

The Effect of New EFT Textbook for Classes (IX – X) on Teachers and
Students of Secondary Schools in Bangladesh

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Abstract

The study has evaluated the quality of English language textbook for Grades IX – X of Secondary schools which were introduced in January, 2013 by National Curriculum and Textbook Board of Bangladesh (NCTB). A survey questionnaire was used in this study to elicit the perspective of thirty English teachers from different districts of Bangladesh and five classes were observed in order to explore the practical effect of the textbook in the teaching and learning process. A focus group discussion was also conducted with twenty students of classes IX – X, who have been studying this book since last year. The general appearance, design and illustration, supplementary materials, objectives, topic appropriateness, learning components, socio-cultural contexts, skills development, teachability, flexibility, teaching methods, and practice and testing and syllabus friendliness about the new EFT textbook were taken into consideration in order to find out the effectiveness of the textbook. Two different types of computations- a per-item analysis and a per-category analysis were done to explore the effectiveness of the new English For Today (EFT) textbook and the attitudes of teachers and students towards the textbook. The findings were generally in favor of the textbook except for the teaching methods, testing and evaluation system. The study concluded with recommendations and suggestions for the further improvement of the textbook.

List of key words: Communicative–competence, Curriculum, Evaluation, Predictive evaluation, Retrospective evaluation.

Definition of key words

Communicative–competence

Communicative competence refers to the ability to use a language for communicative purposes. It represents a speaker's internalized knowledge both of the grammatical rules of a language and of the rules for appropriate use in social contexts. The term was addressed by Dell Hymes in 1966. Cannale & Swain (1980) introduced first the comprehensive model of Communicative Competence through which they intended to serve instructional and assessment purposes of communicative competence. According to them the comprehensive model posited the following four components of communicative competence:

Grammatical competence: the knowledge of the language code (grammatical rules, vocabulary, pronunciation, spelling etc.

Sociolinguistic competence: the mastery of the socio-cultural code of language use.

Discourse competence: the ability to combine language structures into different cohesive texts.

Social competence: the knowledge of verbal and non verbal communication strategies.

Developing students' communicative competence is one of the crucial objectives of language teaching and learning process.

Curriculum

In formal education curriculum is the planned interaction of students with instructional contents, materials, resources and processes for evaluating the achievement of educational objectives. Curriculum helps to outline the skills, performances, attitudes and values that students are expected to learn from schooling. It also refers to the entire program provided by a classroom, school, district, state or country.

Evaluation

The term evaluation has been used to define a variety of processes in the field of applied linguistics. Lynch (1996) defined evaluation as “the systematic attempt to gather information in order to make judgments or decisions” (p. 2). As for materials evaluation as a field of study, Carter and Nunan defines it as “the process of measuring the value of learning materials. This can be predictive pre-use evaluation, ongoing whilst-use evaluation or retrospective post use evaluation (p. 223) One of the most ‘workable’ definitions of evaluation was provided by Richards et al. (1985:98), who described evaluation as ‘the systematic gathering of information for purposes of making decisions’ The evaluation of teaching materials may be done before they are used in the classroom in order to determine whether they suit the needs of the particular group of learners (predictive evaluation), or after the materials have been used in the classroom in order to evaluate their effectiveness and efficiency, and teachers’ and learners’ attitudes towards them (retrospective evaluation).

Predictive evaluation

Predictive evaluation refers to a kind of evaluation before using teaching materials in classroom in order to find out the suitability of those particular teaching materials according to the needs of a particular group of learners. R. Ellis (1996) states that teachers have to choose their teaching materials for teaching which are available to them through carrying out predictive evaluation in order to determine which are best suited their purposes.

Retrospective evaluation

It refers to a kind of evaluation that evaluates the effectiveness of the teaching materials that already been used by the teachers and learners. The purpose of such kind of evaluation is to find out effectiveness of particular materials and attitudes of teachers and learners towards those teaching materials. As Rod .Ellis (1996) states once teachers have used the materials, they may feel the need to undertake a further evaluation to determine whether the materials have worked for them. This constitutes a process of retrospective evaluation.

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List of abbreviations

Communicative Language Teaching Approach (CLTA), English as Foreign Language (EFL), English For Today (EFT), English Language Teaching (ELT), English As Second Language (ESL), Focus Group Discussion (FGD), Grammar-Translation Method (GTM), Post Primary basic And Continuing Education (PACE), National Curriculum and Textbook Board of Bangladesh (NCTB), Secondary School Certificate (SSC),

Declaration

I declare that the Dissertation titled 'The effect of new EFT textbook for classes (ix-x) on teachers and students of secondary school in Bangladesh' is submitted to the BRAC Institute of Languages (BIL), BRAC University in partial fulfilment of the degree MA in TESOL. This paper is the result of my personal investigation; it has not been presented and submitted wholly or in part for any other degree.

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Chapter 1: Introduction

1.1 Introduction

We have been practicing CLT for several years but our education system, our context, testing and evaluation system are not designed accordingly. The textbooks play very important role in teaching and learning any language. Our secondary teachers have been practicing CLT following the previous EFT textbooks. Last year in 2013, National Curriculum and Textbook Board of Bangladesh (NCTB) introduced new EFT textbooks for the secondary level. In order to evaluate the effectiveness of the book, this study was conducted among concerned teachers and students.

1.2 Background and context

The approaches of English language teaching and learning have been changing gradually and relentlessly in terms of the changing world. Various attempts have been taken into account in this regard consequently to fulfill the demand in course of time. Previously, English language learning was content-based and was also based on Grammar-Translation Method (GTM). Then English learning mainly focused on literature and emphasized the learning of grammar. But now-a-days, it emphasizes the acquisition of communicative competence, which is considered to be an effective method in learning English and has become a popular method in all countries. From this perspective, the present English syllabus and EFT textbooks of Bangladesh have been designed on the communicative Language Teaching (CLT) approach. The previous syllabus and EFT book were also based on CLT approach. The purpose of the change of the syllabus and EFT is to keep pace with progress in CLT in a changing world and make them more suitable and appropriate for our learners. To fulfill new demands of the changing world, need for innovations became necessary. Our teachers have been teaching English following the previous English for Today (EFT) textbook for the last seventeen years which was another reason behind the change.

Moreover, English learning, in this age of globalization, is very important for the citizens of Bangladesh for various reasons. It is used as a compulsory subject at the school and college levels as well as the language of higher studies in Bangladesh. English proficiency is a must for those who want to go abroad for higher studies. Moreover, foreign companies, non-government organizations, multinational companies etc. give priority in recruiting those people who have

satisfactory performance in English. However, it is unfortunate that Bangladesh is losing international job market due to the poor performance in English among the job seekers.

For learning English, students in Bangladesh spend minimum 12 years compulsorily in their academic life. So, they are supposed to be proficient in the target language. But most of the students, in reality, cannot use English satisfactorily or properly. An English learner needs to be proficient in the four basic language skills: Listening, Speaking, Reading and Writing. But these four skills are not practiced, taught and learned adequately in most of the schools in Bangladesh. The reason in the past was due to the failure in designing an appropriate syllabus and text book and its implementation. And at present, though CLT approach has been introduced at the SSC level in Bangladesh, the target language competence in English has not been fulfilled yet due to the lack of sufficient trained teachers, teaching-learning materials, lack of teacher-student interaction, lack of students' motivation, students' fear in using English and the irresponsible conduct of some teachers and some concerned authority members. That is why; a successful communicative competence in English requires solving these problems and modification of the SSC level English EFT textbook. According to National Curriculum and Textbook Board of Bangladesh (NCTB), the new EFT textbook for grades IX-X has been designed on the basis of Communicative Language Teaching (CLT) approach. The book emphasizes practicing language skills through a variety of meaningful and enjoyable activities. (According to the preface page of new English For Today (EFT) textbook grades ix-x).

1.3 The author's views about the new EFT textbook according to the preface page of the textbook

The author's views about the new EFT textbook for the classes of (9-10) of secondary schools of Bangladesh may be summarized as the contents and illustrations of this book developed in order to suit the learners' age and cognitive level. The book emphasizes practicing language skills through a variety of meaningful and enjoyable activities. The book will help teachers plan lessons more effectively and teach students communicatively through teaching learning activities.

1.4 Important role of course books

According to O'Neil (1982) the use of course books have several justifications. They fulfill the needs of students, even they may not be designed specifically for them, help learners to look ahead or refresh them with past lessons and remove the elements of surprise in their expectations. Moreover, well designed course books allow for improvisation and adaptation by the teacher, as well as empowering students to create spontaneous interaction in the class.

While discussing the role of course books or textbooks, Leslie E. Sheldon expressed a very important view that the textbooks not only represent the visible heart of any ELT program but also offer considerable advantages for both students and teachers when they are being used in the ESL/EFL classroom. (Sheldon, 1988, p.237). Textbooks can play an essential role in innovation which can be supportive to teachers in case of change processes, when faced with untried methodologies they create a scaffolding upon which they can build more creative methodology of their own. (Hutchinson & Torres, 1994). Hutchinson & Torres (1994) further added that the way textbook chapters and structures can provide a blueprint of how lessons shall be conducted. Textbooks can be considered as a tool to motivate and stimulate language learning (Allwright, 1981, Lee, 1997, Skierso, 1991.) Textbooks are particularly useful in providing support and security for new teachers or teachers, who have relatively low confidence to deliver ELT lessons in a communicative way (Mares 2003, Tomlinson 2008, Ur 1996).

1.5 Limitation of course book

Cunningsworth (1995) provides four interrelated disadvantages of using course books. For example, there might be lack of variety in teaching procedures in them. They may not be responsive towards students' individual needs. They could diminish spontaneity and flexibility and finally creativity in teaching techniques and language use may be insufficient. He also states that "Heavy dependence on course books is far from ideal as it reduces the importance of the individual contributions that good teachers make at all levels in the learning process. (p.10).

Sheldon (1998) points out that textbooks are often do not seem to provide good value of money, they are seen as poor compromises between what is educationally desirable, on the other hand financially viable.

Allwright (1982) suggests that textbooks are too inflexible and generally reflect the pedagogic, psychological, and linguistic preferences and biases of their authors. He also claims that the educational methodology which presented through textbooks, influence the classroom settings indirectly imposing external language objectives. Furthermore, the pedagogic principles that are displayed in many textbooks may also be conflicting, contradictory or even out-dated depending on the capitalizing interests and exploitations of the sponsoring agent.

According to the above discussion it is therefore very crucial for us to conduct ELT textbook evaluation in order to ensure the effective use so as to attain our teaching objectives, and to making them economically viable to teachers and students.

1.6 Statement of the purpose

Considering the above issues evaluation of this new EFT for class (ix-x) is very crucial. It is the valid urge to justify how effective the book is to achieve the objectives behind introducing the book to the teachers and students. The main purpose of the research is to evaluate the new EFT book of SSC and recommend bringing further development/ change in order to ensure successful implementation of it in our ELT context. It is necessary to evaluate the effectiveness of this book. Considering the necessity, the study has been conducted.

1.7 Significance of the study

The importance of English in Bangladesh today is very crucial for quality in education and significant positive influence in national and international life. The role of English in Bangladesh initially modified to higher education as a library language. It is considered as a window on the world. For education, commerce, technology and science, everywhere English is playing the vital role. To fulfill this demand, English teachers of our secondary school can contribute most. But, only then, they can do their best in this regard, when they can be skilled resources. Communicative language teaching approach was introduced in our country about 17 years ago, still teachers have been teaching English traditionally. There are many reasons behind it. The

effectiveness of the EFT textbook is one of them. The textbook designers and the respective ministry claim that the book is designed on the basis of communicative approach. The book emphasizes practicing language skills through a variety of meaningful and enjoyable activities. The book will help teachers plan lessons more effectively and teach students communicatively through teaching learning activities. Considering this significance this study is conducted to evaluate how effectiveness and reliability of the textbook in terms of the context of Bangladesh. This study is significant because by evaluating the EFT textbook it can be declared the effectiveness of the EFT textbook which is very crucial at present. Moreover, through this evaluation the necessary changes might be bringing for its further development.

1.8 Thesis outline:

This thesis consists of following chapters:

Chapter one provides a brief outline about the research including the introduction, background and the context, the author's view about the new EFT textbook, important role and limitations of textbook, statement of the purpose and the significance of the study.

Chapter two outlines the literature review and importance of textbook evaluation.

Chapter three outlines the research design for the study including strategy and framework for the study, sampling techniques and sample research questions information about the participants of the study, research instruments and procedures and limitation and delimitation of the research.

Chapter four explores the data analysis and result of questionnaire survey with teachers, class observation and FGD with students.

Chapter five outlines the analysis of results and discussion on the basis of mostly agreed and disagreed statements of the questionnaire survey with the teachers, result analysis of class observation and result analysis and discussion on the basis of Focus Group Discussion (FGD) with students.

Chapter six reports the recommendations and conclusion regarding the findings of the research.

Chapter: 2 Literature review

In this chapter the researcher reviewed some related literature with a view to get necessary guideline and research gaps.

2.1 Importance of textbook evaluation

According to Hutchinson and Waters, textbook evaluation is basically a straightforward, analytical ‘matching process: matching needs to available solutions’ (Hutchinson&Waters (1987):97). Textbook selection can have massive impact on the teaching and learning process as teacher would make references to the textbooks (Cunninsworth (1995). Financial success has become the primary goal of textbook publishing (Sheldon (1998), Tomlinson (2003).

Cunningsworth (1995) and Ellis (1997) suggest that textbook evaluation helps teachers move beyond impressionistic assessments and it helps them to acquire useful, accurate, systematic, and contextual insights into the overall nature of textbook material. Sheldon (1988) has expressed many other reasons for textbook evaluation. He proposed that the selection of an ELT textbook often signals an important administrative and educational decision in which there is considerable professional, financial, or even political investment.

The major focus of the study is to enrich the literature by carrying out an empirical post -use evaluation study of textbook because of not having enough literature in this area. As a large number of studies are not available in this area, only few post-use evaluation studies are reviewed. The followings are the related literature review for this research:

2.2 Review of related literature

Zishnu, (2011) evaluatedtasks of (IX-X) English textbook of Bangladesh and showedhow skillfully the tasks are designed in the textbook (ix-x) of secondary level of Bangladesh. In conclusion she summarized that the book has been designed keeping a good balance among the skills and the tasks. She also described the framework and empirical basis for task- based language teaching in which she tried to show how Krashen’s, (1985).Hypotheses are related to task based learning. Particularly she emphasized Input Hypothesis. She has shown how different kinds of tasks help learner to acquire the target language. In conclusion she stated that the result, as a whole, confirms that the book has many positive aspects; yet, in a number of areas, the

responses were 'not satisfactory' which needs to be further modified. However, the tasks in the book seem to be very skillfully designed around Communicative Language Teaching principles.

Bruder (1978) suggests the use of a checklist of eight criteria: level, objectives, style, language, age, time, convictions, and competency. He claims that these criteria should be considered from the viewpoints of teachers and students.

Nunan (1989, p. 11) defined 'task' as "a piece of meaning focused work involving learners in comprehending, producing and /or interacting in the target language, and that tasks are analyzed or categorized according to their goal, input data, activities, setting and roles. Moreover, she explained task component, task difficulty, from topic to task, tasks involving listing, task involving ordering and sorting, etc.

Cunningsworth (1984) discussed the principles and criteria for course analysis. The criteria he suggested are discussed under the following headings: language content, selection and gradation of language items, presentation and practice of new language items, developing language skills and communicative abilities, supporting materials motivation and the learner, conclusions and overall evaluation. At the end of the book, he provided a checklist that should be used in course evaluation.

Sheldon (1988) discusses some of the common theoretical and practical problems in textbook design. He reviews literature on the subject of textbook evaluation and the previous evaluative proposals. Finally, he suggests an evaluation sheet which consists of seventeen elements: rationale, availability, user definition, layout and graphics, accessibility, linkage, selection and grading, physical characteristics, appropriacy, authenticity, cultural bias, educational validity, practice and revision, flexibility, guidance and overall value for money. He also provides several key questions to be asked about each feature.

Al- Yousef (2007) evaluated secondary level third grade intermediate English textbooks used in Saudi Arabia as a part of his master's thesis in which he used the modified checklist considering local context based on the work of Cunningsworth (1995). As a comprehensive assessment of the overall pedagogical value of the textbook content this study was designed. The researcher was revealing some of the major strengths and weaknesses of the content of different textbooks of

Saudi Arabia. The study has shed light upon how to evaluate a textbook's pedagogical fitness as per the official curriculum.

Litz (2005) evaluated a university level textbook used in one of the language courses at a university in South Korea. The focusing of the study was on how the textbook can meet student's and teacher's needs. As a post-use evaluation it also initiated in order to determine the overall pedagogical value and suitability of this book towards this component of the university language program.

Breen & Candlin (1987) published a principled guide for both evaluators and producers of materials. Skierso (1991) provided probably the most comprehensive checklist of criteria for textbooks and teachers' books by combining checklists from various sources. Hemsley (1997) also proposed checklists for evaluating materials.

Mukundan & Ahour (2010) review 48 evaluation checklists from 1970 to 2008 and criticize many of them for being too demanding of time and expertise to be useful to teachers, too vague to be answerable, too context bound to be general, too confusing to be useable and too lacking in validity to be useful. In conclusion they said that a framework for generating clear, concise and flexible criteria would be more useful than detailed and inflexible checklists. They also gave importance to giving more attention to retrospective evaluation than to predictive evaluation, in terms of evaluating the effect of the materials. Tomlinson (2003b) and Ellis (2011) also stressed this point.

Choudhury (2001:17) considers that the major problem in Bangladesh is with the contents of English textbooks; that the teachers follow cultural content in the textbooks which are very much foreign and do not allow the students to use their imaginative power. Choudhury also questions the recent attempts to make English courses, purely functional, without any literary content. He thinks that "teaching language without the help of literature is doomed to be unattractive and therefore, ineffective. Feeding on a mechanical diet can hardly be proper way to nature the young learner's mind."

Most of the early works on textbook evaluation were conducted in order to help the teachers and materials developers to develop criteria for evaluating and selecting materials. For example, Tucker (1975) proposed a four-component scheme for measuring the internal and external value of beginners' textbooks, Davison (1976) proposed a five-category scheme for the evaluation and selection of textbooks and Dauod&Celce-Murcia (1979) provided checklists of criteria for evaluating course books. Williams (1983) developed criteria for textbook evaluation.

The limitations of the above literature and the evaluation criteria are these are mostly specific to a context of learning and need considerable modification for using in other context. According to Matthews (1985), any evaluation should start from a specification of the teaching situation; Cunningsworth (1995) emphasized the importance of determining criteria relevant to the target learners.

Considering the above limitation and the demand of the present situation of the secondary education of Bangladesh this research has conducted in order to measure the internal and external value of new EFT textbooks introduced in 2013. As a post-use evaluation this research has some important findings about the strengths and weaknesses of the EFTtextbook which are crucial to be considered in terms of further development of the textbook.

Chapter: 3: Research design

3.1 Strategy and framework:

The study explored the attitude and motivation of teachers and students show towards the English For Today (EFT) textbook (ix-x) to evaluate the textbook and to find out its merits and faults with providing some recommendations. Primary sources and secondary sources were taken into consideration to strengthen the research validity and was followed the following techniques to conduct the research activity. Questionnaire survey for the teachers, class observation with specific checklist and focus group discussion with the students were conducted for this study. Moreover, in this chapter, there is a detailed discussion on implications, administration, sampling, data analysis and the research tools. Qualitative and quantitative types of methods were used in data collection and data analysis was done by making 12 different categories of the questionnaire according to different aspects of textbook evaluation checklist adapted from three sources; checklist by Lesley A Sheldon, checklist by Tomlinson, et al.(2001) and the checklist used by Alamri(2008).The questionnaire started with basic information about the respondents and 56 statements in the form of Likert (1932) rating scales clustered under the following categories i.e. (a) The general appearance, (b) design and illustration, (c) supplementary materials, (d) objectives, (e) topic and contents, (f) language contents, (g) Language skills (h) Social and cultural contexts, (i) Teachability (j) Teaching methods/approaches, (k), Practice and testing (l) syllabus friendliness.

3.2 Sampling Technique and Sample: Thirtyteachers of English are selected randomly as the representative respondents.

3.3 Research questions

Two types of questions were developed in order to explore the effects of new English For Today (EFT) textbook for grades 9-10 on the students and teachers of non-government secondary schools of Bangladesh. General question and some specific questions are taken into account in order to evaluate the EFT textbook.

3.4 General question and specific questions:

General question: What is the effect of new EFT textbook among the teachers and students in achieving the target language?

Specific questions:

- What attitudes do the teachers and students have about new EFT book?
- What challenges do the teachers and students face to cope with the textbook?
- How does it help teachers to complete syllabus?
- What extents do the activities and tasks help the learners to achieve communicative competency in the target language?
- How satisfactory is the general appearance of the book?
- How appropriate is the design and illustration of the book?
- Are the accompanying materials relevant to the subject matter being discussed?
- Are the objectives of the course for which the textbook is used met?
- Are the topic contents carefully selected so that each concept will help in the full understanding of the subject?
- How far are the social and cultural contexts appropriate in the book?
- How much is the teaching of language skills satisfied in the book?
- Is the book suitable with regard to its teachability?
- Is the book suitable with regard to its flexibility?
- Is the book suitable with regard to its teaching methods?
- Are the tests, activities and exercises provided in the book effective?

3.5 Participants

The participants of the study were the teachers of English of non-government secondary level of Bangladesh from different district and the students of grade (9-10) of Bangladeshi secondary school. In order to collect data from the teachers a questionnaire was used. Thirty non-government English teachers were selected randomly from different districts of Bangladesh for the study. One FGD session was conducted among the students of grade (9-10) of x High school of Kushtiasadar, Kushtia, Bangladesh. Moreover, five classes were observed of five English

teachers with specific checklist (appendix-3) who teaches English in classes (9-10) EFT textbook to their students.

3.6 Instruments and Procedures: Three kinds of research instruments were developed taking help from different sources e.g. the survey questionnaire for teachers, class observation form and Focus Group Discussion (FGD) questionnaire for students etc.

The research was conducted maintaining the following procedures:

3.7 Teachers' survey Questionnaire

A survey questionnaire was used to collect data from the respondents. The researcher developed the teachers' survey questionnaire taking help from Likert scale as the rating scale for his research. While designing the questions, the researcher tried to make the questions as simple and brief as possible so that the participants do not face any difficulties. The questions basically asked the participants about their opinion towards the tasks in the English textbook for classes- (IX – X). (Appendix A)

3.8 Focus Group Discussion (FGD) questions

A focus group discussion was conducted with the students of grade (ix-x) with a view to investigating the strengths, actual problem of the EFT textbook, its implementation and the necessary modification. (Appendix C)

3.9 Class observation

Five classes were observed of five teachers following some specific checklist in a class observation format (Appendix B) to know the actual implementation, problems of the textbook and to explore the effectiveness of the book.

3.9.1 Limitation and delimitation

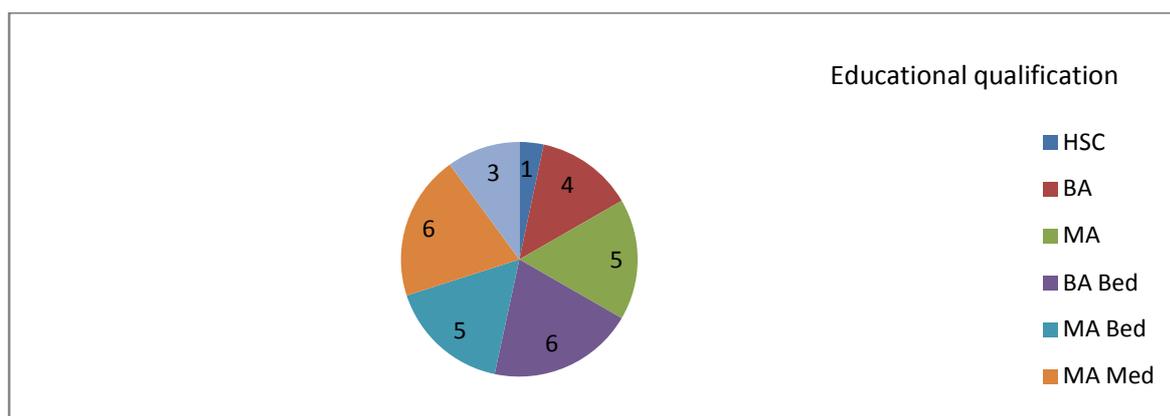
The limitation of the study is the duration of the research- the allocated course time. The size of the sample is considered according to the time constraints. Another limitation of the research was the book itself; it has introduced from January 2013. Still it is new to the teachers and students. The targeted respondents are not so clear about the effectiveness of the book. Taking into

account all the above factors small size of respondents was selected from the population. Teacher survey was conducted face to face from a training session of BRAC Post Primary basic and continuing Education (PACE) program and through online; twenty teacher surveys were conducted face to face. Rests of ten surveys were conducted through online. Teacher survey forms (questionnaires) were sent to teachers and they sent those questionnaires back through email. It would be better if the researcher could conduct all the questionnaire survey face to face.

Chapter: 4: Data analysis and Results

To analyze the result researcher divided the questionnaire into fourteen categories through which the result of the study can be presented in a systematic manner. In the result part researcher showed the percentage of the responses in tables and graphs according to different categories based on agreement, strongly agreement, disagreement, strongly disagreement and neutrality of the respondents. In the result part the researcher also included the perspective of the teachers and students about new EFT textbook, presented the information gathered through class observation and Focus Group Discussion (FGD) among the students. The following are the results of the study presented through graphs and tables. The researcher has presented all the information in tables and graphs with necessary explanations and clarifications so that the readers can easily understand.

Figure-1: Educational qualification



4.1 Information of educational qualification of the respondents

The study was conducted selecting 30 English teachers from different districts of Bangladesh. Among them one teacher has HSC degree, 4 teachers have BA, and 6 of them have both BA and BE degrees. Three teachers have MA degree and 6 of them have MABEd and 5 have other degrees.

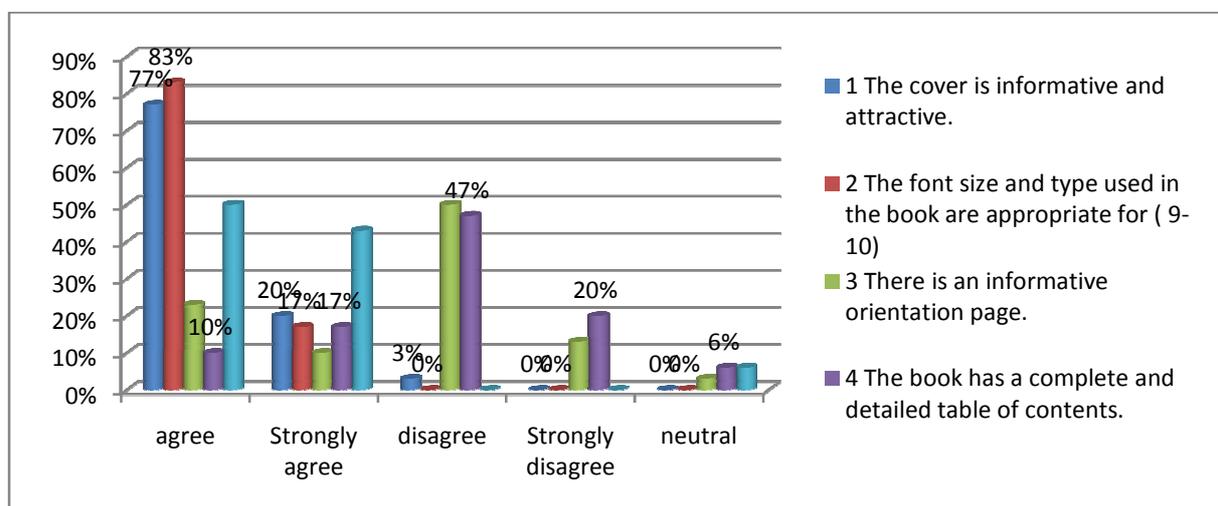
Table-1: Teaching experience (years)

1-5	6-10	11-15	15+
12	08	03	07

4.2 Information of the respondents' teaching experience

Questionnaire survey was conducted among 30 English teachers from different ranges of experience. There were 12 teachers who have 1-5 years teaching experience. 8 teachers have 6-10 years experience, three teachers have 11-15 years and 7 teachers have more than 15 years experience (see Table-1). Different ranges of teaching experience of the teachers were helpful for the study because they have experience of teaching previous English For Today (EFT) textbook. New EFT textbooks are new to them. They have been teaching this textbook for one year, since 2013. It is considerable that teachers generally do evaluation of the teaching materials gradually by experiencing them and also compare new textbooks/ materials with previous ones. Through this study teachers got the opportunity to express their opinion about the new EFT textbook.

Figure-2: General appearance



4.3 Respondents' opinion about general appearance of the textbook

Among the respondent teachers 77% think that the cover of the new EFT book is informative and attractive and 20% teachers strongly agreed while only 3% teachers expressed

disagreement (Figure-2). 83% teachers agreed and 17% strongly agreed on the point that the font size and type used in the textbook are appropriate for students. It means that the font size and type used in the new EFT textbook are fairly well. All the teachers expressed their satisfaction on this statement. The necessity of an orientation is considered to be a vital issue for being a successful text book for teachers as well for students. It is not a good sign that almost 63% (50% disagreed and 13% strongly disagreed) of the respondents expressed negative attitude towards this point. Few teachers agreed (23%) and 10% strongly agreed. There were 3% teachers who were neutral on this point. Source: Figure-2: General appearance

Table-2: Design & Illustration

SL N O.	Statements	agree	Strongly agree	disagree	Strongly disagree	neutral
1	The illustrations are attractive.	40%	3.33%	50%	7%	0%
2	The illustrations stimulate students to be creative.	77%	7%	17%	0%	0%
3	The illustrations are functional.	80%	7%	13%	0%	0
4	The illustrations is eye friendly	20%	13%	57%	0%	03%
5	The design and illustration economical	77%	7%	13%	0%	3%

4.4 Teachers' perspectives about design and illustrations

A motivational atmosphere for practice can be created through presenting colorful pictures and appealing illustrations in the textbook. Students become interested when they get colorful pictures to talk about. If the illustrations are simple and free from unnecessary details, a combination of stunning cartoons and real photographs of people and objects are added skillfully, it opens up ample scope for students to practice the speaking skill. Eye friendly page layout and effective use of graphics make each page unique and attractive which create opportunities for the students activating background knowledge, understanding contextual meaning of words and motivate them to talk. So, attractive design and illustrations are the important criteria of good ELT Textbook. Considering this fact the above points were administered among the teachers in this study and got the following responses (Table: 4). Half of

the respondents (50%) think that the illustrations are not attractive, 40% teachers agreed on this point, only 3.33% teachers strongly agreed and 7% strongly agreed that the illustrations are attractive. It is encouraging that 77% teachers considered the illustrations inspire students to be creative; on the other hand only 17% of them expressed disagreement. Moreover, 7% of the teachers were strongly agreed that the illustrations are helpful making students creative. Functional illustrations are a precondition of an effective ELT textbook. 80% teachers agreed that the present EFT textbook's illustrations are functional and 7% strongly agreed on this whereas only 13% teachers were disagreed. Another quality of a good textbook is the eye friendly illustrations. It is peculiar that a great number of teachers agreed that the illustrations are attractive, helpful for the students to be creative and functional but 57% teachers disagreed that the illustrations are not eye friendly. Only 20% and 13% teachers agreed and strongly agreed on this point and 3% were neutral. A developing country like ours often thinks developing textbooks with the process that is economical. 77% teachers think that the new textbook is economic and 7% strongly agreed, in contrast 13% disagreed and 3% were not interested to express their opinion on this point.

Majority of (50%) teachers think that the illustrations are not attractive. Forty percent agreed on this point. About the functionality of the illustration 80% percent teachers were agreed and 17% percent were disagreed. 57% percent respondents disagreed about the eye friendliness of the illustrations. Source: Table-2: Design & Illustration

Table-3: Objectives

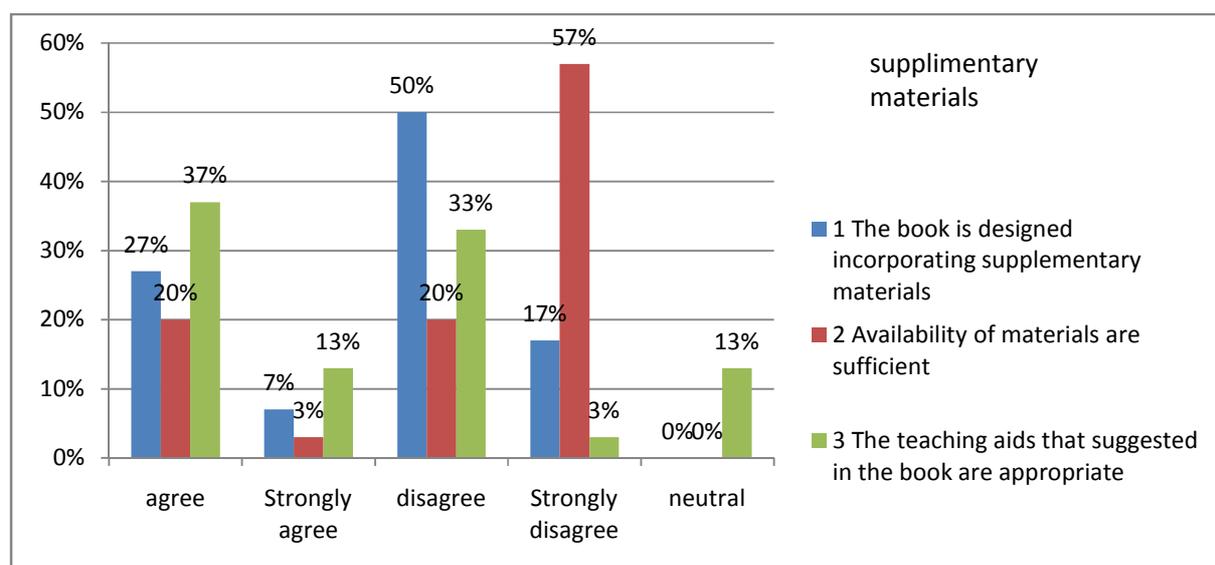
S L N O	Statements	agree	Strongly agree	disagree	Strongly disagree	Neutral
1	Generally, the book fulfills the general objectives of Teaching English	73%	13%	10%	0%	3%
2	The terminal objectives meet the needs and wants of grade (9-10)	30%	7%	33%	30%	0%
3	The objectives are specified at the beginning of each lesson.	23%	20%	30%	27%	0%
4	The objectives are written clearly with simple language.	30%	10%	33%	27%	0%
5	The objectives contribute to the attainment or achieving four skills.	63%	20%	10%	7%	0%
6	The objectives are measurable.	83%	3%	7%	3%	3%
7	The objectives are achievable	83%	7%	7%	0%	3%

4.5 The position of the respondents on objectives

The book is helpful in fulfilling the general objectives of teaching English according to the respondents' answers because in table -5, totally 86% (agreed 73% and 13% strongly agreed in this statement while only 10% teachers were disagreed. In meeting the needs and wants of the students the terminal objectives of the book should be appropriate according to the level of the students. 63% agreed (33% and 30% strongly disagreed) teachers respondents thought that the terminal objectives of the textbook are not appropriate to meet the needs and wants of the students of class (ix-x) of Bangladesh. Only 30% teachers thought these are appropriate in this regard and 7% teachers strongly agreed on this point. The objectives are not specified at the beginning of the lessons in new EFT textbook this was the observation of 57% (30% and 27% are disagreed and strongly disagreed) teachers. Among the respondents 23% were agreed and 20% of them strongly agreed on this point that the objectives are specified at the beginning of each lesson. Only 40% teachers thought that the objectives are written in simple and clear

language among them 10% teachers strongly agreed on this even as 33% and 27% teachers did not think so. One thing was noticeable here that was though 63%, 57% and 60% teachers disagreed that the objectives were not appropriate, specified at the beginning of each lesson and were not written clearly and in simple language in the new EFT textbook, 63% and 20% teachers agreed and strongly agreed on the point that the objectives of the textbook were helpful to attainment or achieving four skills (listening, speaking, reading and writing) whereas 10% disagreed and 7% strongly disagreed on the statement. It was praiseworthy that 83% teachers agreed that the objectives were measurable, 3% strongly agreed while only 10% (7% and 3%) were disagreed and interestingly 3% were neutral on this point. Almost all the teachers expressed agreement on the statement that the objectives of the new EFT textbook were achievable (83% and 7%) rest of the 7% respondents were disagreed and again 3% were neutral. Source: Table-3: Objectives

Figure- 3: Supplementary Materials



4.6 Thinking of the respondents on supplementary materials used in the book

The EFT textbook for classes 9 – 10 is the main course book for teaching and learning English in Bangladesh. Whether the book is designed incorporating other supplementary materials or not, taking into account this question, the study was administered among teachers and students of secondary schools of our country. According to the questionnaire survey result (see figure: 3)

only 27% teachers agreed, 7% strongly agreed while 50% disagreed and 16% of them strongly disagreed on that statement that the new EFT textbook was designed incorporating supplementary materials. Though 34% teachers thought that the textbook was designed incorporating sufficient supplementary materials, Only 23% (20% agreed and 3% strongly agreed) agreed about the availability of the supplementary materials on the other hand 20% teachers thought it was not and 57% of them were strongly disagreed on that point. Teaching aids suggested in any textbook helps teachers to take preparation easily and to teach properly. 50% teachers (37% agreed and 13% strongly agreed) teaching aids suggested in the book is ok while 33% were disagreed and 3% strongly disagreed in this respect. 13% teachers were neutral in this regard. Source: Figure- 3: Supplementary Materials

Table-4: Topics and Contents

SL N O	Statements	agree	Strongly agree	disagree	Strongly disagree	neutral
1	The topics and the contents of the book are appealing	67%	7%	23%	0%	3%
2	The topics encourage students to express their own views.	67%	30%	3%	0%	0%
3	The topics allow students to think critically.	67%	20%	10%	0%	3%
4	The topics and contents are valid according to our context	80%	10%	7%	3%	0%

4.7 Status of topic and contents of the textbook according to the respondents

Topics and the contents of any textbook can create convenient atmosphere for students and teachers. The topics and contents of textbook need to be appealing, encouraging, valid according to context and they should allow students and teachers think creatively and critically.

63% of the respondents were agreed and 7% were strongly agreed at the same time as 23% respondents could not agree more and 3% of the total respondents were not interested to express any comments. The topics and the contents of the new EFT textbook (9-10) are encouraging for the students in order to expressing their own views- almost all the teachers expressed agreement on this point 97% (67% agreed and 30% strongly agreed) only 3% expressed opposite opinion on this point. 67% respondents' expressed their agreement and 20% were strongly agreed on the

statement that the topics of the textbook allow students think critically but 10% teachers expressed opposite response and 3% were neutral. The topics and contents are valid according to our context- 80% teachers agreed, 10% strongly agreed on this statement whereas 7% were disagreed and 3% were strongly disagreed in this respect. Source: Table-4: Topics and Contents

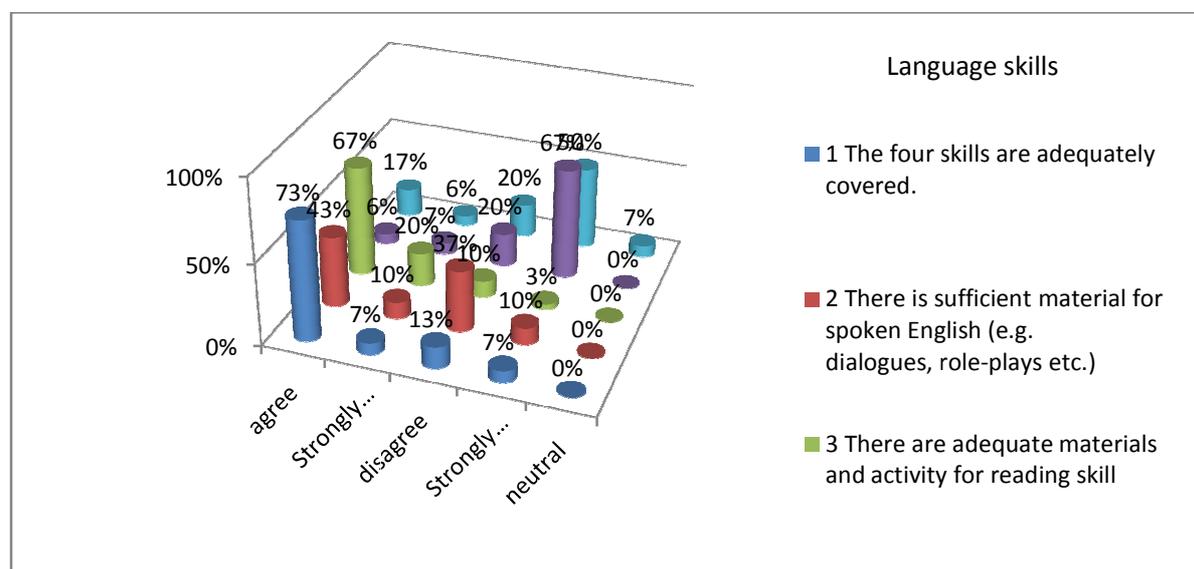
Table-5: Language contents

SL NO	Statements	agree	Strongly agree	disagree	Strongly disagree	neutral
1	The book includes adequate materials for teaching vocabulary.	73%	7%	13%	7%	0%
2	The materials for teaching grammar, vocabulary, and pronunciation are graded in an appropriate manner.	63%	30%	7%	0%	0%
3	The book includes adequate material for pronunciation work.	67%	20%	10%	3%	0%
4	Language contents are helpful in achieving four skills	80%	10%	6%	0%	4%

4.8 Respondents' evaluation of language and contents

Though 73% teacher agreed and 7% strongly agreed on the point that the book included adequate materials for teaching vocabulary, 13% disagreed and 7% were strongly disagreed. On the point of grading of grammar, vocabulary and pronunciation in an appropriate manner, 63% agreed, 30% strongly agreed but 7% disagreed. 67% teachers thought that the materials that included in the EFT textbook is appropriate for developing pronunciation of the students and 20% strongly believe so. No more than 10% teachers believe that the materials are not adequate for the students and 3% strongly disagreed. 80% respondents agreed and 10% strongly agreed that the contents of the new textbook are helpful in achieving four skills of the students while only 6% teachers disagreed and 4% were neutral on this point. Source: Table-5: Language contents

Figure-4: Language Skills



4.9 Integration of Language skills

Incorporating four skills in materials is very important component of a suitable ELT textbook. It is crucial to know whether a text contains materials that are a combination of four skills or not. The four skills are adequately covered by the book, 73% agreed and 7% strongly agreed only 13% disagreed on the statement 7% strongly disagreed. The new textbook contains sufficient spoken skill developing materials, this was the agreement of 53% (43% agreed and 10% strongly agreed) that point on the contrary 37% disagreed and 10% strongly disagreed. 87% teachers' experience was positive on the statement that there are adequate teaching materials for practicing reading skill whilst only 13% (10% disagreed and 3% strongly disagreed) teachers have different opinion. Even though teachers experienced that in the book there are useful materials for developing students listening skill, the necessary CDs and other equipment for this are not sufficient. 87% teachers (20% disagreed and 67% strongly disagreed) was against the statement that the necessary CDs and equipment are sufficient for developing listening skill. Very few only 6% agreed and 7% strongly agreed. It is motivating that 70% teachers agreed and 4% strongly agreed that the activities in the textbook has been designed keeping well balanced of four skills in the same time 13% respondents of the study expressed disagreement on this statement and 13% teachers were not interested expressing any opinion. Source: Figure-4: Language Skills

Table-6: Social and Cultural Contexts

SL NO.	Statements	agree	Strongly agree	disagree	Strongly disagree	neutral
1	The social and cultural contexts in the book are comprehensible.	80%	10%	10%	0	0
2	The book expresses positive views of ethnic origins, occupations, age groups, social groups and disability.	60%	13%	10%	17%	0
3	The contents of the book are authentic and reliable	40%	33%	13%	7%	7%

4.9.1 Social and cultural context supported in the textbook

The learning of any language can be effective if the learning materials contain the social and cultural context in a comprehensive manner. Hayes and Schrier (2000) contend that L2 English language instruction textbooks and teaching material should be evaluated on the basis of the explicated criteria. Specifically stated, when assessing the value and possible effectiveness of L2 teaching materials, it is incumbent upon evaluators to do so in light of the cultural-linguistic context of implementation. The reading exercise materials should draw from the students' cultural context. A number participants of the study said that the social and cultural context in the book are comprehensible. Not only that 10% were strongly agreed this but only 10% expressed disagreement. Totally 73% (60% agreed and 10% strongly agreed) respondents were agreed on that through the contents of the EFT textbook writers and materials designers have shown positive views of ethnic groups, occupations, age groups, social groups and disability. The contents of teaching must be authentic and reliable. It is observed that altogether 73% teachers agreed and strongly agreed instead 13% disagreed and 7% strongly disagreed about the authenticity and reliability of the contents of the book. Source: Table-6: Social and Cultural Contexts

Table7: Teachability

SL N O.	Statements	agree	Strongly agree	disagree	Strongly disagree	neutral
1	The book helps teachers to minimize their preparation time.	77%	7%	7%	3%	7%
2	The book helps teachers exploit the activities to meet the students' expectations.	81%	10%	3%	3%	3%
3	Teachers feel comfort teaching the book.	10%	10%	50%	20%	10%
4	Students' participate in the class and co-operate teachers teaching this book.	66%	20%	7%	0	7%
5	The tasks of the book are appropriate to the level of the students	27%	3%	47%	23%	0

4.9.2 The grade of teachability of the textbook

Language teaching and learning materials must be teachable. If the textbook is designed in such a manner that helps teachers to take preparation very easily, teachers use the book willingly. 77% teachers agreed and 7% strongly agreed on the point that the text book helps teacher to minimize preparation time on the contrary only 7% Teachers disagreed and 3% strongly disagreed and rest of 7% teachers were neutral. The new textbook activities can be utilized to fulfill the expectation of the learners. On this statement 81% teachers agreed 10% strongly agreed but 3% were in the opposite side, 3% strongly opposed and 3% were in neutral position. Though most of the teachers expressed positive attitude towards the points that the book minimize preparation time, activities are helpful meeting learners' expectation, only 10% respondents felt comfort teaching this book and another 10% strongly agreed on this where 50% disagreed and 20% teachers expressed strong disagreement on that point. Most interestingly 66% teachers' agreement was on the point that students cooperate and participate in the class attentively while teachers conduct the class using this new EFT text of class (9-10). More 20% strongly agreed. On the other hand, no more than 7% expressed different view and 7% teachers were not interested making any comment on this position. A textbook can be considered as successful when the tasks of the book treated as effective. The tasks or activities that included in any textbook are expected to be appropriated according to the level of the students of a particular

class. According to teachers' response, the tasks of the textbook are not appropriate, because only 27% teachers agreed and 3% strongly agreed on that while 47% teachers were disagreed and 23% also strongly disagreed that the tasks of the new EFT textbook are appropriate according to the level of the learners of (9-10) of Bangladesh. Source: Table-7: Teachability

Table-8: Teaching Methods/approach

S L N O	Statements	agree	Strongly agree	disagree	Strongly disagree	neutral
1	The methods used are student-centered.	77%	13%	10%	0%	0%
2	The methods used allow students to talk more than teachers.	70%	13%	13%	3%	0%
3	The method/ approach followed in the book are helpful for doing group work, pair work, etc.	70%	20%	10%	0%	0%
4	The teaching method/approach followed in the book is the latest in the field.	80%	10%	3%	0%	7%
5	The teaching method/approach followed in the book is helpful in achieving language competency.	77%	10%	10%	0%	3%

4.9.3 The nature of the methods and approach suggested in the book

CLT approach emphasizes students centered materials and teaching. So, it is very crucial that the book should have been designed considering this. 77% of the respondents agreed that the methods used in the textbook are students centered, 13% were strongly agreed while 10% teachers disagreed. 70% agreed on the statement that the methods suggested in the book allow students talk more than the teachers and 13% strongly think so on the other hand 13% were against this statement and 3% teachers strongly opposed this. The methods/approaches followed in this EFT textbook are helpful for doing pair work and group work Ali M. Alamri, (2008), etc.; 90% teachers (70% agreed and 20% strongly agreed) supported this statement whereas only 10% teacher thought the opposite. The teaching method/ approach followed in the textbook are latest in field- 80% respondents stated that point and 10% strongly agreed where Only 10% expressed disagreement and 3% teachers expressed their neutrality regarding this statement. Source: Table-12: Teaching Methods/approach

Table -9: Practice and Testing

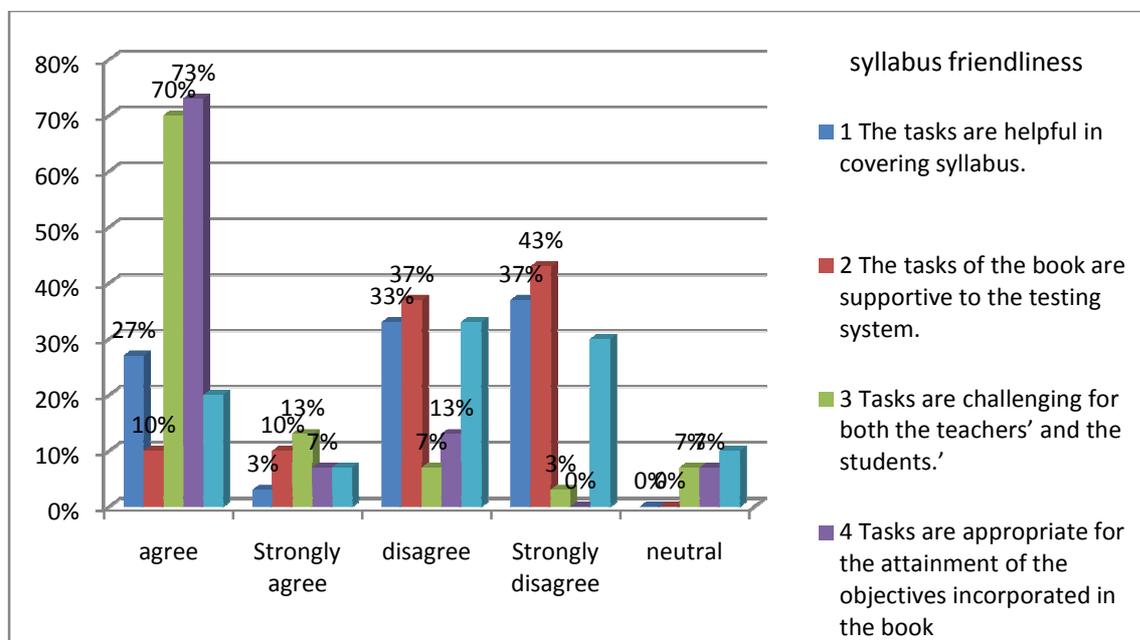
SL NO	Statements	agree	Strongly agree	disagree	Strongly disagree	neutral
1	The tasks in the text motive learners participation	87%	13%	0%	0%	0%
2	There is a balance between different modes of activities (individual work, pair work and group work,etc).	80%	13%	07%	0%	0%
3	The tasks are learner friendly.	90%	10%	0%	0%	0%
4	The tasks require learners to exchange information.	87%	10%	3%	0%	0%
5	Every exercise has a clear direction.	87%	7%	6%	0%	0%
6	The tasks designed in such a manner that it encourages interaction between learners and the teachers.	73%	10%	7%	3%	7%

4.9.4 The suitability of tasks used in the textbook

The textbook is motivating and different modes of activity were are well balanced and the tasks are learner friendly, students get chance to exchange information and the exercise has clear direction that create opportunity in class to do interaction between students to teachers, students to students and teacher to students. Generally we can support the above statements but according to teachers' questionnaire survey in order to know the effects of newly introduced English for Today (EFT) textbook for classes 9-10 among teachers and students of secondary school of Bangladesh. 87% teachers of our study opined that the tasks of the textbook are motivating to the learners' participation. Moreover another 13% strongly opined the statement. It came to know through the study that 80% teachers understanding about the modes of activities and balance among them is positive and 13% teachers strongly be in agreement in the same time only 7% were in disagreement. One thing is encouraging that all the respondents were in agreement on one statement- the tasks are learner friendly. 90% agreed and 10% strongly agreed almost same result came out about another statement that the tasks require learners to exchange information.

83% teachers were of the same opinion; 87% agreed and 10% strongly were in same position where only 3% were in different opinion. The exercise suggested in this book with clear and understandable direction/ instruction 87% of the respondents supported this statement. Moreover, it was strongly supported by 7% teachers. There were only 6% teachers who were in different opinion. The tasks designed in such a manner that it encourages interaction between learners and the teachers this statement was accepted by 73% teachers and strongly accepted by other 10% but there were 10% respondents who were not interested to accept this statement and other 7% were neutral.

Table-5: Syllabus friendliness



4.9.5 The syllabus friendliness of the tasks in the textbook

The tasks are helpful covering the syllabus. 27% teachers supported this, 3% strongly supported whereas 33% disagreed and 37% strongly disagreed with this statement. Similarly 80% teachers disagreed and strongly disagreed with the statement that the tasks of the book are supportive to the testing system. 83% (70% agreed and 13% strongly agreed) teachers thinking was the tasks are challenging for both students and teachers on the contrary 10% (7%+3%) were disagreed and 7% neutral. 73% of the respondents also agreed and 7% strongly agreed with the statement that 'the tasks are appropriate for the attainment of the objectives that incorporated in the textbook. The tasks are designed keeping well balanced from easy to difficult – this point was disagreed with by 63% teachers while only 27% were agreed and 10% teachers were neutral.

Source: Table-10: Syllabus friendliness

Chapter 5: Analysis of results and discussion on the basis of mostly agreed statements

5.1 Introduction:

In the analysis part the researcher has analyzed the information about the new EFT textbook that the researcher gathered through questionnaire survey in such a manner that all the statements which were agreed and strongly agreed by majority percent of the respondents were presented in a table with necessary interpretation, inferences and evaluation. In addition to this the researcher also analyzed the information that he got from the class observation of respective English teachers and FGD among the students in separate paragraph with research's own interpretation and evaluation on the light of literature review and making relation to language learning theories.

Table: 10: Statements that agreed by most of the teachers

SL no.	Statements	Agree %	Strongly agree %
1	The cover is informative and attractive.	77%	20%
2	The font size and type used in the book are appropriate for (9-10)	83%	17%
3	The design and illustration economical	77%	7%
4	The design and illustrations are attractive.	40%	33%
5	The illustrations stimulate students to be creative.	77%	7%
6	The illustrations are functional.	80%	7%
7	Generally, the book fulfills the general objectives of Teaching English	73%	13%
8	The objectives contribute to the attainment of achieving four skills.	63%	20%
9	The objectives are measurable.	83%	3%
10	The objectives are achievable	83%	7%
11	The teaching aids that suggested in the book are appropriate	37%	13%
12	The topics and the contents of the book are appealing	67%	7%
13	The topics encourage students to express their own views.	67%	30%
14	The topics allow students to think critically.	80%	20%
15	The topics and contents are valid according to our context	80%	10%
16	The book includes adequate materials for teaching vocabulary.	73%	7%

17	The materials for teaching grammar, vocabulary, and pronunciation are graded in an appropriate manner.	63%	30%
18	The book includes adequate material for pronunciation work.	67%	20%
19	Language contents are helpful in achieving four skills	80%	10%
20	The four skills are adequately covered.	73%	7%
21	There are sufficient materials for spoken English (e.g. dialogues, role-plays etc.)	43%	10%
22	There are adequate materials and activity for reading skill	67%	20%
23	The social and cultural contexts in the book are comprehensible.	80%	10%
24	The book expresses positive views of ethnic origins, occupations, age groups, social groups and disability.	60%	13%
25	The contents of the book are authentic and reliable	40%	33%
26	The book helps teachers to minimize their preparation time.	77%	7%
27	The book helps teachers exploit the activities to meet the students' expectations.	80%	10%
28	Students' participate in the class and co-operate teachers teaching this book.	67%	20%
29	The methods used are students-centered.	77%	13%
30	The methods used allow students to talk more than teachers.	70%	13%
31	The method/ approach followed in the book are helpful for doing group work, pair work, etc.	70%	20%
32	The teaching method/approach followed in the book is the latest in the field.	80%	10%
33	The teaching method/approach followed in the book is helpful in achieving language competency.	77%	10%
34	The tasks in the text motivate learners participation	87%	13%
35	There is a balance between different modes of activities (individual, pair and group).	80%	13%
36	The tasks are learner friendly.	90%	10%
37	The task requires learners to exchange information.	87%	10%
38	Every exercise has a clear direction.	87%	7%
39	The tasks designed in such a manner that it encourages interaction between learners and the teachers.	73%	10%
40	Tasks are challenging for both the teachers' and the students'.	70%	13%
41	Tasks are appropriate for the attainment of the objectives incorporated in the book	73%	7%

5.2 Analysis and discussion in terms of most agreed statements

According to the table above, almost 97% respondents agreed with the statement that the cover page of the new EFT textbook is attractive and informative. It is a very positive opinion about

the textbook, because attractive and informative cover page is very crucial for the learners and teachers to be motivated for learning and teaching a particular subject. The font size and the type used in the book are appropriate according to the level of grades 9-10. 100% teacher respondents of this study agreed and strongly agreed with this point. It shows the positive perspective of the teachers about the textbook. To be an ideal textbook it is crucial that the font size and style should be eye friendly. 97% teachers' experience about the design and illustration are positive that these are economical. 73% teachers' observation about the attractiveness, of the design and illustration is positive; 40% of the respondents agreed and 33% strongly agreed. They also think that the illustrations stimulate students to be creative and are functional. Result shows that 84% agreed with the first statement and 87% agreed with the next statement. It is opined by language teaching specialists that having such qualities are positive to produce an effective textbook. Textbooks can be considered as a tool to motivate and stimulate language learning. (Allright 1982, Lee 1997 & Skierso 1991).

83% of the respondents showed their agreement and 7% strong agreement that generally the new textbook fulfills the general objectives of teaching English to the students. Totally 83% teachers have positive perspective about the textbook in terms of contributing to the attainment of four skills. 86% and 90% teachers' belief in terms of measurability and achievability of objectives is positive. So, here we got the answers of two specific questions of the research whether the objectives of the course for which the textbook is used are met, and the attitude of teachers and students toward the new textbook, Based on the survey it can be said that the new EFT textbook is good enough in fulfilling the general objectives of language learning and it is also clear that the teachers have a very positive attitudes towards this textbook. It was also experienced while observing teachers' classes. Almost all the lessons of the EFT textbook are integrated with four skills along with different tasks and most of the tasks are helpful in achieving four skills as well as fulfilling general objectives of language learning. 50% teachers think that the teaching aids that are suggested in the textbook are appropriate. On this point 13% teachers were neutral. During class observation the researcher asked for clarification about the statement and almost all the respondents said that suggested teaching aids could be appropriate for teaching, CD for practicing listening skills still remained unsupplied from the respective education ministry. So, teachers are ignoring the practice of listening skill and also have stopped teaching those lessons as the necessary listening CDs are absent.

The topics and the contents of the book are appealing, they encourage students to express their own views and allow them to think critically. In these three statements the percentage of the teachers' responses are respectively 74%, 97% and 100%. So, according to the findings it can be predicted that the teachers' perspective towards this textbook is praiseworthy and it can be said that topics and contents of the new textbook are valid for our teaching and learning context as 90% of the respondents' teachers of this study showed their agreement. Any ELT material should include adequate elements for teaching vocabulary because vocabulary plays a pivotal role in language learning. One of the most essential objectives of the study was to explore whether the new EFT textbook contains adequate elements for language teaching or not. It is found that 84% teachers thinking is in favor of this. Another positive finding is 93% teachers think that in the textbook materials for teaching grammar, vocabulary and pronunciation are graded in an appropriate manner and almost 97% teachers supported that there are adequate materials for teaching pronunciation. It is observed by the researcher that there are not any materials or contents for teaching pronunciation directly in the textbook. There are some lessons including some poems but these are reading skill based not for practicing pronunciation. It might be the reasons for the respondents' agreeing. 90% teachers thought that language contents are helpful in achieving four skills and the four skills are adequately covered. , 84% teachers agreed with these two statements which are inspiring. According to the authors of this textbook, the book emphasizes practicing language skills through a variety of meaningful and enjoyable activities which is supported by most of the respondents. So here it may be said that the textbook authors' claims are substantiated. (43+10)% teachers support that there are sufficient materials for spoken English (e.g. dialogues, role-plays, etc.). Almost 97% respondents agreed on the point that the textbook contains adequate reading skill developing materials. According to M O'Neil (1982) well designed course books allow for improvisation and adaptation by the teacher, as well as empowering students to create spontaneous interaction in the class. As the new textbook's language contents are helpful in achieving four skills and the activities of the textbook covered four skills. Moreover, the systems of language learning e.g. vocabulary, grammar and pronunciation are graded in appropriate manner in this textbook integrated with the four skills which is agreed by more than 80% respondents according to the results of the analysis that supports O'Neil's statement.

One of the crucial objectives of teaching is to prepare the learners to be good citizens of the country as well good members of the world society. If language teaching material are designed incorporating different aspects of society and culture, positive views of ethnic origins, occupations, age groups, social groups and disability in comprehensive manner, learners can become socially, culturally and environmentally aware. According to the findings of questionnaire survey of teachers, 90% teachers think that the social and cultural contexts in the book are comprehensible. Not only that, 73% of the respondents agreed with the statement that the book expresses positive views of ethnic origins, occupations, age groups, social groups and disability. So, it can be considered that the textbook is well organized in this respect. Authenticity and reliability are the unavoidable elements of any quality teaching materials. In this respect 73% of the respondents thinking are positive that the contents of the book are authentic and reliable. According to our context, our English teachers used to conduct 5/6 classes per day. So, it is difficult for them to spend more time in preparing lessons. It is encouraging that 84% of the respondents' experience about the textbook is affirmative in terms of minimizing preparation time. 90% teachers said that the textbook is helpful in exploiting the activities to meet students' expectations and 97% support that it is helpful for students in participating and cooperating with teachers in the class. So, 80% respondents consider the textbook as student centered. According to Communicative Language Teaching (CLT) approach there are some important principles of CLT approach, e.g. students will be engaged personally in thinking, creating and enjoying, interacting and cooperating with teachers and others students, using four skills in communication and learning by doing. The opinion of the author of this EFT textbook is: it emphasizes practicing language skills through a variety of meaningful and enjoyable activities. The book will help teachers plan lessons more effectively and teach students communicatively through teaching learning activities. So, the results of the survey are in favor of this opinion. 83% teachers' point of view is the methods used in this book allow students talk more than teachers. Again 90% view about the methods and approach used in the book are helpful in doing pair work and group work and so on and 90% respondents agreed that the methods and approaches used in the textbook are relevant. 78% teachers also think that the methods approaches are helpful in achieving communicative competency. Communicative competence refers to the speaker's internalized knowledge both of the grammatical rules of a language and the rules for appropriate use in social contexts (Hymes, 1966). 100% teacher's

response about the point that the tasks in the textbook motivate learners' participation and 93% of them support that the tasks are presented in a balanced way. All the respondents' opinions about learners' friendliness of tasks is affirmative. Sharing and cooperating, exchanging information are good ways to developing speaking skill and creativity in language learning. Clear instruction/direction is considered the precondition of a successful class. 94% respondents views in this regards are positive that the exercises included in the textbook have clear instructions / directions and 83% teachers reflect on the statement that the design of tasks encourage students' interaction among them and with teachers. Though 83% teachers think that the tasks are a bit challenging for teachers and students, 80% agreed on that point that the tasks are appropriate in attaining the objectives incorporated in the textbook.

5.3 Summary of the discussion

So, at the end of the discussion of the statements that mostly agreed and strongly agreed by the respondents, it may predict that the new textbook has been designed in such a manner that can be suited in terms of the level of the learners. four skills, grammar, vocabulary, pronunciation are included in the textbook skillfully following Communicative Language Teaching (CLT) approach as we have seen in the results that the in the textbook through the tasks, activities and contents incorporated the principles of CLT approach. Moreover, most of the research questions have been addressed positively by the respondents.

5.4 Analysis of results and discussion on the basis of mostly disagreed statements

5.5 Introduction

Every evaluation has some strengths and weaknesses and both of the aspects are equally essential for the further improvement of that particular component that has been evaluated. There are some statements on which the respondents of this study could not agree for their valid reasons. Here the researcher analyzes the result on the basis of those statements on which most of the respondents expressed their disagreement. The researcher has analyzed each statement discussed the results in terms of research questions, literature review and made necessary prediction

Table: 11: Statements that disagreed by most of the teachers.

SL no	Statements	Disagree %	Strongly disagree %
1	There is an informative orientation page.	50%	13%
2	The book has a complete and detailed table of contents.	47%	20%
3	The illustrations is eye friendly	57%	0%
5	The terminal objectives meet the needs and wants of grade (9-10)	33%	30%
6	The objectives are specified at the beginning of each lesson.	30%	27%
7	The objectives are written clearly with simple language.	33%	27%
8	The book is designed incorporating supplementary materials	50%	17%
9	Availability of materials are sufficient	20%	57%
10	The necessary CD and equipment for developing listening skill are supplied with the book are sufficient.	20%	67%
11	The activities are designed keeping well balance of four skills	20%	50%
12	Teachers feel comfort teaching the book.	50%	20%
13	The tasks of the book are appropriate to the level of the students	47%	23%
14	The tasks are helpful in covering syllabus.	33%	37%
15	The tasks of the book are supportive to the testing system.	37%	43%
16	Tasks are designed sequentially from easy to difficult	33%	30%

5.6 Analysis and discussion of the statements mostly disagreed by the respondents

Every textbook should have an informative orientation page by which the learners and teachers get overview of the materials without spending much time. According to the above table 63% teachers' observation is that there is no informative orientation page in the new EFT textbook. It is one of the drawbacks of the book. Another important weak point of the new textbook is that absent of a complete and detail table of contents page. 67% teachers experience is like this. The researcher went through the book and explored that in the new textbook there is a table of content page but not sufficiently detail and complete. In the table of contents the respective material designer put only units' information and page number but under every unit there are several lessons that are not included in the table of content page. Though the respondents

expressed much positive feedback on design and illustration, 63% teachers reflect negative feedback on that point that the illustrations are eye friendly. Through FGD with students and sharing with respondents of the study, the researcher came to know that as the book contains poor quality of paper, most of the pictures, chart, table and graph seemed unclear. 63% and 57% teachers' opinion about the terminal objectives and presentation is suggestive that the terminal objectives are not sufficiently meet the needs of the students and are not presented at the beginning of each lesson. Objectives are presented at the beginning of the unit in general. Furthermore, 60% respondents are dissatisfied about the language used in presenting the objectives. These opinion need to be taken under consideration in order to further improve the textbook. 67% respondents have expressed adverse opinion about the supplementary materials suggested in the book and 77% have the same complain about the availability of those materials. Here teachers mention particularly the listening skill developing materials CDs and equipment etc. 97% teachers' response is negative in this respect. The fact is that though the new English For Today (EFT) textbook introduced in 2013, the necessary listening CDs and text have yet not been supplied by the education ministry. The activities are designed keeping a good balance of four skills. But respondents provided some contradictory responses. 80% teachers showed their positive attitude on the statement that the four skills are adequately covered by the book, but the same teachers showed disagreement about the statement that the activities have been designed keeping a good balance of four skills and their percentage is 70%. According to experience it can be said that the activities have been designed keeping a good balanced of four skills, because all the lessons of the textbook are integrated with four skills skillfully. 70% and 80% respondents' perspectives about the task's relation with the syllabus and testing system are negative. And 63% of them think the tasks are not designed sequentially from easy to difficult.

5.6.1 Summary of the discussion

Analyzing the findings the researcher is inclined to believe that the book has contains enough elements and activities that may make the book an effective textbook in Bangladeshi context. Out of 57 statements of the teachers showed their positive responses on 41 statements and they showed their disagreement with 16 statements. The ratio of the percentage of agreement and disagreement is 72%:28%. So, more weight age is given on the book being effective. There are some areas that need careful consideration while revising the textbook.

5.7 Result analysis of class observation and discussion

Class observation is an important way of looking at the application of any class activities, teaching material, textbook, etc. For this study five classes were observed from five teachers and crucial findings emerged about the new textbook, its activities, contents, authenticity and reliability.

Table: 12: Class observation: 1

Lesson information	Sections of the lesson	Section wise suggested activities of the lesson
Unit:4 Lesson:4 Topic: The story of Lippy	A	Making suggestion about controlling high growth of population discussing in group following clues.
	B	Expressing agreement with logic after reading text
	C	Making prediction using phrases of third conditional in gaps
	D	Gap filling using will and would

5.7. 1: Findings and discussion of class observation 1

The researcher observed the first class in a school at Doulotpur, Kushtia, Bangladesh. It was a class of grade ix. The total number of students of this class was 44 and present students were 41. At the beginning of the class teachers exchanged greetings then declared the topic and asked the students to read the given clues on controlling high growth of population and then instructed them to make more suggestions like these. It was observed that at the beginning of the class students were seen hesitating but gradually they did overcome their problem and did the task successfully. When teacher asked the learners to do the activity in section B by reading the text, students faced problem understanding meaning of some words for example: consequence, inevitable, influential, pursue, hazard, shatter etc. it was observed that teacher also felt difficulty presenting meaning of those words. Though teacher gave some meanings of those words those were not contextual meaning at all. So, it can be said that some words in the EFT textbook's lesson were challenging for the learners and teachers as well. The students those who were advanced learners could cope with the difficulties but those who need extra support were almost silent in the class as teacher used English most of the time. While working in group and pair

students were seen spontaneous and enjoying. Whiling doing the activity of section C making prediction using third conditional students felt problem but when teachers instructed them to take help from their lesson in which the use of third conditional were used contextually. It was an important finding from the observation that the lesson of the textbook were designed very nicely integrating four language skills and using grammar points contextually that helps learners to be developed their communicative competency.

Nunan (1989, p. 11) defined 'task' as a piece of meaning focused work involving learners in comprehending, producing and /or interacting in the target language, and that tasks are analyzed or categorized according to their goal, input data, activities, setting and roles.

Table 13: Classobservation 2

Lesson information	Sections of the lesson	Section wise suggested activities of the lesson
Unit:4	A	Expressing opinion on question 'why we should learn English?'
Lesson:5	B	Read to know more about the importance of learning English
Topic :Let's become skilled workforce	C &D	Working in group to find out why English is needed for particular job
	E	Rearranging sentences by reading text

5.7. 2:Findings and discussion of class observation 2

The second class observation was in a non-government school in Kushtia. In class ten the total number of students was 56 and present were 43. It was a co-education school. The teacher was prepared for the class with his lesson plan. After exchanging greetings the teacher told students to open their book unit four lesson five and instructed them to make groups and asked them to discuss the question-why should we learn English? After five minutes when he elicited the responses it was amazing that most of the groups came out with many logical opinions about the importance of learning English. It was easy for the students because the topic was known to them. After that the teacher assigned them in reading and doing the task in section C again in groups to find out the reasons why English is needed for particular job like hotel front desk

officer and flight crew, etc. They were also assigned to find out some jobs in which knowing English is important. Students were found comfortable doing the tasks except some extra supported learners. It was inspiring that the teacher was very careful about the extra supported learners; he tried to involve them in the task tactfully and also gave them chance to participate in answering questions. Finally students were asked to read a text about the importance of learning English and rearrange sentences or parts of sentences to write a paragraph. Most of the students successfully rearranged the given sentences and wrote the paragraph. Here the researcher mentioned Krashen's (1985) Input Hypotheses ($i+1$) that Krashen believed that language input should be ($i + 1$); that is, the learner should receive input at a level slightly beyond his current level of understanding. If the students are provided comprehensible language input that suit their level, the language learning become successful. In this lesson of the EFT textbook many comprehensible language inputs are provided skillfully that seemed suitable in terms of their understanding level. For example at beginning of the lesson the learners were asked to express their opinion about the importance of learning English then they were given more information about it and asked them to discuss in group for particular job how useful learning English was after that again they were given further information in the form of comprehension and finally asked them to arranged sentences in a paragraph about the importance of learning English. So, it is predictable that how useful and achievable the lesson for the teacher and learners is. So, it can be said that it was a positive side of the new EFT textbook.

Table 14: Class observation 3

Lesson information	Sections of the lesson	Section wise suggested activities of the lesson
Unit:4 Lesson:5	F	Answering comprehensive questions in groups on the experience of the reading passage
Topic : Let's become skilled workforce	G	Doing project work on finding out people in their locality who can speak and write English in their communication, stating their age, education and profession.

5.7. 3: Findings and discussion of class observation 3

It was the observation of the same teacher's class in the same school and section F & G of the same lesson-unit 4 lesson 5; 'Let's become a skilled workforce.' The intension behind the observation was to see how teachers administered the new activity 'project work' which is newly introduced in this textbook. The teacher asked the learners to work in groups and answer the questions that were given in section F as post reading activity. The learners participated in the activity minutely. While students were doing the activity, the teacher did monitoring and corrected their errors in writing by providing the correct information and sometimes corrected by the students and helped accordingly. The teacher also elicited their group work through chain drill and provided necessary correction. The researcher was overwhelmed when the observed teacher asked the students to do the project work in the class. According to the work instruction it was an activity that need to do going back to their locality or village in the form of survey, but when teacher asked them to do that in the classroom they just did brain storming and answer the teacher. By consulting with the observant the research came to know the fact that as the activity was new to them and they did not get any guideline from no one he did according to his understanding. Thus, it can be summarized that the project work was new to the learners and teachers that need to be addressed with sufficient guideline.

Table 15: Classobservations 4

Lesson information	Sections of the lesson	Section wise suggested activities of the lesson
Unit: 1	A	Discussing questions in groups by reading given situation
Lesson: 4	B	Defining responsibilities by reading text
Topic : Responsibilities	C	Making list of responsibilities in groups according to different prompts, situation and place.
	D	Making list incorporating the way of discharging responsibilities by observing posters.

5.7. 4: Findings and discussion of class observation 4

The fourth class was observed in Norsingdi, Bangladesh in class ix in a rural school. The number of student of the class was 60 but 47 students were present on the day of observation. It was a lesson from unit 1, lesson 4 and the title of the lesson is 'Responsibilities'. There were four sections in the lesson incorporating speaking, reading and writing skills. In section A there is a situation given with some questions. The teacher asked the learners to discuss the questions in groups according to given situation. The teacher tried to involve the learners in speaking as much as possible. The teacher elicited the group responses in chain drill technique in order to involve the learners more in speaking. In section B teachers asked them to define responsibility by reading the text. Here in this section the teacher presented some vocabulary for the learners so that they could understand the text well. The most important part of the lesson was section C in which students were asked to make lists on different prompts, situation and according to places. There were eight prompts all together through which the learners had to prepare almost three lists of responsibilities and answer five questions regarding different responsibilities. Here in section C the prompts and questions were on the basis of different responsibilities as a good citizen of a country as well as a human being, a member of whole globe. The last section was about making list watching picture of discharging responsibilities in case of people's throwing household dusts on the road instead of putting into dustbin. It was a awareness raising activity through the learners would be aware about their responsibilities towards environment. It was experienced that the textbook not only contains activities regarding four skills, it was full of awareness raising activities in order to build human characteristics and practice human values to become a good citizen of the whole world.

Table 16: Classobservation 5

Lesson information	Sections of the lesson	Section wise suggested activities of the lesson
Unit: 5 Lesson:2 Topic :Environmental pollution	A	Describing pictures following questions.
	B	Completing table to make statements to express causes and suggestions.
	C	Preparing lecture on selected topic in groups and presenting in front of the class.
	D	Finding out messages from posters and expressing likings with reasons

5.7. 5:Findings and discussion of class observation 5

The last class observation was done in a co-education school in Kushtia district of Bangladesh in class ten where total students were 35 and present were 28. Environment was the title of the lesson which has four sections integrated speaking and writing skills. The teacher followed the steps of the EFT textbook's lesson properly. Involved learners in picture discussion but in section B there were many difficult words for the students that hindered their understanding and teacher also felt problem providing contextual meaning. The words are; apparently, indiscriminate, hazardous, habitations, sediment, landfills, fueling, exhaust, emission etc. in section C the activity of completing table with the information from the text. It seemed as very productive activity but when they were asked to prepare lecture on the statement 'polluting the land means polluting water' and presenting in front of the class seemed challenging to the learners and teacher also faced challenge handling the activity. The last activity was enjoyable to the learners because they got chance to explore the message from posters and express their likings. From the observation it can be expressed that some of the activities and vocabulary are not achievable and without less scope for the students to guess contextual meaning.

5.8 Result analysis and discussion of Focus Group Discussion (FGD)

By conducting Focus Group Discussion (FGD) with the students of x High school, Kushtiasadar, kushtia, the researcher got important information about the effectiveness and problems of the new English For Today (EFT) textbook. Almost seventy percent students said that they feel comfortable while their teachers conduct classes using EFT textbook while almost thirty percent of the respondents of FGD said that they face challenges understanding teachers' classes. A number of students think that the EFT textbook is very important teaching material for them. So, when their teachers conduct classes without EFT textbook, they feel uncomfortable and hesitation. Because, EFT textbooks have great appeal to them, though they face problems understanding teachers classes using EFT textbook. They said that as the textbook was very new to them, they are facing some problems to cope with it, but for the time being they can overcome the challenges. According to the students who participated in the FGD, understanding teachers explanation, meaning of new words, new activities such as project work, matching meaning according to context, they think that through using the textbook in their classes regularly their competency in four skills will be improved. A number of students said that they sometimes could not understand teachers' instruction, some difficult words. They claimed that in new EFT textbook many difficult words are used that created challenge for them to understand the context of the lesson. They said that new EFT textbook has designed incorporating many useful activities. Though they face problems in doing project work most of them like to participating such types of activity. Almost seventy percent students expressed feelings about the pictures of the book positively. They also like the general appearance of the book though they have complained about the paper used in the book. They enjoy participating classroom activities like: pair work, group work chain drill etc. they told that the activities of the book helps them thinking creatively and critically.

Chapter 6: Recommendations

- The paper that is used in the text book need to be changed so that it can last long. For developing country like us we need to think reusing the text book at least three times. For doing so we have to use such types of paper that lasts long.
- The language of the book needs to be made easy and simple, jargon need to be avoided.
- The nature of the project work included in the book need to be doable and authentic. Besides this, necessary guidelines on project work need to be providing as teachers' guide.
- Materials suggested in the book need to be provided as early as possible: e.g. Listening CD, Teachers' Guide and necessary equipment,
- Objectives need to be specified at the beginning of each lesson rather than each unit.
- Keeping balance between the testing system and the text is very crucial. Taking this issue into account, text book need to be revised.
- A detailed table of contents page including lesson information should be added at the beginning of the book.
- Teacher orientation on that book should be ensured as early as possible.
- Color pictures can be attractive and motivatingfor learners. So, if it is possible to set color pictures that would be helpful for teaching.
- A book map incorporating unit, lesson, language learning skills, grammar points, new vocabulary and language functions need to be added after the table of contents page.
- Adequate materials for developing students' pronunciation need to be included.

6.1 Conclusion

A textbook is an important teaching material for a country like ours. We have EFT textbooks for primary to higher secondary levels. Textbook designing is a continuous process, because the world is changing every day. Everyday new information is being added to the teaching learning system. To cope with changing world, bringing change is crucial. Understanding this importance, our education ministry has changed our EFT textbooks. Changing is not the end step of any process, implementing the change effectively is crucial for the sustainable development in any sector. Through this study the researcher has evaluated the effectiveness of our newly introduced EFT textbook for classes 9 - 10. The most inspiring finding of this study is that teachers and the students are appreciating the change. Most of the teachers and students have positive attitude towards the new textbook. The findings explored by this study will be helpful for bringing further development in this regards. The study will pave the way for further research .

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Appendices

Appendix A

Questionnaire for the teachers

Disclaimer: This information is going to be used only for academic purposes and will not be disclosed to anybody or any organization.

N.B: The questionnaire is only applicable for those teachers who teach English first paper (EFT textbook) in their Schools.

Teacher's name: (optional) _____

School: _____

Address of the school: Village. _____ Post office _____

Thana _____ District _____

Respondent's mobile No. _____, Email address (if available)

Educational qualification: SC BA BA B MA MA Med

Others (please, mention) _____

Experience in teaching English (years): 1-5 6-10 11-15 15+

Necessary instruction for the respondents

Read the following statements with every heading and put tick (√) mark on the relevant column that match with your opinion. 1 (agree), 2 (strongly agree), 3 (disagree), 4. (Strongly disagree) 5 (neutral)

A- General Appearance		Response				
No.	Statements	1	2	3	4	5
1	The cover is informative and attractive.					
2	The font size and type used in the book are appropriate for (9-10)					
3	There is an informative orientation page.					
4	The book has a complete and detailed table of contents.					
5	Every lesson is given an appropriate title.					
B- Design and Illustration						
Statements						
1	The illustrations are attractive.					
2	The illustrations stimulate students to be creative.					
3	The illustrations are functional.					
4	The illustrations is eye friendly					
5	The design and illustration economical					
C- supplementary Materials						
N	Statements					
o.						
1	The book is designed incorporating supplementary materials					
2	Availability of materials are sufficient					
3	The teaching aids that suggested in the book are appropriate					
D- Objectives						
Statements						
1	Generally, the book fulfills the general objectives of Teaching English					
2	The terminal objectives meet the needs and wants of graders (9-10)					
3	The objectives are specified at the beginning of each lesson.					
4	The objectives are written clearly with simple language.					
	The objectives contribute to the attainment of achieving four skills.					
5	They are measurable.					
6	They are achievable					
E- Topic and Contents						

N o.	Statements					
1	The topic and the contents of the book are appealing					
2	The topics encourage students to express their own views.					
3	The topics allow students to think critically.					
4	The topic and contents are valid according to our context					
F- Language Contents						
N o.	Statements					
1	The book includes adequate materials for teaching vocabulary.					
2	The materials for teaching grammar, vocabulary, and pronunciation are graded in an appropriate manner.					
3	The book includes adequate material for pronunciation work.					
4	Language contents are helpful in achieving four skills					
G- Language Skills						
N o.	Statements					
1	The four skills are adequately covered.					
2	There is sufficient material for spoken English (e.g. dialogues, role-plays etc.)					
3	There are adequate materials and activity for reading skill					
4	The necessary CD and equipment for developing listening skill are supplied with the book are sufficient.					
5	The activities are designed keeping well balance of four skills					
H-Social and Cultural Contexts						
	Statements					
1	The social and cultural contexts in the book are comprehensible.					
2	The book expresses positive views of ethnic origins, occupations, age groups, social groups and disability.					
3	The contents of the book are authentic and reliable					
I- Teachability						
	Statements					
1	The book helps teachers to minimize their preparation time.					
2	The book helps teachers exploit the activities to meet the students' expectations.					

3	Teachers feel comfort teaching the book.					
4	Students' participate in the class and co-operate teachers teaching this book.					
5	The tasks of the book are appropriate to the level of the students					
J- Teaching Methods/approach						
statements						
1	The methods used are student-centered.					
2	The methods used allow students to talk more than teachers.					
3	The method/ approach followed in the book are helpful for doing group work, pair work, etc.					
4	The teaching method/approach followed in the book is the latest in the field.					
5	The teaching method/approach followed in the book is helpful in achieving language competency.					
K- Practice and Testing						
Statements						
1	The task s in the text motive learners participation					
2	There is a balance between different modes of activities (individual work, pair work and group work etc).					
3	The tasks are learner friendly.					
4	The task requires learners to exchange information.					
5	Every exercise has a clear direction.					
6	The tasks designed in such a manner that it encourages interaction between learners and the teachers.					
L-Syllabus Friendliness						
Statements						
1	The tasks are helpful in covering syllabus.					
2	The tasks of the book are supportive to the testing system.					
3	Tasks are challenging for both the teachers' and the students.'					
4	Tasks are appropriate for the attainment of the objectives incorporated in the book					
5	Tasks are designed sequentially from easy to difficult					

Thank you very much for your cooperation

Appendix B

Class observation form

School: _____ Upozila _____ district _____

Subject :(Lesson/Topic) Class:

Total Students:

Present Students:

Date:

Teacher's Name:

Mobile No:

Indicators		Details	Comments
Teacher prepared Lesson Plan:			
Use of English Language:	Teacher		
	Students		
The frequency of using textbook:			
Teacher followed all the steps of EFT:			
Use of techniques e.g. pair/ group work, chain drill etc.			
The nature of Students' response:			
The way Teacher's encouraging the Students:			
Teacher attitudes towards extra Support Learners			

Attitude of extra supported students towards the tasks		
Teaching Aids used by the teacher		
Teacher and students felt comfort dealing with the tasks.		
Students participated in every task spontaneously		
Teacher 's dealing with the errors		
Teacher relates the task with the objective of the lesson.		
The difficulties faced by the teacher		
The nature of difficulties faced by the students		
Teacher feelings in making sequence among the activities of the lesson.		

Observer's overall comments:

Signature of the Observer:

Name :

Designation:

Date

Appendix C

Focus Group Discussion (FGD) questionnaire for the students

How do you feel when your teacher conducts a class by using EFT book?

How do you feel when your teacher conducts a class without EFT book?

Do you face any challenges in your English class? What types of problems do you face in your English class when your teacher uses EFT book?

How do you feel doing the tasks of EFT book?

Is the language of the book easily understandable? Clarify.

Are the tests, activities and exercises provided in the book effective? Why?

How satisfactory is the general appearance of the book?

What types of problems do you face while reading the text of the book?

Is the book helpful for developing four skills (listening, speaking, reading and writing)?

How?

How this book helps you and your teachers to complete the syllabus?

Is the book helpful for grammar learning? How?

Do you find anything new in this book? Please, explain.