

**Evaluation of the Higher Secondary textbook “*English For Today*” from
CLT Perspective**



A Dissertation Submitted in Partial Fulfillment of the
Requirements for the Degree of Bachelor of Arts in English

By

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August, 2018

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Acknowledgement

First and foremost, the researcher would like to thank the Almighty for being with her and for providing her the required strength and patience to complete her research.

Secondly, the researcher would like to show her utmost gratitude to her supervisor Lubaba Sanjana for her upmost support and encouragement. The researcher has often failed to comply with her instructions and yet, she has been kind to the researcher throughout the whole process. Without her guidance, coming to this far would not be possible.

The researcher feels indebted to all the faculty members of ENH Department who helped the researcher to learn and grow throughout her graduation period.

Finally, the researcher sincerely wants to thank all of her family members, and friends, who provided her with sincere advice and support. The completion of this research paper would not be possible without the blessings and love of all of them.

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Abstract

Textbook is an irreplaceable component while teaching any subject; language teaching and learning falls under this as well. As language is not a product but a process, the way it is used in the surroundings is constantly going through a modification process as well. Thus, in order to acquire a language, the materials used should be updated as well. The more the materials, the contents and the tasks are communicative, real-life based, the more an effective teaching and learning situation can be assured. For this reason, evaluation of textbook is a very crucial factor. The purpose of this study is to evaluate the higher secondary textbook “English For Today” based on its contents, activities, areas focused (four language skills) and the whole approach of the book, whether it is communicative or not.

Chapter One: Introduction

1.1. Introduction

Even after studying English for a long time, a significant number of students still lack the expected level of proficiency. The main reason is that, the only exposure of the language maximum number of students get is from the classroom. A textbook designed for an English language classroom is one of the major components which acquaint students with the target language. The contents, activities and exercises should be designed in a way that can meet the needs of the learners, make them communicatively competent. Through rigorous practice, mastering the grammatical components of the language yet being unable to communicate in it properly does not fit the sole purpose of learning English. Communicative approach being the underlying method, the textbook "*English For Today*" for class XI-XII and Alim claims "to provide ample opportunities for students to use English for a variety of purposes in interesting situations" (Billah, et al., 2017, p. iii). Keeping in mind the claims made by the textbook, this study will evaluate the textbook "*English For Today*" for class XI-XII and Alim from a communicative perspective.

1.2. Problem Statement

In Bangladesh, English 1st Paper is a compulsory subject for students from class 1-12. And the textbook used for this subject is English For Today. The aim of the English curriculum is to make the learners competent in using English, and thus, the book is claimed to be designed based on communicative approach to language learning (Billah, et al., 2017, p. iii). However, even after studying English for 12 consecutive years, most of the learners still face a hard time communicating in English. They face problems following the discourse of the natives, or while speaking in English, however, that is purely not the case with other two skills- reading and writing. If the four skills were equally distributed in the book and given equal importance as claimed by the book, then every learner would be competent in using

English. The researcher addressed these problems and decided to evaluate the textbook of class XI-XII from CLT perspective.

1.3. Purpose of the study

The present study tried to find out to what extent the textbook and its tasks are communicative as it claims to be. As textbook is one of the core components of a language classroom, evaluating it and then making it more communicative will work as a reward for both the teachers and the learners. With this focus, the researcher decided to evaluate the textbook provided by NCTB.

1.4. Central research questions

This study tried to find out the answers of these following questions-

- a) To what extent do the activities and tasks of English For Today (EFT) help the learners acquire communicative competence?
- b) How the grammatical components have been addressed throughout the textbook?
- c) How the four skills have been integrated in the textbook?
- d) Is the book providing the learners with various situations where they can use the language and assess themselves?

1.5. Significance of the study

English is now considered the language of the world. If a person knows how to communicate in English, he/ she will be in high demand. In a market where English is given utmost importance, it is necessary to address the components that facilitate English in an ESL (English as a Second Language)/EFL (English as a Foreign Language) setting. Since this textbook, English For Today is used across Bangladesh, evaluating it will bring out its SWOT (strengths, weaknesses, opportunities and threats); based on that, appropriate steps can be

suggested to improve the textbook and further procedures can be developed to strengthen its strong points.

1.6. Delimitation

The researcher could conduct the survey with total 136 participants. More participants could give more valid outcome. However, the researcher examined their responses thoroughly and analyzed them as closely as possible.

1.7. Limitations

The limitations of this study were-

- a) The researcher could only conduct this study based on some colleges in Dhaka city. The study would have been more meaningful if some more institutions across the whole country could be included in the procedure.
- b) Due to time constrain and authorization issues, the researcher could only conduct survey in four institutions.
- c) If the number of the participants could increase, the findings could have been more authentic, making the overall research a solid one.

1.8. Operational definitions

Definitions of some key concepts that have been used in this study were-

- a) CLT: Communicative Language Teaching, popularly known as CLT is defined as the teaching of a second language “for the ultimate goal of communication” (Brown, 1993, p. 226). As Cook (2008) mentions, the focus of this approach is on communicative competence rather than on linguistic or grammatical competence (p. 248).
- b) Communicative competence: Communicative competence is the ability to perform in a certain situation without having a breakdown in the conversation. According to

Brown (1993), this competence “enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts” (p. 227).

Chapter Two: Literature Review

2.1. The role of Textbook in ELT classroom

Textbook is an irreplaceable element while teaching any subject; language teaching and learning falls under this as well; other components are learners, teachers, contexts, teaching methods and evaluation. (Billah, 2014) In order to achieve the ultimate goal, a harmony has to be established among these factors. A textbook works as a map which helps to keep a track of how things work better with the students and what triggers their interests or demotivates those (Richards, 2001, pg. 2). The impact of a textbook is so powerful that, Hutchinson & Torres (1994) mentions it as an “almost universal element” for language classroom (p. 315). The more the textbook, and its contents and tasks are communicative, real-life based, the more an effective teaching and learning situation can be assured; Sheldon (1988) sees textbooks as the “heart of any ELT program” (p. 237).

A textbook is a great medium for the teachers and learners to enrich their knowledge and also, associate other resources with it. It is something that the teachers and students can rely upon to know what is in store for them (Ur, 1999, p. 79). Thus, it is important to choose a textbook wisely. However, choosing a textbook that is suitable for most of the people is a hard task (Chambers, 1997, p. 29). Garinger’s (2002) article includes the factors that should be kept in mind while selecting a textbook for an ESL classroom. They are-

- Matching the Textbook to the Program and the Course
- Reviewing the Skills Presented in the Textbook
- Reviewing Exercises and Activities in the Textbook
- Weighing Practical Concerns (n.p.)

The article is designed in a top-down manner; it starts with program curriculum- the broader aspect and ends with tasks and exercises. According to the author, the program curriculum should be thoroughly examined. As long as the goals and the program curriculum

are clear, it will have a greater impact on the textbook. Secondly, there should be a strong correlation between the objectives of the textbook and the objectives of the course. If this relation is maintained, then the tasks and exercises included in the textbook are most likely appropriate fulfill the requirements of the course objectives.

According to Edge (1993), materials (textbooks in this context) are there to help the whole teaching and learning situation. He moves forward saying that, there are some benefits of having a textbook for an ESL classroom; attractive (though it may vary depending on the learners' preferences), reliable because the information provided here are correct and dependable, and also, user-friendly because there are at least some guidelines which the teachers and students can depend on for classwork (pp. 43-44).It creates a common ground for the parties involved. Although, it does not fulfill every need of every learner, it works as a strong supporting instrument (O'Neill, 1982, pp. 105-106).

A textbook helps a learner to prepare him/herself for the future lessons. Classroom environment plays an important role in language acquisition. Language classrooms are diversified because learners are always introduced to different language items in the process of learning the language. According to Richards and Renandya (2002), the classroom setting is always very unpredictable and threatening for the learners (p. 83) which is more the reason of using a textbook.As O'Neill (1982) says, though it ruins the surprises as students know what will be happening in the next class and make the best use of the resources (p. 106). Knowing the content helps to lessen their anxiety level, which in a broader term, helps them to acquire the language faster as their "affective filter" becomes low (Spada & Lightbown, 2006, 37).

2.2. The limitations of using a Textbook

There are numerous materials available in the market that is created particularly for language learning. They are prepared by experts through pilot studies and several surveys.

However, a textbook or materials published for the classroom cannot always fulfill the needs of all the learners or do not always provide the elements that a teacher is seeking for his/her particular class (Block, 1991, p.211) because, language learning process “is far too complex to be satisfactorily catered for by a pre-packaged set of decisions embodied in teaching materials.” (Allwright, 1981, p.9) On the other hand, simply just following the textbook without considering the learners’ demands can back fire the learning process and it can, as Richards and Renandya (2002) mentions, “deskill” the teachers as well (p. 67). If they always rely on the textbook while giving the instructions, it reduces their function as the teacher. A teacher has to make the decision of what and how to continue the class with tasks and activities, as he/she knows better what is best suited for the learners; not others who write the textbook. Thus, depending on what others have written without considering the context is not a good option.

A material might be resourceful for one context; however, it might be polar opposite for the other because every teaching-learning situation is unique on its own. Richards (2001) points out that a textbook that matches the needs of a certain situation perfectly, might not be enough challenging in a different situation (p.2). And also, the scenarios presented in tasks might not be a useful or authentic one for the learners to learn something from it. According to Vygotsky, learners learn better when they are provided with authentic situation and get enough exposure of the language associated with the situation, which he refers to as the “Zone of Proximal Development.” This enables them to learn the language better (Cited in Kozulin, 2003, p.41). However, the existing materials or the activities included may not provide the learners with these kinds of situations.

The selection of a material requires some compromises between what the materials creators want in it due to different financial reasons and what should actually be there. Sheldon (1988) mentions this situation as “poor compromises” between factors that are

“educationally desirable” and “financially viable.” (p. 237). Nation and Macalister (2010) also talk about some factors when a teacher might face issues regarding materials such as, the materials are not appropriate for the context, they do not fit comfortably into the time frame allocated for the course, lack of authentic content in the materials, the contents of the materials are not suitable for the learners’ proficiency level, reading materials contain too many unknown words which learners might see as an obstacle while reading and vice versa, less variety in activities, activities included in the materials are not challenging enough for the learners to brainstorm and generate ideas, language items that the learners need are missing, the four skills of the language are not properly incorporated and divided in the materials etc. (p. 161).

2.3. Additional literature:

2.3.1. Needs Analysis:

In order to solve a problem or a lacking, at first it has to be identified. By identifying it, we try to figure out how we can do to cater to the needs of the parties included. For this process, information should be gathered in order to proceed further. In a language classroom setting, the focus point is on the students and how to meet their needs related to language. Information about their needs is gathered in various ways, for instance, by interviewing them or through observation or by getting data from questionnaires. According to Nunan (1988), needs analysis is done in order to gather information about the learners and their needs (p. 75). Generally, a situation calls for a needs analysis when there is an explicit amount of difference between the current situation and how the things should actually be. Various factors like designing tests, developing materials or bringing change in the teaching procedures largely depend on the findings of the needs analysis, as it lays out the needs of the learners. Hence, it is called “an integral part of systematic curriculum building.” (Brown, 1995, p.35) and that is why it is important to conduct a needs analysis survey. Because based

on the curriculum, textbook and its tasks are designed; the textbook reflects the objectives of the curriculum.

In CLT, either one-to-one sessions or a formal needs assessment should be conducted in order to determine the learner's language needs (Richards & Rodgers, 2012, p. 167). Thus, in order to evaluate a textbook from CLT perspective, needs analysis is also very crucial because, it helps to find out which of these should be prioritized, for example- learners' different learning styles, their interests, purposes etc. There are moments when a learner can't decide what his or her actual language need are, at that point, a teacher's belief comes in. Because needs assessment just not only includes learners, there are other stakeholders like, teachers, administrators, test designers, guardians etc. who directly or indirectly play a very important role. A responsible teacher always uses his or her own experience and "understandings of how people learn languages and the beliefs [...] hold about language teaching that stem from those understandings." (Graves, 2007, p.27) The more a teacher becomes explicit about his/her beliefs, the more it helps to guide his/her choices. Grave suggests, "What are my student's needs? How can I assess them so that I can address them?" (2007, pg. 3) is something an ideal teacher is always pondering upon. Thus, to meet the needs of the learners, and to make the full use of the teacher's beliefs, needs analysis is a must.

2.3.2. Environmental Analysis:

Environmental analysis affects the result of needs analysis. Trained teachers, the classroom size, number of students, light source, furniture, the setting, etc. affects the use of textbook. For example, the task mentioned in the textbook requires students to work in group to improve their communicative skill. However, the classroom is so congested that they can't change their sitting arrangement (fixed bigger benches for to accommodate around 150+ students). In this case, it is problematic to go for group work because such layout facing the teacher is for teacher-centered teaching. The traditional classroom is more appropriate for

board works and individual works rather than communication based or task-based classroom (Scrivener, 2012, p.7). Hence, to evaluate the textbook, it is important to know in which environment it is being used.

2.4. Textbook evaluation:

A textbook has both positive and negative aspects to it, based on where and how it is used and whom it is used for. That is why, as Cunningsworth (1995) suggests, evaluating a textbook is important to make the maximum use of its strong points and strengthen its weaknesses by adapting or using substitute materials (p. 14). Garinger (2002) says that identifying the appropriateness of the text for the learners, the layout, design, and organization of the textbook, cultural factors, ages, interests, and purposes of the students in acquiring a second language should be taken into consideration while evaluating a textbook. Sheldon (1988) also suggested some points which should be considered while evaluating a textbook, such as a rationale, availability, user definition, layout, accessibility, linkage, selection/grading, authenticity, cultural bias, flexibility etc. He concludes the discussion by saying that the evaluation process of a textbook should not be a once-only activity but a continuous process because the learners evolve as they get exposure to new ideas and exquisite contents (p. 242-245).

Brown (1995) suggests that it is important to conduct textbook evaluation just to verify the appropriateness of it in the language program (p. 159). Ellis (1997) talks about two evaluation methods for evaluating language teaching materials; one is the Predictive evaluation, another is the Retrospective evaluation (p. 36). The former evaluation, as the name suggests, talks about which materials to use in the classroom based on the information gathered by expert reviewers, or the teachers can conduct the evaluation themselves with the help of checklists and guidelines. This is considered the primary step. After using the materials, the teachers might feel the necessity to go through a further evaluation to check

whether the material can actually fulfill the requirements of the course. This is a retrospective (post-use) evaluation. According to the article, retrospective evaluation testes whether the result of predictive evaluation is valid or not (p.37). Retrospective- evaluation can be conducted in two ways; impressionistic evaluation and empirical evaluation. Both of these methods focus on the evaluation of the tasks, which basically constitute the whole language teaching material. Impressionistic evaluation gives us a general overview of the whole book (Cunningsworth, 1995, p.1), whereas, empirical evaluation, through the micro-evaluation process, can provide the evaluator with practical and legitimate findings, as it includes student-based, a response-based and learning-based evaluation into account (Ellis, 1997, p.37). McDonough and Shaw (2013) also suggested a framework for textbook evaluation with similar concept but in different names; External evaluation and Internal evaluation (p. 53).

Textbook evaluation is very important for the sake of the learners and teachers because they are the ones who are directly involved in the whole teaching and learning situation. That is why, as Chambers (1997) suggests, both teachers and learners evaluating a textbook seems more convincing than just leaving it for the teachers because both of the parties are involved in using it (p. 34). Their feedback about the textbook is crucial. Wright (1990) puts a greater emphasis on students' responses. He treats the pupils as the "authority", and the teachers and researchers as the "learner" (p. 445). The author conducted a research to find out what the learners thought about a certain textbook they were using. After gathering the feedback, he said that, this whole research might work as an eye-opener for the teachers because through this, they will get to know their students better and learn about their choices and preferences which will help them to use, modify or adapt the tasks and the contents according to the needs of the students; resulting in proper learning.

When a textbook is selected for a language classroom, it is then certain that this book can produce value, quality, and suitability depending on the context and has been accepted by the people who will be associated with it (Litz, 2005, p.9). According to William (1983), as textbook is an important instrument, a teacher should know how to make it useful along with actually using it (p. 254). Although, it is almost impossible for a textbook to satisfy every need of the stakeholders and be appropriate for every context (Richards, 2001, p. 2), it is important to evaluate it based on some criteria that can match with the context where the textbook is being used. Beside McDonough and Shaw's (2013, p. 58) framework and Ellis's (1997, p. 36) criteria, various authors such as Sheldon (1988, p. 242), Cunningsworth (1995, p. 3-4), Ur (1993, p. 82), William (1983, p. 255) and many others have suggested different checklists for evaluating a textbook. Although these checklists have several similar components so that it can be used across various contexts, no checklist should be put to use without considerable amount of modification because, a general checklist will never know the local context (Sheldon, 1988, p. 242).

2.5. ELT in Bangladesh: A transition from GTM to CLT

Now-a-days, the use of English language has become of prominent importance, both globally and locally. However, before 1996/1997, English was never seen as a medium of communication in Bangladesh, it was just a language, a subject that the learners needed to study in order to get a good grade. Here, at a very early age, children are introduced to the language, mostly like, identifying alphabets, how to pronounce them, and eventually start their formal learning process from class 1 till 12, passing through Primary, Secondary and Higher Secondary level (Hamid & Baldauf, 2008, p. 16). The teaching method and materials used in educational institutions were traditionally Grammar Translation Method (GTM) based, where the basic focus was on prescriptive grammar rules, comprehension, memorization, accurate English production through writing etc. (Ali & Walker, 2014, p. 34);

basically, it was centered on reading and writing skills. A little focus was given to communicative competence.

However, with the rapid use of English as a communicative tool, this whole English Language Teaching scenario had to change. With that in mind, in order to increase the learners' communicative competence, English Language Teaching Improvement Project(ELTIP) and the Government of Bangladesh instigated CLT in Bangladesh's curriculum in 1997 (Seargeant & Erling, 2011, p. 252). In CLT, learners learn through communicating in the target language by carrying out meaningful tasks in meaningful situations (Richards & Rodgers, 2012, p. 161). The central focuses of this approach are on "speaking and listening skills, on writing for specific communicative purposes, and on "authentic" reading texts" (Brown, 1993, p. 226). Therefore, based on such focuses, a new syllabus and textbook was developed by National Curriculum and Textbook Board (NCTB) (Ali & Walker, 2014, p. 34); resulting in the introduction of English For Today textbook series (Seargeant & Erling, 2011, p. 252).

2.6. The Current English For Today (Classes XI-XII And Alim) textbook

After the publication of the first textbook, English For Today has gone through various trial and error processes, and has reached the current stage. The new textbook has been developed according to the National curriculum 2012, keeping in mind the concerns of teachers, learners, and other stakeholders. As the importance of language learning has been shifted to using it in real-life contexts rather than memorizing the rules (Billah, 2010), the textbook has included variety of materials from different genres to give the learners an overview of the prominent issues and what is currently happening around the world (English Curriculum For Eleven & Twelve, 2012, p.24).

The book focuses on communicative functions of language so that the learners can use English for different purposes in various situations (Billah, et al., 2017, p. iii). The units

of the textbook, such as Human Rights, Food Adulteration, Diaspora, Peace and Conflict, Myths and Literature show that the current issues that are in motion in the society have been included in the text, proving the core aspects of Communicative Language Teaching (CLT) (Billah, 2015).

Chapter Three: Research Methodology

3.1. Introduction

This chapter elaborates the full methodology of the study in order to evaluate the textbook English For Today (Classes XI-XII and Alim). It includes the participants, the setting of research, research design, theoretical framework, instrumentation, data collection procedure, data analysis procedure, and obstacles encountered.

3.2 Research Design

This research was designed to see whether the textbook, English For Today, used in Higher Secondary Education system is Communicative Language Teaching (CLT) based or not. In order to do so, the researcher had to take permission from the respective authorities to conduct surveys with both the learners and the teachers. The researcher used a checklist for evaluating the book herself, and two different survey questionnaires, one for the teachers and one for the learners to collect data, where some of the items were the same. Both the questionnaires had closed-ended and open-ended questions. From this, it is visible that the researcher followed mixed method research which includes both quantitative and qualitative research methods. As mixed methods combine both qualitative and quantitative research method, it can gather different types of responses in order to get the best result (Dörnyei, 2007, p. 20). The survey was used as the primary source for data collection.

3.2.1 Quantitative Research

One of the methodologies used in this study is Quantitative research. This kind of research includes “tallying, manipulation, means, percentage, or aggregation of quantities of data” (Henning, 1986, p.702). Hence, under this methodology, closed-ended questions were developed to collect data.

3.2.2. Qualitative Research

Another methodology used in the study is Qualitative research methodology. As the name suggests, this type of research helps to get a more detailed response for collecting data. This method, according to Jacob (1987), attempts to present the data from the viewpoint of the participants so that “the cultural and intellectual biases of the researcher” do not alter the interpretation or presentation of the data (as cited in Seliger & Shohamy, 2015, p.118). Thus, the researcher incorporated subjective opinions of teachers and students in this study.

3.3. Theoretical Framework

Based on McDonough and Shaw’s (2013) framework for textbook evaluation, the researcher decided to analyze the data. In the light of the framework, the researcher also adapted and used a checklist developed by Mukundan, Nimehchisalem, & Hajimohammadi to evaluate the textbook herself.

The framework proposed by McDonough and Shaw (2013) includes external evaluation and internal evaluation (p. 53). External evaluation includes the findings from the “blurb, introduction and table of contents” (ibid, p. 54) to get a general overview of the whole book. And, Internal evaluation, as the name suggests, analyzes the presentation of four skills, discourse level competence, relationship of tests and exercises to meet the learners’ needs etc. (ibid, pp. 59-60).

3.4. Sampling

As Dörnyei (2007) says, the group of participants whom the researcher examines in order to get the final result of any particular study is defined as sample. (p.96). Therefore, for the study, the researcher has collected responses of five teachers and 131 higher secondary level students from four reputed colleges of Bangladesh. The target group of this study was students of class XII. The details of the sampling are given in the following table:

Institutions	Students	Teachers
A College	39	1
B College	35	1
C College	25	2
D College	32	1
Total	131	5

3.5. Setting

The study was conducted in four Bengali medium colleges and in a formal setting. The researcher was given one class of students from each of the institutions, three teachers from three institutions and two teachers from another one in order to conduct the research. The surveys were done in class hours. The authorities were supportive enough to allow the researcher to do her survey in the class time. The participants (both the teachers and students) had to fill out the survey questionnaires; the researcher was present the whole time in case if they needed any assistance. Their anonymity was ensured and they were asked to provide honest responses to the questions. Hence, the researcher believes that the responses were authentic and free from any partiality.

3.6. Instrumentation

For collecting data, the researcher used a checklist to evaluate the book. Two survey questionnaires were also used to collect data from the participants.

Each survey questionnaire had 10 questions with sub-sections in some of them and it was constructed based on the central research questions. The questionnaires had both open-ended and closed-ended questions. For open-ended questions, they were provided with enough spaces to elaborate their answers. And in closed-ended questions, they were given options to choose from.

3.6.1. Survey Questionnaires

Questionnaires are a great way of collecting information. As Brown says, for gathering wide-ranging information, all kinds of questionnaires are thought to be very effective (1995, pg. 51). Dörnyei (2007) defined questionnaire as “any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers” (p. 102). In the questionnaire, the questions can be both close-ended and open-ended. The open-ended questions allow the respondents to decide what to include and how to include. On the other hand, closed-ended questions include “the range of possible responses” and are pre-determined by the researcher (Nunan, 2013, p. 143). The two sets of questionnaires are included in Appendix A and B.

3.6.2. Using a checklist for evaluation

For textbook evaluation, checklist works as a very effective instrument. The evaluator is provided with a list of valid and reliable features to evaluate a teaching-learning material (Mukundan, Nimehchisalem, & Hajimohammadi, 2011, p. 100). For evaluating, the researcher used an evaluation checklist developed by Mukundan, Nimehchisalem, & Hajimohammadi. However, the checklist was adapted and modified based on the research focus, context and participants. The checklist used by the researcher is included in Appendix C.

3.7. Data collection procedure

For collecting data, the researcher had to go through certain steps. At first, the researcher had to choose some institutions. Then, to seek permission from the authorities, the researcher submitted a recommendation letter provided by the researcher’s supervisor, and talked to them personally to allow her to conduct a survey with one higher secondary English

1st paper class in their reputed institutions. After getting the permission, the date and time was selected for collecting data and the researcher went there on that particular day.

3.8. Data analysis procedure

After data collection, the researcher went through several procedures to analyze them. The close ended questions were analyzed using Microsoft excel. Questions that had “Yes”, “No” and multiple choice were presented using percentage. The mean scores found from the Likert scale were also tabulated in Microsoft Excel and discussed descriptively in the following chapter. The questionnaires used in the study are attitude based. The respondents were given options and they had to choose from “Strongly Agree”, “Agree”, “Neutral”, “Disagree” and “Strongly Disagree”. In order to keep the calculation simple, values from 1 to 5 were assigned to these five positions, however, in a reversed sequence. Hence, the calculation was done by keeping

Strongly Agree/ Excellent = 5

Agree/ Very Good = 4

Neutral/ Good = 3

Disagree/ Not Good = 4

Strongly Disagree/ Poor = 1 (Likert, 1932, pp. 25-26)

In addition, open-ended questions were analyzed to strengthen the quantitative data. Furthermore, the response from the evaluation done by the researcher using a checklist was also taken into consideration when analyzing and answering the central research questions. Additionally, findings were illustrated using graphical representation to show a clearer and easier picture.

3.9. Obstacles Encountered

The researcher went to six institutions to conduct the survey. However, only four institutions allowed the researcher to conduct her search. And also, even after finalizing the

teacher who will be participating in the survey, the respective teacher bailed out without giving any explanation on the day the researcher went to conduct her survey. Hence, the researcher had to look for another teacher who could be his substitute. However, as the other teachers were busy taking classes, it was hard to find a teacher on that day. Because of this, the researcher had to go there another day in order to take responses from another teacher who agreed to be a part of the participants.

Chapter Four: Analysis & Discussion

This chapter includes the findings and results of Qualitative and Quantitative data collected from both the learners and teachers survey questionnaire.

4.1. Quantitative & Qualitative Survey: Data collection and results from students'

responses:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Mean Score
I. Objectives							
a. The textbook responds to the objectives of the curriculum	12	68	45	4	2	131	3.64
b. The objectives of each lessons are written at the beginning of their respective lessons	0	0	0	73	58	131	1.55
c. The objectives are measurable	9	54	39	16	13	131	3.22
II. General Appearance							
a. The font size and type used in the book are appropriate	38	68	19	4	2	131	4.03
b. The book has an elaborated table of contents	9	57	36	23	6	131	3.30
c. The illustrations used in the book go with their respective topics	12	62	36	14	7	131	3.44
d. The illustrations are attractive	11	44	34	31	11	131	3.09
III. Contents							
a. The language of the book is easily understandable	19	56	25	24	7	131	3.42
b. The topics are appropriate for Bangladesh's context	19	61	24	20	7	131	3.49
c. The topics are interesting	16	58	27	23	7	131	3.40

d. The contents represent real life communicative situations	24	67	27	8	5	131	3.74
e. The content contains real-life issues that enables the reader to think critically	17	59	31	17	7	131	3.47
f. The topics encourage learners to express their own views	15	51	35	20	10	131	3.31
g. The book includes contents related to ethnic groups and disability	10	15	5	30	71	131	1.95
IV. Language Contents							
a. The textbook covers grammatical items appropriate for the learners' level	23	47	23	28	10	131	3.34
b. Grammatical items are merged in the lesson indirectly	38	60	10	18	5	131	3.82
c. The book includes adequate materials for learning vocabulary	26	62	23	14	6	131	3.67
d. The book includes adequate material for pronunciation work	18	58	21	25	9	131	3.38
V. Types of Activities and Exercises							
a. The activities are task-based and interactive	8	52	41	25	5	131	3.25
b. The activities require learners to use new vocabulary to communicate	15	75	21	12	8	131	3.58
c. The activities have scopes for pair or group works	30	68	19	9	5	131	3.83
d. The book contains communicative exercises and activities that are effective in real life	40	56	18	11	6	131	3.86
e. The main purpose of the exercises are clear	5	57	7	37	25	131	2.84

f. The exercises promote critical thinking of the text	37	68	13	10	3	131	3.96
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Table 1: Findings from segment questions

4.1.1. General findings and analysis of question VI

In segment VI, the learners were asked if the textbook has enough room for practicing and developing the four skills, and vocabulary, a subskill. The outcome of this question is presented in the following chart-

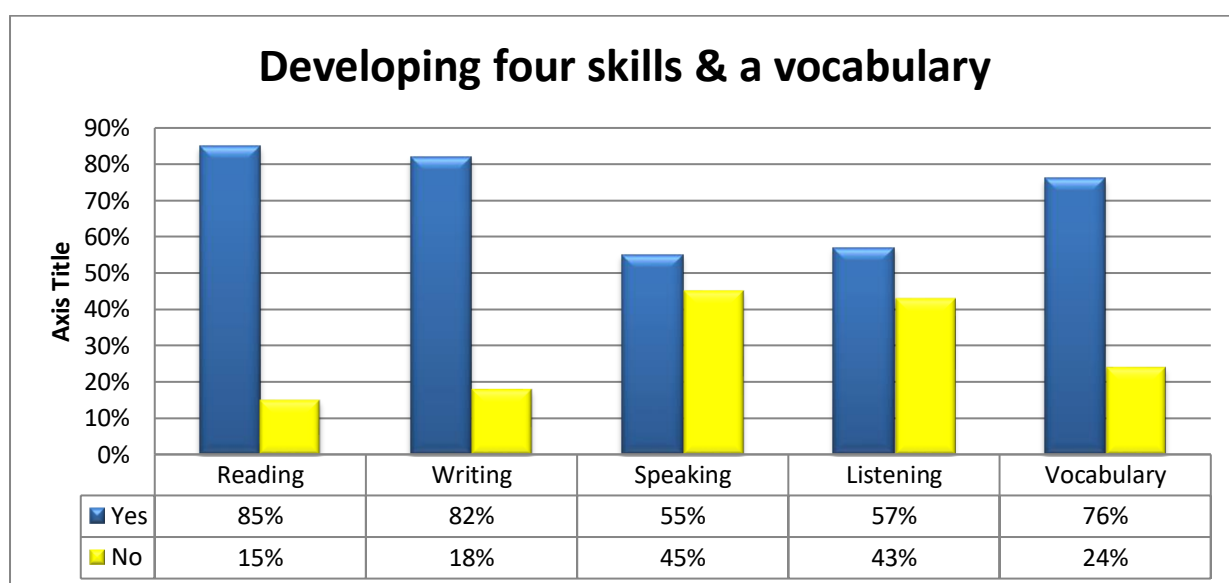


Fig 1: Findings from Yes or No questions

From Figure: 1, it is visible that from 131 learners altogether, for reading, 85% responded positively but 15% responded negatively. In case of writing, 82% responded positively whereas 18% responded negatively. For speaking skill, the positive-negative percentage is 55% and 45% respectively. For listening, 57% responded positively and 43% responded negatively. And, for the subskill, which is vocabulary, 76% had positive responses and 24% had negative.

After analyzing the results from the chart above, it can be said that, except speaking and listening skills, the other three skills are in a very satisfactory position.

4.1.2. General findings and analysis of questions VII

In segment VII, the researcher wanted to know if the lessons from the textbook helped the learners to deal with real-life situations. Based on their responses, they had to provide reasons as well. The overall result is-

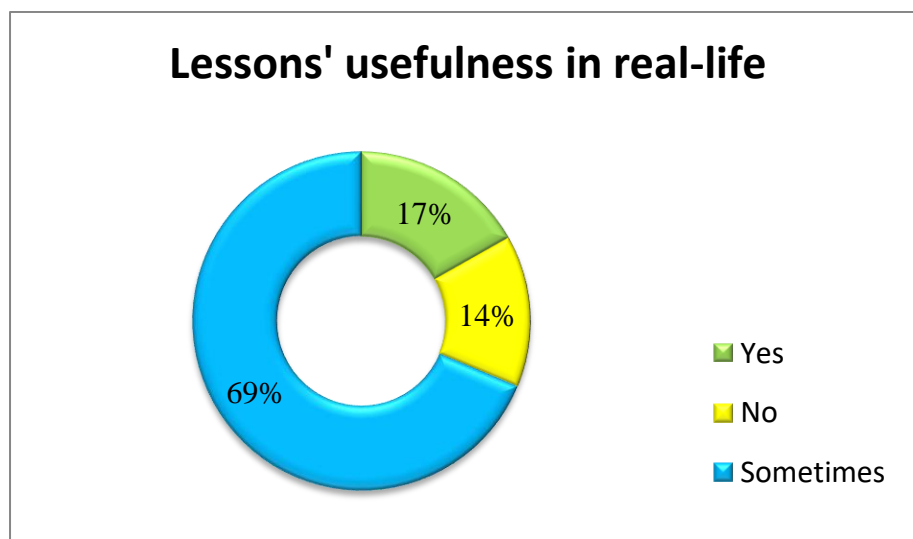


Fig 2: Results of segment VII

In the reasoning part of this question, different learners elaborated why they chose the particular option. Learners who agreed and partially agreed to the question mentioned that, topics like “Dreams”, “Human Rights”, and “Human Relationships” sometimes helped them in continuing conversations and made them share their own perspectives, which means, the contents in the textbook had real-life contents which helped the learners to deal with real-life scenarios. On the other hand, learners with negative responses claimed that they never faced any similar situations mentioned in the textbook. Hence, they were unable to comply with it.

However, the contents of the books are recent topics that are in motion in our surrounding. Never facing any situations like those or not getting to use the knowledge from the textbook in real-life situations seemed a bit comical. For this reason, the authenticity of their responses can be questioned. Apart from this issue, the overall analysis of the chart shows a positive attitude.

4.1.3. General findings and analysis of question VIII

Segment VIII tried to find out how the learners assessed themselves based on their performance in various situations provided by the textbook. In response to that, the outcomes are-

Statements	Excellent	Very Good	Good	Not Good	Poor	Total	Mean Score
a) Comprehension level	10	21	80	12	8	131	3.09
b) Knowledge of vocabulary	12	27	65	17	10	131	3.10
c) Level of accuracy while speaking	2	21	50	38	20	131	2.59
d) Level of accuracy while writing	8	27	67	23	6	131	3.06
e) Fluency while speaking	7	14	57	37	16	131	2.68

Table 2: Findings from self-assessment

4.1.4. General findings and analysis of two open-ended questions (IX & X)

Through question IX, the researcher wanted to know what the learners do when they do not know the meaning of a word. The overall answer from 131 learners is, whenever the learners faced a problem with the meaning of a word, they tried to figure it out from the context, by reading the additional lines. And in most of the cases, the context was good enough or the supporting lines were meaningful enough to get the gist of the unknown word. Their last resort was the teacher or the dictionary.

After analyzing the result, it can be said that, the contents of the book are resourceful enough to meet the needs of the learners in most of the cases; which can be considered as a positive aspect of the book.

Via question X, the researcher wanted to find out whether watching or listening to English movies/ songs/ documentaries helped the learners improve their English, why and how. 131 students agreed to the statement and when they explained, the summary was, it

gave them an exposure of the target language used by the native speakers in their own culture. At first, they had a hard time following the dialogues or lyrics. At that time, they resorted to reading lyrics while listening to the songs or watched movies with subtitles. Slowly but surely, they observed how words were pronounced, and how they were used in real-life situations. It made them acquainted with the language, developed their listening skill, and increased their vocabulary. That is how it helped them to improve their English.

Based on their responses, it can be claimed that, to improve learners' listening skill, they need exposure of the target language as much as possible in order to become familiar with its way of usage.

4.2. Quantitative & Qualitative Survey: Data collection and results from teachers'

responses:

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Mean Score
I. Objectives							
a. The textbook responds to the objectives of the curriculum	0	3	1	1	0	5	3.4
b. The objectives of each lessons are written at the beginning of their respective lessons	0	0	0	0	5	5	1
c. The objectives are measurable	0	3	1	1	0	5	3.4
II. General Appearance							
a. The font size and type used in the book are appropriate	3	2	0	0	0	5	4.64
b. The book has an elaborated table of contents	2	3	0	0	0	5	4.4
c. The illustrations used in the book go with their respective topics	1	3	1	0	0	5	4
d. The illustrations are attractive	0	2	1	2	0	5	3

III. Contents							
a. The language of the book is easily understandable	2	3	0	0	0	5	4.4
b. The topics are appropriate for Bangladesh's context	1	4	0	0	0	5	4.2
c. The topics are interesting	0	2	1	2	0	5	3
d. The contents represent real life communicative situations	2	2	1	0	0	5	4.2
e. The content contains real-life issues that enables the reader to think critically	1	3	1	0	0	5	4
f. The topics encourage learners to express their own views	1	2	1	1	0	5	3.6
g. The book includes contents related to ethnic groups and disability	0	0	0	3	2	5	1.6
IV. Language Contents							
a. The textbook covers grammatical items appropriate for the learners' level	3	2	0	0	0	5	4.6
b. Grammatical items are merged in the lesson indirectly	1	4	0	0	0	5	4.2
c. The book includes adequate materials for teaching vocabulary	1	3	1	0	0	5	4
d. The book includes adequate material for pronunciation work	2	2	0	1	0	5	4
V. Types of Activities and Exercises							
a. The activities are task-based and interactive	2	2	1	0	0	5	4.2
b. The activities require learners to use new vocabulary to communicate	1	3	0	1	0	5	3.8

c. The activities have scopes for pair or group works	3	2	0	0	0	5	4.6
d. The book contains communicative exercises and activities that are effective in real life	0	2	2	1	0	5	3.2
e. The main purpose of the exercises are clear	0	2	1	2	0	5	3
f. The exercises promote critical thinking of the text	1	3	1	0	0	5	4
VI. Teachability							
a. The book is flexible and adaptable enough for the teacher to teach	2	2	1	0	0	5	4.2
b. The book helps a teacher to understand learners' needs through different tasks	0	3	2	0	0	5	3.6
c. The exercises of the book are appropriate for the learners	1	3	1	0	0	5	4

Table 3: Findings from segment questions

4.2.1. General findings and analysis of question VII

In segment **VII**, the teachers were asked if the textbook has enough room for practicing and developing the four skills, and vocabulary, a subskill. The outcome of this question is presented in the following chart-

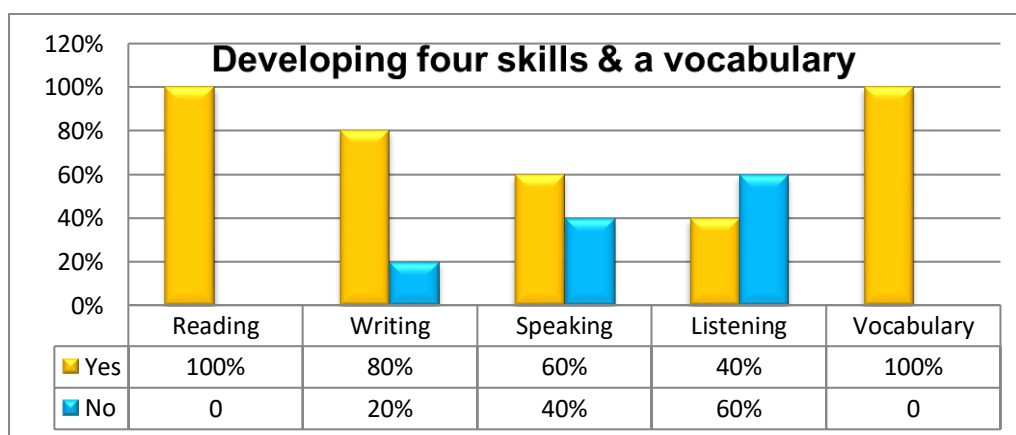


Fig 3: Findings from Yes or No questions

From the figure above, it is visible that from 5 teachers altogether, for reading, and vocabulary all of them responded positively. Thus, the result is 100%. In case of writing, 80% responded positively whereas 20% responded negatively. For speaking skill, the positive-negative percentage is 60% and 40% respectively. For listening, 40% responded positively and 60% responded negatively.

After analyzing the results from Chart: 3, it can be said that, except speaking and listening skills, the other three skills are well included in the textbook.

4.2.2. General findings and analysis of question VIII

In segment VIII, the researcher wanted to know if the teachers thought the lessons from the textbook helped the learners to deal with real-life situations. Based on their responses, they had to provide reasons as well. The overall result is-

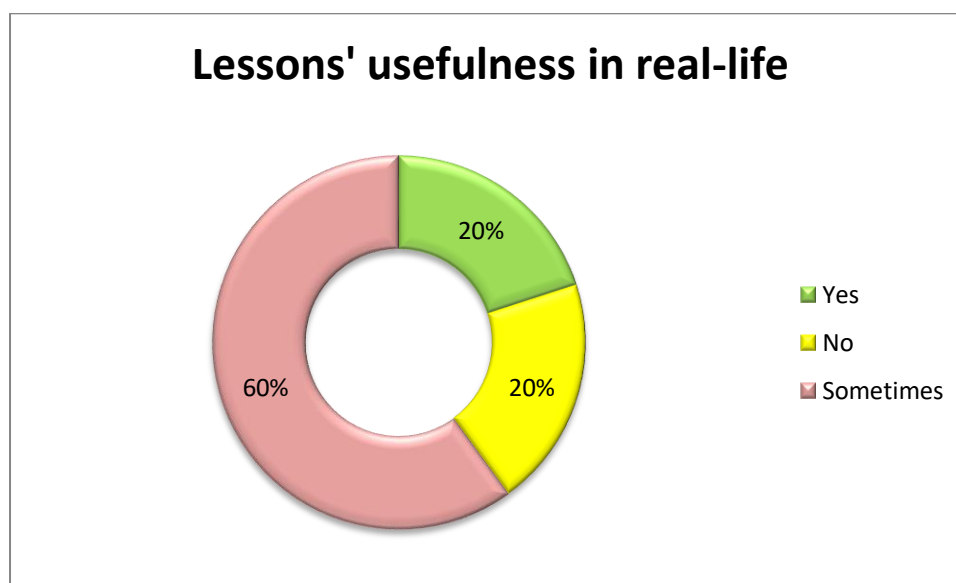


Fig 4: Results of segment VIII

In the reasoning part, teachers elaborated why they chose the particular option. Teachers who agreed and partially agreed to the question mentioned that, topics like “Environment and Nature”, “Human Rights”, “Art and Music” and “Human Relationships” sometimes helped the learners in continuing conversations and made them share their own perspectives. Teachers with negative responses claimed that learners who have no interest in

reading the book had hardly ever read it, except for the need to pass the examinations. Thus, even if topics like above mentioned ever rose, they would hardly be able to deal with it.

Upon analyzing this, it can be said that, there are topics in the textbook based on real-life situations which have a positive effect on the learners. On the other hand, there are some students, who still don't find the contents that much interesting. Hence, when they don't like the first content that they read, they lose their interest of reading the book from that moment onwards.

4.2.3. General findings and analysis of two open-ended questions (IX, & X)

Question **IX** asked; whether the teachers should be provided with training in order to use the book more effectively. In response to that question, all of them responded positively. Three teachers said that, they are the product of the previous system which is Grammar Translation Method. Even if the authority or education ministry holds training for them, short trainings like those cannot fully change what they have developed for the past years. As the book is based on CLT method, they still cannot fully take the classes using its full potential. Other two teachers responded that, training is important to improve their ability. Hence, they should be provided with more training sessions.

After analyzing this, it can be said that, for most of the parts, the teachers have welcomed the book and are trying to make the full use of it to make the full teaching-learning situation a remarkable one. However, as some of the teachers had their education in GTM and for most of their teaching life, they had been implementing it; suddenly a shift in the teaching method because of the CLT-based textbook is a huge issue for them. They should be provided with enough training to have a grasp over the new method, and teachers who are acquainted with it should get more rooms to improve themselves.

In the last question **X**, the researcher wanted to know the teachers' take on the new book, as it has changed to a great extent. They were also asked to give some suggestions, if

they had any, to improve the book. Altogether they were positive about the changes in the book. They said, the contents were more real-life based than before. However, learners still cannot find it fully appealing. Four of them suggested that, as teachers are the ones who deal with the learners in the classroom, they also have valuable insight on the learners' interests. Thus, if they were included in choosing the contents of the book, they think it would increase the quality of the book more. Another thing that they mentioned is the unequal representation of the four skills. Contents, tasks and activities to improve the speaking and listening skills keeping in mind the classroom setting and facilities should be taken into consideration.

After analyzing this segment, it can be said that, the teachers should be a part of the textbook developing process because they are the ones who are dealing with the learners themselves; are acquainted with the different learning styles of the learners and with the whole classroom setting. Thus, their feedback can play an important role in the textbook development process.

4.3. Discussion of the central research questions

This part of the study discusses the four central research questions in light of the survey analysis and findings from the researcher's evaluation of the textbook.

4.3.1. In response to central question one

The first research question focuses on the fact, whether the tasks and activities of English For Today textbook help the learners to acquire communicative competence. In order to answer this question, both the survey questionnaires of teachers and students had two

questions; question no. III- Contents, and question no.V-Types of activities and exercises.

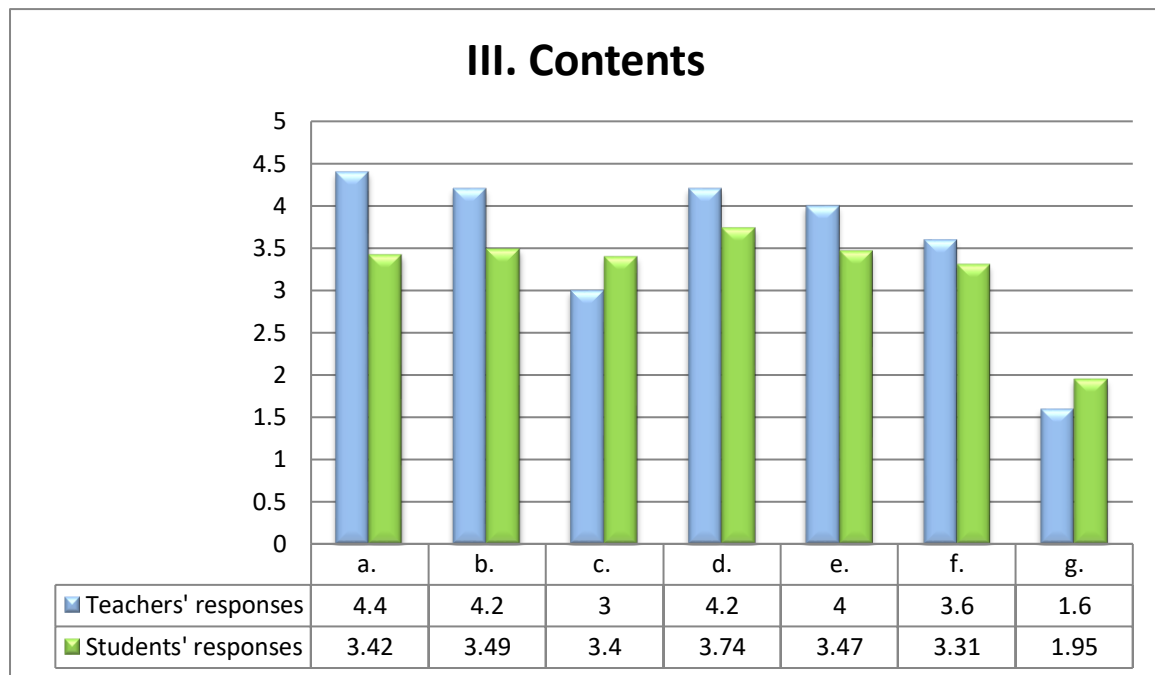


Fig 5: Ratio of student & teacher responses

Based on the results of Fig: 5, it can be said that the sample groups are almost on the same wavelength about the contents of the textbook (for details, see Table 1); the researcher also has a similar opinion about these segments, based on her evaluation of the textbook. The contents used in the textbook are real-life based, which enables the learners to know the current issues around them. If they have an understanding of what is happening around them, they can easily express their opinions about it as they are enriched with adequate knowledge about the topic.

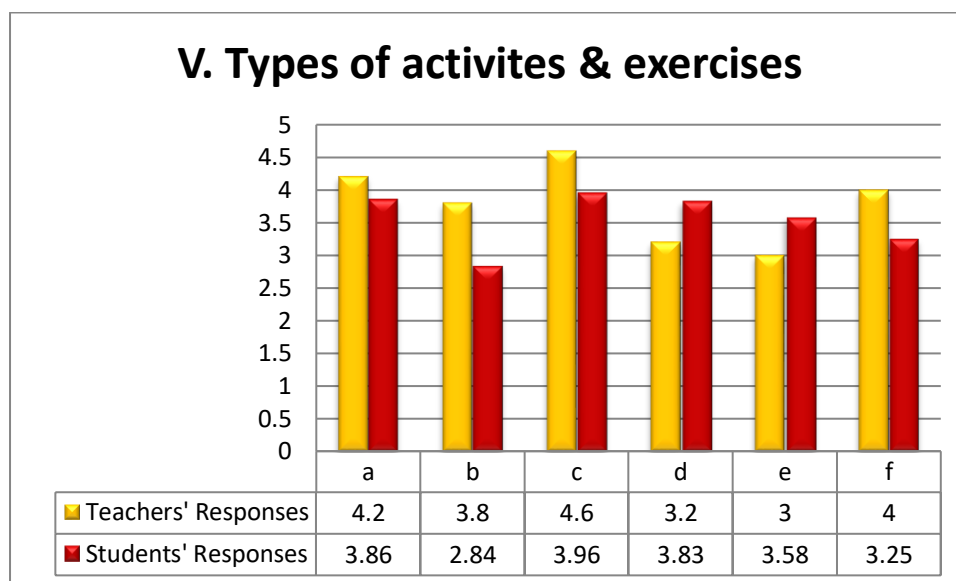


Fig 6: Ratio of student & teacher responses

From this figure, it is noticeable that, the participants' responses are in harmony for all segments of question no. V (for detailed information, check Table 1). The researcher also complies with it. The activities mentioned in the textbook, in most of the cases, require the learners to use their competence of the topic in order to get the tasks done. Most of the tasks are centered on pair or group works which will make the learner communicate with other parties; resulting in the improvement of their performance in the target language. Hence, by analyzing all the data available, it can be said that, the textbook helps the learners to improve their communicative competence through varieties of tasks and enriched contents.

4.3.2. In response to central question two & three

The second and third research questions altogether try to find out whether the four skills and also the grammatical components have been integrated properly in the textbook or not. In order to answer this question, both the survey questionnaires of teachers and students had two questions; question no. IV- Language Contents and question no. VI from students' questionnaire, VII from teachers' questionnaire (the last question is the same but due to additional part in the teachers' survey, there is this chronological mismatch).

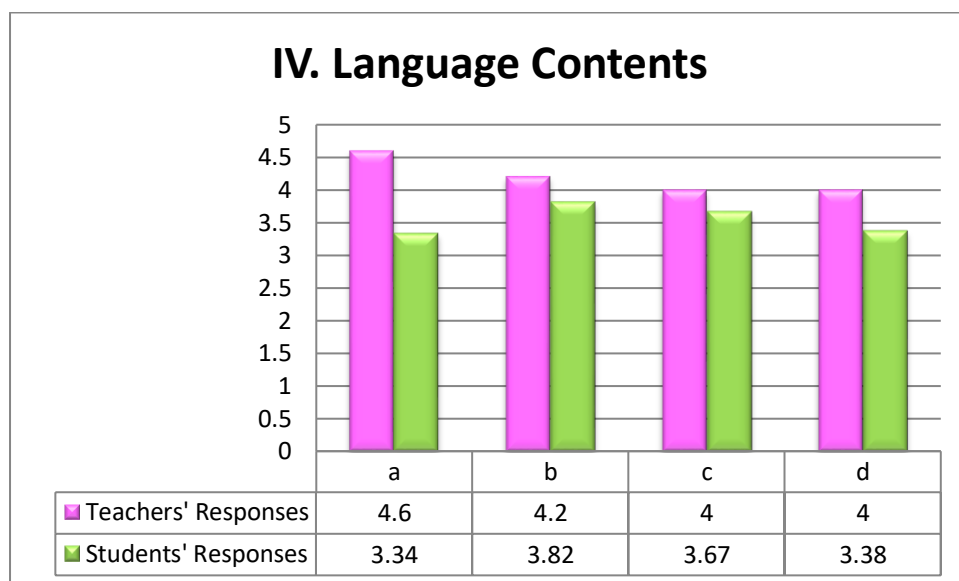


Fig 7: Ratio of student & teacher responses

From the figure 7, it can be perceived that both the parties gave positive responses for the segments asked in question no. IV which talks about integrating grammar and vocabulary items (see Table 1 for details). The researcher also agrees with the results. The grammatical components have been addressed throughout the textbook in indirect manner. The learners do have to use clauses, modals, conditional sentences, tense etc. in order to complete the tasks. However, they are using all these grammatical components in their tasks without labeling them as “grammatical exercises”. Hence, it can be said that the grammatical components have been merged in the book properly.

Now, from figure 1 and 3, it is visible both parties gave pretty much similar responses, considering the range. According to the participants, the textbook gave more importance to reading and writing skills, rather than speaking and listening skills. Enough contents and tasks are present to hone their reading-writing skills. Even though there are activities that require active participation from the learners, not enough materials are present to develop their listening skills. After evaluating the textbook, the researcher also agrees with it. To conclude, the grammatical components have been indirectly addressed throughout the book, however, the four skills are not integrated equally.

4.3.3. In response to central question four

Whether the book is providing the learners with various situations where they can use the language and assess themselves was sole focus of research question four. From table no. 2, it is visible that learners are in the “satisfactory” level in terms of comprehension, knowledge of vocabulary and accuracy in writing. However, their self-assessment regarding accurate and fluent speaking is in “not satisfactory” level. Even though this outcome is regretful, it was already foreseen because speaking skill is one of the least integrated skills in the textbook (referring to discussion of 4.3.2). Hence, it can be said that, although the book is providing learners with certain situations which requires the use of English, because the speaking and listening skills are less integrated, it is hampering their performance as well.

Chapter Five: Conclusion

5.1. Introduction

English being in the peak of interest in every sector, the education policy and national curriculum of Bangladesh made English the “compulsory second language” to make the country take action in the global market and to become a citizen of the global village (Ministry of Education, as cited in Rasheed, 2012, p. 31). With this view, Communicative Language Teaching (CLT) was introduced to the curriculum and a new syllabus and textbook was developed according to it (Ali & Walker, 2014, p. 34). The textbook “*English For Today*” is the outcome of this approach. As the book claims that the underlying approach of it is communicative approach, this study proposed an evaluation of the textbook “*English For Today*” for Classes XI-XII and Alim from CLT perspective, to find out whether the book, together with its contents and activities is actually following the approach or not.

5.2. Summary of the findings

The findings of this research, based on the survey questionnaires and the checklist showed that, the textbook “*English For Today*” for Classes XI-XII and Alim does follow the communicative approach to some extent. The researcher cannot claim that the full book is solely based on communicative approach as the equal integration of the four skills, mainly listening and speaking skills are still questionable. Apart from this, the contents of the textbook are interesting, includes current issues, and the activities promote real-life situations for the students, in order to use the target language properly.

5.3. Contribution to research

This research evaluated the textbook “*English For Today*” for Classes XI-XII and Alim, which is provided by the National Curriculum and Textbook Board (NCTB) of Bangladesh and is compulsory to use for teaching the subject English 1st Paper. This dissertation tried to unveil to what extent this book is communicative; in terms of its contents,

four skills, tasks and activities. For this, the researcher gathered students' and teachers' opinions about the textbook as they are main stakeholders of the language classroom; evaluated the textbook with a checklist herself to see whether her evaluation matches with the respective parties or not, and then, came up with a statement after analyzing all the findings from all the parties involved. Thus, this dissertation might catch the attention of the material developers of Bangladesh by showing them the current condition of the textbook and providing them with plausible solutions to bring some changes in it; in order to make the best use of it.

5.4. Practical implications

This study includes the findings provided by the current students of class XII and the teachers who are teaching English 1st Paper in class XII. Their opinions about the textbook are valuable insights as they are one of the core elements of the language classroom. Thus, the overall study might prove to be of great importance for English language teachers of every level, learners of higher secondary level and for the authorities concerned.

5.5. Recommendations

Based on the overall findings of the study, the researcher would like to recommend some suggestions which will help to improve the lacking present in the current textbook. The recommendations are:

a) Conducting needs analysis survey for the learners to find out what their actual needs are and what interests them, rather than assuming their needs and developing materials based on that.

b) Conducting an environmental analysis would bring a positive change in the book.

Considering the classroom setting and availability of the facilities will help to develop the tasks and activities accordingly.

- c) The authorities of the institutions should think about using technical facilities in order to improve the listening skills of the learners.

5.6. Further studies

This research was conducted only on some colleges inside Dhaka city. Madrashes across the country, along with colleges outside of Dhaka can be the source of further research. A wide-ranged sample will prove to be more valid and reliable. Apart from this, classroom observation can be used as a research tool by the future researchers. Whether there is a coherence or discrepancy between the claims made by the book and in the actual implementation of it in class will become clear if classroom observation is done.

5.7. Conclusion

The aim of this research was to evaluate the textbook "*English For Today*" for classes XI-XII and Alim from CLT perspective. The research questions were prepared to check whether the contents used in the textbook or tasks and activities mentioned in the book are real-life based or not, and if the four skills along with the grammatical components are integrated or not. Based on the findings, it can be said that, the contents of the textbook do reflect real-life issues and scenarios but it completely overlooked the cultural diversity present in the country. Another big lacking of the book is that, it has hardly enough room for practicing listening skill. The main purpose of this research was to find out the strengths and lacking that exists in the textbook so that they can be properly addressed in order to improve and develop the textbook for future use. As Brown (1995) suggests, it is important to conduct textbook evaluation just to verify the appropriateness of it in the language program (p. 159). After analyzing every result, the researcher comes to the conclusion that, even though the textbook lacks in being a fully communicative one, there are many aspects of communicative language teaching present in the textbook "*English For Today*" for classes XI-XII and Alim.

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Appendix-A

Questionnaire for the Learners

(This survey is being conducted only for academic purposes. Kindly provide the information that is being asked in the following segments. The information that you will be providing will be kept confidential. **Thank you!**)

Textbook Assessment

Necessary instruction for the respondents:

Read the following statements with every heading and put checkmarks (✓) on the relevant column that match with your opinion.

I. Objectives:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
The textbook responds to the objectives of the curriculum						
The objectives of each lessons are written at the beginning of their respective lessons						
The objectives are measurable						

II. General Appearance:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
The font size and type used in thebook are appropriate						
The book has an elaborated table of contents						
The illustrations used in the book go with their respective topics						
The illustrations are attractive						

III. Contents:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
a. The language of the book is easily understandable						
b. The topics are appropriate for Bangladesh's context						
c. The topics are interesting						
d. The contents represent real life communicative situations						
e. The content contains real-life issues that enables the reader to think critically						
f. The topics encourage learners to express their own views						
g. The book includes contents related to ethnic groups and disability						

IV. Language Contents:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
a. The textbook covers grammatical items appropriate for the learners' level						
b. Grammatical items are merged in the lesson indirectly						
c. The book includes adequate materials for						

learning vocabulary						
d. The book includes adequate material for pronunciation work						

V. Types of activities and exercises:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
a. The activities are task-based and interactive						
b. The activities require learners to use new vocabulary to communicate						
c. The activities have scopes for pair or group works						
d. The book contains communicative exercises and activities that are effective in real life						
e. The main purpose of the exercises are clear						
f. The exercises promote critical thinking of the text						

VI. Does the book have enough room for practicing-

- a) Reading Yes No
- b) Writing Yes No
- c) Speaking Yes No
- d) Listening Yes No
- e) Vocabulary Yes No

VII. Do the lessons help you in real life situations?

- Yes No Sometimes

Based on your response, explain why or why not?

VIII. Self-Assessment:

Think about those situations where you had to use English. Now, in average, where do you think your skills lie in the following chart?

	Excellent	Very Good	Good	Not Good	Poor
a. Comprehension level					
b. Knowledge of vocabulary					
c. Level of accuracy while speaking					
d. Level of accuracy while writing					
e. Fluency while speaking					

IX. While doing a reading task, if you don't understand the meaning of any word, what do you do in order to understand it?

Ans:

- X.** “Watching or listening to English movies/songs/documentaries helps me to improve my English in a greater way”- do you agree or disagree with this statement? Give some reasons behind your answer.

Ans:

Thank you for your precious time and effort!

Enjoy your day! \ (^~^) /

Appendix-B

Questionnaire for the Teachers

(This survey is being conducted only for academic purposes. Kindly provide the information that is being asked in the following segments. The information that you will be providing will be kept confidential. **Thank you!**)

Textbook Assessment

Necessary instruction for the respondents:

Read the following statements with every heading and put checkmarks (✓) on the relevant column that match with your opinion.

I. Objectives:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
a. The textbook responds to the objectives of the curriculum						
b. The objectives of each lessons are written at the beginning of their respective lessons						
c. The objectives are measurable						

II. General Appearance:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
a. The font size and type used in the book are						

appropriate						
a. The book has an elaborated table of contents						
b. The illustrations used in the book goes with their respective topics						
c. The illustrations are attractive						

III. Contents:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
a. The language of the book is easily understandable						
b. The topics are appropriate for Bangladesh's context						
c. Learners find the topics interesting						
d. The contents represent real life communicative situations						
e. The content contains real-life issues that enables the reader to think critically						
f. The topics encourage learners to express their own views						
g. The book includes contents related to ethnic groups and disability						

IV. Language Contents:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
a. The textbook covers grammatical items appropriate for the learners' level						
b. Grammatical items are merged in the lesson indirectly						
c. The book includes adequate materials for teaching vocabulary						
d. The book includes adequate material for pronunciation work						

V. Types of activities and exercises:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
a. The activities are task-based and interactive						
b. The activities require learners to use new vocabulary to communicate						
c. The activities have scopes for pair or group works						
d. The book contains communicative exercises and activities that are effective in real life						

e. The objectives of the exercises are clear						
f. The exercises promote the critical thinking of the text						

VI. Teachability:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
d. The book is flexible and adaptable enough for the teacher to teach						
e. The book helps a teacher to understand learners' needs through different tasks						
f. The exercises of the book are appropriate for the learners						

VII. Does the book have enough room for practicing-

- a) Reading Yes No
- b) Writing Yes No
- c) Speaking Yes No
- d) Listening Yes No
- e) Vocabulary Yes No

VIII. Do the lessons help learners in real life situations?

- Yes No Sometimes

Based on your response, explain why or why not?

IX. Do you think the teachers should be provided with some training in order to use the book more effectively?

X. The book has changed to a great extent. As a teacher, do you think this change is for the betterment or vice-versa? Any suggestions in order to improve the quality of the book? Kindly share your insight.

Thank you for your precious time and effort!

Enjoy your day! \ (^~^) /

Appendix- C

Checklist for Textbook Evaluation

I. General attributes	Yes	No
A. The book in relation to syllabus and curriculum		
It matches to the specifications of the syllabus.		
B. Suitability to learners		
It is compatible to the age of the learners.		
It is compatible to the needs of the learners.		
It is compatible to the interests of the learners.		
C. Physical and utilitarian attributes		
Its layout is attractive.		
It indicates efficient use of text and visuals.		
D.. Efficient outlay of supplementary materials		
The book is supported efficiently by essentials like audio-materials.		
II. Learning-teaching content		
A. General		
Most of the tasks in the book are interesting.		
Tasks move from simple to complex.		
Task objectives are achievable.		
Cultural sensitivities have been considered.		
The language in the textbook is natural and real.		
The situations created in the dialogues sound natural and real.		
B. Listening		
The book has appropriate listening tasks with well-defined goals.		
Tasks are authentic or close to real language situations.		
C. Speaking		
Activities are developed to initiate meaningful communication.		
Activities are balanced between individual response, pair		

work and group work.		
D. Reading		
Texts are graded.		
Texts are interesting.		
E. Writing		
Tasks have achievable goals and take into consideration learner capabilities.		
Tasks are interesting.		
F. Vocabulary		
The load (number of new words in each lesson) is appropriate to the level.		
There is a good distribution (simple to complex) of vocabulary load across chapters and the whole book		
Words are efficiently repeated and recycled across the book.		
G. Grammar		
The spread of grammar is achievable.		
The grammar is contextualized.		
Examples are interesting.		
Grammar is reworked implicitly throughout the book		
H. Pronunciation		
It is contextualized.		
It is easy to learn		
I. Exercises		
They have clear instructions		
They are adequate.		