

In the same way Dahal (2002) conducted a research entitled, "English for Grade 'X' A textbook analysis." In his research physical and academic aspect were analyzed. He found that the organizations and presentation are not included the interest and favour of the students.

Similarly, Dawadi (2004) conducted a research entitled, "A study on textbook: English for grade seven. She found that the textbook does not contain the contents expected by the curriculum and lacks the sufficient techniques of teaching too.

Neupane (2004) conducted the research entitled, "The content validity of the English textbook for grade seven." In his research he found

that some of the contents are valid and some are less valid. He has conducted the research on the basis of content, coverage, selection, gradation and language skills. In his research he has not mentioned the language functions and language structures.

Bhattarai, J. (2005) has carried out the research entitled, "Content validity of the English textbook for grade Eight." She found that the contents are applicable and the book has content validity in terms of content coverage and applicability. Skills are less valid, functions are less valid but language structures have the content validity.

In order to find out the content validity of the textbook for grade nine there is necessary of deep study. I have got some insights from these research. Yet, no one has carried out the research work on content validity of English textbook for grade IX. This study is concerned with the validity of different aspects of contents, like language skills, language functions, language structures, games, exercises, content coverage, selection and gradations which are set in the objectives of the grade IX curriculum. This research will be different form other because no one has involved the students as their source of data. In order to find accurate data I have taken the students as the consideration.

1.3 Objectives of the Study

- a. To determine the content validity of the English Textbook for grade IX.
- b. To provide some pedagogical implications and insights for improving the textbook on the basis of the course objectives.

1.4. Significance of the Study

The present study is related with the content validity of English textbook for grade nine. The findings of this research helps to those who are concerned and involved in teaching and learning process. It is significance tool for improving the textbook as well. The findings is

beneficial to language policy makers, the textbook writer curriculum designers, subject experts, examiners, classroom teachers and language learners etc. It provides the insights on content relevance and content coverage of the text book.

CHAPTER II

METHODOLOGY

This chapter describes the set of the plans and procedures of the study which were adopted by the researcher to gain the expected objectives. In this study the researcher has attempted to determine the content validity of the English textbook prescribed for grade IX in two aspects: (i) content relevance (ii) content coverage. The analysis is based on percentage of the responses which were given by the teachers teaching English in secondary level, students of grade IX and the experts related to ELT field. Except that the researcher has also analyzed the English textbook for grade IX to examine the extent to which the book serves the purposes envisaged by the curriculum. The researcher deeply studied the content relevance and content coverage of the textbook of English for grade IX himself.

2.1. Source of Data

For this study, researcher has used both primary and secondary sources data.

2.1.1. Primary Sources

The primary sources of data were the English teachers of secondary level, students of grade nine, ELT experts available in the Kathmandu valley and English textbook for grade IX designed and published by CDC.

2.1.2. Secondary Sources

Besides the primary sources of data the researcher studied various books, journals, research reports, articles and thesis etc. concerned to the research work in order to facilitate the study.

2.2. Population of the Study

The population consisted all the secondary level English teachers teaching in different private and government schools of Kathmandu

valley, students of grade IX and the experts related to the field of ELT available in Kathmandu.

2.3. Sample Population

In fact sampling is the most important aspect of research study because a small group should represent the large whole. For this study researcher has randomly selected 30 secondary English teachers with at least one year teaching experience at secondary level, twenty students of grade nine and five experts who are concerned with the field of ELT. The qualification of the teachers in the sample ranged from Bachelor to post graduate degree. In the same way the academic qualification of the experts in the field of ELT also ranged from M.Ed. to Ph.D.

2.4. Tools for Data Collection

The main tool for collecting the data was questionnaire. The researcher prepared both close ended and open-ended questions for the target population. 34 close-ended and 3 open-ended questions were prepared for the teachers, 34 close-ended and 3 open-ended questions were prepared for students and 29 close-ended and 3 open-ended questions were prepared for ELT experts. All the questions were prepared on the basis of English curriculum for grade IX. The questions were prepared on the basis of six aspects, general aspects of the content, listening, speaking, reading, writing, language structures and language functions of the content. At the end of the open-ended questions enough blank space was given and the respondents were requested to drop their attitude for improving of the textbook and note down its strengths and weaknesses. To find out whether the contents are relevant to this level, age, society and environment or not, the researcher prepared the check list and analyzed content coverage and content relevance.

2.5. Process of Data Collection

For collecting the data the researcher studied different books and curriculum for grade nine and English textbook for grade nine and prepared questionnaires. Then, to ensure complete return of the responses and fairness, the researcher personally visited the selected schools of Kathmandu valley and administered the questionnaires to the secondary English teachers and grade nine students. The researcher personally contacted the experts related to ELT available in Kathmandu valley.

For getting good response, secondary English teachers, grade nine students and experts related to ELT were requested to tick the best alternative on a five point scale. They were also requested to indicate the strength and weaknesses of the contents of the textbook. They were requested to provide the valuable suggestions for further improvement of the contents of the textbook. The researcher himself studied the textbook carefully to indicate the content validity. He prepared the check list based on content relevance and content coverage.

2.6. Limitations of the Study

Determining the content validity is a complex phenomenon. To find out the justifiable and accurate outcomes this study was limited to the following:

1. The research was limited to the 30 secondary level English teachers, 20 grade nine students and five ELT experts of Kathmandu valley.
2. This study was limited to the content validity of the English textbook for grade IX.
3. The analysis of the textbook was limited to the views of the secondary English teachers, students of IX grade, ELT experts and the researcher's own analysis.

CHAPTER III

ANALYSIS AND INTERPRETATION

3.1 Introduction

This chapter deals with the interpretation and analysis of the data that were collected from primary sources. The researcher collected data by questionnaires. The collected data and information were tabulated. The collected data and information were analyzed under four different headings.

- Analysis of responses from secondary English teachers.
- Analysis of responses from ELT experts.
- Analysis of responses from grade nine students.
- Analysis of the contents of the textbook by the researcher himself.

3.2 Analysis of the Responses of the Secondary English Teachers

Teachers are the noticing persons who are directly involved in implementing the text books. Teachers are completely acquainted with the contents of the textbook. The analysis of teachers' responses has been presented in following seven categories:

1. General aspects of the content.
2. Listening
3. Speaking
4. Reading writing
5. Language functions
6. Language structures

3.2.1 General Aspects of the Content

Secondary English teachers were asked XI questions to pick point their responses on the selection and gradation of the contents, coverage of contents, relevance of the contents and interest and level of the students.

Content coverage and relevance to the society and everyday work.

The following table shows the content coverage and relevance and their applicability in the society and everyday work.

Table 1
Content Coverage and Relevance to Everyday Work

S.N.	Statement		SA	A	N	D	SD
1	The textbook covers all the contents of the grade IX English curriculum	F	3	22	3	2	
		P	10	73.3	10	6.7	
2	The contents of the textbook present the objectives and they are relevance to the present situation.	F	3	16	7	4	
		P	10	5.3	23.3	13.3	
3	The contents are applicable to day to day and everyday life.	F	4	29	6	1	
		P	13.3	63.3	20	3.3	
4	The layout and contents are favourable	F	2	21	7		
		P	6.7	70	23.3		
5	The book has covered the culture, religious, social environment and linguistic	F	7	15	5	3	
		P	23.3	50	16.6	10	
Total		F	19	93	28	10	
		P	12.6	62	18.6	6.6	

The table given above shows that majority of the teachers agree that the textbook covers the contents of the class IX English curriculum. For this statement 10% teachers strongly agree whereas 73.3% teachers agree 10% of teachers remain neutral and 6.7% disagree. But neither of teachers strongly disagree. In the same way the statement "the contents of the textbook present the objectives and they are relevance to the present situation" was surveyed. In this respect majority 63.3 % of teachers agreed, 23.3% remain neutral and 13.3 % remain disagree to the

statement. "The contents are applicable for day to day life and everyday work" was surveyed. Majority, 76.6% of teachers were agreed to the statement and 20 % and 3.3% remain neutral and disagree respectively. Similarly, "The layout and contents are favourable" was surveyed 76.7 %of teachers agreed to statement and 23.3% remain neutral. Likewise, "The book has covered the culture, religious, social environment and linguistic level" was surveyed 23.3%of teachers strongly agreed 50% of teachers agreed 16.6% remained neutral and 6.6% disagreed to the statement.

The respondents responses support the validity aspects of the items 3.2. Although some of the teachers remain neutral and disagree too. No one of the teachers is strongly disagree.

Table 2
Selection and Gradation of Content

S.N.	Statement		SA	A	N	D	SD
1	The contents have sufficient student centered activities and well designed exercises	F	6	16	7	1	
		P	20	53.3	23.3	3.3	
2	The subject matter of the textbook pays attention towards weak, average and good students	F	2	10	10	8	
		P	6.6	33.3	33.3	26.6	
3	The textbook uses the spiral approach so the items keep on repeating in different contents	F	4	20	6		
		P	13.3	66.6	20		
Total		F	12	46	23	9	
		P	13.3	51.1	25.5	10	

The above table shows that majority of the teachers i.e. 73.3% agreed to the statement "The contents have sufficient student centered

activities and we designed exercises" whereas 23.3% remain neutral and 3.3% disagree. To the statement "The textbook pays attention towards weak, average and good students was surveyed." 6.6% strongly agree, 33.3% of the teachers agree, 33.3% remain neutral and 26.6% disagree with statement. In the same way to the statement. "The textbook uses the spiral approach so the items keep on repeating in different contents was surveyed." For this 13.3% of teacher strongly agree, 66.6% of teachers agrees and 20% of teachers remain neutral. But none of the teachers disagree.

For calculating the following table majority of the teachers i.e. 64.4% seem to agree under the title selection and selection of the contents. Whereas 10% of the teachers remain disagree.

According to the respondents responses on the selection and gradation support the validity aspect of the item 3.2.1.2.

Table 3
Interest and Level

S.N.	Statement		SA	A	N	D	SD
1	The presented subject matter is easily understandable and encouraging	F	6	18	5	1	
		P	20	60	16.6	3.3	
2	The items are relevance to the students need and mental level	F	4	17	4	3	2
		P	13.3	56.6	13.3	10	6.6
3	The exercises of the content emphasis on creative learning instead of role learning	F	9	18	3		
		P	30	60	10		
Total		F	19	53	12	4	2
		P	21.1	58.8	13.3	4.4	2.2

The above table shows that majority i.e. 60% of teacher agree to the statement "subject matter is easily understandable and encouraging." 20% of teachers strongly agree, 16.3% of teachers remain neutral, 3.3% of

teachers disagree and none of the teachers strongly disagree. Likewise majority of the teachers 69.9 % agree to the statement "the items are relevance to the students need and mental level." 13.3% of teachers strongly agree, 56.6 % teachers agree, 13.3% of remain neutral, 10% disagree and 6.6% of teachers strongly disagree to the statements. For the third statement "content emphasis on creative learning" 30% strongly agree, 60% agree and 10% remain neutral.

By the table it is inferred that the statement "Interest and mental level" supports validity aspect.

3.2.2. Correlation Between the Listening Objectives and the Listening Text of the Textbook

Only three objectives are designed in the grade IX English curriculum under the listening skill. A good textbook should fulfill the all objectives that are set in the curriculum. So, does this textbook deal with the objectives of listening skill set in the curriculum? For getting the factual answer of this question, three different questions were asked and the responses were obtained from the English teachers of secondary level have been illustrated below:

Table 4
Correlation between the Listening Objectives and the Listening Text of the Textbook

S.N.	Statement	F.P.	SA	A	N	D	SD
1	The listening texts are sufficient to the students to answer the questions given in the exercises	F	4	12	6	8	
		P	13.3	40	20	26.6	
2	The listening items identify the students with different accent social system and intonation in realistic way	F		11	11	5	3
		P		36.6	36.6	16.6	10
3	The contents related to the listening skills helpful to make the students to be more realistic	F	1	14	8	7	
		P	3.3	46.6	26.6	23.3	
Total		F	5	37	25	20	3
		P	5.7	42.5	28.7	22.9	3.3

The table above shows that 3.3% of teacher strongly agree to the statement "The listening texts are sufficient to the students to answer the questions given in the exercises. In the same way 40% agree, 20% of remain neutral, 26.6 % disagree and neither of the teachers strongly disagree to the statement. Likewise 36.6% of teachers agree, 36.6% remain neutral, 16.6% disagree and 10% strongly disagree to the statement, "The listening items identify the students different accent, sound system and intonation in realistic way." For responding the 3rd statement, "The contents related to the listening skill are helpful to make the students to be more realistic." Majority i.e. 50% of teachers agree to the statement 26.6% of remain neutral and 23.3% disagree.

While responding the statements 48.2% of the responses were positive whereas the 26.2% of the responses showed their disagreement on the correlation between listening objectives and listening texts of the textbook.

The responses of the respondents do not support the validity aspects of the item no. 3.2.2. Although large number of responses remain under neutral and disagreement.

3.2.3. Correlation between the Speaking Objectives and Speaking Texts of the Textbook

For the purpose of speaking skill nine objectives are designed in the grade IX English curriculum. To find out whether the designed objectives are related to the textbook or not, the researcher asked six questions to the teachers. The responses of the respondents are given in the following table.

Table 5
Correlation between the Speaking Objectives and Speaking Texts of
the Textbook

S.N.	Statement		SA	A	N	D	SD
1	The speaking exercises used in textbook are realistic for developing the fluency and accuracy to use English real life	F	3	15	9	2	1
		P	10	50	30	6.6	3.3
2	The speaking exercises contain the enough pronunciation practice	F	1	2	6	17	4
		P	3.3	6.6	20	56.6	13.3
3	The speaking exercises of the textbook contain social appropriate language based on social situation	F		22	11	4	
		P		73.3	13.3	13.3	
4	The speaking exercises encourage the students to take part in discussion, role play, expressing their intention for developing communicative skills	F	7	19	3	1	
		P	23.3	63.3	10	3.3	
Total		F	11	58	22	24	5
		P	9.1	48.3	18.3	20	4.1

The table above shows that the speaking exercises of the textbook are not fully realistic. "The speaking exercises used in textbook are realistic for developing the fluency and accuracy to use English real life" was surveyed. 10% of teachers strongly agree, 50% of teachers agree, 30% teachers remain neutral, 6.6% teachers disagree, whereas 3.3% of teachers are strongly disagree to the statement. Likewise, the statement, "The speaking exercises contain the enough pronunciation practice" was surveyed. For this 3.3% of teachers strongly agree, 6.6% of teachers agree, 20% of teachers remain neutral, majority of teachers i.e. 56.6% disagree and 13.3% strongly disagree. In the same way "The textbook contain social appropriate language based on social situation" was surveyed 73.3% of teachers agree, 13.3% remain neutral and 13.3% teachers disagree to the statement. Neither of the teachers strongly disagree with statement. "The speaking exercises encourage the students to take part in discussion, role play and express their intention for developing communicative skills was surveyed. For this 23.3% of

teachers strongly agree, 63.3% of teachers agree, 10% teachers remain neutral, only 3.3% of teachers disagree and no one teacher strongly disagree to the statement.

In calculation the procedure mentioned in 3.2.3, majority of the teachers i.e. 57.4% of seem to agree correlation between the speaking objectives and speaking texts of the textbook. But majority of the teachers disagree correlation between pronunciation exercises and objectives. So avoiding to neutral responses, the given responses support the validity aspect.

3.2.4. Correlation between the Reading Objectives and the Reading Text of the Book

Table 6
Correlation between the Reading Objectives and Reading Texts of the Book

S.N.	Statement	F.P.	SA	A	N	D	SD
1	The reading exercises given in the textbook are enough to guide the students towards the purpose by quick skimming	F	4	20	2	4	
		P	13.3	66.6	6.6	13.3	
2	The reading exercises activate the students both individual and groups because reading exercises are relevance and cover the all social, cultural, environmental need of the target group	F	5	13	11	1	
		P	16.6	43.3	36.6	3.3	
3	The reading text are helpful to read and understand extra text or book	F	5	18	5	2	
		P	16.6	60	16.6	6.6	
4	The reading texts and exercises help in understanding of main themes and ideas of texts	F	3	21	5	1	
		P	10	70	16.6	3.3	
5	The reading exercises are helpful to develop the skill in use of English English dictionary	F	5	15	4	5	
		P	16.6	50	13.3	16.6	
Total		F	22	87	27	13	
		P	17.7	58.3	18.1	8.7	

Eleven objectives are designed for the reading skill. To find out either the objects are valid or not five questions were asked.

According to the above table majority i.e. 66.0% of the teachers agree with all questions. The first statement "The textbook is enough to guide the students towards the purpose by quick skimming was asked." For this 13.3% of teachers strongly agree, 66.6% of agree, 6.6% remain neutral, 13.6% disagree and none of the teachers strongly disagree to the statement. For the second statement "Reading exercises are relevance and cover the all social, cultural, environmental and need of the target groups" was asked. For this statement 16.6% of the teachers strongly agree, 43.3% agree, 36.6% remain neutral, 3.3% disagree but none of the teachers strongly disagree to the statement. Likewise the third statement, "The reading texts are helpful to read and understand extra text or books" was asked. For this 16.6% of the teachers strongly agree, 60% agree, 16.6% remain neutral 6.6% disagree respectively to the statement but neither of the teachers strongly disagree. In the same way 4th statement "The reading texts and exercises help in understanding of main themes and ideas of the texts" was asked. For this, 10% of teaches strongly agree, 70% of teachers agree, 16.6% remain neutral, 3.3% disagree to the statement but neither of the teachers strongly disagree. The last statement "the reading exercises are helpful to develop the skill in use of English. English dictionary", was asked. For this 16.6% of teachers strongly agree, 50% agree, 13.3% remain neutral and 16.6% disagree to the statement. For this statement neither of the teachers strongly disagree.

By the calculation procedure mention in 3.2.4 majority of the teachers agree to the reading objectives and reading exercises of the textbook. So excluding the neutral responses the reading exercises have the validity aspect.

3.2.5. Correlation between the Writing Objectives and Writing Text Given in the Textbook

Table 7

Correlation between the Writing Objectives and Writing Text Given in the Textbook

S.N.	Statement		SA	A	N	D	SD
1	The writing exercises provide adequate guidance to the students before they start writing	F	2	17	9	2	
		P	6.6	56.6	30	6.6	
2	The writing exercises given in the content given adequate practice for developing writing skills	F	2	18	5	5	
		P	6.6	60	16.6	16.6	
3	Students can write a simple short story correctly and can transfer the information from charts and tables into paragraphs	F	2	22	6		
		P	6.6	73.3	20		
4	The number of structures in the writing exercises are sufficient to relate the experience and interest of the students	F	1	11	10	8	
		P	3.3	36.3	33.3	26.6	
5	The writing exercises given in the textbook stimulate the students to be creative and critical	F	2	22	6		
		P	6.6	73.3	20		
Total		F	9	90	36	15	
		P	6	60	24	10	

CDC has designed ten objectives for developing the writing skill of grade IX students. For finding the correlation between objectives and textbook, five questions were asked.

The above table shows that majority of the teachers agree to the writing text of the grade IX "provide adequate guidance" was surveyed

66% of teachers strongly agree 56.6% agree, 30% remain neutral and 6.6% disagree to the statement. But neither of the teachers strongly disagree to the statement. In the same way "The contents give adequate practice for developing writing skills," was surveyed. For this statement 6.6% of teachers strongly agree 60% of agree, 16.6% remain neutral and 16.6% disagree to the statement. But neither of the teachers strongly disagree to the statement. The third statement "students can write short stories and transfer charts and tables to paragraph" was surveyed. For this statement 6.6% of teachers strongly agree, 73.3% agree, 20% remain neutral but neither of the teachers disagree to the statement. Likewise, "The exercises are sufficient to relate the exercise and interest of the students" was surveyed . For this statement 3.3% of teachers strongly agree, 36.3% agree, 33.3% remain neutral and 26.6% teachers disagree to the statement but neither of the teachers strongly disagree. Last statement, "The textbook stimulates the students to be creative and critical" was surveyed. For this statement 6.6% of teachers strongly agree, majority of teachers i.e. 73.3% agree, 20% remain neutral but neither of the teachers disagree and strongly disagree to the statement.

By the calculation procedure in 3.2.5 majority of the teachers i.e. 66% agree to the writing text of the IX English textbook. Avoiding the neutral responses writing texts given in the text book support validity aspect.

3.2.6 Language Functions

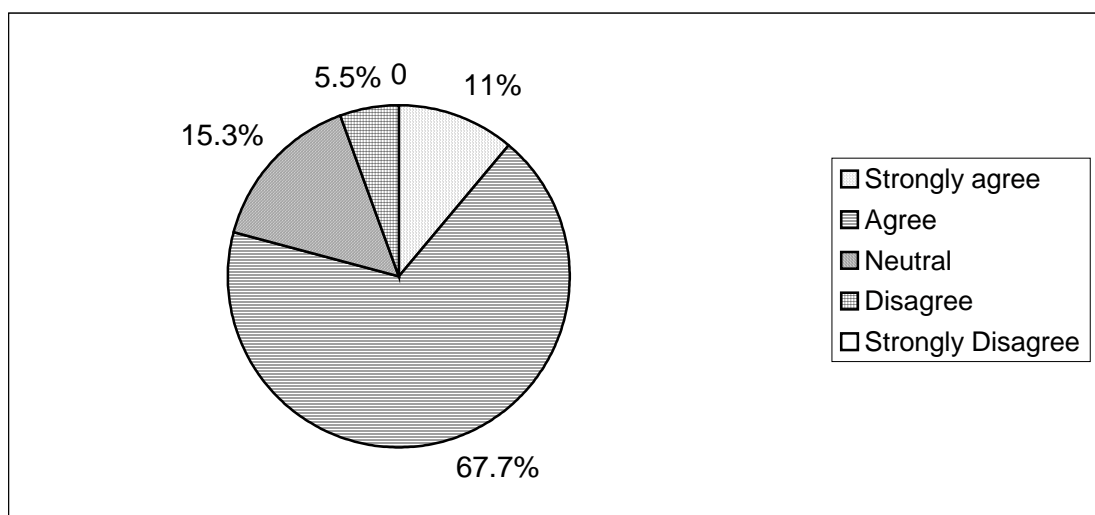
The present curriculum is based on the communicative approach. So the textbook has used necessary language functions. For the purpose of finding the correlation between the objectives and language function text given in the textbook.

Table 8
Communicative Function Which are Included in the Content of the Textbook

S.N.	Statement		SA	A	N	D	SD
1	The textbook covers all communicative function of the language	F	7	16	4	3	
		P	23.3	53.3	13.3	10	
2	The communicative functions are relevant to social and environmental point of view	F	2	22	4	2	
		P	6.6	73.3	13.3	6.6	
3	The communicative functions emphasize or relate to real life situation of the students	F	1	23	6		
		P	3.3	76.6	20		
Total		F	10	61	14	5	
		P	11	67.7	15.3	5.5	

The above data can be put in the following figure.

Figure 1
Communicative Functions which are Included in the Content of the Textbook



Under the purpose of functional aspect three questions were asked. Majority of the teachers showed their agreement towards the language function. First statement, "The textbook covers all communicative functions of the language", was surveyed. For this majority i.e. 76.6%, of

teachers agree to the statement 13.3% remain neutral and only 10% disagree to the statement. But neither of the teachers strongly disagree to the statement. The second statement "The communicative functions are relevant to social and environmental point of view", was surveyed. For this statement 6.6% of teachers strongly agree, 73.3% agree, 13.3% remain neutral and 6.6% disagree to the statement but neither of the teachers strongly disagree to the statement. The last statement, "The communicative functions emphasize or real to the relate life situation of the students," was surveyed. For this statement 3.3% teachers strongly agree, 76.6% agree, 20% remain neutral but no one teacher disagree to the statement.

According to the table and figure excluding the neutral responses majority i.e.78.7% of teachers show their agreement whereas 5.5% teachers disagree to the functional aspect. So, it is inferred that the textbook has got validity on functional aspect.

3.2.7. Language Structures

To find out the validity of language structure of grade IX English, three questions were asked to the teachers. Their responses along with the questions are tabulated in the following way:

Table 9
Language Structure

S.N.	Statement		SA	A	N	D	SD
1	The grammatical descriptions are systematically presented in each units	F	1	12	12		
		P	3.3	40	40	16.6	
2	The grammar is presented through structures in the content of the textbook	F	5	18	3		
		P	16.6	60	10	13.3	
3	Number of structures given in the content is sufficient for this level	F		1	10	16	3
		P		3.3	33.3	53.10	10
Total		F	6	31	25	3	
		P	6.6	34.4	27.7	27.7	3.3

The above table shows that many more teachers remain in disagreement. The first statement "The grammatical descriptions are systematically presented in each unit", was surveyed. 3.3% of teachers strongly agree, 40% agree, 40% remain neutral, 16.6% disagree, but neither of the teachers strongly disagree to the statement. Likewise, the second statement, "The grammar is presented through structures in the content of the textbook", was surveyed. For this 16.6% of teachers strongly agree, 60% agree, 10% remain neutral and 13.3% disagree, but neither of the teachers strongly disagree to the statement. Likewise, "Number of structures (or amount of grammar) given in the content is sufficient for this level" was surveyed. No one of the teachers strongly agrees with the statement, 3.3% of teachers agree, 33.3% of teachers remain neutral, majority of the teachers 53.3% disagree, and 10% of the teachers strongly disagree to the statement.

The given responses do not support the validity aspect of the item 3.2.7. avoiding the responses neutral.

3.2.8 General Opinions Expressed by Teachers on the Content of Grade IX English Textbook

The factual information about the textbook respondents were asked three open-ended questions to express their views. The questions were asked to the teachers who were experienced and were teaching at secondary level English course. The obtained information from the teacher about the content of the grade IX English textbook is summarized below:

*** What are the strengths and weakness of the contents in this book?**

This question was asked to the respondents to obtain the strengths and weakness of the content in the textbook. The information obtained is as follows:

The teachers noted down the following strengths of the textbook

- It helps students to take part actively in different learning activities.
- It emphasizes on communicative skills.
- It focuses on all language skills which are well presented.
- It has got comprehensive ways of teaching and learning methods which are practical.
- It emphasizes on communicative approach with enough language functions.
- The contents are students centered.
- It has got enough reading texts.
- It includes creative listening exercises.
- It covers the all objectives of the curriculum.
- It is designed in modern ways.
- The exercises are related to improve the language.
- The contents are well structured.
- The textbook tries to present simple and day to day communication.
- Contents are situationally relevant.
- The contents include the literary texts to increase the curiosity.
- The provided text are easy and systematically presented.

The teachers noted down the following weakness of the textbook.

- It can't cover all the needs and intelligency of the students.
- It uses the informal language and encourages on acculturation.
- It has got difficult vocabularies for new students.
- Listening exercises are not well prepared.
- It has not sufficient literary texts.
- It lacks the sufficient writing exercises.

- It lacks the pronunciation and sound system practice.
- It lacks the systematic order of contents.
- It ignores the sufficient grammatical items.
- Insufficient exercises to cover the all language skills.
- It doesn't contain sufficient creative exercises.
- The reading passages do not draw the interest of the students.
- It lacks the story and essay writing.
- It has got irrelevant content.
- The pictures are not clear.
- The book is too thick so it covers the whole time and lacks the time for extra practices.
- The content are not adequate to enhance the desired proficiency of the learners.
- Other country's cultural, environmental and social aspects are not included for broadening the mind.

*** Do you suggest your opinion to make this book more relevant?**

Please note down:

- Phonetics should be added in the text.
- In the exercises long questions should be included along with short questions.
- Many more practical dialogues should be included.
- More writing exercises are necessary.
- Grammatical exercises should be added.
- It should stress on formal and standard language.
- The book should focus the rural area than urban area.
- It must be prepared according to context and condition of Nepal.

- The communicative aspect of daily life, structure, and vocabularies are to be presented.
- The book should be competitive in this modern world.
- Creative exercises should be added.
- Technical, scientific and practical topics should be added.
- The title/course which can address the whole culture, society and social life of Nepal should be added.
- Some short folk stories should be added.

*** What are your suggestions for the improvement of the contents of the book?**

- Some of the very simple and easy exercises should be changed and replace the suitable exercises according to their level.
- Sufficient grammatical exercises should be managed.
- Listening texts should be more authentic.
- Aims and objectives should be focus to the rural life too.
- Language functions and grammar should be presented systematically.
- Tedious lessons should be removed and replaced by interesting ones.
- It would be better if the poet's brief introduction had been included in the text.
- Biographies of great thinker, scholars, scientists, philosophers are better to introduce.
- Grammatical structures and examples also should be included.
- Dictionary practices and pronunciation practices should be added.
- Some burning issues oriented topics like AIDS.
- Family planning, writing about Nepal and Nepalese culture.

- Listening texts are adequate but exercises are not enough so listening exercises should be added.
- A bit more guided writing should be included for developing the writing skills.
- The contents which can address the present time, environment, social condition and culture of Nepal should be included.
- The size of the book should be reduced.
- If possible separate grammatical topics should be included.

3.3. Analysis of the Responses of the ELT Experts

This section deals with the analysis of the responses from the experts related to the field of ELT. Five experts were selected from CDC, SEDO and professors who are directly involved in teaching, trainings, curriculum designing and textbook writing (see Appendix E). Twenty nine close ended rating scale statements were given to the experts for receiving their responses. Three open-ended questions were also asked whether the contents are relevance to the present time or not and either the book has covered the all aspects that has to be covered or not. For the purpose of analysis those data are categorized into following seven different headings.

- i. Correlation between the objectives set in the curriculum and the suitability of the content of the textbook.
- ii. Selection and gradation of the content.
- iii. Language skills.
- iv. Language function.
- v. Language structure.
- vi. Content relevance and content coverage.
- vii. Miscellaneous.

3.3.1 Correlation between the Objectives Set in the Curriculum and the Suitability of the Content of the Textbook

Table 10

Correlation between the Objectives, Set in the Curriculum and the Suitability of the Content of the Textbook

S.N.	Statement		SA	A	N	D	SD
1	The English curriculum of grade IX is set according to the level of the students.	F		3	2	0	
		P		60	40	0	
2	The contents of the English textbook for grade IX projects the intended message	F		4	1	0	
		P		80	20	0	
3	The subject matter of the contents takes care of the requirements of good, average and weak students.	F		1	0	4	
		P		20	0	80	
4	The contents of the textbook are psychologically, philosophically and linguistically suitable	F		2	1	2	
		P		40	20	40	
5	The contents are closely related with the contents of the previous level (grade)	F		3	2	0	
		P		60	40	0	
Total		F		13	6	6	
		P		52	24	24	

Table no. 10 shows that majority of the experts show the agreement that there was correlation between objectives of the grade IX curriculum and suitability of the content. Likewise for the statement "projects the intended message," was surveyed. For this 80% of experts agree and 20% remain neutral. In the same way "the contents take care of the requirement of good, average and weak students" was surveyed and 20% of experts agree and 80% of experts disagree to the statement. The fourth statement "The contents of the textbook are psychologically,

philosophically and linguistically suitable" was surveyed and 40% of experts agree, 20% remain neutral and 40% of experts disagree to the statement. Fifth statement "The contents are closely related with the contents of the previous level" was surveyed and 60% of experts agree and 40% of experts disagree to the statement.

According to the responses 52%, of experts support the validation of the suitability, 24% of experts do not support this point and of experts remain neutral.

3.3.2 Selection and Gradation of the Content

Table 11
Selection and Gradation of the Content

S.N.	Statement		SA	A	N	D	SD
1	The course is well graded so that it gives well structured and systematic coverage of the content	F		1	1	2	1
		P		20	20	40	20
2	There are varieties in the selection of information	F		4		1	
		P		80		20	
3	The contents include various topics and tasks for addressing the level, learning styles, interest and linguistic background of the students	F	1	2	1	1	
		P	20	40	20	20	
4	The contents of the textbook have given equal opportunities for all students to develop the competence and performance	F		1	2	2	
		P		20	40	40	
5	The contents of the textbook are relevance which are skillfully selected and well graded	F		1	3	1	
		P		20	60	20	
Total		F	1	9	7	7	1
		P	4	36	28	28	4

The table no. 11 shows that majority of the experts (60%) disagree to the statement "The course is well graded, well-structured and systematic coverage of the content. Likewise, "There are varieties in the selected on of information" was surveyed and high majority (80%) of experts support this statement, The third statement, "The contents include various topics and tasks for addressing the level, learning style, interest and linguistic background of the students" was surveyed and 20% of experts strongly agree, 40% agree, 20% remain neutral and 20% of experts disagree. For the forth statement "The contents have given equal opportunities for all students to develop the competence and performance was surveyed and 20% of experts agree, 40% disagree and 40% of experts remain neutral. The statement "The contents are relevance and they are skillfully selected and well graded" was surveyed and 20% experts agree, 60% remain neutral and 20% disagree.

The presented responses show that excluding the neutral responses majority of the experts are in the support of validity aspect of selection and gradation of the contents.

3.3.3. Language Skills

Table 12
Language Skills

S.N.	Statement	F.P.	SA	A	N	D	SD
1	The listening exercises given in the contents are sufficient to fulfill the objectives of the curriculum		2	1	2		
			40	20	40		
2	The textbook contains enough communicative activities to enable the students to use language independently.		4	1			
			80	20			
3	The reading materials which are given in the textbook are sufficient to achieve the objectives of curriculum		2	2		1	
			40	40		20	
4	The writing exercises given in the content are helpful to fulfill the objectives of the curriculum		1	2	2		
			20	40	40		
5	Fluency practice in all four language skills is seen in the contents		1	1	3		
			20	20	60		
6	The contents can achieve an acceptable balance between the relevant language skills		4	1			
			80	20			
Total			14	8	7	1	
			46.6	26.6	23.3	3.3	

The table no. 12 shows that 40% of experts, 20% remain neutral and 40% disagree to the statement "The listening exercises are sufficient to fulfill the objectives of the curriculum. The second statement "The textbook contains enough communicative activities to enable the students to use language in dependently" was surveyed and high majority (80%) of experts agree to the statement and 20% remain neutral. Likewise the statement "The reading materials are sufficient to achieve the objectives

of the curriculum was surveyed and 40% of experts agree to the statement, 40% remain neutral and 20% strongly disagree to the statement. The fourth statement "The writing exercises are helpful to fulfill the objectives of the curriculum was surveyed and 20% experts agree, 40% remain neutral and 40% disagree to the statement. The statement "fluency practice in all four language skills is seen in the contents was surveyed and 20% of experts agree, 20% remain neutral and majority (60%) of experts disagree to the statement. Last statement was about, "language skills balance." For this 80% experts agree and 20% remain neutral.

Using the calculation procedure mentioned in 3.3.3 respondents do not support the validity aspects of language skills.

3.3.4. Language Structures

Table 13
Language Structures

S.N.	Statement		SA	A	N	D	SD
1	The presentation of the language structure is simple for the teachers and students	F		2		3	
		P		40		60	
2	The grammatical items which are carefully selected and well graded	F			1	3	1
		P			20	60	20
Total		F		2	1	6	1
		P		20	10	60	10

Table no. 13 shows that the statement "The language structure is simple for teachers students" was surveyed and majority 60% of experts disagree, whereas 40% experts agree to the statement. In the same way "grammatical items selection and gradation related statement was

surveyed and high majority 60% of experts disagree 20% strongly disagree and 20% remains neutral.

Using the calculation procedure mentioned in 3.3.4 respondents do not support the validity aspect.

3.3.5. Language Functions

Table 14
Language Functions

S.N.	Statement		SA	A	N	D	SD
1	The communicative functions which are included in the content are relevance to the students daily life	F	1	2	1	1	
		P	20	40	20	20	
2	The contents cover all communicative functions of language	F		3	1	1	
		P		60	20	20	
Total		F	1	5	2	2	
		P	10	50	20	20	

Table no. 14 shows that majority of the experts agree to the language functions related aspects. "The communicative functions are relevance to the student's daily life" was surveyed and 20% experts strongly agree, 40% agree, 20% remain neutral and 20% disagree to the statement. In the same way the statement "The contents cover all communicative functions of language" was surveyed and 60% experts agree 20% remain neutral and 20% disagree to the statement.

Using the calculation procedures mentioned in 3.3.4 majority respondents support the validity aspect. Excluding the neutral respondents 60% respondents support and 20% do not support.

3.3.6 Content Relevance and Content Coverage

Table 15

Content Relevance and Content Coverage

S.N.	Statement		SA	A	N	D	SD
1	The content follows the systematic coverage of syllabus in a creative manner	F		1	1	3	
		P		20	20	60	
2	The textbook is relevance to the culture, society, environment and scientific knowledge	F		1	1	3	
		P		20	20	60	
3	The contents cover the vocabulary which are relevance to the student's culture, social situation, environmental and science and technological field	F		4	1		
		P		80	20		
Total		F		6	3	6	
		P		40	20	40	

The table no.15 shows that 20% experts agree and 60% disagree to the "systematic coverage of the syllabus." Likewise the statement "The text book is relevance to the culture, society, environment and scientific knowledge" was surveyed and majority of experts (60%) disagree and 20% agree. The last statement was related to the "relevance of vocabulary" and 80% experts agree to the statement.

Using the calculation procedures mentioned in 3.3.6 excluding the neutral responses 40% experts support and 40% experts don't support the relevance and coverage of content. So the course isn't relevance and it has not covered the contents it ought to cover.

3.3.7. Miscellaneous

Table 16
Miscellaneous

S.N.	Statement		SA	A	N	D	SD
1	The approach used in the textbook is educationally and socially acceptable to the target students	F		3		1	1
		P		60		20	20
2	The experiences given in the content encourages earners to develop own learning strategies and to become an independent in their learning	F		3	2		
		P		60	40		
3	The contents of the textbook do not just pass on information and facts but pose the problems or describe potential problem conditions and provide technical and scientific knowledge to help learners in solving such problems	F		1	3	1	
		P		20	6	20	
4	The contents of the textbook have balanced the gender aspect	F		2	1	2	
		P		40	20	40	
5	The contents of the textbook are free form ethnically, sex, age and cultural biasness	F	1	1	1	2	
		P	20	20	20	40	
Total		F	1	10	7	6	1
		P	4	40	28	24	4

The table no. 16 shows that the 60% respondents agree to the statement "The textbook is educationally and socially acceptable to the target students, 20% disagree and 20% strongly disagree. The second statement was related to the "self encouraging and independent learning"

and majority 60% of experts agree whereas 40% remain neutral. For the third statement 20% agree, 60% remain neutral and 20% disagree. For the 4th statement which was concerned with "Gender balanced" and 40% agree 20% remain neutral whereas 40% disagree to the statement. For the last statement which was related to "Ethnicity, sex, age and culture" and 20% experts strongly agree, 20% agree, 20% remain neutral and 40% disagree to the statement.

3.3.8. General Opinions Expressed by the Experts on Content of Grade IX English Textbook

For seeking the general opinions about contents three open-ended questions were asked to the experts. The asked questions and their expressed opinions and information are as follows:

*** Can the contents be easily handled by the subject teacher of the secondary level, so that the students can achieve the desired objectives? Please give your views.**

- Not all, because English teachers especially at public schools are not sufficiently trained.
- Teachers need lots of exposures and trainings for handling it.
- Some of the lessons are not so easy for getting desired goals for the students like 'Dance'? and 'Punishment should fit the crime'.

*** What do you think about the subject matter which are kept in the English textbook for grade IX? Are they sufficient? If not, what do you suggest to be added for the improvement?**

- The subject matters suited to learners of diverse cultural groups should be introduced.
- Contents and subject matters should be based upon the students' socio-cultural and ethnic context.
- It has got variety of reading texts but grammatical items, exercises and vocabularies should be added.

- Some letter writing exercises, some interesting reading text with positive message and more serious lessons like, 'condolence', 'Lokesh leave home' and 'A mother's warning' should be included.

*** Do you think the book has not covered any aspect that ought to be covered? If any please, note down.**

- Grammar and structure should be given the highest priority in the Nepalese content which the course has not covered.
- The book should cover the gender aspect contents.
- The ethnic communities and indigenous groups are not well presented.

3.4. Analysis of the Responses of the Students of Grade IX

This section deals with the analysis of the responses from the students of grade nine. The students were selected from different private and government schools around the Kathmandu valley. Thirty four close ended rating scale statements were given to the students to receive their responses. Three open-ended question were also asked to get their actual opinion. The responded data are categorized into following seven different headings for analysis:

- General aspects of content
- Listening
- Speaking
- Reading
- Writing
- Language functions
- Language structure

3.4.1. General Aspects of the Contents

Students were asked 10 different questions to elicit their responses on content coverage and relevance of the textbook, selection and gradation and interest and level of the students and applicability.

Table 17
Content Coverage and Content Relevance of the Textbook

S.N.	Statement		SA	A	N	D	SD
1	The subject matter of your textbook English for grade nine is relevance in your life.	F	2	12	4	2	
		P	10	60	20	10	
2	The most of units are relevance to your culture and society	F	3	4	10	3	
		P	15	20	50	15	
3	Each lessons of the contents has got enough exercises and activities which cover the social, cultural and environmental aspects	F	3	5	6	5	1
		P	15	25	30	25	5
Total		F	8	21	20	10	1
		P	13.3	35	33.3	16.6	1.6

The table no. 17 shows that 10% students strongly agree, 60% agree, 20% remain neutral and 10% disagree to the statement "contents are relevance to the life." Likewise, 15% students strongly agree, 20% agree, 50% remain neutral and 15% disagree to the statement "contents are relevance to the culture and society." In the same way to the last statement was related to "content coverage" and 15% students strongly agree, 25% agree, 30% remain neutral, 25% disagree and 5% strongly disagree to the statement.

It can be concluded that the textbook lacks the validity on "content coverage and cont relevance."

Table 18
Selection and Gradation of the Contents

S.N.	Statement		SA	A	N	D	SD
1	All the units of the textbook are easily understandable	F	5	10	4	1	
		P	25	50	20	5	
2	Units of the textbook are put in simple to complex (easy to difficult) order	F	4	6	5	5	
		P	20	30	25	25	
3	There are enough activities for active participation	F	4	2	8	6	
		P	20	10	40	30	
Total		F	13	18	17	11	
		P	21.6	30	28.3	20	

The table no.18 shows that the high majority of the students agree to the statement "Contents are easily understandable" i.e. 25% of students strongly agree, 50% agree, 20% remain neutral and only 5% students disagree. Likewise for statement of "Ordering of the contents", 20% students strongly agree, 30% agree, 25 % remain neutral and 25% disagree to the statement. Likewise, "Activities for active participation" was surveyed and 20% students strongly agree, 10% agree, 40% remain neutral and 30% disagree.

It can be concluded that the contents of the textbook are not well selected and graded. So the content selection and gradation aspect lacks the validity.

Table 19
Applicability and Interest Level of the Students

S.N.	Statement		SA	A	N	D	SD
1	The layout and contents of the textbook encourage you for study	F	1	8	8	2	1
		P	5	40	40	10	5
2	The contents of the textbook has included your need and intelligency	F	3	7	8	1	1
		P	15	35	40	5	5
3	The contents of the textbook help your everyday work and the language is applicable in daily life	F	6	6	1	7	
		P	30	30	5	35	
4	The exercises of the contents encourage your own creativeness instead of rote learning	F	6	5	7	1	1
		P	30	25	35	5	5
Total		F	16	26	24	11	3
		P	20	32.5	30	13.7	3.7

The table shows that 5% students strongly agree, 40% agree, 40% remain neutral, 10% disagree and 5% strongly disagree to the 'layout out' related statement. Likewise, 15% strongly agree, 35% agree, 40% remain neutral, 5% disagree and 5% strongly disagree to the "need and intelligency" related statement. And 30% students strongly agree, 30% agree, 5% remain neutral and 35% disagree to the "applicability related statement. For the last statement "creativeness instead of rote learning" 30% students strongly agree, 25% agree, 35% remain neutral, 5% disagree and 5% strongly disagree.

Using the calculation procedure mentioned in table no. 19 majority of the respondents agree to the applicability and interest of the textbook. Excluding the neutral respondents table no. 19 shows validity aspect.

3.4.2 Correlation between the Listening Objectives and the Listening Text of the Textbook

For the grade IX CDC has set the three objectives so three questions were asked to the students related with the listening objectives. Either the textbook fulfills the objectives or not? The response of the student is as follows:

Table 20
Correlation between the Listening Objectives and the Listening Text of the Textbook

S.N.	Statement		SA	A	N	D	SD
1	You can easily answer the all listening exercises which are in the content as the listening text	F	3	8	6	3	
		P	5	40	30	15	
2	There are sufficient instruction and information for completing the listening exercise in the contents	F	5	7	3	5	
		P	25	35	15	25	
3	The language is realistic and you can easily understand the meaning of the listening text	F	4	9	6	1	
		P	20	45	30	5	
Total		F	12	24	15	9	
		P	20	40	25	15	

The table no. 20 shows that 15% students strongly agree, 40% agree, 30% remain neutral and 15% disagree with the 1st statement related to "Listening exercise." Likewise for the 2nd statement which was related with "Instruction and information" and 25% students strongly agree, 35% agree, 15% remain neutral and 25% disagree. For the last statement was related with "Easily understanding the meaning" of listening text and

20% students strongly agree, 45% agree, 30% remain neutral and 5% disagree to the statement.

By using the calculation procedures mentioned in table no. 20 majority students support the validity aspects of listening skill. Excluding the neutral responses low percent students show their disagreement.

3.4.3. Correlation between Speaking Objectives and Speaking Text of the Textbook

Table 21
Correlation between Speaking Objectives and Speaking Text of the Textbook

S.N.	Statement		SA	A	N	D	SD
1	The speaking exercises are realistic and uses in the real life English	F	5	8	5	2	
		P	25	40	25	10	
2	The speaking exercises emphasize on your fluency and accuracy	F	7	8	4	1	
		P	35	40	20	5	
3	The pronunciation practice is enough in the exercises	F	1	1	8	8	2
		P	5	5	40	40	10
4	The speaking exercises encourage you to take part in discussion and role taking	F	6	10	2	1	1
		P	30	50	10	5	5
5	The speaking exercises are enough to develop the communicative skills	F	1	9	3	5	2
		P	5	45	15	25	10
Total		F	20	36	22	17	5
		P	20	36	22	17	5

The table no. 21 shows that for the first statement "Exercises are realistic for using in real life" for this 25% students strongly agree, 40% agree, 25% remain neutral and 10% disagree to the statement. For the 2nd statement "Exercises emphasis on fluency and accuracy" and 35% students strongly agree, 40% agree, 20% remain neutral and only 5% disagree. Likewise the 3rd statement was related to "pronunciation

practice' and 5% students strongly agree, 5% agree, 40% remain neutral, 40% disagree and 10% strongly disagree. For the 4th statement "speaking exercises are enough to encourage for discussion" and 30% students strongly agree, 50% agree, 10% remain neutral, 5% disagree and 5% strongly disagree. The last statement was related to "developing communicative skills" and 5% students strongly agree, 45% agree, 15% remain neutral, 25% disagree and 10% strongly disagree.

Using the calculation procedures mentioned in 3.4.3. majority of the students seem to support the correlation between the speaking objectives and speaking texts. Although some students seem to disagree to the pronunciation practice. According to given responses students do not support the validity aspect.

3.4.4. Correlation between Reading Objectives and Reading Text of the Textbook

Table 22

Correlation between Reading Objectives and Reading Text of the Textbook

S.N.	Statement		SA	A	N	D	SD
1	The speaking exercises are helpful to predict the purpose and you can get the information and theme of the text by skimming	F	5	8	7		
		P	25	40	35		
2	You are highly interested to join to do reading exercises with friends and you can individually also	F	6	8	4	2	
		P	30	40	20	10	
3	The reading texts help you to read and understand extra text or book	F	3	9	6	2	
		P	15	45	30	10	
4	The reading texts are relevance on your daily life, culture, need, society and environment	F	3	7	7	2	1
		P	15	35	35	10	5
5	The reading exercises help you to use English-English dictionary	F	6	6	6	1	1
		P	30	30	3	5	5
Total		F	23	38	30	7	2
		P	23	38	30	7	2

The table no. 22 shows that 25% students strongly agree, 40% agree and 35% remain neutral to the 1st statement. 30% of the students strongly agree, 40% agree, 20% remain neutral and 10% disagree to the 2nd statement. For the 3rd statement, 15% students strongly agree 45% agree, 30% remain neutral and 10% disagree to the statement. For the 4th statement, 15% of students strongly agree, 35% agree, 35% remain neutral, 10% disagree and 5% strongly disagree. For the last statement, 30% remain neutral, 5% disagree and 5% strongly disagree.

Using the calculation procedures mentioned in 3.4.4. majority students support (61%) correlation between reading objectives and reading text of the textbook. So given responses support the validity aspect of item no. 3.4.4. avoiding the neutral responses.

3.4.5. Correlation between Writing Objectives and Writing Texts of the Textbook

Table 23
Correlation between Writing Objectives and Writing Texts of the Textbook

S.N.	Statement		SA	A	N	D	SD
1	Writing exercises of the textbook help you to write grammatically correct English with appropriate punctuations	F	4	9	4	2	1
		P	20	45	20	10	5
2	The writing exercises in the content are enough for practicing and developing writing skills	F	1	5	4	7	3
		P	5	25	20	35	15
3	You can easily write story, essay, instruction by the out lines gives in the writing exercises	F	6	9	3	1	1
		P	30	45	15	5	5
4	The writing exercises of the textbook are related to your inexperience and interest	F	2	6	5	7	
		P	10	30	25	35	
5	The writing exercises include enough room to express your cultural, social environmental aspect and your own experiences	F	1	10	5	3	1
		P	5	50	25	15	5
6	You can easily transfer the information of the charts, tables, maps and clues into paragraph	F	2	12	4	2	
		P	10	60	20	10	
Total		F	16	51	25	22	6
		P	13.3	42.5	20.8	18.3	5

As the table no. 23 shows, many students, agree that the writing exercises which are given in the textbook are sufficient to fulfill the objectives of the curriculum. For the first statement, 20% students strongly agree, 45% agree, 20% remain neutral, 10% disagree and 5% strongly disagree to the statement, 5% students strongly agree, 25% agree, 20% remain neutral, 35% disagree and 15% strongly disagree to the second statement. For the 3rd statement majority students agree i.e. 30% strongly agree, 45% agree, 15% remain neutral, 5 % disagree and 5% strongly disagree. Likewise, for the 4th statement 10% students strongly agree, 30% agree, 25% remain neutral and 35% disagree. For 5th statement, 5% students strongly agree, 50% agree, 25% remain neutral, 15% disagree and 5% strongly disagree. For the last statement 10% strongly agree, 66% agree, 20% remain neutral 10% disagree and neither of the students strongly disagree.

By using the calculation procedures mentioned in 3.4.5. students support the validity aspect.

3.4.6 Language Functions

Table 24
Language Functions

S.N.	Statement		SA	A	N	D	SD
1	The communication functions which are used in the textbook are usable on your daily life	F	2	8	7	1	2
		P	10	40	35	5	10
2	The communicative functions are enough to develop the fluency and communicative skills	F	2	7	2	8	1
		P	10	35	10	40	5
Total		F	4	15	9	9	3
		P	10	37.5	22.5	22.5	7.5

The tale no. 24 shows that 10% students strongly agree, 40% agree, 35% remain neutral, 5 % disagree and 10% strongly disagree to the statement related to the "communicative functions usable on daily life. Likewise, the second statement was related with "communicative functions are enough to develop the fluency and communicative skills, and 10% students strongly agree, 35% agree, 10% remain neutral, 40% disagree and 5% strongly disagree to the students.

By using the calculation procedures mentioned in 3.4.6 majority students disagree to the functional aspects of text book. BY excluding the neutral responses item no. 3.4.6. the students do not support the validity aspect.

3.4.7 Language Structures

Table 25
Language Structures

S.N.	Statement		SA	A	N	D	SD
1	There is enough grammatical structures to develop you language accuracy	F	3	4	4	8	1
		P	15	20	20	40	5
2	Each lessons has got the well organized or systematic presented grammatical items	F	3	7	2	8	
		P	15	35	10	40	
3	The grammatical items are well described and presented in the textbook	F		7	5	8	
		P		35	25	40	
Total		F	6	18	11	24	1
		P	10	30	18.3	40	1.6

The table no. 26 shows that, 15% students strongly agree, 20% agree, 20% remain neutral, 40% disagree and 5% strongly to the statement, "Developing Accuracy". Likewise the second statement was related "Well organized or systematic presented grammatical items" and

15% students strongly agree, 35% agree, 10% remain neutral and 40% disagree to the statement. The last statement was related to "The grammatical items are well described and presented in the textbook, and 35% students agree, 25% remain neutral and 4% disagree to the statement.

By using the calculation procedures mention in 3.4.7 respondents don't support the validity aspect. So excluding the neutral responses grammatical items of the textbook are not valid.

3.4.8. General Opinions Expressed by the Students of Grade nine on the Content of the Grade IX English Textbook

For seeking the general opinions about the contents three open-ended questions were asked to the students. The expressed opinions and information are presented in the following ways:

*** Are the contents of your textbook relevant on your life? Why? Why not? Please note down.**

On the basis of the responses provided by the students, the following sorts of facts are obtained in gist.

- Yes, it has included every aspects of our society and family.
- Content covers the four skills for developing accuracy and fluency.
- Daily life events are included.
- Many contents are relevance to our life like, holiday plan, that little China chip, mother warning.
- The contents include the suitable actions for daily works.
- The functions included in the contents like: sympathy, likes and dislikes are relevance.
- The book has covered the wide area of knowledge for developing fluency.
- The book has included the real life experiences and reflection of real life.

Some of the students noted down their disagreement in the following ways:

- There is lack of skills balance, creativeness and free learning.
- It lacks the grammar, punctuation and pronunciation practices.
- Nepalese culture is not properly presented.
- The content has not covered the life of remote area culture and age also.
- The book is not practical for letter writing, essay writing, developing story and accuracy aspect.
- It has not included sufficient information.
- It does not help to read the other literary books.
- It lacks pronunciation so it does not help us to deal with foreign people.

*** What are the strengths and weakness of the contents of this textbook? Please, you can pin point.**

The students noted down the following strength of the textbook in the following ways:

- Students can actively take part in different types of learning activities.
- It really tries to bring out the creativity of the students.
- It helps us to know about great people.
- By help of stories and poems with effective message increase ability of the students.
- The book is written in simple language.
- It helps us writing and building vocabulary.
- This textbook has balanced four language skills in standard way.
- The book helps in learning English from base up to top.
- It gives much more knowledge which is easy to understand.

- It has included the glossary for finding the meaning of difficult word.
- It encourages us to speak English.
- The pictures help us for speaking and writing.
- The listening and speaking exercises are the most effective for developing for English and helps for communication.

The students noted down the weakness of the textbook in the following ways:

- The textbook isn't interesting enough.
- It has not covered the need and intelligency of the students of this level.
- It lacks the enough exercises for improving English.
- It lacks the sufficient grammatical practices.
- It lacks the punctuations and pronunciation practices.
- Free writing like essays, paragraphs and story writing is not adequately included.
- The included passages are too simple for this level.
- Extra mind broadening aspects are not included.
- Extra curricular activities are not included.
- This book does not contain the real life story of renowned personality.
- It lacks the exercises relating to the classroom activities.
- It does not emphasis on practical knowledge.
- The text does not provide the enough information of concerned topic.
- The textbook has not included the text written by foreigners and famous Nepali writer.
- It does not help to read and understand the other literary text written by foreign writer.

- Most of the texts lacks the title.
- Grammatically incorrect sentences are written.
- It is too far from the exam point of view.

*** Do you have any suggestions for the improvement of this book? If yes, please note down.**

- The grammatical aspect should be added and given high priority.
- There should be the contents related for our life.
- More literary text poem, stories should be added and writer's biography also should be given.
- The exercises according to the level and interest should be added.
- Practical exercises should be added so students can practice English a little more.
- Passage with strong message should be added.
- In writing practices, essays, stories, debates etc. should be added.
- The lessons should be real life problem oriented as we could face them in our real life.
- Extra curricular activities also should be included.
- There must be the topics based on science and technology.
- Poems and other important contents only must be presented other boring aspects should be avoided.
- Unnecessary topics like 'Dance?' should be replaced with important events or moral story.
- Vacancy announcement and application writing practice should be added.
- The biography of worldwide famous people should be kept.
- Social development oriented contents should be added.
- It should add interesting tasks which create curiosity in doing creative works.
- The glossary should be enlarged.

- Articles of foreign writers must be included to increase our knowledge and vocabulary.
- Contents should address the Nepalese culture.

3.5. Analysis and Interpretation of the Contents of the Textbook by the Researcher

3.5.1 Introduction

The English textbook for grade nine has been prepared according to the English curriculum for grade nine. Besides building foundation for further studies the textbook tries to make active to both teachers and students. The textbook implements the secondary level curriculum and it is designed on the basis of communicative approach. So that the textbook is student oriented.

Grade 9 English has been prepared and designed by the curriculum development center (CDC) for the students of grade nine. It has been written according to curriculum as secondary level approved by the English subject committee and writers' advisory group. The main focus of the book is to develop the communicative competence. Besides communicative functions and grammar four language skills are weakly integrated in every unit of the book. This book is being used all over Nepal these days.

Here, the researcher tries to determine the content validity of the textbook so he tries to find out whether the contents of the textbook meet the targeted objectives of the curriculum or not.

The textbook should design to achieve the predetermined objectives set out in curriculum. The textbook is the only authentic source of knowledge which is inter linked with objectives of the syllabus.

3.5.2. Overview of English Textbook for Grade IX

Grade 9 English textbook has been prepared and designed by the CDC for students of grade nine. The textbook is designed according to the

objectives which are set in the curriculum. The textbook consists 20 units. The textbook has included all four language skills orderly. It has included relevance language functions for developing the communicative skill. To emphasis the correctness and accuracy of the language the textbook has included the grammatical exercises. Each unit of the textbook includes listening, speaking, reading, writing, vocabulary, functions and grammar related exercises. As a whole, 397 exercises have been included in the textbook, except the exercises given in 'Before you Begin'. The textbook includes 54 listening exercises, 57 speaking exercises with 20 'Have your say', 3 Act out and 5 let's play games. The textbook has got 99 reading text and 138 exercises. The textbook has got 119 writing exercises.

The textbook has given more emphasis on communicative approach so major 20 language functions are included orderly in each 20 units. The textbook has given equal emphasis on grammar too. But grammar is presented inductively. The textbook has got 18 grammatical exercises in each unit but unit 6 and 15 lacks the grammatical exercises. The textbook has got 20 exercises related to vocabulary.

For providing the right direction for the students different symbols are used in each exercise. These icons help both teachers and students for handling the book. The textbook has got many pictures for drawing the attention of the students. The given pictures are relevant to the passages and help the students for speaking and writing. The textbook has included the glossary. The glossary presents 284 vocabularies including their meanings.

The book has balanced the all language skills and published according to content relevance to the need, interest, culture, society, level, environment, and pre-knowledge of the students of grade nine. The textbook has covered major aspects that ought to be covered. The textbook has adopted the communicative approach so the textbook is

appropriately designed from the point of view of selection and gradation. The grammar is presented inductively for developing the fluency and accuracy.

3.5.3. Content Coverage and Applicability to Everyday Work

In the process of analyzing the content of the textbook it is found that textbook covers most of the contents that has to cover according to the class IX English curriculum.

3.5.4 Selection and Gradation of the Content

In the process of analyzing the content of the textbook it is found that frequency, range, learn ability of the items are more or less considered while selecting the contents. Culturally irrelevant titles like 'Dance?' and Train journey. Comparatively grammar is not well graded. The story like 'The little China chips' is kept initially and other easier stories later. Although functions are well graded.

3.5.5. Interest and Level

Some topics included in the text book are related to the students real life. But some titles are really tough for this level. The textbook does not address the good, average and weak students equally.

3.5.6. Analysis of the Listening Objectives and Listening Texts of the Textbook

Listening skill is the earliest of all language skills in one's life. The total amount of communication more than 50% communication involves listening so no listening no learning. In order to acquire all abilities the students should get better input they need to hear or read the language and listening provides language input. Listening is the ability to identify, understand and develop competency. Listener can develop, accert, pronunciation, grammar, function vocabulary and grasps the meaning simultaneously. In order to develop the competence the authentic listening texts should be provided to the learner.

In order to develop the English language in our country listening skill is included in the English curriculum from the primary level. Here, researcher's concern is to show the relationship between the listening objectives and listening text of the textbook.

The first objective of teaching listening is that the student will be able to "Listen go spoken text understand the gist and receive specific information. To achieve this objective 54 different texts have given. Each unit has got these exercises. Some text are authentic and some non-authentic, CDC has prepared a tapped audio-material which is to be used while students practice listening. Most of the text are related with pre-determined objectives.

The second objective of the listening is that the students will be able to "record in note or summary from the main points of spoken message." To achieve this objective the textbook contains the whether report, dialogues, information notice practicing in units 1, 3, 4, 9, 12, 13, 15, 18 and 20. But it has not any sound practice exercises like, sound matching, minimal pair and pronunciation practice.

The third objective of teaching listening is that the students will be able to "respond appropriately to spoken directions or instructions." For achieving this objective the textbook contains directing exercises and instructing exercises in units 5, 6, 7, 8,10, 11, 14, 16, 17 and 19.

For achieving the objectives the textbook includes many more exercises.

- Guessing and answering.
- Matching, completing table.
- Labeling pictures.
- Multiple choice, true/false items.
- Short-answer questions.
- Naming places and objective.

- Making list and completing paragraphs.

According to Grant (1987: 19) listening skills include everything from hearing particular sounds to comprehending complicated message. So following skills should be focused:

- Discriminating between sound.
- Recognizing various stress and intonation patterns.
- Recognizing language signals in talks and lectures.
- Overall comprehension skills.

The textbook has obviously covered the comprehension skills but, sound and intonation totally ignored. The listening skill is integrated to handle the other skills.

3.5.7. Analysis of the Speaking Objectives and Speaking Texts of the Textbook

Language learning mainly refers to learning speaking. Speaking ranges from pronunciation to phatic communication. The basic aim of learning foreign language is to communicate with the English native speakers. There is no doubt to the fact that communication could be done through other means e.g. by gestures and by writing but it is speaking which is the most common, normal and extensively used means of communication. So speaking needs better planning and more time to be taught.

Ur. Penny (1981) divides the speaking activities into three broad categories:

- Brain storming activities (guessing games, guess the object, profession country with clues, sounder or letter, pictures etc. finding between verbal and pictorial clues, finding things in common etc. ideas from central theme listing objects with the same qualities, listing different uses of the same object etc.

- Organizing activities (e.g. comparisons, odd man out, detecting differences, putting in order: picture or sentence sequence etc, priorities: survival games, features and functions etc. combining versions: combining two or more similar texts into one which will make sense etc.)
- Compound activities (e.g. composing letters, debates: surveys, planning projects etc.)

Bygate' (1987) suggests four major kinds of speaking activities:

- Information-gap activities
- Communication games
- Simulations
- Project based interaction activities.

In the curriculum, the first objective of speaking is: students will be able to "speak intelligibly within the structural and lexical levels of secondary curriculum." To achieve this objective the textbook provides many structures in unit 1, 2, 7, 9 where they can express making plans, intentions, suggesting, describing past event, apologizing and responding.

For achieving the second objective may reading text and exercises provide the pauses, tags questions etc. in different 57 exercises in the textbook.

The third objective of teaching speaking is students will be able to communicate appropriately in a variety of formal and informal situations. For this objective the textbook provides communicate functions in each unit under the little 'Have your Say' and Act our exercises. Likewise 4th, 5th and 6th objectives are students will be able to "Engage in group discussion, expressing opinions and arguing a point of view effectively, narrate sequence of events and describe an object or a process." For achieving these objectives many exercises under 'Have your say' 'Act outlet's pay games, Read and answer in unit 2, 5, 6, 8, 11, 12, 15, 19.

There is enough text in unit 12 and 20 to cover the objective No. 5. For achieving 6th objective to textbook provides several units like, 13 and 15.

The 7th objective of the teaching speaking is "the students will be able to convey simple message effectively." To achieve this objective the textbook provides the several units like: 4, 5, 6, 9, 14, 15, 19 etc.

The 8th objective is "Students will be able to produce and respond to different question types (e.g. closed, open, alternative). To achieve this objective the textbook provides several units like: 3, 6, 8, 9, 10, 19.

The last objective is "students will be able to express a range of emotions using the appropriate phonological features. To achieve this objective the textbook provides several units like: 3 (request) 4 (expressing sympathy), 9 (apologies), 17 (expressing opinions). But the textbook has not included any sound system, phonology to cover the last objective. For achieving the speaking objectives the textbook has included 252 pictures as well.

3.5.8. Analysis of the Reading Objective and Reading Text of the Textbook

Reading is as important as other four language skills for decoding the knowledge and develop the competence level. Nuttal (1996) says "The text is full of meaning like a jug full of water, the reader's mind soaks it up like a sponge." So authentic material give the authentic knowledge native speakers and writer's texts should be provided for the students. Most of the skills should be linked with each other so reading also should be integrated with many more skills like, vocabulary development, speech, summary, express views, writing etc.

Ur. Penny (2001) suggests the following activities for reading:

- Pre question
- Do it yourself question
- Provide a title

- Summarize
- Continue
- Preface
- Gapped text
- Mistakes in the text
- Comparison
- Responding
- Representation of content.

Eleven different objectives are set in the grade nine English curricula for the teaching reading to the grade nine students. To achieve these objectives, each unit of the textbook includes two reading texts such as conversations, poems, newspaper articles, stories, condolences, instructions, notices, dramas, diaries, advertisements, rules and regulations, essays etc. most of these text are authentic and references are also mentioned.

For achieving the curricular objectives the textbook has included 99 reading texts and 138 reading exercises. The textbook has included the following text to adopt the objective.

The first objective of teaching reading is that "the students will be able to read short texts intensively for detailed understanding. To fulfill this objective this textbook provides many reading exercises in unit 1, 2, 3, 14, 16, 19 and 20.

The second objectives of teaching reading is "the students will be able to read longer text extensively for general understanding. To achieve this objective the textbook provides the reading exercises in unit 2, 3, 4, 7, 8, 13, 15, 18, 20.

The third objective is to "show understanding of the underlying themes and ideas of the text." For achieving this objective unit 4, 5, 6, 7, 10, 12, 13, 16 and 17 includes the related exercises.

The fourth objective is to "show understanding of an argument." To achieve this objective the textbook includes many exercises in unit 2,6, 9, 10, 17 and 19.

The fifth objective is to "refrieve specific information form texts by means of a variety of reading techniques e.g. skimming, scanning and synthesizing. To achieving this objective the textbook has included a least a reading text in each unit with guiding questions.

The sixth objective is to "Recognize the structure and organization of paragraph and longer texts through developing an awareness of cohesive has included a least a structure with certain communicative function. It means in each unit there is structural reading as well as functions even in longer text, especially unit 1, 2, 3, 5, 7, 11, 12, 13 and 18 have such exercises.

The seventh objective is to "anticipate the likely continuation of interrupted text. To achieve this objective the textbook includes many exercises in unit 10, 17 and 19.

The eighth objective is to "appreciate literary text of an appropriate level." To achieve this objective the textbook has included at least a literary reading text in unit like, essay, story, drama and six poems.

The ninth objective is to "deduce the meaning of unfamiliar lexical items by means of contextual, syntactic and semantic clues." To achieve this objective the textbook has included many exercises regarding to the lexis like ways with words in each unit (e.g.: puzzles, multiple choice, close test etc. The textbook has got 8 puzzles and 31 vocabulary related exercises to achieve this objective.

The tenth objective is to "Use an appropriate English. English dictionary effectively." To achieve this objective the text has included the "glossary" at the end of the text with 276 difficult words in alphabetical order with their meaning in English.

The last objective of teaching reading of grade nine is "the student will be able to understand and interpret information presented in diagrammatical form. To achieve this objective the textbook has not any reading text. There is no any has not any reading text. There is no any pie-chart, no bar diagram except a listening whether report chart in unit one.

3.5.9. Analysis of the Writing Objectives and Writing Text of the Textbook

In fact, each language skill has its own importance and one should not be sacrificed for the sake of others. Writing is a powerful medium of expression. Writing is the means of communication through graphic symbols which contains grammatical correctness, order of the vents, cohesion and cohesive devices, mechanics of writing. Writing texts should be designed according to the interest like what they want to express, communicate, share a reader to know.

Regarding writing Ur (2001) suggested the following 15 activities.

- Book report
- Book review
- Instruction sheet
- Narrative
- personal story
- Describe a view
- Describe someone
- Describe someone
- Describe people
- Answer a letter
- Job application
- Purpose change
- News report

- Ideal school
- Describe process
- Film music.

Writing can't be existed of its own it is also integrated with other skills. There are 10 objectives, which are set in the curriculum of grade IX related to teaching writing.

Each unit in grade nine English consist of exercises for writing. Each unit owns two 'write' exercises and additional writing, exercises 'Test yourself' and 'look, read and write'. But 'write exercises are the main writing materials. altogether the textbook consists 119 writings exercises.

The first objective of teaching writing is "the students will be able to express ideas in clear and grammatically correct English, using appropriate punctuation. To achieve this objective many writing exercises are included in unit 1, 3, 4, 8, 14, 17, 18.

The second objective of teaching writing expects the students to plan, organize and develop an argument. To fulfill this objective the textbook consists many exercises in unit 1, 6, 9, 15, 16 and 19.

The third objective of teaching writing is to "describe an object or a process. To achieve this objective the textbook has included many exercises in unit 5, 14, 16.

The fourth objective of teaching writing it is "narrate sequence of events". Many pictures in unit 7, 13, 17 and 18 are included to fulfill this objective. Many close writing, parallel writings are also included.

The fifth objective of teaching writing is to "use of variety of styles appropriate to different texts." To achieve this objective these many rewrite practices, condolence/sympathy writing, describing village town and job are given in unit 2, 4, 7, 9, 11, 17, 19 and 20.

The sixth objective of teaching writing is to "transfer information from diagram to prose and vice versa." To achieve this objective there are no any text and exercises.

The seventh objective of teaching writing is to "produce a variety of authentic text type (e.g. post cards, questionnaires, phone message, letter, CVs bio-data, job application, notices and advertisement). To achieve this objective postcard writing is in unit seven questionnaires and phone message in unit 2, 3, 9, 11, 19 letter writing in unit 1, 4, 6, 8, 9,12, 17. Likewise notice and advertisement writing are included in unit 4, 5, 8, 10, 11, 13, 18. included the related exercises. Mainly unit 18 includes diary writing covers this objective.

The last objective of teaching objective is "the students will be able to write creatively about personal experiences. The textbook has provided enough exercises to express the students personal experiences in unit 3 (Rodighar) 5 (preparing boiled egg) 6 (directing), 8, 11, 13, 14 (rules and regulation) 15, 16, 19.

3.5.10. Language Functions

Language functions are the ways to realize the particular situational meaning of the language. A function is some kind of communicative and it is the use of language to achieve a purpose, usually involving between at least two people. Broadly language functions are categorized into grammatical and communicative. The main function of the language is communicative function. Grammatical function focuses on accuracy of the language but communicative function focuses on accuracy and fluency. Harmer (2001) quotes "Language functions are to promote free and spontaneous language". Language must not only structurally correct but also situationally and socially acceptable with appropriate gestures or "Non-verbal behaviour patterns that go along with verbal behaviour"

Sthapita, 1995. The action or act that we perform with the piece of language is language function.

The main aim of teaching English for secondary level is to enable the students to understand and use the language functions appropriately, fluently, which are prescribed in the curriculum.

The curriculum of grade 9 has prescribed major 20 language functions. So the textbook includes at least one language function in each unit. Mainly functions are focused in speaking skills. There are many exercises where students get enough room for using language function in every 20 units. Although functions addressing dialogue practice exercises should be added.

3.5.11. Language Structures

Grammar is the backbone of a language. There is no alternate except to digest the grammar for the students who are learning language. The knowledge of grammar, not for grammar sake but for using language correctly and fluently is essential for the students. The textbook is based on communicative approach so most of the grammatical items are designed to teach inductively. In each the textbook has included the grammatical structure and grammar exercise with giving 'G' icon. There is partially included the underlying grammatical rules which are acceptable, appropriate for content and relevant for the learners' need and interest.

But the amount of grammar is not enough that it ought to be for this level. It lacks the complex structures so that the language of the learner will not sufficiently develop. The amount of grammatical exercises are not enough.

3.6. Comparison of the Teachers Experts, Students and Researcher's View on Different Areas of the Contents

This section deals with the different views given by the secondary level English teachers, ELT experts, students of grade nine and researcher on the validity of textbook for grade IX in different aspects. The expressed views are compared and presented below.

3.6.1. Content Coverage and Applicability to Everyday Work

Regarding the content coverage and applicability to everybody work. 74% of teachers agree that the textbook covers all the contents of the curriculum and it is applicable to everyday work. Only 6.6% teachers disagree and 18.6% teachers remain neutral.

Likewise, for the same statement 52% experts show their agreement followed by 24% experts who show their disagreement whereas 24% experts remain neutral.

On the other hand for the same statement 48.3% students agree, only 18.2% students disagree whereas 33.3% students remain neutral.

The researcher himself found that the textbook covers most of the contents that has to cover according to the class IX English curriculum.

3.6.2. Selection and Gradation of the Contents

Regarding selection and gradation of the contents it is found 64.4% teachers agree, 10% teachers disagree and 25.5% teachers remain neutral while giving their views regarding selection and gradation of the contents. Like ways, 40% of experts agree, that selection and gradation of the contents are designed according to curricular objectives whereas 32% experts disagree and 28% experts remain neutral.

On the other hand 51.6% students agree 20% students disagree whereas 28.3% students remain neutral.

The researcher found that frequency range, learn ability of the items are more or less consider while selecting contents. But contents are

culturally irrelevant, grammar is also not well graded. Again difficult stories like "The little China chips" is kept in initial part of the book. The communicative functions are well selected and graded.

3.6.3. Interest and Level

Regarding the interest and the proficiency level 3 different questions were asked to the secondary level English teachers. Among them 79.9% teachers agree, 13.3% disagree and 6.6% remain neutral.

Likewise 60% experts show their agreement to the same statement whereas 40% remain neutral. In the same way 4 questions were asked to the students. Majority i.e. 52.5% of students agree, 17.4% disagree and 30% of students remain neutral.

The researcher found that some topics which are included in the textbook are related to the student real life. But some contents are really tough. So the textbook doesn't address the good, average and weak students equally.

3.6.4. Listening Skill

Regarding the objectives under the listening skill in the curriculum of grade IX, three questions were asked to the secondary level English teachers. Among them, 48% of teachers agree, 25% teachers disagree whereas 27% teachers remain neutral.

Likewise 40% experts agree to the same skill whereas 40% disagree and 20% remain neutral respectively.

In the same way, three questions were asked to the students of grade IX regarding to the listening skills. So high majority of the students i.e. 60% agree, 15% disagree and 25% remain neutral.

While analyzing the curriculum, researcher has found that the textbook has covered most of the objectives of listening skill which are mentioned in the curriculum. The textbook has got 54 listening exercises. But the sound system is totally ignored in listening exercises. The

listening texts are also not authentic and non-native speaker's voice is included.

3.6.5. Speaking Skill

For achieving the speaking objectives in the curriculum under the speaking skill four different questions are asked to the secondary level English teachers. As a whole majority of the teachers i.e. 57.4% agree, 24.1% teachers disagree and 18.3% teachers remain neutral.

In the same way 80% of experts agree to the same statement and 20% experts remain neutral.

Likewise, different five questions were asked to the students regarding to the speaking skill. As a whole 56% students agree, 22% disagree whereas 22% remain neutral.

While analyzing the content the researcher found that the textbook has covered most of objectives which are set for the speaking skill. The textbook has included my speaking exercises under the title "Have your say, 'Act out' and 'Let's play game'". The textbook has included different 57 exercises for developing the communicative skill.

3.6.6. Reading Skill

For obtaining the information about the reading objectives and reading text five questions were asked to the secondary level English teachers. As a whole, majority of the teachers i.e. 76% teachers agree, 8.7% show their disagreement whereas 18.1% remain neutral.

For the same skill, 40% experts show their agreement, 20% experts disagree and 40% experts remain neutral.

Likewise, five different questions were asked to the students of grade nine regarding the reading skill. As a whole, majority of the students i.e. 61% students show their agreement 9% students show their disagreement whereas 30% students remain neutral.

The researcher also found that the textbook has included 99 reading texts and 138 reading exercises for developing reading skill. The curriculum for grade nine has set eleven different objectives and the textbook has covered most of the objectives except one. i.e. understand and interpret information presented in diagrammatic form.' This is the last objective of reading skill but there is no any diagram to fulfill that objective. There are stories, poems, essays and so on for encouraging the students but biographies, science and technology related topics also should be added as the reading text.

3.6.7. Writing Skill

The secondary level curriculum has set ten objectives regarding the writing skill. For getting the expected information five different rating scale questions were asked to the teachers. As a whole, majority i.e. 66% of teachers show their agreement, 10% disagree and 24% of teachers remain neutral regarding the writing skill.

Likewise, 20% experts shows their agreement, 40% experts disagree whereas 40% experts remain neutral.

In the same ay, six different questions were asked to the students of grade nine regarding the writing skill. As a whole, majority of the students i.e. 57.8% shows their agreement 23.3% show their disagreement 20.8% remain neutral.

While analyzing the content the researchers has found that the contents of the textbook has not covered which it has to cover according to the curricular objectives. Although the textbook has included 119 different writings exercises under the title "Write, "Text yourself and "look, read and write' in each unit. The objective "transfer information form diagram to prose and vice versa." is given in the curriculum but the textbook has no any exercises related this objective. The text book has

not included the exercises for writing CVs, bio-data and job application which are mentioned in the curriculum.

3.6.8. Language Functions

Regarding language functions three questions were asked to the teachers of English for secondary level for obtaining the information. As a whole, high majority i.e. 78.7% teachers show their agreement, only 5.5% teachers disagree whereas 15.3% remain neutral.

Likewise, high majority of the experts i.e. 60% of experts show their agreement regarding language function, only 20% experts disagree whereas 20% remain neutral. In the same way 47.5% students agree, 30% disagree and 22.5% remain neutral.

In the process of finding the content validity the researcher found that the curriculum of grade nine has prescribed major 20 language functions. The textbook has covered the all 20 language functions in well graded way in each 20 units. One unit has got at least one language function. But function addressing dialogues practices exercises should be added a bit more.

3.6.9. Language Structures

For finding the factual information regarding the language structures or grammatical items, three different rating scale questions were asked to the secondary level English teachers. All questions were concerned to find out whether enough amount of grammatical items are included in the content, or not. Regarding grammatical items, 41% teachers agree, 31% disagree whereas 27.7% teachers remain neutral. It means teachers do not express validity aspect.

Regarding the same statement, only i.e. 20% experts show their agreement, high majority of the experts i.e. 70% show their disagreement whereas 10% remain neutral. Likewise, 40% students agree, 41.6% disagree and 18.3% remain neutral.

Researcher found that most of the grammatical items are presented inductively. Each unit of the textbook consists the grammatical exercises with 'G' icon. The amount of grammatical exercises are not sufficient for this level.

CHAPTER IV

FINDINGS AND RECOMMENDATIONS

The main expectation of this study was to determine the content validity of the English textbook for grade nine. Regarding the study, the researcher himself carefully observed, evaluated and studied the textbook and the English curriculum of grade nine extensively. After extensive study, the researcher prepared three sets of questionnaires (close-ended and open-ended) based on the objectives of the secondary level English curriculum for the secondary level English teachers and experts related to the ELT field and students of grade nine. After analysis and interpretation of the data obtained from teachers, experts, students and the researcher himself regarding the different aspects, the following findings were drawn by the researcher.

4.1. Findings

The findings of the existing research work are mentioned below:

1. Content coverage, relevance and applicability to everyday work

The responses which were obtained from teachers, experts, students and the researcher's own analysis show that the textbook of English for grade nine covers most of the contents of the class nine English curriculum. It is found that the contents are applicable to the student's everyday work as a whole. Most of the contents are relevant for their life except some lessons like, 'Dance?', 'A payment is greater than money, A train 'Journey'. Again grammar is not systematically covered. So, the textbook has content validity in terms of applicability to everyday work but lacks the validity in content coverage and relevance.

2. Selection and Gradation

According to the responses of teachers, 64.4% show their agreement, 40% experts and 51.6% students show their agreement regarding the content selection and gradation. In the researcher's analysis the

grammatical items are selected and well graded. The reading passages are not following the maxims of teaching because the story like 'The little China chips' and 'punishment fit for crimes' are kept initially and essay titles are put later. Anyway, there is 'variety in selecting contents and communicative functions are well graded. It lacks the content validity regarding the grammar and reading passages but it has content validity in communication functions.

3. Interest and Level

According to the responses of teachers, experts, students and researcher's own analysis it is found that the textbook does not address the good, average and weak students equally. For this 79.9% teachers agree where as 13.3% show their disagreement. Likewise 60% experts agree and neither of the teachers disagree. Similarly, 52.5% students agree and 17.4% disagree. The researcher also found that some the lessons are interesting and some are really boring and tough and are not interesting as well as not related to the students' real life. It means in terms of the interest and level point of view, the 'textbook' lacks the content validity.

4. Listening Exercises

According to the responses, regarding the listening exercises and curricular objectives set for listening 48% teachers agree and 25% disagree. Likewise 40% experts agree and 40% disagree. In the same way 60% students show their agreement and 15% students show their disagreement for relating listening objectives and their coverage in the content.

In the process of analyzing the content of the textbook the researcher found that most of the listening exercises are directly linked with listening objectives. So, most of the exercises of the textbook have covered the listening objectives. But there are only true/false multiple choice filling gaps and short questions are given. So, it lacks the sound

system practice like, pronunciation, minimal pair and intonation practices. Some of the listening texts are non authentic and non-native speaker's voice.

5. Speaking Exercises

For finding the relation between speaking objectives in the curriculum and speaking exercises of the textbook, responses are obtained from teachers, experts and students; 57.4% teachers, 80% experts and 56% students show their agreement and 24.1% teachers, 22% students and none of the experts show their disagreement.

The researcher found that the textbook has covered most of the speaking objectives. There are sufficient exercises under 'Have your say', 'Act out', let's play game and several pictures are given for developing the speaking skill. So it is proved that speaking exercises are valid.

6. Reading Exercises

Regarding reading skill, 11 different objectives are set in the curriculum. For finding the fact about curricular objectives and reading exercises of the textbook, the researcher asked five questions. So 76% teachers, 40% experts and 61% students show their agreement and 87% teachers 20% experts and 9% students show their disagreement.

The researcher found 99 reading texts and 138 different reading exercises. The reading texts have not covered most of the objectives which are mentioned in the curriculum e.g. there is no any diagram in the textbook to fulfill the objective "understand and interpret information presented in diagrammatic form". The reading text lacks the topics related to autobiography, science and technology etc. So reading exercises are less valid.

7. Writing Exercises

Regarding the writing skill, 10 different objectives are set in grade nine English curriculum. So the textbook has covered most of the objectives mentioned in the curriculum.

In the process of giving their opinion, 66% teachers 20% experts and 57.8% students support the validity aspect but 10% teachers, 40% experts and 23.3% students don't support the validity aspect.

The researcher found that the text book has enough (i.e. 119) writing exercises for this level but some of the objectives which are mentioned in the curriculum are excluded. The objective "Transfer information form diagram to prose and vice versa" is not mentioned in the textbook. Likewise writing CVs, bio-data and job application are not included in the textbook but they are given in the curriculum. By these all facts it can be concluded that the writing exercises of the textbook are less valid.

8. Communicative Functions of Language

In the process of finding the content validity of the functions which are mentioned in the curriculum and that are included in the textbook, 78.7% of teachers 60% experts and 47.5% student show their agreement. Therefore, it can be drawn that language functions are valid.

The researcher also found that most of the functions which are mentioned in the curriculum are included in the textbook. Each unit of the textbook has at least one language function but it lacks the sufficient exercises on it. But the overage point of view language functions have validity.

9. Language structures

In the process of finding the content validity of curriculum and grammatical items which are mentioned in the curriculum and that are included in the textbook, 41% teachers 20% experts and 40% students show their agreement whereas 31% teachers, 70% experts and 41.6% students show their disagreement. So the grammatical items which are included in the textbook are not sufficient and they are less valid.

The researcher also found that the language structures, grammatical items are included in the textbook. The grammar is presented inductively but grammatically exercises are not sufficient so in terms of language structure, it has less content validity.

4.2 Recommendations

On the basis of the analysis and interpretation of the data following recommendations have been made:

- All the materials should be following the maxim of teaching. From simple to complex', from known to unknown and from useful to less useful etc.
- All exercises should address the good, average and weak students equally.
- Grammar should be extended with adequate rules and exercises.
- More authentic listening texts should be added with phonetic exercises.
- To fulfill the reading objectives "charts and diagrams" should be included in the textbook.
- To fulfill the writing objectives, advertisements, CV and application writing" exercises should be added.
- For developing the communicative competence more exercises for dialogue practice with relevant functions should be included.
- Adequate instructions to complete all exercises should be added.
- Glossary should be expanded with pronunciation practices.
- Some irrelevant topics should be excluded (e.g., Dance?)

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