

**Analysis of the Materials of *English for Today* textbook  
(class- XI-XII)**

By

Habiba Sultana Trina

20103074

A thesis submitted to the Department of English and Humanities in  
partial fulfillment of the requirements for the degree of BA in English

Department of English and Humanities

Brac University

September 2021

© 2021. Brac University

All rights reserved.

**Declaration**

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

**Student's Full Name & Signature:**

---

**Habiba Sultana Trina**

**20103074**

## Approval

The thesis titled Analysis of the Materials of *English For Today* textbook (class- XI-XII) submitted by Habiba Sultana Trina (20103074) of Summer, 2021 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of BA in English on 16-09-2021.

### Examining Committee:

Supervisor:

(Member)

---

Full Name  
Designation, Department  
Institution

Program Coordinator:

(Member)

---

Full Name  
Designation, Department  
Institution

Head:

(Chair)

---

Full Name  
Designation, Department  
Institution

## **Abstract**

The main aim of the English curriculum is to make the learners competent in all four language skills (reading, speaking, writing and reading). However, it is found that Bangladeshi students even after studying English as a second language for 12 years are not able to use the language proficiently. Various scholars have noted that the communicative language teaching principles incorporated in the textbook are not effective enough practically. Thus, it is important to evaluate the textbook the students of mainstream schools are following.

The study examines the implementation of the four language skills that are being used in the contents of *English for Today* textbook for class-XI-XII. Moreover, the study also explored the representation of communicative competence in its content and exercises. To evaluate the textbook, the researcher has designed a framework that examines chapters of the textbook with the focus on four language skills and Dell Hymes' (1971) communicative competences. The analysis of the textbook shows that the whole book is not solely based on communicative approach as it does not promote equal integration of the four skills, especially, listening and speaking skill. In terms of Hymes' communicative competence, grammatical, sociolinguistic, and strategic and discourse competence were implemented in many of the units. The study will work as a guideline for the material designers and curriculum designers to re-design the English textbook based on the principles of Communicative Language Teaching (CLT) and the communicative competence that promotes four language skills (reading, writing, listening and speaking), which lies under communicative approach of learning language.

**Key words:** English curriculum; material design; ESL/ESOL/EFL; Communicative language teaching; communicative competence

## **Acknowledgement**

Firstly, the researcher would like to thank to Almighty Allah for giving the patience to complete this study.

Secondly, the researcher is thankful to the supervisor Sabreena Ahmed for her utmost support, patience and encouragement. Most of the times the researcher failed to comply with the given instructions, but she has been continuously instructing and helping the researcher throughout the whole process. It was not possible for the researcher coming to this far without her guidance.

Finally, the researcher would like to mention that, she indebted to her family and friends for their enormous support and encouragement which inspired the researcher to complete the thesis. Without the blessings and support of all, the completion of the study would not be feasible.

Table of Contents	Page No.
<b>Chapter-1 Introduction.....</b>	<b>9</b>
1.2.Why textbook evaluation is important?.....	9
1.3.Problem Statement.....	11
1.4.Central research objective.....	12
1.5.Research Questions.....	12
1.6.Significance of the study.....	12
1.7.Background information of the textbook.....	13
Operational Definitions.....	14
<b>Chapter-2 Literature Review.....</b>	<b>15</b>
2.1. Introduction.....	15
2.2. Part: 1 Textbook Evaluation and Its Importance.....	15
2.2.1. <i>Textbook Materials</i> .....	16
2.2.2. <i>Development of new language</i> .....	18
2.2.3. <i>Cultural values</i> .....	18
2.3. Part: 2 Textbook Evaluations of Other Countries.....	18
2.4. Part: 3 Bangladesh Perspectives on English Textbook Evaluation.....	25
Chapter Summary.....	26
<b>Chapter-3 Research Methodology.....</b>	<b>27</b>
3.1. Introduction.....	27
3.2 The Qualitative paradigm and philosophical assumptions.....	27
3.3 Research Design.....	29

3.4 Theoretical Framework.....	30
3.5 Qualitative case study approach.....	32
3.6 Researcher’s Role.....	33
3.7 Data analysis procedure.....	33
3.8 Establishing Trustworthiness and credibility.....	34
Chapter Summary.....	35
<b>Chapter-4 Findings and Data Analysis.....</b>	<b>36</b>
4.1. Introduction.....	36
4.2. Section-one: Use of four language skills within the exercises.....	36
4.2.1. <i>Reading and Writing skills in English For Today textbook.....</i>	39
4.2.2. <i>Speaking and listening skills in English For Today textbook.....</i>	42
4.2.2. Speaking and listening skills in <i>English For Today</i> textbook.....	45
4.3.1. <i>Grammatical.....</i>	45
4.3.2. <i>Sociolinguistic.....</i>	49
4.3.3. <i>Discourse.....</i>	54
4.3.4. <i>Strategic.....</i>	57
<b>Chapter-5 Conclusion and recommendations.....</b>	<b>63</b>
5.1. Introduction.....	63
5.2. Contribution of the study.....	63
5.2.1. <i>Implication for knowledge.....</i>	63
5.2.2. <i>Implication for theories.....</i>	64

5.2.3. <i>Implication for pedagogy</i> .....	65
5.3. Recommendations bullet points.....	67



### List Of tables

<b>Table No.</b>	<b>Page No.</b>
Table: 3.1 The Framework of Data Analysis .....	35
Table 4.1 Analysis of four English language skills.....	39
Table- 4.2 Sample Exercise on Writing Activity.....	41
Table no 4.3 Analysis of Writing and Reading skill.....	42
Table-4.4 Sample Exercise on Speaking Activity.....	44
Table 4.5 Analysis of Speaking and Listening skills.....	45
Table-4.6 Sample Exercises on Grammatical Competence.....	48
Table- 4.7 Sample Exercise on Sociolinguistic.....	52
Table 4.8 Sociolinguistic Competence within the content.....	54
Table- 4.9 Sample Exercise on Discourse.....	56
Table-4.10 Analysis of Discourse Competence.....	57
Table-4.11 Sample Exercises on Strategic Competence.....	59
Table-4.12 Analysis of Strategic Competence.....	62
<b>References and Appendix</b>	
References.....	69-71
Appendix.....	72-76

## **Chapter-1**

### **1.1.Introduction**

Due to the growing demand of English all over the world English Language Teaching (ELT) is a priority area for national progress and prosperity. Textbook materials are one of the most important factors for learning a new language for which textbooks should be evaluated from time to time by experts. Textbooks provide both teachers and learners a structured learning process and give an opportunity of revision and preparation (McGrath 2002).

English is one of the languages that are widely used in the field of science and technology. In fact it has also been adopted as universal language which results a great impact on scientific communication. Now-a-days English has become a minimum requirement in a number of professions and occupations. The study shows that two million people have the ability to speak English language for which native speakers may outnumber by the non-native English speakers.

English has been a powerful force behind the development of business institutions. The study indicates that the English language has a great influence in the development and advancement of the economic sector (Johnson, 2009). Besides, English is still the dominant language of communication for many people. To understand the modern society, proficiency in English gives someone the perfect opportunity. In addition, cultural identity also influences language; hence the third world countries like Africa and Asia form the new class that influences the proficient second English language speakers Hatoss (2003).

### **1.2.Why textbook evaluation is important?**

One of the main reasons of textbook evaluation is to identify particular strengths and weaknesses in textbooks that are already in use. Some people believe that it is an annual assessment of a

language program to improve and to give an opportunity to find out whether the book is appropriate or not for using in class (Arikan, 2008). Hutchinson and Torres (1994) argue that textbooks have a vital role in ELT course. They are valuable in each language classroom, moreover they help in the process of language teaching and learning. Ahmadi and Derakhshan (2015) says that for the last two decades textbook evolution are remarkable and these evaluations are essential for implementing textbooks in any schools(Çakit, 2006).

Textbooks are the elements that may promote or discourage learners depending on their materials (Zohrabi, Sabouri & Kheradmand, 2014). In order to convey necessary intended information and to accomplish the aims of a textbook it is important to have certain features (Sarem, 2013). According to Ahour and Ahmadi (2012), textbooks are the only source that conveys the knowledge and information in an easy and organized way to the learners. Furthermore, it is said that textbook evaluation develops a teachers professional growth (Cunningsworth, 1995) and even helps students to accomplish success in educational program (Genesee, 2001). Textbook evaluation helps the teachers to find an appropriate course books so that they regulate and modify them to meet the learners' needs. The usefulness and weakness of the textbook is reflected besides a teacher perception is also reflected through the textbook. Moreover a textbook evaluation allows a teacher, administration and material designer to judge and choose the textbook for a certain group of learners.

It is very important to analyze various ELT textbook so that learners can use a suitable textbook and finds its advantage and disadvantage. It even helps to adapt a certain book for the educational department. Since the main users of the textbook are teachers and learners so it is important to take their opinion before designing materials of the book. All language teachers need to use or follow a textbook to support their teaching.

In Bangladesh English is the compulsory course from primary to higher secondary. Having an effective ELT course is a priority for national progress and prosperity as demand for English is growing in an increasingly globalized world. The present state of ELT does not seem satisfactory in our country. Materials are one of the important factors for learning new language and these materials are centrally produced and are used for the entire country. A good evaluation of ELT textbook and materials are needed especially of the higher secondary as textbook helps in designing the assessment and evaluation system for the students, moreover it helps in shaping the process of the classroom teaching and learning (Mahmood, 2011). So, without an effective material it is not possible to teach and learn a new language effectively in formal settings of a classroom. The study is important, as by examining the effectiveness of the teaching materials it is possible to find out the weakness and strength of the existing textbook. The study will also help to overcome the weakness of the textbook so that more effective and meaningful materials can be produced. In Bangladesh materials of *English for today* textbooks are used for teaching second language in classroom from class one to class twelve, (Farooqui, 2008). But it is found that both teachers and students have to face several challenges in the classroom while teaching and learning English language. Evaluating the strength and weakness will also help the teachers to exploit the book's strong points and recognise the short coming of certain exercises.

### **1.3.Problem Statement**

In Bangladesh *English for Today* is a compulsory book that has been recommended by NCTB from class 1-12. However the book does not fulfill the four language skills. 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, 2017). But it is found that students even after studying English as second language for 12 years are not

capable to speak or understand English. English being the second language in Bangladesh, one cannot learn this language unless there is effective application of the textbook exercises. Most of the tasks are related to writing and there is less group work present in the textbook where students can speak with each other. Furthermore, the exercises that are designed in the textbook are in old and traditional pattern which bores students. Although NCBT claimed that the new version of the textbook has been published in 2018 has been designed according to learners need but in fact learners need, interest are not analysed while upgradation (Ali, 2010, Ali & Walker, 2014). In order to improve the existing textbook, the exercises should be designed in a way that they match the learning outcome of the book. That is why the study aims at finding out how much the exercise matches with the expected communicative task through an evaluation as that is the ground of CLT based textbooks.

**1.4. Central research objective-** The central research objective is to evaluate textbook *English for Today* of class-XI-XII and find out implementation of the four skills and the communicativeness of the materials within the content of the textbook applying Dell Hymes model.

#### **1.5. Research Questions:**

The central research objective is answered through the following research questions:

1. To what extent EFT book is able to promote four language skills among the students?
2. How does the textbook represent communicative competence through its content?

#### **1.6. Significance of the study**

Materials play an essential role within the curriculum which lubricates the wheels of learning.

Material evaluation is important as it helps a learner to respond constantly of their need and want

(McGrath, 2013) and in doing so, maintain our learners' motivation and interest (Norton, 2011). Moreover it also provides concrete models for desirable classroom practice and fulfills a teacher development role. *English for today* is the only language book in Bangladesh curriculum that has been used to learn second language. If the language skills in the book are not properly organised than student will fail to achieve the targeted language. It is evident that textbooks carry a lot of weight in addition there no alternative to an appropriate textbook. The textbook is used both in rural and urban area almost by all the students at the higher secondary level. For this reason to find out whether the content conforms to the needs of the students and the objectives of the curriculum the book needs to be evaluated thoroughly. The evaluation will help a group of people to understand the implemented skills within its materials and contents. Moreover, material designers will acknowledge the insufficiency of the textbook and organize and re-think according to that need. It is said that materials evaluation links to the intended teaching and learning context of the textbook and is certainly subjective and is the central of attention on the users of materials (Tomlinson, 2012). A study on EFT textbook will help to pinpoint the insufficiencies and weaknesses of the book as fundamental materials, in addition the effectiveness and efficacy of the textbook.

### **1.7. Background information of the textbook**

The core text used for class 11-12 has been written by English Language Teaching Improvement Project jointly by government of Bangladesh and DFID of UK government. Three writers who have been trained from UK through ELTIP have written this book. The textbook is published by National Curriculum and Textbook Board and given to the whole country. A system is being followed based on which materials are designed. In addition the textbooks have varieties of materials reading texts, group works, and pictures, dialogues that met up all the basic four

language skills, listening, writing, speaking, and reading. It has been basically designed for Bangladeshi context that follows the communicative approaches to teach and learn in Bangladeshi context. NCTB claims that the book contains real life contents from both national and global context. The topics provided are correct and interesting to the learners culturally and linguistically. The book opposes the memorization of discrete grammar items. There have been improvements in theories and practice of materials and some considerations have been made for designing, selecting, adapting language teaching materials that has been briefly discussed with references.

### **Operational Definitions**

- a) ELT- English Language Teaching or ELT refers a teaching process of English for non-native English speakers.
- b) CLT- Communicative Language Teaching which is known as CLT is an approach to second language acquisition. The main focus of this method is based on communicative competence rather than grammatical or linguistic competence (Cook. 2008).
- c) Communicative competence- it is the ability to use the language to communicate in a successful way without having a break in conversation. This competence enables a learner to convey and deliver message and negotiate that message within specific context interpersonally (Brown, 1993).
- d) English for Today: - EFT is an English Textbook prescribed by NCTB for the students of the Secondary level in Bangladesh.

## Chapter-2

### Literature Review

#### 2.1 Introduction

The primary focus of this study is to find out how much the exercise differs from the expected communicative task through an evaluation. This chapter will highlight about textbook evaluation from different countries and will also show Bangladeshi perspectives about the national curriculum textbook. The chapter will also add discussions about how textbooks can produce effective and meaningful materials based on some criteria. Beside, Bangladeshi perspective the chapter will also go through some studies that will focus on the lacking of Bangladeshi curriculum textbook. This chapter will be divided in three parts as follows:

**Part: 1 Textbook Evaluation and Its Curriculum Design** discusses how textbooks should be designed, so that both teachers and students find it easy to use. Moreover how materials should be designed will be discussed in this part so that students find it more effective.

**Part: 2 Textbook Evaluation of Other Countries** discusses other countries textbook evaluation and how materials have been designed in their ELT textbooks.

**Part: 3 Bangladesh Perspective about ELT** discusses the present condition of the Bangladeshi textbook of secondary level. The evaluation of the textbook will be discussed in this section and look over how much effective the materials of ELT textbook are.

#### 2.2. Part: 1 Textbook Evaluation and Its Importance

Materials evaluation helps us to make decisions in selecting textbooks and also form professional judgments as well as raise awareness of our teaching and learning experience (Cunningsworth,



1984). Textbooks are the main sources that can convey knowledge and information in an easy and organized way to the learners. According to Richards (2001) textbooks works as the language input for the learners and the language practice that occurs in the classroom. The most important function of a textbook is to motivate students to learn. Textbook s plays very important role in teaching and learning and language, especially English which is accepted as an international language all around the world. Besides textbooks gives teachers and learners' confidence and security and also great value in the teaching and learning process. Attitude and performance of learners are truly affected by textbook within a course. Moreover textbooks are a source and opportunity for the ESL learners to learn and communicate in the target language.

### ***2.2.1. Textbook Materials***

The layout and design of the materials must be appropriate for the students. It is also important to know whether the materials look attractive to them. Other two important aspects of good materials are that they are clearly written and the objectives are clearly stated for both students and teachers (Harmer, 1991). The textbook should have to follow certain characteristics such as: 1) clean and uncluttered pages, 2) good sequence of lessons that is easy to follow, 3) attractive and age appropriate illustrations and 4) easy to read instructions (Harmer, 2001), in addition, he has provided a checklist for evaluating the layout and design of the materials. According to Sheldon (1988), an ELT textbook should have good graphical material on each page so that it attracts students. The pictures inside the book should be functional, colorful and appealing. It is said that a picture is more valuable than thousand words but if the English textbooks lack in images, then students will not be motivated to learn the language. That is why course books should attract learners and ensure effective progress in their learning.

Vocabulary list indicate how much time should be spent for a particular unit (McDonough & Shaw, 2003). All English books have a list of vocabularies either at the end or beginning of the textbooks. This is a pre-requisite for a second language acquiring students that helps to do an individual to do class tasks. In brief it is impossible for learners to have a sustained virtual communication without access to wide range of vocabulary (Cunningsworth, 1995). So it is a responsibility of the textbook to enrich students' vocabulary. The course books should provide as many as new words so that students know the strategies for handling the unfamiliar vocabulary items. The students will come across with these words naturally. In addition it is important to examine the type of exercises that students will go through so that it helps learners to develop their vocabulary in a purposeful and structured way.

Learning activities should be designed to engage the learners in meaningful and authentic language use. The textbook should be designed to teach the use of English in interesting situations and should contain diverse aspects of knowledge. There should be addition of authentic skills and grammatical language models to teach English skills. Cathcart (1989) and Lee (1995) suggest to use authentic materials to know that model of language are not only genuine but also representative of real life language use.

Moreover according to McDonough and Shaw (2004) the materials contains a number of units/lessons and their respective lengths should be bearable for a student's' mind attention span and even it should fit into the given educational program. Textbooks are not journals or newspapers that should have scholarly figures rather textbooks should simplify so that students can find new things which must up to the students' level of language competence.

### ***2.2.2. Development of new language***

To learn effectively learners should be introduced with limited amount of new languages besides, the materials should also be divided into learning units which will be connected in such a way so that the learners can easily relate with the new language by their existing knowledge (Krashen, 1982). Harmer (1991) states that it is important to evaluate in what order students are asked to produce new language. Students can more or less understand and relate with the new language by their sequencing between what they have learned previously.

### ***2.2.3. Cultural values***

It is important to analyse and look over whether the textbook is catering appropriate religious and social terms. Introduction to own culture or others culture is important for the learners as they come to know about different cultural values. Moreover evaluation is needed to look into whether the materials avoid using offensive images of gender, race social class (Sheldon, 1988). The textbooks should apply understandable and recognizable social and cultural context to the learners looking over age and social background of the learners. The textbook's relationship, mode of behavior and intention of characters should be clear to the learners so that they can understand the purpose in the social context.

## **2.3. Part: 2 Textbook Evaluations of Other Countries**

Textbook is a source of knowledge that is used for transferring and imparting knowledge to students. The main focus of this ELT textbook is to make learners proficient as ESL learners. Good and well-structured textbook are mostly preferred instructional material in ELT. These textbooks are seen as a useful resource in achieving aims and objectives that have already been set for concerning learner needs. For a teacher textbook can act as a reference and keep track of

students' development (Lawrence, 2011). Besides it is also a source of stimulation and ideas for language activities (Cunningsworth, 1995).

Well organized textbooks are easy to follow for teachers and students. For instance, Anjaneyulu, (2014) has closely evaluated the components of 6<sup>th</sup> grade Textbooks of English as a foreign language of Andhra Pradesh, India. The findings suggest that the overall organisation of the textbook and the themes included were satisfactory. The findings also suggest that the textbook had not been piloted prior to its implementation which was essential in order to ensure that the textbook would actually work for its addressed market. The textbook followed a thematic approach for the organisation of its units and the four skills were promoted through a context based approach which could help students in developing their language skills. However, many problematic areas were detected as to the practicality of the book, its contents, use of authentic language, integration of the four skills, the nature of the tasks, autonomy of learning and assessment practices. The overall organization and layout of the students' book showed a well - structured work that could work with young learners of this age. Similarly a study by Kirkgoz (2011) evaluated four English textbooks that have been approved to be used in grade-4 and grade-5 by Turkish Ministry of National Education in state primary school after renewal of curriculum in 2005. The result indicates that all textbooks are carefully designed in accordance with the intended level of the students and are consistent with MNE curriculum objectives. The overall opinion of teachers also shows that all the textbooks served the requirements of the curriculum and the students as long as the teacher made the necessary adaptations according to the needs of the student. Apart from this study a Malaysian study explores that although there were two contradictory views on the usefulness of the Malaysian school English textbooks reported by primary and secondary school teachers. The author emphasizes the role of

retrospective evaluation of textbooks. In another study in Malaysia, Mukundan and Kalajah, (2013) evaluated the general attributes of the textbooks and to evaluate the learning-teaching. The study was conducted by quantitative measures where they examined the suitability of the Malaysian school English language textbooks, and whether or not learners would get the desirable benefit from the content of these books in order to achieve the educational objectives. It is highlighted that Year 1 to Year 6 textbooks are highly beneficial to the students, whereas form 1 to Form 5 teachers contended that the school books are moderately useful.

Often, relevant pictures become important factor for textbooks to be acceptable for the students. Realistic pictures help students to relate the topic that is being discussed. For example Hanifa (2018) focused on the analysis and evaluation of two different English textbooks addressed to junior high schools grade VII in Indonesia, KTSP and curriculum 2013 textbook. From the paper it has been noticed that the activities are available with relevant pictures and the materials are not too worldly. The analysis revealed that both textbooks are quite satisfactory as they are very affordable. Besides it contains interesting layout, attractive designs, and clear instructions, corresponding to the current ELT methodology, that includes all language skills. It also comprises a wide range of topics which are familiar and culturally appropriate for learners. In the same way Indonesian researcher Kanina (2008), evaluation shows that textbook *English in focus* fulfills the criteria of good reading materials in terms of the subject matter. This evaluation was based on the good reading materials criteria. Even the words and structure are carefully graded, clear and along with that unambiguous instructions are given with practice and exercise.

In many ESOL contexts, English textbooks try to deliver communicative language learning activities to the students. However, many of the countries' textbooks are not planned to achieve this aim. Textbooks are a collection of the knowledge, concepts and principles of selected topic

or course. Good textbook provides a structure in students learning system as the chapter gives a logical flow. Without textbooks a program may not have any central core and learners may not receive a syllabus that has been systematically planned. In addition, a teachers' instruction is provided by the textbook from primarily to supplement. For learners, the textbook may provide the major source of contact they have with the language apart from teacher's instruction.

English textbooks should have activities that demonstrate meaningful communication to students. However, sometimes some textbooks may not have such activities Abhar (2017) in his study investigated the pedagogical value of 7th grade English textbook taught in Iranian secondary schools based on Ellis (1997) evaluation framework. The analysis indicated many differences between what the tasks are focusing on and what they should focus primarily on. Most of the tasks especially at the beginning of the each lesson lack adequate opportunity for the students to communicate. The analysis also indicates some problems in integrating the tasks together and is not so successful in integrating different skills together to get the best out of them. The textbook is not so helpful in incorporating communicative language teaching because the designed tasks are not encouraging students to use their language in order to have meaningful communication with one another. Many of the tasks are stick to memorisation and mechanical drills to push students to memorize the fixed structural patterns. A Pakistani study by Shah, Hassan and Iqbal (2015) is comparable to previous study which states that there is no emphasis on the speaking skill in Pakistani board text-books which are not designed according to the needs of learners. Therefore, the authors suggested that these textbook should not be followed by any school of the country. A textbook acts 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. Indonesian study showed that the textbook does not pay attention to the listening, speaking, and writing skill and

only the reading skill is emphasized. In an Indonesian qualitative study, Suwarno and Dharmayana explored the EFL teachers' perceptions concerning the Indonesian ninth grade English textbook. In analyzing process researchers followed some steps to come to conclusion. In a study located in Pakistan of 6<sup>th</sup> and 7<sup>th</sup> grade shows that pre-use evaluation of the selected text-books are not designed according to the needs of learners not only linguistically but ideologically. This study shows that the book used for students is not appropriate and also suggested a list of steps which are advantageous for both student and teacher. Teaching materials play an important role within the curriculum and helps to lubricate the wheels of learning. Similarly, Gunawardana (2012) evaluates the series of book; *Let's learn English* which is the used as textbook for the primary grade in Sri Lanka. The objective of the study is to identify strengths and weaknesses of the course books and recommend improvements to them, with the aim of enhancing the quality of learning and teaching practices. The results of the study revealed that the Grade 5 course book of *Let's Learn English* needs modifications, while the presentation of Grade 3 and 4 course books requires slight modifications. On the other hand Aytug (2007) shows that the materials of the textbook fail to fulfill the requirements of a specific language program and school syllabus. It also explored the attitudes towards the evaluation of the ELF textbook within English teacher. The inexperienced teachers' finds textbooks as useful sources since the content support those teachers by providing different teaching alternatives. Moreover it was observed that, even though most of the teachers indicated the textbook includes information which considers different people from different countries, at the same time other group of teachers says that the textbook is ineffective in terms of reflecting the target language culture. Additionally the participants evaluated the textbook as insufficient in terms of applying useful speaking materials. In the context of ELT in Hong Kong, textbook evaluated by Lawrence

(2011) gives the recent implementation of the New Senior Secondary Curriculum (NSS). The study explores that the textbook is not without its limitations however teachers suggested that if the textbook is not used in conjunction with supplementary materials, the textbook will not facilitate teachers to deliver effective teaching. The importance of textbooks in the ELT classroom is so extensive that it is almost a universal element in ELT teaching and it is crucial to any ELT programme. It has been widely accepted that a textbook is an essential component of EFL classrooms. This was an empirical tests that with local teachers within the Hong Kong ELT environment to find the post-use of textbook evaluation. The results emphasized that the teachers do found the proposed evaluation framework gives an effective tool in determining new curriculum. In additional the teachers feel that adequate guidance have been provided for reading tasks. Beside communicative skills the textbook should have learning objectives according to the learner complicity and simplicity. For instance, the study published by Sowat (2009) shows that the content of the textbook of Saudi Arabia does not encourage a positive attitude towards gender and environment issues nor did it contain self-check report. The findings revealed that the layout and physical appearance of the textbook were appropriate and attracted students. But the textbook does not demonstrate the various levels of Bloom's taxonomy. The study evaluates the perspectives of male and female teachers in Taif Educational Governorate, Saudi Arabia. The most important feature to be treated is to check the presence of objectives in the textbooks and to examine their quality and appropriate to the students' level. A number of other research results shows that the achievement of the Saudi students in English is low besides the study recommends re-construct the book.

In order to understand others' culture one must first know about own culture. If there is a mix of culture in ELT textbook it may mislead students, some other culture may clash with their own



culture which may effects a student but in this case there has been a drastic change in Nepali ELT textbook in last two decades. There seems a globalized flourish among multilingual speakers in Nepal. English language educators have realized that many new English language learners already know two or more languages. Bhandari (2019) mentions that the use of the global trends of English language teaching (ELT) found in the textbook *School of English- Five* in Nepal has shown that the book is an example of shift from traditional literary and grammatical textbook to functional and communicative one. Varied reading materials have been also derived from local and indigenous ethnic cultures in parallel to foreign cultures. But materials are not confined to a single culture; the intent of multicultural awareness seems prominent in the book.

Beside culture, lengthy syllabus is one off the big issue in learning a new language. It is seen that if the syllabus is too lengthy than both students and teachers find difficulties to manage with the textbook as there is always a rush of finishing the syllabus within a particular time period. The study of Iraq is an example of lengthy syllabus where it shows that the time allotted for teaching the 2nd intermediate stage English textbook was inadequate. The teachers agreed that all skills and activities being taught in this book need more time to deal with them more effectively. Akef (2015) evaluated the English Textbook for the 2nd Intermediate stage by teachers' perspective and take review of teachers' suggestions and recommendation which will help in developing the textbook. The main purposes of evaluation include examining the effectiveness of the instructional material, giving important information about the students' progress and curriculum development. The study also contains suggestions about selecting and evaluating the book. On the other hand it is said that the textbook is the cheapest way of providing learning material for each learner.

On the other hand it is seen that language teachers' action in the classroom is not predominantly communicative in nature. In a study of Spain (Criado & Sanchez, 2009) it relates the adequacy between English Language Teaching (ELT) textbooks used in schools and the teaching method they are supposed to follow the official system in Spain. The goal of this study was to check whether the prescribed methodology for teaching English as a foreign language is that really applied in textbooks. The research analyzed representative manuals of the different educational levels and modalities in Spain.

To date the aim of the study is to look into the four language skills of ELT textbook from countries around the world (Anjaneyulu, 2014; Kirkgoz, 2011; Mukundan & Kalajah, 2013; Hanifa, 2018; Kanina, 2008; Abhar, 2017; Shah Hassan & Iqbal, 2015; Gunawardana, 2012; Aytug, 2007; Sowat, 2009; Bhandari, 2019; Akef, 2015). Beside, well organized and communicative skilled textbooks the chapter also discussed about multilingual culture effects and problems of having with lengthy syllabus.

#### **2.4. Part: 3 Bangladesh Perspectives on English Textbook Evaluation**

Like other countries, proficiency in English language is important to get a job in Bangladeshi context. Thinking about the fact Bangladeshi government has designed *English for Today* textbook from primary to higher secondary following the communicative skills but the textbook is not sufficient for learning second language. Several studies have been conducted that states the problem of the *English for Today* textbook. For instance, in a study by Tabassum, (2018) explores Bangladesh's mainstream English classroom textbook *English for today's* task are communicative as they claim to be. Findings of the study emphasizes that the higher level of the book lack communicative elements. Moreover, a study by Hossain (2010) states that English

proficiency in all the four skills of Bangladeshi students is very inadequate even after the completion of secondary school. One of the main reasons of this is absence of effective materials in the textbook. His empirical study for class 9-10 shows that besides having strength, the textbook lacks in several units. The main goal of Bangladeshi ELT curriculum is to develop the communicative competence based on CLT approach but a study by Ali (2014) states that there is a mismatch in the overall goal of higher secondary level of ELT curriculum and the way textbook has been designed. Moreover the study states that the overall textbook needs to be revised and redesigned in order to meet the learners need. Even though the textbook is designed thinking about Bangladeshi learners but in some studies states that EFT textbook does not match with the teaching context of urban area. In a study by Rahman (2018), states that implementing the curriculum textbook EFT is challenging in rural area as they lack in proficient English teacher, motivation, insufficient technological facilities and some other difficulties. The textbook should be designed in such a way so that it facilities learners from different levels. ELF textbooks are designed for teaching and learning in a significant way in classroom setting which will facilitate in language learning process but in a study by Muhsin (2017), the EFT textbook was not found effective. In addition the study states that the book was beyond the level of the students and the analysis shows that the listening skills were completely ignored in the textbook.

### **Chapter Summary**

The first part of the chapter introduced about how the textbook evaluations should be done on the basis of some criteria. In the second part the chapter it discussed about evaluation from countries around the world which includes both good and bad textbook evaluation. In the end of the chapter Bangladeshi perspective has been introduced about the national curriculum textbook which gave a clear concept of Bangladeshi EFT textbook.

## **Chapter-3**

### **Research Methodology**

#### **3.1 Introduction**

This chapter discusses research methodology used to conduct the study. At the beginning of the chapter there is a description of the purpose of the study and gradually it moves toward sampling and data collection and from where the research has been conducted. In addition to the chapter offers an insight research design within research questions that the researcher have followed to conduct the study. At the end of the chapter there is a brief description of limitations and obstacles that the researcher faced during the study. This study also follows research design with some relevant questions. These are:

1. To what extent EFT book is able to promote four language skills among the students?
2. How does the textbook represent communicative competence through its content?

#### **3.2 The Qualitative paradigm and philosophical assumptions**

Qualitative research paradigms are based on philosophy that can be explained by positivist paradigm. It bases its methodological design on philosophical assumptions and a particular research paradigm. Moreover, it's the research field where inquiries are carried out in its own way and it crosscuts discipline, fields and subjects matter. It involves the use and collection of variety of empirical materials, case study, life story observational, historical and meaning in individual's live. Among all qualitative research paradigms here the researcher has chosen the interpretivism to evaluate the strength and weakness of *English For today* textbook. Interpretivism involves researchers to interpret elements of the study, in this way interpretivism

integrates human interest into a study. According to Saunders, Lewis & Thornhill (2012) it is important for the researcher as a social actor to appreciate differences between people. Interpretivism studies usually focus on meaning and may employ multiple methods in order to reflect different aspects of the issue.

The philosophical assumption table given below has been adapted from Creswell's (2007) "Philosophical Assumptions with Implications for Practice"

<b>Research Paradigm</b>	<b>Philosophical Assumptions</b>				
<b>Interpretivism</b>	Ontological  Multiple competence	Epistemological  Researcher evaluated the materials of the textbook and collected data from other studies to justify the research	Axiological  Researcher's values and biases will be discussed along with relevant data.	Rhetorical  Formal and specific quantitative words	Methodological  Deductive/cause and effect/context free/generalizability

According to Grix (2001) ontology is a social image and shows the reality upon which a theory is based. In addition, ontology gives an assumption about what the theory looks like, what units make it up and how these units interact with each other. The philosophy of quantitative research is based on ontological assumption of relatively stable reality (Niles, 2011). It is seen from the findings of the study that *English For today* for class 11-12 does not follow the communicative approach to some extent. This study looks at how much the textbook *English For today* for class XI-XII matches the philosophy of national ELT curriculum (RQ.1). It is expected in the curriculum that the textbook will present the four skills of English language based on learner-centered education. The researcher also investigates if the textbook follows the four

communicative skills. Besides, the study will look at grammatical, discourse, strategy and sociolinguistic content of the textbook to find out the communicative competence in its content (RQ.2.b). The next category of these assumptions is epistemological assumptions where the researcher chooses different ways of getting involved in the research to establish a relationship with the issue of the study. An epistemological perspective provides a framework for predicting, describing and empowering, moreover it increases the base of knowledge that leads to enhance in understanding the purpose behind qualitative research (Merriam, 2009). Here the researcher will use the textbook to evaluate the materials and analyse previous studies for justification. Next the axiological assumption helps to determine a researcher's position in the study and accept his or her value through the data analysis. Fourthly the rhetorical assumption of the research motivated the researcher to organize and write the study in formal setting using specific words. Lastly, methodological that consists of assumptions made by the researcher regarding the methods used in the process of quantitative research (Creswell, 2003). As *English For today* is a single textbook the study will follow single case study approach to conduct the evaluation.

### **3.3 Research Design**

Research design is the way to inquiry and it shows a proper direction by which a researcher can complete the study in a specific approach (Creswell, 2012). The approaches could be qualitative, quantitative or mixed. According to Polski (2019) research is a structured way to establish facts and figures and to find that result researchers use a particular method as different methods ends up with different results. Moreover, Atmowardoyo (2018) suggests that research method helps a researcher to get the solution of the problem or answers of the research question through research design, data collection and analysis. As research design helps in connecting and constructing ideas and even works as an initial preparation for a researcher to reach at their desired goal

(Nelson, 2013). The most important part of a research is the research questions that are relevant to the study. It helps to clarify the ideas that a researcher wants from their study. Similarly, to conduct this research researcher has followed quantitative method. The researcher has collected data for evaluating *English For Today* textbook of class 11-12. The researcher also used previous literatures to conduct the study. For this study, a non-survey research strategy has been used as Brown (2001) suggests that before coming up with any new data collection it is very important to examine the existing non-survey data. A non-survey data can be obtained through the exiting information tools with record analysis and literature review. This study will find out the effectiveness of the textbook and how all the four language skills have been treated in the book. Besides to what extent the materials of the textbook are communicative. Furthermore the researcher examined the existing learning activities and learning outcomes of each chapter of the textbook.

### **3.4 Theoretical Framework**

The current study adopts Dell Hymes's communicative competence model (1972) as its main theoretical framework. The theory of communicative competence has an aim of making a person communicatively competent in the target language. Dell Hymes's (1972) theory of communicative competence has had a great impact on the second and foreign language teaching field. In addition to it also represents an understanding of the language content that is being used in the selection and grading of language items. Communicative competence ignored grammatical knowledge but the theory was developed as a contrast to linguistic competence.

Dell Hymes (1972) was the first linguist to criticise Chomsky's theory of competence (Kamiya, 2006). He argued that Chomsky's perception of competence was not sufficient to explain an

individual's "language behavior as a whole" (Ohno, 2006). According to Hymes (1972), competence not only reflects knowledge of language forms and structures, but it also refers to the way a person uses the language in real social situations (Young, 2008). Hymes (1972) suggested four different ways of language use in social contexts besides maintaining Chomsky's notion of linguistic competence (Kamiya, 2006).

- i. ***Grammatical competence***- This involves in the correct use of grammatical principles like syntax, phonetics, vocabulary while communicating in between two languages.
- ii. ***Strategic competence***- Strategic competence takes into account the requisite skill to apply in the knowledge of a language and it also gives the ability to perform with background information on cultural framework and social taboos in order to overlook the communication gaps.
- iii. ***Discourse competence***- Some elements of the sociolinguistic competence were shifted to into another category called as Discourse competence. Cohesion involves linking different sentences in a text that regards to a common structure. For example, after using a noun in a sentence, we can always link it with consequent sentences by using pronoun in its place.
- iv. ***Sociolinguistics competence***- Understanding of the social context where communication takes place that is role, relationship, purpose of the interactions. This helps to select words and phrases that beautifully fit into a particular place and the discussion topic (Hymes, 1972).

Hymes's (1972) primary focus was not language learning, but to introduce language as social behavior (Savignon, 2002). However, later on the central idea of communicative competence



required a review of existing goals of language teaching, which eventually was followed for the development of communicative approach to language teaching (Thornbury, 2006).

### **3.5 Qualitative case study approach**

This method helps researcher to get detailed response for data collection. Jacob (1987), states that it represents the data from participants point of view so that “the cultural and intellectual biases of the researcher” do not change the presentation. To add qualitative research examines observation and reports related with facts or situations that occurs in our everyday life. These data are collected and organized together to come to a reliable result. In this way a qualitative researcher primarily develops an outcome with the description of the observation. This study follows single case study where exploration occurs in depth of a single individual or in a group, a program or event (Creswell, 2012). This qualitative method of study emphasizes on detail contextual analysis of limited numbers of events and their relationship. Single case study events are limited to single occurrence but the drawback of the design is not able to provide a generalized conclusion. When a researcher only wants to study one single thing or a single group of people than single case study is the best choice (Yin, 2003). Similarly, *English For Today* is a single book, so here researcher have chosen single case study to analyse the book. Although this case study method is widely used, it cannot be understood completely Baškarada (2014). It is hard to validate the resultant of the study; even the scientific thoroughness can be difficult to prove. According to Jacobsen (2002) a case study is an in depth study that is aimed to generalize over several units but the focus is basically on a specific unit. On the other hand Cousin (2005) says that through the case study method the difficult cases can be defined into an easier and simple understanding. A single case study can be chosen with embedded units. Through this a researcher is able to explore that single case within the case analysis, between the case analysis

and a cross-case analysis. According to Yin (2003) this gives the researcher the ability to look at subunits that are located within a larger case. However, Eisenhardt (1991) says the quantity of a case study depends on how much new information the case brings and how much is known.

### **3.6 Researcher's Role**

Language is an important medium to communicate and nowadays language learning is not limited to our mother tongue. Learning a new language is not as easy as first language, it needs good materials and concentration to have a good grasp on a new language. Besides, textbook materials play an important role in acquisition of second language. Researcher shows that even after studying English for such a long time Bangladeshi students do not have a good grasp in the second language. There are many reasons for textbook evaluation in which one of the major reasons are selecting a course book and evaluating an integral part of teaching and learning, it plays a dominant role in measuring how much the students learn (Wahab, 2013). In Bangladeshi context textbook is an unavoidable for teaching and learning a foreign language. Without an effective textbook, learning environment cannot be created. Researcher has chosen the topic "Textbook Material Evaluation of Class-XI-XII" to find out the strengths and weakness of the textbook which has been already in use. A thorough evaluation of the materials designed for teaching and learning a new language helps to find out whether the content conforms the objective of the syllabus.

### **3.7 Data analysis procedure**

Textbook plays a dominant role in learning a new language; it provides ample opportunities for using the language for different purpose in different situation (Wahab, 2013). This reason leads to evaluation of the materials of textbook. To evaluate the textbook the researcher have set some

suitable qualitative question and used Dell Hymes framework to justify the materials of the textbook. By the help of a professional analyst the research questions have been reviewed and by using Dell Hymes communicative competence model the researcher have evaluated the materials of the textbook. For this research the researcher used finding chart as the source of evidence for answering the research questions.

**Table: 3.1 The Framework of Data Analysis**

Units	Grammatical competence	Sociolinguistic Competence	Discourse Analysis	Strategic	Listening Skill	Speaking Skill	Reading Skill	Writing Skill
-------	---------------------------	-------------------------------	-----------------------	-----------	--------------------	-------------------	------------------	------------------

### **3.8 Establishing Trustworthiness and credibility**

Credibility is one method for the qualitative researchers to establish trustworthiness by examining and analyzing the data and concluding the study correctly. Credibility also includes researchers taking on activities that increase probability so that there will be trustworthy findings. Lincoln and Guba (1985) argue that ensuring credibility is one of most important factors in establishing trustworthiness.

Qualitative research also uses the triangulation technique to ensure that the account is rich, robust and well-developed. This technique involves in using multiple data sources to understand in depth. According to Merriam (1995) triangulation involves using multiple data sources in an investigation to produce greater understanding. This study follows analyst triangulation where multiple analysts are used to review findings. Multiple theories are examined because theories can be interrelated, and findings could result in a function of the similarity of theories.

On the other hand, thick description is important for achieving credibility in qualitative research (Trace, 2010). This helps to achieve a type of external validity (Lincoln & Guba 1985). It involves details to the readers. Through thick description researcher can describe a situation with sufficient detail to evaluate the extent and the conclusions that are drawn are transferable to time, situation, and people. Besides, the researcher used the concept of conformability to compare the concern of objectivity in quantitative research. The study has been analyzed by an experienced analyst to ensure the findings are the result of the experiences and ideas of the informants, rather than the characteristics and preferences of the researcher. The study also performed audit trials to keep a record of what was done in an investigation. Halpern (1983) provides a categorization for reporting information while developing an audit trail from which data reduction and analysis product process has been used conduct the research.

### **Chapter Summary**

At the beginning of this chapter the researcher discussed about philosophical assumptions, research paradigm and the reason behind choosing single case study research approach for piloting this study. Then the chapter talked about Dell Hymes theoretical framework and relying on the framework how data has been collected. Finally the chapter ended establishing trustworthiness and credibility of the data collected for this study.

## **Chapter-4**

### **Findings and Data Analysis**

#### **4.1. Introduction**

This chapter includes the findings of the Qualitative research. The main objective of this study is to find out to what extent the materials of the textbook is communicative and how all the four language skills have been treated in the textbook. The researcher has used Dell Hymes' (1971) communicative competence model to evaluate the units of *English for Today* textbook of class XI-XII. Tables have been used to find out the use of four language skills within the exercises. The chapter will be divided into two sections within which it will present the findings of the study based on two research questions:

1. To what extent EFT textbook is able to promote four language skills among the students?
2. How does the textbook represent communicative competence through its content?

#### **4.2. Section-one: Use of four language skills within the exercises**

From the table no. 4.1 than is found that the unit has reading and writing activities but listening and speaking activity are not present in all the units. This table proves that the exercises are not able to promote principles of communicative language teaching among the students as all the skills are not equally distributed throughout the textbook. It has been claimed that the textbook has been designed based on the principle of communicative language teaching that promotes four language skills (reading, writing, listening and speaking), which lies under communicative approach of learning language (Shahidullah, Islam, Majid & Shams, 2001). It is also mentioned that secondary level textbook aims in developing learners' four language skills, to communicate

properly and accurately using authentic language (Islam, Majid, Shahidullah & Shams, 2001). However, it is found that the textbook has given the utmost priority to reading and writing skill, whereas the textbook lacks in listening skills and it seems like it is least addressed skill in the book. Although there is existence of writing activities, in most cases these exercises do not contain guided samples for which it provides little support in writing for the learners.

Table 4.1 Analysis of four English language skills

Unit One: People or Institutions Making History	Grammatical	Sociolin guistic	Discour se	Strate gic	Listening Activity	Speaking Activity	Reading Activity	Writing activity	comments
Lesson 1 : Nelson Mandela, from Apartheid Fighter to President	Use of noun, preposition, adjective, pronoun <b>Example- He</b> was determined to bring down apartheid while avoiding a civil war. <b>His</b> <b>prestige</b> and <b>charisma</b> helped <b>him</b> win the support of the <b>world.</b>	N/A	N/A	N/A	N/A	N/A	learners have to read the passage to solve the exercises	Ex- 3 tick mark Ex-4 Question answer Ex-5 fill in the gaps Ex-6 rearrange Ex-7 fill in the gaps Ex-8 fill in the gaps	The overall view says that this lesson is lack in teaching students how they can response in strategic way and even the lesson does not have speaking and listening activity. Even there is no list of unknown words. There is a good use of grammar in the textbook but the lesson does not have learning outcome which is important for the learners. In addition to the less contains a huge amount of writing exercises and repetition of similar kind of task.

#### **4.2.1. Reading and Writing skills in *English for Today* textbook**

The textbook has given utmost priority to reading skill and all the lessons contain reading texts and these reading texts integrate writing activities. Similarly, like reading skill writing skill has also been addressed in large extent. Letter writing, paragraph writing, writing advertisement etc. are included within these writing activities. Even after having extensive amount of writing tasks, it helps the learners with little support in tasks. In most cases it is found that these writing materials do not have any guided sample. For example in unit-1, lesson-1 there is couple of writing exercises (rearrangement, question answers, fill in the blanks) but none of the exercises have guided samples, for which students do not find it easy to use the textbook. Moreover, it is seen that most of the exercises are based on question answering and paragraph writings. Apart from writing skill, reading skills do have a good platform in the textbook. Reading materials includes current Bangladeshi issues, biography of famous people from around the world which encourage students to read the texts. However, these comprehensions contain new vocabularies and in most of the cases these vocabularies are not listed separately. It is found that very few lessons do have a list of new vocabularies. As a result, most of the time students read the passages without noticing the new words.



**Table- 4.2 Sample Exercise on Writing Activity****Sample from Unit-3 Food Adulteration****Ex-5 of Lesson-1 Food Adulteration Reaches New Height**

**With a friend, discuss the observation made by the former Director General of Health Services. Is it enough to keep an eye on end products? Make a list of things that you can do to monitor and supervise the production process.**

For the writing activities the textbook does not contain any guided samples. The above sample is from unit-3, lesson-1 that highlights about food adulteration that is recently happening in Bangladesh and the lesson is a survey report that has been adapted from news which was published in *Dhaka Tribune*. From table no.4.2 we can see that, students are asked to discuss the observation that is made by the former Director General of Health Services and make a list of things that students can monitor and supervise the production process. In this case the textbook could have mentioned samples of some products that can be listed. This would have made the exercise easier and help a group of learners in listing the products. Apart from this, the textbook contains extensive amount of writing activities, from which most of them are answering questions or paragraph writings. In this chapter

Table no 4.3 Analysis of Writing and Reading skill

Unit Two: Traffic Education	Grammatical	Sociol inguis tics	Disco urse	Strate gic	Liste ning Activ ity	Speaking Activity	Reading Activity	Writing activity	comments
<b>Lesson 3: The Traffic Police</b>	Example- <b>Amidst</b> killer speeds I stand <b>Facing</b> the traffic, <b>stretching</b> my hand pg- 24 use of noun, preposition Proper use of stanzas in the poem and there is a grammatical exercise. Grammatical exercise on adjective. Ex-6	N/A	N/A	N/A	N/A	Ex-1 group discussio n on traffic manage ment.	The passage is the reading activity	Ex- 3 question answers Ex-4 question on poem Ex-5 poem writing Ex-6 make sentence Ex-8 elaboration of some lines from the poem	This lesson is based on a poem and all of the exercises are related to writing tasks. There are exercise based on grammar and the poems have the use of proper stanza. Most of the exercises on writing tasks and there is no listening activities. Even the lesson does not contain learning outcome and proper speaking activities where learners can practice speaking.

#### 4.2.2. Speaking and listening skills in *English for Today* textbook

On the other hand even though some lessons do have speaking skills but the textbook did not give a platform for the learners from which they can achieve functional speaking skills. It is expected in the curriculum that *English for Today* for class 11-12 will present the four skills of English language based on learner-centered education but the materials inside the textbook does not reflect that. In addition, it is found that only 5 percent of the total textbook covers speaking skill. On the other hand in most of the lessons there is no use of listening activity. From the table no. 4.5 we can see that in the lessons both listening and speaking activities are neglected. Although the textbook contains some activities related to speaking skill (Unit-1, lesson-3) but learners are not benefited with the form of language that are useful in learning functional speaking skill. Moreover, role-play scenarios are rarely encouraged and in most of the cases speaking exercises are the same type and there is no variation in the exercises. In case of listening activity, the textbook do not contain any tapes or recorded samples with the textbook, which can be used for classroom practice. However, in Unit-2, Lesson-4 even though there is existence of listening activity but the textbook do not provide any tape or listening materials that is relevant to the lesson. In addition to the exercise ends up with a writing activity.

According to Cunnings (1995) all attractive materials are not always very motivating for the learners. The textbook *English for Today* fails to promote the language competence that a student of class 11-12 should have been given. Through the analysis of the textbook it is seen that there is no learning objectives in the beginning or ending of the lessons. This would have both simplified and made the textbook easy to use for the student.

**Table-4.4 Sample Exercise on Speaking Activity****Unit-1 (People or Institutions Making History)****Ex-4 and Ex-6 of Lesson-3 (Two Women)*****Speaking Activity*****1. Work in two groups.**

Group A: Read about Valentina Tereshkova

Group B: Read about Kalpana Chawla

Now tell each other what you have learnt

**2. Find a partner and compare the lives and achievements of Tereshkova and Chawla using your answers.**

Here, from the table no.4. 4 it can be seen that the speaking activities are not well organized. Rather than a group discussion author could have told students to present some other famous women characters that they already know about in front of the whole class, which could have given the learners a chance to speak and enhance their speaking skill. In most of the cases the textbook applies similar type of speaking exercises and there is no variation in the exercises. A group helps students by generating many thought provoking questions regarding the topic but in general an individual cannot improve speaking skill through a group discussion. This is because while having a group discussions all the students do not participate equally in the discussion. On the other side, we can see that this lesson do not contain any kind of listening activity which the author could have applied by giving some tapes or audio materials of some other famous women .

Table 4.5 Analysis of Speaking and Listening skills

Unit One: People or Institutions Making History	Grammatical	Socio lingu istic	Discou rse	Strateg ic	Listeni ng Activity	Speaking Activity	Reading Activity	Writing activity	comments
<b>Lesson 3: Two Women</b>	Example- <b>Investigation</b> shows that this <b>fatal</b> accident happened due to damage in one of <b>Columbia's wings</b> caused by a piece of <b>insulating</b> foam from the external fuel tank <b>peeling</b> off during the launch. (pg-14 para- ) Use of adjective, noun, verb.	N/A	N/A	N/A	N/A	exercise- Ex-4 group work Ex-6 compare the lives and achievements with partner Ex-7 ask and answer	The passage is the reading activity.	Ex-3 complete the sentences Ex- 8 similarities and dissimilates Ex-9 paragraph	The lesson is a biography. There is good use of grammatical terms throughout the passage. The exercises in this lesson are quite organized and do have list of unknown words. On the other side it is found that the lesson lack in listing task and fails to teach learners to have conversation strategically. Moreover it is seen that the whole units do not have learning outcome for any of the lessons.

### 4.3. Section-two: Representation of Communicative Competence in the content

The textbook has been designed as the core teaching material for ELT class XI-XII and these learners are expected to achieve an intermediate level of language proficiency. The content of the book has been designed with various topics that include discourse, literature, poetry, biography, culture etc. This tells that the content of the textbook represents communicative competence to the learners. On the basis of Dell Hyme's (1971) communicative competence model the content of study has been divided into four parts. These are described as follows:

**4.3.1. Grammatical:** It is found that the textbook has a very good use of grammar with addition of new words. In every lessons addition of new words are seen and in some lessons there is presence of grammatical exercises (for example- choosing) but there no vocabulary list at the beginning or end of the lessons. For example if we look at unit-2, lesson-2: Traffic Capital of the World there is no use of vocabulary list but there is addition of difficult words like: alleviating, densest, paradoxically and many others with which a student of secondary level maybe unfamiliar. A vocabulary lists is a prerequisite for the students learning second language, as this list helps the students to do both individual tasks or out of class tasks. According to McDonough and Shawn (2004), when materials with showcase of vocabulary used in an English textbook are useful both for students and teacher since the list is an "indication as to how much class time the author thinks should be devoted to a particular unit." From the following tables no.4.6 we can see that there is a grammatical exercise which lets students to choose the closest in meaning used in the text but the lesson does not contain any vocabulary list throughout the whole unit. With regard to the difficulty level of the vocabulary used in this textbook, it can be asserted that frequency of high sounded words in the texts limits students' exposure to an authentic written and spoken language, and it goes against the principles of the CLT. Although the lessons do not

contain any vocabulary list but most of the exercises within the lessons are followed by activities related to word meaning. These activities contain selecting words with which students are unfamiliar.

**Table-4.6 Sample Exercises on Grammatical Competence****Unit-2, Traffic Education****Ex-4 of Lesson-1: How Your Brain Negotiates Traffic****Sample table- 4.6.1**

**Read the following questions. Each question has a word in italics with four alternative meanings. Choose the word which is the closest in meaning:**

**A. What is a *steering* used for?**

- i. speeding
- ii. stopping
- iii. changing speed
- iv. directing

**B. What is the function of the *accelerator*?**

- i. charging battery
- ii. enhancing speed
- iii. stopping
- iv. controlling

**C. Which organ is the word *visible* associated with?**

- i. ear
- ii. nose
- iii. eyes
- iv. hands

**D. The word *sophisticated* in line 15 mean-**  
complex

- ii. primitive
- iii. modern
- iv. refined

**E. *Michael Schumacher* is a-**  
Hollywood hero.

- ii. German racing driver.
- iii. English footballer.
- iv. Australian cricketer.



## Unit-2 Traffic Education

### Ex-5 of Lesson-2 Traffic Capital of the World

Sample table -4.6.2

Match the words in *Column A* with their meanings in *Column B* in the box below:

<i>Column A</i>	<i>Column B</i>
<p><b>i.</b> stuttering  <b>ii.</b> wrenching  <b>iii.</b> exhaust  <b>iv.</b> wriggling  <b>v.</b> suburbs  <b>vi.</b> wedge  <b>vii.</b> pedestrians  <b>viii.</b> whisk  <b>ix.</b> paradoxically  <b>x.</b> infrastructure</p>	<p><b>a.</b> shaking  <b>b.</b> tire out  <b>c.</b> road and rail network  <b>d.</b> faltering  <b>e.</b> twisting suddenly and violently  <b>f.</b> in contradiction  <b>g.</b> a residential urban area outside the city  <b>h.</b> force into a narrow space  <b>i.</b> to move suddenly and quickly  <b>j.</b> people who are walking rather than travelling in a vehicle</p>

If we look into the sample table 4.6.1 of table no.4.6 than we can see that the exercise do not tell students to use any dictionary to find the meaning of the unknown words rather it tells to find the closet meaning of those particular italic words. If the students do not know the exact meaning of the words than how is it possible to guess the closest meaning? Even the exercise does not contain any kind of sample so that learners can do the exercises by looking those samples. Moreover the lesson do not have a word list so that learners can do both individual tasks or out of class tasks. Similarly, in the samples of sample table no. 4.6.2 there is no existence of any guided samples and the exercise co not even tell the students to use dictionary to find out the unknown words but it the exercise tells the students to match the words with their meaning. It is hard for a student of secondary level to match the words without knowing its meaning.

**4.3.2. Sociolinguistic:** Through the analysis of the textbook it is seen that, the content of the textbook *English for Today* it is seen that there is a good use of sociolinguistic which helps students to communicate socially. Recent social awareness has been added and learning of social etiquettes has been well treated within the textbook. From the table-4.7 in unit-5, lesson-4, “The Story of Shilpi” has been given in respect of women. The story describes a girl who became aware of health issues during pregnancy just after joining empowerment group. Through this story a Bangladeshi social context has been highlighted. Moreover, it represents the women like Shilpi around the world and demonstrates their share of human rights. Through the help of sociolinguistic competence learners come to know which words to choose for a given audience and situation to get the desired effect. Similarly, from unit-3 of lesson-2, learners can know how to continue conversation in a restaurant while having lunch or dinner with someone. Here, in this lesson a dialogue has been presented to show a conversation for example-“what are you going to drink, then?” Pg-34. However, the textbook does not promote the competence in its exercises in an extensive way. It is seen that sociolinguistic competence has been highlighted in terms of reading exercises and also raises social awareness within the students. It is said that grammar makes language work, but it does not provide all the meanings deposited in concepts that exists in different contexts due to different styles, degrees of formality, and language varieties (Hudson, 1988). By the help of sociolinguistic competence learners will use language as a means to communicate while exploring different scenarios, how language changes to accommodate new discoveries, how language transforms according to social movements, and how language will always be ready to be a significant tool when innovating. Sociolinguistic competence will serve as the foundation for learners to be able to change as language evolves. In *English for Today* textbook we can hardly see the use of sociolinguistic competence in terms of exercises within the

lessons. Without a good development of social competence, it will not be easy for a learner to communicate or have a fluent conversation in different situations within the society.

### Table- 4.7 Sample Exercise on Sociolinguistic

#### Unit-4 Human Relationships

#### Ex-3 of Lesson-1: Etiquette and Manners

**Here are some thoughtful observations on manners and etiquette from some famous people.**

“Respect for ourselves guides our morals; respect for others guides our manners.”

*Laurence Sterne*

“Life is short, but there is always time enough for courtesy.” *Ralph Waldo Emerson*

“The real test of good manners is to be able to put up with bad manners.” *Kahlil Gibran*

“Handsome is what handsome does.” *J R R Tolkein*

“Politeness is a sign of dignity, not subservience.” *Theodore Roosevelt*

“A man’s manners are a mirror in which he shows his portrait” *Johann Wolfgang von Goethe*

“Whoever interrupts the conversation of others to make a display of his fund of knowledge makes notorious his stock of ignorance.” *Shaikh Sa’di*

“Etiquette is a fine tuning of education.” *Nadine Daher*

**Discuss the meaning and significance of each of the observations above in pairs and groups. Different situations call for different etiquette and manners. These are divided into three groups: family etiquette, social etiquette and professional etiquette. A few more tips on etiquette are given below:**

**Family etiquette:**

Respect each other's belongings.

Do not shout at children.

Treat them kindly.

Listen to your parents.

**Basic social etiquette:**

Always be on time. Showing up late is rude and shows a lack of respect for other people's time.

Never interrupt the other person while he/she is talking.

Give and receive compliments graciously.

Refuse to gossip with and about friends.

Hold doors for people entering immediately after you.

**Professional etiquette:**

Dress properly.

Shake hands when appropriate.

Never take credit for other people's work.

Use indoor voice while talking to people.

Here, we can see from the sample-1 of tables- 4.7 that, there is use of sociolinguistic in unit-4, lesson-1 where manners and etiquettes are being taught to the learners. Similarly, in unit-5, lesson-4, sample-2 we can also find exercises related to social awareness, where students are told to tick the item that is true for the learners.

Table 4.8 Sociolinguistic Competence within the content

Unit five- Adolescence	Grammatical	Sociolinguistic	Discourse	Strategic	Listening Activity	Speaking Activity	Reading Activity	Writing activity	comments
Lesson 4: The Story of Shilpi	Shilpi was only 15 years old when she married Rashid in 2008. Marrying off daughters at an early age is a standard practice for many families living in rural Bangladesh. After her wedding, Shilpi joined a local empowerment group that provides adolescent girls with the tools needed to gradually change cultural practices, particularly those pertaining to early marriage and pregnancy. Use of noun, adverb, verb, adjective		N/A	N/A	This passage talks about a social context	Ex-1 part two a pair discussion Ex-4 Discuss the graph in small groups	The passage is the reading material.	Ex-1 part one write a 200 word passage on adverse effects of child marriage Ex-3 question answers Ex-5 fill in the blanks Ex-6 adolescent health quiz Ex-7 explain importance of family shaping ( based on Ex-6) Ex-8 writing on how a person can change situation for the better (based on Ex-6) Ex-9 word meaning and sentence making	This lesson teaches about a social context to the learners and based on the social context writing and speaking exercises are organized. But it lack in strategic learning and listening. The numbers of writing exercises are in large number but there are variations in the tasks. There is no learning outcome throughout the lesson and less chance of speaking skill for the learners.

**4.3.3. Discourse:** Discourse competence helps in developing a learner receptive and productive skill in learning second language. With a good development of discourse competence, learners can have a good grasp in spoken or written texts in a better way. In addition to, they can produce more cohesive discourse to promote their speaking and writing abilities. However, English teaching classroom often focuses heavily on linguistic competence, weighing too much on vocabulary and grammar but *English for Today* textbook focuses on discourse competence besides focusing on grammar.

In unit-1 all the lessons represents famous people from around the world. From the table-4.9 we can see that unit-1, lesson-2 falls under descriptive discourse where, Sheikh Mujibur Rahman's speech of 7<sup>th</sup> March 1971 has been presented. Through this speech learners can develop a mental picture of that particular day. According to Stephen Krashen's (1982), discourse encourages in acquisition of language, which is a product of subconscious processes, rather than learning in an explicit instruction. Again, in unit-5 we can see the presence of narrative discourse. In lesson-4 of unit-5 story of a young girl named Shilpi has been narrated to highlight the social context of a particular society of Bangladesh. Moreover, in the textbook we can see the presence of exposition discourse in unit-5 and in unit-12 where definition, cause and reasons have been placed for particular topics. In total the textbook is a good example of discourse competence, where not only grammar has been focused throughout the textbook. Learning through discourse helps the learners to learn in an implicit way and it focuses on fluid communication rather than specific grammar or a subset of vocabulary.

**Table- 4.9 Sample Exercise on Discourse****Unit One: People or Institutions Making History****A paragraph from Lesson 2: The Unforgettable History**

*My brothers,*

*I stand before you today with a heart overflowing with grief. You are fully aware of the events that are going on and understand their import. We have been trying to do our best to cope with the situation. And yet, unfortunately, the streets of Dhaka, Chittagong, Khulna, Rajshahi and Rangpur are awash with the blood of our brothers. The people of Bengal now want to be free, the people of Bengal now want to live, and the people of Bengal now want their rights.*

The above given paragraph has been taken from unit-1, lesson-2. This speech is of Sheikh Mujibur Rahman that has been delivered on 7 March 1971. In this lesson rather than reading activity there is no presence of discourse competence for other three language skills. The textbook could have introduced script writing activity for the students, where they could have made their own script and participate which could have made the class to learn more effectively.



**Table-4.10 Analysis of Discourse Competence**

Unit One: People or Institutions Making History	Grammatical	Sociolinguistic	Discourse	Strategic	Listening Activity	Speaking Activity	Reading Activity	Writing activity	comments
Lesson 2: The Unforgettable History	Use of adjective, adverb to describe a speech <b>Example-</b> The history of Bengal is the history of a people who have <b>repeatedly</b> made their highways <b>crimson</b> with their blood. We shed blood in 1952; even though we were the <b>victors</b> in the elections of 1954 we could not form a government then. Use of connecting word <b>Example-</b> I declared that the <b>Assembly</b> would continue to meet. <b>But</b> suddenly on the 1st of March the Assembly was shut down.	N/A	speech falls in discourse	N/A	N/A	N/A	the passage is the only reading activity	Ex-3 question answer Ex- 5 flow chart Ex- 7 gird task to find cause and effect Ex-8 paragraph writing	The whole passage is a speech by Bangabandhu. This lesson does not contain listening activity. There is good teaching of discourse and grammatical terms throughout the lesson but the lesson do not contain list of difficult words. Even the lesson does not contain learning outcomes.

**4.3.4. Strategic:** From the table- 4.10 we can see that in the textbook *English for Today* etiquette and manners has been represented in lesson-1 of unit-4. Through this lesson students are not only learning norms but also knowing the application of certain phrases related to etiquette that can be used in our society while communicating. This shows that the textbook teaches about strategic competence while continuing a conversation with someone. If we look at the table-4.10 we can know that the lesson not only mentioned certain manners within the reading text rather it also applied activity related to etiquette and manners and gave the students the chance to learn about family, social and professional etiquettes. The exercise also mentioned when and what kind of phrases should be used while conversation. The exercise also mentions certain quotes of some famous people so that learners can easily remember those and apply while certain kind of conversations.

**Table-4.11 Sample Exercises on Strategic Competence****Unit-4, Lesson-1(Ex-3)**

**Here are some thoughtful observations on manners and etiquette from some famous people.**

“Respect for ourselves guides our morals; respect for others guides our manners.” *Laurence Sterne*

“Life is short, but there is always time enough for courtesy.” *Ralph Waldo Emerson*

“The real test of good manners is to be able to put up with bad manners.” *Kahlil Gibran*

“Handsome is what handsome does.” *J R R Tolkein*

“Politeness is a sign of dignity, not subservience.” *Theodore Roosevelt*

“A man’s manners are a mirror in which he shows his portrait” *Johann Wolfgang von Goethe*

“Whoever interrupts the conversation of others to make a display of his fund of knowledge makes notorious his stock of ignorance.” *Shaikh Sa’di*

“Etiquette is a fine tuning of education.” *Nadine Daher*

**Discuss the meaning and significance of each of the observations above in pairs and groups. Different situations call for different etiquette and manners. These are divided into three groups: family etiquette, social etiquette and professional etiquette. A few more tips on etiquette are given below:**

**Family etiquette:**

Respect each other's belongings.

Do not shout at children.

Treat them kindly.

Listen to your parents.

**Basic social etiquette:**

Always be on time. Showing up late is rude and shows a lack of respect for other people's time.

Never interrupt the other person while he/she is talking.

Give and receive compliments graciously.

Refuse to gossip with and about friends.

Hold doors for people entering immediately after you.

**Professional etiquette:**

Dress properly.

Shake hands when appropriate.

Never take credit for other people's work.

Use indoor voice while talking to people.

From the table-4.10, sample-1 we can see that the textbook presented exercise on strategic competence and tried to give idea about different types etiquettes from different situations. Moreover in sample-2 we can see some basic etiquette rules have been mentioned for the students which will help them for situational conversations.

Table-4.12 Analysis of Strategic Competence

Unit Four: Human Relationships	Grammatical	Sociolinguistics	Discourse	Strategic	Listening Activity	Speaking Activity	Reading Activity	Writing activity	comments
Lesson 1: Etiquette and Manners	<p><b>You</b> must also have been <b>taught</b> to be polite in company and keep <b>quiet while</b> others, especially your elders, <b>spoke</b>. Possibly, you at times grudging such schooling. <b>Possibly</b>, at times you even protested such <b>disciplining</b>. <b>Now</b>, <b>certainly</b> you know that you cannot always behave the way you want <b>specially</b> in the presence of others.</p> <p>Good use of noun, pronoun, conjunction, adverb, verb but the word specially is not preferable for the sentence instead it will be especially which specify a thing.</p> <p>Ex-5 finding antonyms</p>	The lesson is teaching about manner and etiquette from which students will learn social norms.	N/A	Through the lesson learners will learn to talk strategically as it is teaching some basic uses of etiquette in different situation. Example- pg-39 ( etiquette rule list and the image) Moreover exercise-3 (pg-40) a group work from which students will come to know how to behave in society and family	N/A	Ex-1 group conversation about need for good manner Ex-3 group discussion	The passage is the reading material.	Ex-1 question answer Ex-4 word meaning and make sentences Ex-6 essay on proper etiquettes can help our families and society function better.	The lesson teaches learners about basic etiquettes and manner and how to perform those in society which shows students are learning sociolinguist from the chapter. Moreover the lesson has given a list of etiquettes and manner from which students will learn to have strategic conversation. The lesson has grammatical, reading, speaking and writing exercise but there is no listening activity. It is also seen that there is no learning outcome or list of unknown words in the lesson. Even the exercises do not have any sample so that learners can practice or understand by themselves.

Overall findings shows, although it is expected that English For Today for class-XI-XII will present the four English language skills based on the philosophy in the curriculum but in reality the philosophy is not reflected in the materials. The textbook emphasized more on reading and writing skills rather than focusing on all the skills equally. On the other hand it provides the learners with insufficient listening and speaking skills that is necessary in real communicative contexts. Moreover, the listening skills do not contain any tapes or recorded samples with the textbook, which can be used for classroom practice. On the other side grammatical competence is not properly used in the textbook. It is seen that the reading texts have lots of unfamiliar words but the lessons do not contain any kind vocabulary lists for which students are staying unfamiliar with those unknown and difficult words. By knowing the unknown words students can enhance their vocabulary which helps in speaking skill. Moreover, for developing a fluent speaking skill sociolinguistic skill should be developed. The textbook contains reading materials related to sociolinguistic but lack in materials. It is seen that textbook lack in role-play activities through which enhance students' social competence in a more integrated way. In total after analyzing the textbook *English for Today*, it is seen that the book had a major lack of effectiveness and equal treatment to all the four skills and that the students were awarded with innumerable thick English words which they could not bite at all.

## **Chapter-5**

### **Conclusion and recommendations**

#### **5.1. Introduction**

In the concluding chapter researcher will summarize the major findings of the whole study and discuss implication and recommendation for the teachers, curriculum developers and material designers. The study attempted to fill the gap of knowledge of the four language skills and materials used in *English for Today* textbook for class-XI-XII. Moreover the study also explored the representation of communicative competence through its content.

#### **5.2. Contribution of the study**

##### **5.2.1. Implication for knowledge**

The study fosters Dell Hymes (1972) communicative competence model and four language skills to evaluate the textbook *English for Today* textbook of class XI-XII. Previously, several studies has been conducted that states about the problem of the textbook as for example a study by Tabassum, (2018) explores Bangladesh's mainstream English classroom textbook *English for today's* task are communicative as they claim to be. Findings of the study emphasizes that the higher level of the book lack communicative elements. In another study it has been claimed that the textbook has been designed based on the principle of communicative language teaching that promotes four language skills (reading, writing, listening and speaking), which lies under communicative approach of learning language (Shahidullah, Islam, Majid & Shams, 2001).The main goal of Bangladeshi ELT curriculum is to develop the communicative competence based on CLT approach but a study by Ali (2014) states that there is a mismatch in the overall goal of



higher secondary level of ELT curriculum and the way textbook has been designed. Moreover the study states that the overall textbook needs to be revised and redesigned in order to meet the learners need.

With the help of research questions, the researcher analyzed the textbook of secondary level. From the analysis of the textbook, the researcher cannot claim that the whole book is solely based on communicative approach as it does not promote equal integration of the four skills, mainly listening and speaking skills are still questionable. Apart from this it is found that the exercises of the textbook are mostly based on reading and writing skills. It is found that even though the textbook highlights exercises related to speaking skill, listening skill is totally neglected to some extent throughout the textbook. On the other side when we look into the content of the textbook we can find that grammatical, sociolinguistic, discourse and strategic competence have been used in some portion of the lessons. Although all the competence of Dell Hymes model is not used in an extensive way but we can find content related to that. It is found that the lessons do not contain any kind of word lists. In total, after analyzing the textbook *English for Today* of class-XI-XII it is seen that the textbook needs to be revised and formatted. This is because as the textbook has a major lack of effectiveness and equal treatment to all the four skills. In addition to, the textbook contains an innumerable thick English word which is hard to absorb for a second language learner.

### **5.2.2. Implication for theories**

English as an important language in every sector in Bangladesh, the education policy and national curriculum have made English the “compulsory second language” so that the country can get involved in the global market and become a citizen of the global village (Rasheed, 2012).

With this view, the textbook “*English for Today*” was introduced in the context of Bangladesh to establish Communicative Language Teaching (CLT) approach. In Bangladesh students lacks in English language learning, even after learning and using this language for quite a long time. So the aims of the researcher is to find out the strength and weakness of the given materials within the textbook and how much the exercise matches with the expected communicative task through an evaluation, as that is the fundamental base of CLT based textbooks. Researcher had framed the study based on Dell Hymes (1972) communicative competence model and four language skills. Previously, many other researchers have evaluated *English for Today* textbook of class-XI-XII but most of which were evaluated using McDonough & Shaw’s (2003) theory.. The theories helped the researcher to look into all the skills thoroughly that has been implemented in the lessons of the textbook.

### **5.2.3. Implication for pedagogy**

Evaluation is the only way to discriminate how much strength or weakness a textbook have. In educational system, through evaluation a child’s succeed in their aim can be determined. Moreover, it helps both teachers and learners to improve their teaching and learning process. In addition to, it is seen that evaluations helps in learning, creating objectives and assesses learners performance. Besides, it provides liability to the teachers, curriculum developers and material designers.

Evaluation of textbook is important because as Cunningsworth (1995) says, it helps the teachers to move beyond suggestive assessments and furthermore, helps the teachers to acquire accurate, useful, systematic and con-textual insight into the overall nature of textbook materials. This study will help teachers to know and understand the implemented skills within the textbook.

Moreover, it is found that the textbook do not emphasize on all skills equally, the study will help teachers to look into and emphasize on certain skills so that students can develop in all the skills. The evaluation will also allow teachers to develop some exercises out of the textbook to implement within the classroom settings.

On the other side evaluation helps curriculum developers to justify whether a curriculum is fulfilling its purpose and whether students are actually learning in proper manner. From the study the curriculum developers will know the actual design of the materials. It has been claimed that the textbook has been designed based on the principle of communicative language teaching that promotes four language skills (reading, writing, listening and speaking), which lies under communicative approach of learning language (Shahidullah, Islam, Majid & Shams, 2001). But the findings of the textbook shows different picture. The textbook evaluation will help the curriculum to rethink and redesign the textbook involving all the skills equally. This study will help the developers to identify the strength and weakness of the textbook and emphasize on that particular problems. It is found from the evaluation that the text contains rich words with which the learners are totally unfamiliar and these texts do not have any vocabulary lists. The study will allow curriculum developers to make changes in certain contents of the textbook and apply relevant text and exercises within the lessons.

According to Rubdy (2003), material evaluation measures the potentiality of what teachers and learners can do with the materials within the classroom setting. The study will help the material designers to re think and re-do some of the materials of the textbook and by adding relevant materials rather than focusing on a particular skill. It is seen that the textbook emphasize on a particular skill whereas there is insufficiency of other skills. Moreover, some of the skills are overlooked throughout the textbook, which the designers should design and implement in the

exercises. The study will help the designers to review the materials of the textbook thoroughly and add each of the skills within the materials to keep a balance in the textbook.

### **5.3. Recommendations bullet points**

- The textbook needs to be revised and updated in relation to the goal of ELT at HSE
- The materials should include balanced samples so that learners are exposed to the forms of language
- All the articles used in *EFT* should be paraphrased into easily understandable texts for the learners
- Activities on listening skills should be added

## References

- Aberdeen, T. (2021). Yin, R. K. (2009). *Case study research: Design and methods (4th Ed.)*. Thousand Oaks, CA: Sage. Journals.nipissingu.ca. Retrieved 15 September 2021, from <https://journals.nipissingu.ca/index.php/cjar/article/view/73>.
- Ali, M. M. & Walker, A. L. (2014). 'Bogged down' *ELT in Bangladesh: problems & policy*. *English Today*, 30 (2), 33-38.
- Arikan, G. (2008). *Textbook evaluation in foreign language teaching: time for English, grade 4 teachers' and students' views*. Cukurova University Institute of Social Sciences: Adana.
- Atmowardoyo, H. (2018). Research Methods in TEFL Studies: Descriptive Research, Case Study, Error Analysis, and R & D. *Journal of Language Teaching and Research*, 9(1), 197. <https://doi.org/10.17507/jltr.0901.25>
- Başkarada, S. (2014). *Qualitative Case Study Guidelines. The Qualitative Report*, 19(40), 1-25.
- Billah, Q. M., Alam, F., Shahidullah, M., Mortuza, S., Haider, Z., & Roy, G. (2017). *English For Today: Classes XI-XII And Alim*. Dhaka: National Curriculum & Textbook Board. Print.
- Brown, H. D. (2000). *Teaching by principles: An interactive approach to language pedagogy*. Harlow: Pearson Longman
- Çakit, I. (2006). *Evaluation of the EFL Textbook "New Bridge to Success 3" From the Perspectives of Students and Teachers* (Unpublished MA Thesis). Middle East Technical University, Ankara, Turkey

- Cathcart, Ruth L. —*Authentic Discourse and the Survival English Curriculum*.‖ *TESOL Quarterly* 23.1(1989) 105-26
- Cousin, G. (2005). *Case Study research*. *Journal of Geography in Higher Education*, 29(3), 421-427.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.)*. B, MA: Pearson
- Heyneman, S. P. (2006). *The role of textbooks in a modern system of education: Towards high quality education for all*. Vanderbilt University.
- Islam, J., Majid, I. A. N., Shahidullah, M. & Shams, N. (2001). *Teacher's guide for 'English for Today: for classes XI-XII'*. Dhaka: NCTB.
- McDonough, J., & Shaw, C. (2003). *Materials and Methods in ELT: A teacher's guide*. Blackwell.
- McGrath, I. (2013) *Teaching Materials and the Roles of EFL/ESL Teachers: Practice and Theory*.
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: John Wiley & Sons
- Nelson, W. A. (2013). *Design, research, and design research: Synergies and contradictions*. *Educational Technology*, Vol. 53, No. 1, pp. 3-11 (9 pages).  
<https://doi.org/https://www.jstor.org/stable/44430111>
- Rahman, M., & Karim, S. (2015). *PROBLEMS OF CLT IN BANGLADESH: WAYS TO IMPROVE*, Vol.3, No.3, pp.75-87,. Retrieved 15 September 2021, from  
[https://en.wikipedia.org/wiki/Muhammad\\_Ali](https://en.wikipedia.org/wiki/Muhammad_Ali).

Richardson, B. (1990). Book reviews: Nunan, D. 1988: Syllabus design. Oxford: Oxford University Press. *Interlanguage Studies Bulletin (Utrecht)*, 6(2), 167-171.

<https://doi.org/10.1177/026765839000600207>

Tomlinson, B. (1998). *Materials development in language teaching*. Cambridge: Cambridge University Press.

**Appendix-1**  
**Evaluation of Unit-7 (Lesson-1)**

<b>Unit Seven: Human Rights</b>	<b>Grammatical</b>	<b>Sociolinguistics</b>	<b>Discourse</b>	<b>Strategic</b>	<b>Listening Activity</b>	<b>Speaking Activity</b>	<b>Reading Activity</b>	<b>Writing activity</b>	<b>comments</b>
Lesson 1: Are We Aware of These Rights? -I	Ex-3.b. exercise related to phrases	Ex-3.c. exercise related to human rights that teaches about society			N/A	Ex-2 a situational group work	N/A	Ex-3 question answer Ex-4 fill in the gaps of an article Ex-4.1 pair work to discuss whether we enjoy all the rights of the article (ex-4) Ex-5 matching Ex-5.1 answer checking with friends Ex-5.2 Discuss whether these declarations are essentials for human beings Ex5.3 Write your arguments in favors of or against these declarations.	The lesson does not contain any passage rather it has a situational question but in ex-3 question (a) cannot be answered without knowing or reading any reading material. It do not contain either reading or listening tasks but there are loads of writing tasks which are of different pattern and most of the tasks are related to each other. Moreover there is an interesting situational work where students have to speak and discuss. The lesson is mostly based on opinion and critical thinking for the learners.



**Appendix-2**  
**Evaluation of Unit-7 (Lesson-4)**

Unit Seven: Human Rights	Grammatical	Sociolinguistics	Discourse	Strategic	Listening Activity	Speaking Activity	Reading Activity	Writing activity	comments
Lesson 4: Amerigo, a Street Child	The <b>streets</b> are <b>now</b> my home. <b>Sometimes</b> I find work. I used to collect trash and sell it to a <b>vendor</b> . I stopped doing that after I had a serious infection and a doctor told me to stay <b>away</b> from the trash dump. <b>Once</b> I <b>worked</b> for an <b>ice cream</b> shop owner and sold ice cream on the beach. <b>But</b> I got no money in <b>return</b> . The owner of the shop gave me something to eat, and let me sleep in his hut at night. The work was <b>difficult</b> and painful. Use of noun, pronoun, verb, adjective, adverb, conjunction	description of social context	biography falls in discourse Ex-5 read para-1 and find if its direct or indirect speech Ex-5.1 read a text given and tell if it's in direct or indirect speech Ex-5.2 a given text to indirect speech	N/A	N/A	N/A	The passage is the reading material .	Ex-3 question answer Ex-4 similarities and dissimilarities two lives Ex-6 Summarize Amerigo's story in 150 words by giving a title.	The lesson is a biography where some social context has been highlighted by a boy. The lesson is teaching sociolinguistic to the learners and also have exercises based on writing skill. But the lesson lack in speaking and reading skill. In addition to the lesson do not have any unknown word list nor it have any learning outcome.

**Appendix-3**  
**Evaluation of Unit-6 (Lesson-1)**

Unit Six: Path to Higher Education	Grammatical	Socioling uistics	Disco urse	Strate gic	Listenin g Activity	Speakin g Activity	Reading Activity	Writing activity	comments
Lesson 1: "An Eastern University" by Rabindra nath Tagore	Universities should never be made into mechanical <b>organizations</b> for collecting <b>and</b> distributing knowledge. Through them the people should offer their <b>intellectual hospitality, their</b> wealth of mind to others, and earn <b>their</b> proud right in return to receive gifts from the rest of the <b>world</b> . But in the <b>whole</b> length and breadth of India there is not a single University established in the modern time where a foreign or an Indian student can <b>properly</b> be acquainted with the best products of the Indian mind. Use f noun, pronoun, verb, adjective, conjunction  Ex13 finding parts of speech	N/A	N/A	N/A	N/A	Ex-1 1 <sup>st</sup> question is of group discussion	The passage is the reading material.	Ex-1 2 <sup>nd</sup> question writing on idea about university Ex-3-9 question answers Ex-10 explaining ideas in own word Ex-11 word meaning Ex-12 true/false	The lesson have good amount of grammatical context with grammar task. There is also speaking, reading and writing task but writing is most focused that that of others. But listening skill is totally omitted and even the lesson lack in learning outcomes. The passage in the lesson is also too lengthy and most of the writing tasks are based on question answers that learners have answer reading the text.

**Appendix-4**  
**Evaluation of Unit-14 (Lesson-2)**

Unit fourteen: Art and Music	Grammatical	Sociolinguistics	Discourse	Strategic	Listening Activity	Speaking Activity	Reading Activity	Writing activity	comments
Lesson 2: Folk Song	<p>Folk music consists of songs and music of a community that are uninfluenced by any sophisticated musical rules or any standard music styles. Bangladesh has a heritage of rich folk music which includes both religious and secular songs.</p> <p>Folk music may be described as that type of ancient music which springs from the heart of a community, based on their natural style of expression uninfluenced by the rules of classical music and modern popular songs. Any mode or form created by the combination of tune, voice and dance may be described as music.</p> <p>Ex-4 finding meaning and sentence making.</p> <p>Ex-6 explain the phrases</p> <p>Ex-7 finding noun from verb</p> <p>Ex-8 finding adjectives from text and make sentences</p>	Teaching about a particular cultural	N/A	N/A	N/A	N/A	The text is the reading activity	Ex-3 Question answers	<p>The text contains sociolinguistic competence as it presents certain cultural activity but it does not contain any activity related to competence. Moreover the lesson does not contain listening, speaking activities. Couple of grammatical exercises has been implemented with the lesson.</p>

**Appendix-5**  
**Evaluation of Unit-3 (Lesson-2)**

<b>Unit Three: Food Adulteration</b>	<b>Grammatical</b>	<b>Sociolinguistics</b>	<b>Discourse</b>	<b>Strategic</b>	<b>Listening Activity</b>	<b>Speaking Activity</b>	<b>Reading Activity</b>	<b>Writing activity</b>	<b>comments</b>
Lesson 2: Eating Habit and Hazards	<p>Example- I caught sight of her at the <b>play</b>, and in answer to <b>her beckoning</b>, I went over during the interval and sat <b>down beside her</b>. It was long since I had last seen her, and if someone had mentioned her name I <b>hardly</b> think I would have recognized her. Pg-32 para-1</p> <p>Use of noun, verb, adverb, pronoun, preposition, gerund.</p> <p>Grammatical exercises</p> <p>Ex-3 finding idioms Ex-13 adjective finding to make sentences</p>	<p>Example-Oh, do not say that! Pg-33 para-5</p> <p>What would you like Why do not you follow my example and just eat one thing? Pg-34 dialouge-8</p> <p>Here the speaker is having conversation based on social context.</p>		<p><i>I see that you're in the habit of eating a heavy luncheon. I am sure it's a mistake. Why do not you follow my example and just eat one thing? I'm sure you'd feel ever so much better for it.</i></p> <p>Here the speaker used strategy to continue the conversation with the second person. Almost the whole passage shows how to continue conversation in a strategic way. (Pg-32-36)</p>	N/A	N/A	The passage is the reading material and there is a dialogue reading.	Ex- 4- 10 question answer Ex-11 essay writing Ex-12 fill in the blanks	The lesson tech students to have conversation in a situation and also gave a list of unknown words and idioms for the learners. The lesson also has grammatical exercise. Rather than that the lesson lack in speaking and listening skill and lots of writing tasks.