



“EVALUATING THE EFFECTIVENESS OF HIGHER SECONDARY TEXTBOOK ‘ENGLISH FOR TODAY’: A CASE STUDY ON THE COLLEGE STUDENTS AND TEACHERS IN MYMENSINGH AREA OF BANGLADESH”

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Research Through Innovation

Abstract

Bangladesh's National Curriculum and Textbooks Board has developed English textbook English for Today for grades 11 and 12 as a continuation of grade 6 following the principle of learning the language through hands-on practice as part of the English Language Teaching Improvement Project. This book aims at using English for a variety of purposes, targeting four skills through a communicative approach. However, emphasizing the communicative approach does not mean ignoring the role of grammar. During the review by the committee, it was observed that there was a great discrepancy between the content of the text and the testing system. Our students are also exam oriented and use this book not as a tool for language proficiency but as a tool for academic excellence. The application of this textbook is questionable. This study looks into what teachers and students concentrate on and what they skip over in the HSC English textbook, as well as why they do so. It also assesses the usefulness of the textbook. Teachers and students from a few urban and rural institutions in Bangladesh's Mymensingh participated in the study by filling out closed-ended questionnaires. The study found that while almost all teachers and students concur that the text is rich enough for learning all four language skills, their learning and teaching activities are more focused on preparing for exams than on helping students become fluent in the language. The gaps between the textual contents, classroom and homework activities, and testing system can be closed by rearranging the exam questionnaire in accordance with the four language skills as they are described in the text.

Chapter One : Introduction

1.1 Introduction

Bangladesh's higher secondary English language textbooks for classes XI and XII have been newly developed, and they will begin using them in the 2015–16 academic year. A prior book using the CLT approach was written disregarding the grammar translation method. That was a huge loss for the nation because it was no longer useful in an EFL context, like Bangladesh. In order to update the book using the concepts of communicative language education and the grammar translation approach, the National Curriculum and Textbook Board starts a new project. According to this book's goals, HSC-level students will be capable in four language skills. Also, they will master grammar principles by reading and engaging in various tasks and activities. Students don't have to study the grammatical rules separately. It is anticipated that this book will be helpful to both students and teachers, and that the class will be interactive. As it has been a while since the book was published, it is now imperative to assess the effectiveness of the new textbook to determine its strengths and weaknesses.

1.2 : Background of the Study

Despite the fact that we have been using CLT for many years our education system, context, testing, and evaluation systems are not set up appropriately. While teaching and mastering any language, textbooks are crucial. The methodologies of English language teaching and learning have been developing gradually and relentlessly in terms of the changing environment. In order to meet the demand over time, numerous efforts have been considered in this regard. Prior to now, learning English was grammar-translation method-based and content-based. Back then, grammar instruction was prioritized over literature-based instruction in English classes. Nowadays, however, it stresses the development of communicative competency, which is thought to be an efficient way for learning English and has become a common method in all countries.

According to this viewpoint, the current English curriculum and EFT textbooks in Bangladesh were published using the communicative language teaching (CLT) methodology. CLT was also the foundation of the prior curriculum and the EFT textbook. Changes to the curriculum and EFT are being made to better meet the needs of our students and stay up with Technological advancements in a changing global environment. Innovations were required to meet the increasing needs of a changing environment. Another factor in the change was that for the previous seventeen years, our teachers had been teaching English using the outdated English for Today (EFT) textbook.

Moreover, in the era of globalization, learning English is very important for Bangladeshi citizens for various

reasons. In Bangladesh, it is employed as a language of higher education as well as a required subject in both high school and college. A requirement for people who desire to pursue higher education overseas is English fluency. Also, non-government organizations, multinational corporations, international businesses, and others prioritize hiring candidates with strong English skills. Unfortunately, Bangladesh is losing out on the global job market as a result of job seekers' subpar English abilities. In Bangladesh, students must spend a minimum of 12 years of their academic careers learning English. They must therefore be fluent in the intended language. But in reality, the majority of students are unable to utilize English correctly or satisfactorily. Each of the four fundamental language skills—listening, speaking, reading, and writing—must be mastered by someone learning English. However, in the majority of Bangladeshi colleges, these four abilities are not sufficiently taught, practiced, or learned.

The previous cause stemmed from the failure to implement an adequate curriculum and text book. Even though Bangladesh has implemented the CLT approach at the HSC level, the target language competence in English has not yet been achieved due to a lack of sufficient trained teachers, teaching-learning materials, a lack of teacher-student interaction, a lack of student motivation, a lack of students' fear of using English, and the irresponsible behavior of some teachers and concerned authority figures. Solving these issues and updating the HSC level English EFT textbook are therefore necessary for effective communicative skills in English. The old EFT textbook was created using the Communicative Language Teaching (CLT) methodology, according to the National Curriculum and Textbook Board of Bangladesh (NCTB). But the focus of the book is also on engaging and fun activities to practice language skills.

1.3: Statement of the problem

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

1.4: Significance of the study

In Bangladesh today, English is very important for the quality of education and has a big positive impact on both domestic and international life. English was initially adjusted to serve as a library language in higher education in Bangladesh. It is seen as a window to the outside world. English is used extensively in the fields of education, trade, technology, and science. The secondary school English teachers at our institution can most significantly help to meet this need. Yet, only when they are capable resources can they give this their best effort. Although the communicative approach to teaching languages was established in our nation around 17 years ago, teachers are still instructing students in the conventional manner. There are various causes for it. One of the benefits of the EFT textbook is its effectiveness.

According to the textbook's authors and the relevant ministry, a communicative strategy was used in its design. The focus of the book is on using engaging and fun activities to practice language skills. The book will support teachers in creating more efficient lesson plans and fostering communicative learning among students. This study is being undertaken to assess the textbook's efficiency and dependability in the context of Bangladesh in light of its significance. This study is vital because by evaluating the EFT textbook it can be proclaimed the efficiency of the EFT textbook which is extremely crucial at present. Also, this examination may bring about the adjustments that are required for its continued progress.

1.5: Objectives of the Study

The objectives of the study are as follows :

1. To demonstrate to teachers and students the value of the book in achieving the goals and objectives set forth by NCTB in introducing the book.
2. To determine whether the textbook under evaluation covers all language skills and, thus, whether it can satisfy the communicative and functional demands of students.
3. To determine the book's advantages and disadvantages in the context of higher secondary education in Bangladesh.
4. To offer some ideas and proposals for the English Textbook's future development.

1.6: Research Questions

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

- a) How appropriate are the book's layout and illustration?
- b) Are the topic contents chosen with care to keep the students' interest and motivation in mind?
- b) How much do English For Today (EFT) exercises and tasks aid learners in developing communicative competence?
- d) How are the grammatical elements treated throughout the book?
- e) Does the book aid students in learning new words?
- f) How has the textbook included the four skills?
- g) Is the language used in the textbook realistic, lucid, and appropriate for the target audience of students?

1.7: Limitations of the Study

The limitations of this study were-

- a) The researcher was only able to base this analysis on a few colleges in the Mymensingh region. If more institutions from across the entire nation had been able to participate in the process, the study would have been more insightful.
- b) The researcher was only able to conduct the study in four colleges due to time restrictions and authorization concerns.
- c) The research would have been stronger overall if there had been a larger number of participants, which would have allowed for more accurate results.

1.8: Definition of Key Terms

CLT : The teaching of a second language "with the ultimate purpose of communication" is known as communicative language teaching, or CLT (Brown, 1993). The emphasis of this approach, as stated by Cook (2008), is on communicative competence rather than linguistic or grammatical competence.

Communicative-competence : The ability to use a language for communication is referred to as communicative competence. It symbolizes a speaker's internalized understanding of both a language's grammatical laws and the rules for proper use in social circumstances. Dell Hymes addressed the subject in 1966. In order to fulfill instructional and assessment goals for communicative competence, Cannale and Swain (1980) initially presented the comprehensive model of communicative competence. They claimed that the extensive model proposed the following four elements of communicative competence.

Grammatical Competence: Grammar competence is the understanding of the rules of the language, including its grammar, vocabulary, pronunciation, and spelling.

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

Discourse competence: The capacity to mix language structures into various coherent texts is referred to as discourse competency.

Curriculum

The organized interaction of students with instructional concepts, materials, resources, and systems for evaluating the achievement of educational goals is known as curriculum in formal education. The abilities, performances, attitudes, and values that kids are expected to learn in school are outlined by the curriculum. It can also refer to the complete curriculum offered by a school, district, state, or nation.

Evaluation

In the discipline of applied linguistics, a number of processes have been referred to as evaluations. Lynch (1996) defined evaluation as "the systematic attempt to gather information in order to make judgments or decisions". As for materials evaluation as a field of study, Carter and Nunan defines it as "the process of measuring the value of learning materials. This can be predictive pre-use evaluation, ongoing whilst-use evaluation or retrospective post use evaluation. Richards et al. (1985: 98) offered one of the most "workable" definitions of evaluation, defining it as "the systematic gathering of information for purposes of making decisions." Teaching materials can be evaluated either before they are used in the classroom to see if they meet the needs of the specific group of students (predictive evaluation) or after they have been used in the classroom to see if they are still effective and efficient as well as how teachers and students feel about them (retrospective evaluation).

1.9 : Review of Related Literature

Cunningsworth (1984) talked about the guidelines and standards for course analysis. The following topics are covered in relation to the criteria he proposed: language content; selection and grading of language items; presentation and practice of new language items; development of language skills and communicative abilities; supporting materials; motivation of the learner; conclusions; and overall evaluation. He included a checklist at the end of the book that should be utilized for assessing courses.

Zishnu, (2011) examined the tasks in the (IX-X) English textbook of Bangladesh's secondary level and demonstrated how well the tasks are designed. She concluded by saying that the book's design struck a solid balance between the activities and the skills. She also discussed the theoretical foundation and empirical support for task-based language instruction, attempting to demonstrate how Krashen's (1985). Task-based learning and hypotheses are related. She placed special emphasis on the input hypothesis. She has demonstrated how various tasks assist students in picking up the target language. She concluded by saying that overall, the results reveal that the book has many great qualities; nevertheless, in certain instances, the results were "not satisfactory," which needs to be further modified. Eight criteria are suggested for usage by Bruder (1978): level, aims, style, language,

age, time, convictions, and competency. According to him, teachers' and students' perspectives on these requirements should be taken into account.

As part of his master's thesis, Al-Yousef (2007) examined secondary level third grade intermediate English textbooks used in Saudi Arabia. He did this by adapting Cunningham's modified checklist to take into account the local context (1995). This study was created as a thorough evaluation of the overall pedagogical usefulness of the textbook content. The researcher was outlining some of the key benefits and drawbacks of the material in various Saudi textbooks. The study has clarified how to assess a textbook's pedagogical suitability in accordance with the approved curriculum.

A university-level textbook used in one of the language courses at a university in South Korea was appraised by Litz (2005). The study concentrated on how the textbook can satisfy the needs of both students and teachers. In order to assess the overall pedagogical value and usefulness of this book for this component of the university language curriculum, a post-use evaluation was also started.

According to Choudhury (2001:17), the main issue with English textbooks in Bangladesh is that teachers follow cultural content that is largely foreign and prevents pupils from using their creative faculties. Choudhury also raises concerns about new initiatives to create English classes that are entirely functional and devoid of any literary content. He believes that "Without the aid of literature, language instruction is destined to be boring and ineffectual. The young learner's mind cannot likely be properly trained by feeding on a mechanical diet."

The above literature has some limitations, and the evaluation criteria largely apply to a learning setting and require significant adjustment to be used in other contexts. Matthews (1985) argued that any review should begin with a description of the teaching environment, while Cunningham (1995) underlined the significance of selecting criteria that are pertinent to the intended audience. This study was done to assess the internal and external value of new EFT textbooks released in 2015 while taking into account the aforementioned restrictions and the demands of the current higher secondary education environment in Bangladesh. This study's post-use evaluation contains several significant conclusions concerning the EFT textbook's advantages and disadvantages that must be taken into account for the textbook's future growth.

Chapter 2: ELT, Textbook and Evaluation

2.1: ELT in Bangladesh

The use of the English language has recently gained significant significance on both a local and international level. Before the year in 1996 or 1997, however, English was never regarded in Bangladesh as a means of communication; rather, it was merely a language that students had to study in order to receive a high grade. Children are exposed to the language here at a very young age, learning things like how to recognize the alphabet and pronounce the letters before beginning their official education from first grade through twelfth grade, moving through primary, secondary, and higher secondary levels (Hamid & Baldauf, 2008, p. 16). The Grammar Translation Method (GTM) was typically the teaching strategy and curriculum used in educational institutions, with a primary emphasis on prescriptive grammar rules, comprehension, memorization, accurate English output through writing, etc. (Ali & Walker, 2014, p. 34).

It mainly focused on penmanship and reading abilities. The ability to communicate effectively received some attention. However, this entire English Language Teaching scenario had to alter due to the quick adoption of English as a communicative tool. In 1997, the English Language Teaching Improvement Project (ELTIP) and the Government of Bangladesh introduced CLT into the Bangladeshi curriculum in order to improve the learners'

communicative competence (Sargeant & Erling, 2011, p. 252). Learners engage in meaningful activities and situations while communicating in the target language as part of CLT (Richards & Rodgers, 2012, p. 161). This method's primary emphasis is on "speaking and listening skills, writing for particular communicative goals, and reading texts in a "authentic" manner" (Brown, 1993, p. 226). In light of these focuses, the National Curriculum and Textbook Board (NCTB) created a new curriculum and textbook (Ali & Walker, 2014, p. 34), which led to the launch of the English For Today textbook collection (Sargeant & Erling, 2011, p. 252).

2.2 : What is Textbook ?

The textbook is a book that is used as a primary source of knowledge for academic study of a topic as well as a tool for instruction and learning (Graves 2000: 175). It should be viewed as one of the many resources' teachers can use to develop a successful lesson and could provide a framework for direction and help. The textbook also gives an inexperienced teacher security and confidence because it can be difficult to adapt current textbooks, particularly for classes that are specifically tailored for the workplace. In instructing and learning, the textbook is crucial. Both teachers who create courses and language learners who are learning a new language can benefit from it.

2.3. The role of Textbook in ELT classroom

Language teaching and learning belong under the category of subjects for which textbooks are an indispensable component, together with students, teachers, contexts, instructional strategies, and evaluation. A balance between these elements must be established in order to accomplish the ultimate objective (Billah, 2014). A textbook serves as a guide that aids in keeping track of how things go more smoothly with pupils and what inspires or demotivates them (Richards, 2001, pg. 2). A textbook has such a significant impact on language learning that Hutchinson & Torres (1994) refer to it as a "almost universal element" (p. 315).

An effective teaching and learning environment can be ensured to a greater extent if the textbook, as well as its contents and assignments, are communicative and grounded in real-life situations. According to Sheldon (1988), textbooks are the "heart of every ELT program" (p. 237). An excellent way for teachers and students to expand their knowledge and link it to other resources is through a textbook. Teachers and students can rely on it to provide them with information about what is in store for them (Ur, 1999, p. 79). As a result, selecting a textbook carefully is crucial.

However, selecting a textbook that is appropriate for the majority of people is a difficult undertaking (Chambers, 1997, p. 29).The article by Garinger (2002) lists the considerations that should be made while choosing a textbook for an ESL class. They are-

- Matching the Textbook to the Program and the Course
- Reviewing the Skills Presented in the Textbook
- Reviewing Exercises and Activities in the Textbook
- Weighing Practical Concerns

His piece is organized top-down; it begins with the program curriculum, which is the more general perspective, and finishes with assignments and exercises. The author suggests carefully reviewing the program curriculum. The program curriculum and goals will have a larger influence on the textbook if they are both explicit. Second, there should be a clear connection between the course objectives and the goals of the textbook. The tasks and exercises in the textbook are probably appropriate to fulfill the criteria of the course objectives if this relation is maintained. Materials (textbooks in this context), according to Edge (1993), are there to support the entire teaching and learning scenario. He goes on to say that having a textbook in an ESL classroom has some advantages, including being user-friendly because there are at least some guidelines that teachers and students can rely on for classwork,

attractive (though it may vary depending on the learners' preferences), reliable because the information provided here is accurate and dependable, and attractive (pp. 43-44). It provides all parties with a point of agreement.

Despite the fact that it cannot meet all of a learner's needs, it serves as an effective auxiliary tool (O'Neill, 1982, pp. 105–106). A textbook aids in a student's self-preparation for subsequent lessons. The setting of the classroom is crucial for language learning. Language classrooms are diverse because students are constantly exposed to new linguistic concepts as they learn the language. According to Richards and Renandya (2002), using a textbook is more important because the classroom environment is constantly unpredictable and dangerous for the students (p. 83). But it undermines the surprises because students know what will happen in the next class and make the greatest use of the resources, according to O'Neill (1982), (p. 106). Understanding the material reduces their level of anxiety, which, in general, makes it easier for them to pick up the language quickly since their "affective filter" is reduced (Spada & Lightbown, 2006, 37).

2.4. The Limitations of Using a Textbook

There are many different products on the market made specifically for learning languages. Experts prepare them using pilot research and several surveys. The language learning process is "far too complex to be satisfactorily catered for by a pre-packaged set of decisions embodied in teaching materials," according to Block (1991, p. 211), so a textbook or materials published for the classroom cannot always fulfill the needs of all learners or provide the elements that a teacher is seeking for his or her particular class. (1981, Allwright, p.9). Yet, blindly adhering to the textbook without taking the needs of the learners into account might hinder the learning process and, as Richards and Renandya (2002) highlight, "deskill" the teachers (p. 67) .

If they always refer to the textbook when giving directions, their role as a teacher is diminished. In order to continue the lesson with assignments and activities, a teacher must decide what would work best for the students, not the people who write the textbook. Hence, relying on what others have written without taking the context into account is not a wise choice. Every teaching-learning setting is different on its own, therefore a resource may be effective in one context but completely ineffective in another. Richards (2001) makes the observation that a textbook that precisely satisfies the requirements of one context may not be sufficiently demanding in another (p.2). These kinds of circumstances, meanwhile, might not be offered to the learners by the existing resources or the incorporated activities. The choice of a material necessitates some trade-offs between what the material's designers desire in it for various financial reasons and what ought to be there. According to Sheldon (1988), this arrangement represents "bad compromises" between "educationally desirable" and "financially viable" variables (p. 237).

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

2.5. Why Evaluation of Textbooks

According to Cunnings Worth (1995), evaluating textbooks entails carefully choosing materials and determining if they accurately reflect the objectives, techniques, and values of a particular teaching program. Teachers can move past impressionistic evaluations with the aid of textbook evaluation, which also makes it easier for them to gain practical, precise, systematic, and contextual understanding of the general nature of textbook materials (Cunningsworth, 1995; Ellis, 1997). Teachers can more easily modify a textbook to meet the objectives of the

course, the requirements of the students, and their own beliefs by understanding the substance of the book, as well as its strengths and shortcomings. According to Littlejohn (1998), the objective of textbook evaluation is to determine whether the materials' technique and content are appropriate for a certain language teaching setting. The review would examine if the claims made by the materials—that they foster autonomy, encourage problem-solving, and are learner-centered—are true.

2.6 Types of Textbook Evaluation

A preliminary examination of the context in which the material will be used and a survey of the needs of the students must be done prior to the analysis of textbooks. The realization that there is a clear distinction between the analysis of the textbook and its appraisal led to the realization that this was necessary. "Analysis is a process that leads to an objective, verifiable description while assessment entails the making of judgments," claims McGrath (2002, p. 22). When a comparison is conducted between the descriptions of a situation and the description of the textbook, evaluation is possible. As a result, it is important to examine a precise set of criteria or needed aspects while analyzing textbooks. Evaluation of teaching materials can be divided in three types according to the literature in the field of English Language Teaching.

By (Ellis, 1997; McGrath, 2002; Tomlinson, 2003), pre-use or predictive evaluation refers to the process of making judgements regarding the potential worth of materials for their users. According to (McGrath, 2002; Tomlinson, 2003), in-use evaluation, which is estimating the value of things while utilizing them or watching them being utilized after-use assessment by (McGrath, 2002; Tomlinson, 2003). measures the actual impact of the materials on the users, according to McGrath. Post-use evaluation, according to Tomlinson (2003, p. 25), may quantify the actual results of the usage of the materials and so give the information on which decisions concerning their use, modification, or replacement can be made with confidence.

2.7: Textbook Evaluation

Depending on how, where, and for whom a textbook is utilized, it can have both positive and bad elements. In order to strengthen its weaknesses and make the most of its strengths, a textbook should be evaluated, according to Cunningham (1995), in order to determine whether it is fit for the intended audience. According to Garinger (2002), when reviewing a textbook, it is important to evaluate the learners, the layout, design, organization, and cultural aspects of the textbook as well as the students' ages, interests, and goals for learning a second language. Sheldon (1988) also recommended a number of other factors that ought to be taken into account when assessing a textbook, including a justification, accessibility, user definition, layout, linkage, selection/grading, authenticity, cultural bias, and adaptability. He closes the topic by arguing that the evaluation of a textbook should not be a one-time activity but rather a continuous one since learners develop as they are exposed to fresh concepts and beautiful contents (p. 242245).

According to Brown (1995), it's crucial to carry out an evaluation of the textbook's appropriateness before using it in the language program (p. 159). Two evaluation techniques are discussed by Ellis (1997) for evaluating language instruction materials: predictive evaluation and retrospective evaluation (p. 36). The former evaluation, as its name implies, discusses the materials to be used in the classroom based on the data acquired by professional reviewers, or the teachers themselves can carry out the evaluation with the aid of checklists and instructions. This is regarded as the first action. After utilizing the resources, the teachers may feel the need to do additional testing to determine whether they truly meet the course's standards. Retrospective (post-use) evaluation is what this is. The paper claims that retrospective evaluation verifies the validity of predictive evaluation's findings (p.37).

There are two methods for conducting retrospective evaluation: impressionistic evaluation and empirical evaluation. Both of these approaches center on evaluating the tasks, which essentially make up the entirety of the language education curriculum. A general overview of the entire book is provided by impressionistic evaluation

(Cunningsworth, 1995, p. 1), but empirical evaluation, through the micro-evaluation process, can give the evaluator useful and legitimate findings because it takes into account student-based, response-based, and learning-based evaluation (Ellis, 1997, p.37). Moreover, McDonough and Shaw (2013) proposed a methodology for evaluating textbooks that had a similar idea but had the labels External evaluation and Internal evaluation (p. 53). Because they are the ones who are directly involved in the entire teaching and learning situation, learners and teachers should prioritize textbook evaluation. As Chambers (1997) suggests, this is the reason why having both teachers and students evaluate a textbook rather than just leaving it up to the teachers seems more credible (p. 34). Their opinions on the textbook are quite important. Wright (1990) places more value on the responses of the students. He views professors and researchers as the "learner," while students are treated as the "authority" (p. 445).

The author conducted a study to understand what students' opinions were about a certain textbook they were studying. Following the feedback, he stated that the entire study may serve as a wake-up call for the teachers because they will better understand their pupils and learn about their preferences and choices, enabling them to use, modify, or adapt the tasks and contents in accordance with the needs of the pupils, resulting in proper learning. When a textbook is chosen for a language classroom, it is ensured that it has the potential to provide value, quality, and applicability depending on the context and has gained the support of those who will be linked with it (Litz, 2005, p.9). According to William (1983), a teacher should be knowledgeable about how to make a textbook useful in addition to actually using it (p. 254). Although it is nearly impossible for a textbook to meet every stakeholder demand and be appropriate in every situation (Richards, 2001, p. 2), it is crucial to evaluate it using some standards that are compatible with the environment in which it will be utilized.

A number of authors, including Sheldon (1988, p. 242), Cunningsworth (1995, p. 3-4), Ur (1993, p. 82), William (1983, p. 255), and many others, have proposed numerous checklists for evaluating a textbook in addition to McDonough and Shaw's (2013, p. 58) framework and Ellis's (1997, p. 36) criteria. Despite the fact that these checklists share a number of components to allow for use in a variety of contexts, no checklist should be utilized without significant modification because a general checklist will never be aware of the local context (Sheldon, 1988).

2.8 Approaches and Criteria for Textbook Evaluation

Three distinct phases of evaluating a textbook may be identified: pre-use (also known as pre-evaluation), during-use (also known as in-use), and post-use (or post-use).

Pre-evaluation

A description or analysis phase and an interpretation or assessment phase are the two primary stages that must be completed at the pre-evaluation phase, according to the majority of textbook evaluation schemes. The scope and order, structure, and sorts of texts and exercises that are included in the book must all be properly outlined in the first phase. Finding the following types of information will be the focus of the analysis phase: (1) The book's goals and objectives; (2) The book's level; (3) The skills it addresses; (4) The topics it covers; (5) The situations it is meant for; (6) The target audience; (7) The components; (8) The number and length of units; (9) Unit structure.

Evaluation of textbooks often considers the following issues:

Goals: What does the book hope to accomplish, and how well-defined are its learning objectives?

Syllabus : What curriculum-based model does the book follow? Is the curriculum sufficient, or does it need to be expanded (maybe with extra grammar or pronunciation exercises)?

Theoretical framework : What theory of language acquisition does the book draw from? Does it demonstrate a thorough comprehension of any underlying theory?

Methodology: What methodological foundation does the book have? Is it pedagogically sound?

Language content : How authentic and pertinent is the content? What kind of language does it contain? Is the degree of difficulty suitable for the students?

Other content : What topics and themes are covered and are they appropriate for the target learners?

Organization: Is the book logically divided into units and lessons, and are the activities' goals within each lesson made clear? Do the book's units follow a logical, consistent organization, and do their levels of difficulty increase over time?

Teacher appeal : Does the book seem self-contained and simple to teach, or would the instructor need to create supplemental materials to go along with it? Would it need specialized training or could it be utilized by both native and non-native speakers of English as well as teachers with little to no experience?

Learner appeal : How appealing would it be to students? What grade would they give the book's layout (including the pictures and illustrations), the subjects covered, and the types of activities offered? Is the content blatantly pertinent to their envisioned language-learning requirements? Are there elements for self-study included?

Ancillaries : What other elements, such as a teacher's guide, workbook, tests, and online and digital resources, are included in the book? Do all of these parts exist and have published versions?

Price: Is the book affordable for the intended buyers?

All of the aforementioned concerns as well as others unique to the educational environment can be explored during a group review process, and if multiple books are being evaluated, a decision can be made on the one that best meets the needs of the teachers. The choice might not be solely based on the book's merits. For instance, a coursebook might not be accepted for use in private-language programs that draw university students if it is known that pupils use it in private high schools.

Evaluating during and after use

A portion of in-use evaluation is devoted to the institution's overall needs: if testing is crucial, the thoroughness of the tests may be closely examined; if lab work is crucial, the pedagogical effectiveness and comprehensiveness of the online components may be thoroughly examined; if the school is transitioning students from a program for younger learners to one for adults, the smoothness of the transition from the coursebook for younger learners may be examined.

In-use evaluation, on the other hand, focuses on how well the book functions in the classroom and depends on monitoring the book while it is being used by gathering information from both teachers and students. In-use evaluation, however, focuses on the classroom experience and overall learner satisfaction. The following uses may be made of the information obtained:

- 1) To offer input on the book's usability and effectiveness in achieving its objectives.
- 2) To record efficient textbook usage strategies and support other teachers in doing the same.
- 3) To maintain a record of the book's modifications.

In order to address concerns that may come up as the book is being used and to address potential issues, this monitoring approach may require continual contact with teachers.

For instance:

- 4) Is the amount of content adequate or inadequate?
- 5) Is it appropriate for the students?
- 6) Which elements of the book are working the least and best?
- 7) What aspects of the book do educators and students appreciate or dislike the most? Various approaches to monitoring the use of a book are possible.
- 8) Observation: Classroom visits to see how teachers use the book and to find out how the book influences the quality of teaching and learning in the lesson.
- 9) Record of use: Documentation of what parts of the book were used or not used and what adaptations or supplements were made to the book and why.
- 10) Feedback sessions: Group meetings in which teachers discuss their experiences with the book.
- 11) Written reports: The use of reflection sheets, or other forms of written feedback (e.g. blogs and online forums), in which teachers make brief notes about what worked well and what did not work well, or give suggestions on using the book.
- 12) Teachers' reviews: Written reviews by individual or groups of teachers on their experiences with the book, and what they liked or didn't like about it.
- 13) Students' reviews: Comments from students on their experiences with the book.

The purpose of post-use evaluation is to gather data that will be utilized to determine if the book will still be used for upcoming programs. When publishers decide to create new versions of textbooks, detailed data from textbook-evaluation processes—often undertaken over a long period of time—is a key source of input. As a result, teachers may have a significant impact on the path that the textbooks they are now using go in the future.

Many evaluation methods and standards have already been proposed. Although though they are given different names by different authors, the requirements tend to be rather similar. We have seen that while some approaches, such as those put forth by Ellis (1997), Tomlinson (2003), Littlejohn (1998 & 2011), and McGrath (2003), give evaluators a clear framework for the entire process as well as detailed criteria, others, like those proposed by Cummingsworth (1995), Byrd (2001), Skierso (1991), and Ur (1996), do not. Yet, they are for judgments that are not context-specific. Evaluators must apply their chosen evaluation criteria to the specific contextual circumstances of their evaluation in order to carry out an effective evaluation.

Because there are different reasons to evaluate textbooks, the most crucial factor is that assessors should be aware of their objective for evaluation (selection, balancing teaching, supplement, etc.). Moreover, textbook evaluation can be carried out before, during, or after the book has been used (Tomlinson, 2003). In general each approach to textbook evaluation, as mentioned above, has its own strengths and weaknesses, evaluators should choose or even

devise an approach which is the most principled, systematic and suitable for their context. It is also important for evaluators to combine approaches, in order to offset the weaknesses of one approach with the strengths of others. The present study uses a mixed approach, mainly based on Tomlinson's (2003) and McDonough and Shaw's (1998 & 2003) framework, though modified, with evaluation criteria from other authors . It evaluates *English for Today for class xi & xii* in depth from its content to its impact on users, its physical appearance, topics and so on.

2.9. The Current *English For Today* for Classes XI-XII Textbook

With the release of the first textbook, English For Today underwent a number of trial-and-error procedures before arriving at the present state. The new textbook was created in accordance with the National curriculum of 2012 while taking into account the worries of educators, students, and other stakeholders. The textbook offers a variety of content from different genres to give the learners an overview of the important issues and what is happening across the world because the emphasis of language learning has switched from memorizing rules to using it in real-life circumstances (Billah, 2010) (English Curriculum For Eleven & Twelve, 2012, p.24). The book focuses on language's communicative functionalities so that readers can use English in a variety of contexts and for a variety of purposes (Billah, et al., 2017, p. iii). The textbook's units on topics including human rights, food adulteration, diaspora, peace and conflict, myths, and literature demonstrate how the fundamental principles of communicative language teaching (CLT) have been included into the text (Billah, 2015).

Chapter 3: Research Design and Methodology

3.1 Strategy and framework

The study examined how teachers and students felt about the English For Today (EFT) textbook (xi-xii) in order to assess it, determine its effectiveness, identify its strengths and weaknesses, and offer some recommendations. The following methods were used to perform the research activity while taking into account primary and secondary sources to increase the research's validity. For this study, questionnaire surveys of both teachers and students were administered. Furthermore, there is a thorough explanation of consequences, administration, sample, data analysis, and research techniques in this chapter. Data were gathered using both qualitative and quantitative methods, and data analysis was performed by creating 12 different categories of the questionnaire in accordance with various aspects of the textbook evaluation checklist that were taken from three different sources: the checklist created by Lesley A. Sheldon, the checklist created by Tomlinson, et al. (2001), and the checklist used by Alamri (2008). The questionnaire began with basic information about the respondents and 23 statements for the students and 18 statements for the teachers in the form of Likert (1932) rating scales clustered according to the following categories: (a) The overall look, organization, and structure; (b) the topic and contents; (c) grammar and vocabulary; and (d) language skills. (e) language level, (f) Tasks and activities, (g) Overall Evaluation

3.1 Sampling

Sampling, according to Dornyei (2007), a sample is a subset of individuals that a researcher looks at in order to determine the outcome of a given study. As a result, the researcher has gathered replies from 100 higher secondary students and ten teachers from four reputable colleges in the Mymensingh region of Bangladesh for the study. Two of them are located in rural areas, and the remaining two are in cities. The students in classes XII and XII were the study's target population. The following table provides the sampling's specifics:

Institutions	Type of the Institutions	Students	Teachers
Govt.Trishal Nazrul College	Government	25	1
Alamgir Monsur Minto College	Non-government	25	3

Fulbaria College	Non-government	25	2
Ananda Mohan College	Government	25	4
		Total=100	Total=10

Table 1: List and Type of the Colleges:

3.2 Research Design

This study aimed to determine the effectiveness of the English for Today textbook used in higher secondary education. The researcher needed permission from the relevant authorities in order to interview instructors and students for surveys. In order to gather data, the researcher employed a checklist for her own evaluation of the book as well as two other survey questionnaires, one for teachers and one for students, both of which had some of the same items. There were closed-ended questions on both surveys. It is clear, nonetheless, that the researcher used a mixed methodology approach, which combines quantitative and qualitative research methods. Mixed methods can collect a variety of responses to produce the best results since they integrate qualitative and quantitative research methodologies (Dornyei, 2007, p. 20). The survey served as the main information source for data gathering.

3.3 Participants

Students in grades (11–12) and English teachers from non-government and government colleges in Bangladesh's Mymensingh area participated in the study. A questionnaire was employed to gather information from the teachers. From these organizations, five English teachers—five non-government and five government—were randomly selected.

3.4 Instrumentation

The researcher evaluated the book using a checklist while gathering data. Also, two survey questions were employed to gather information from the participants. The 23-item student survey questionnaire was created based on the primary study topics. There were closed-ended questions on the surveys. Also, they had a selection when answering closed-ended questions.

3.5 Teachers' and Student's survey Questionnaire

The respondents' information was gathered through the use of a survey questionnaire. The Likert scale served as a guide for the researcher as he created the survey questions for teachers and students. The researcher made an effort to keep the questions short and easy when creating them so that the participants would not have any problems. Participants were mostly questioned about how they felt about various aspects of the English textbook used in classrooms (XI – XII).

3.6 Data collection procedures

The researcher had to follow a set process for gathering data. The researcher had to initially select a few institutions. The researcher then approached the authorities to ask for permission to conduct a survey with one higher secondary English 1st paper class in their reputable institutions, submitting a recommendation letter provided by the researcher's supervisor and speaking with them directly. The researcher went there on that specific day after obtaining permission, choosing the time and day for data collection.

Chapter 4. Data analysis and Results

The data gathered from the survey questionnaires for both students and teachers are included in this chapter as well as the results and findings. Table 2: Statements of the questionnaire, Percentages, and Means from the responses of the learners (Total number of Students=100).

The students' questionnaire contained 23 statements, all of which were designed to elicit information on the learners' opinions and preferences regarding the value of the English textbook. Table 2 below shows the mean score and percentages of their responses.

In respect of the Mean score of the respondents' responses on the statement has been worked out. In this respect, strongly agree =5, agree =4, undecided =3, disagree =2 and strongly disagree =1 point or points have been counted as the values of the responses. The Mean scores above 4 are regarded as 'very high', above 3 but below 4 as 'high', above 2 but below 3 as 'low' and below 2 as 'very low' level of preferences.

Table 2 : Results of the Students' Questionnaire Survey :

Serial No.	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total	Mean Score
01.	I think the overall get-up of my English textbook (including its cover page, printing, binding and fonts) is good.	31	52	6	7	4	100	3.99
02.	I think the lessons of the textbook are well-organized .	44	29	11	13	3	100	3.98
03.	I think the illustrations (pictures) with the texts are very attractive.	6	12	11	33	38	100	2.15
04.	The topics or the themes of the book are interesting and relevant to our life.	35	37	14	10	4	100	3.89
05.	I think the book is helpful for me to acquire the grammatical knowledge.	23	27	18	11	20	100	3.19
06.	I feel comfortable and motivated to read the topics and the texts of the book.	16	38	16	21	9	100	3.31
07.	I think there are sufficient pictures with the texts of the book and so I understand the texts better.	20	24	16	22	18	100	2.96
08.	I feel comfortable with the language used in the textbook. .	11	31	29	19	10	100	3.14
09.	I think the warm-up activities at the beginning of every lesson are very effective and prepare me for the next part of the lesson.	32	36	15	10	7	100	3.76
10.	I think the book contains enough tasks and activities to develop my speaking skill.	16	28	16	21	19	100	3.01
11.	I find enough activities in the book to develop my listening skill.	19	31	15	15	20	100	3.14
12.	I think the book contains enough grammatical activities and exercises.	15	20	19	28	18	100	2.86
13.	I think the book contains enough texts for developing my reading skill.	24	47	15	9	5	100	3.76
14.	I think there are enough tasks and activities	9	30	26	27	8	100	3.05

	in the book for developing my writing skill.							
15.	I think the pairworks and groupworks of the book are very interesting to me and I always do them.	13	23	18	20	26	100	2.77
16.	I think every lesson is full of too many tasks and activities and so I fall in difficulty to do all of them.	19	27	20	22	12	100	3.19
17.	I think the book is very helpful for me to learn English through practice.	21	37	13	20	9	100	3.41
18.	I think every text of the book contains too many new words and so I find it difficult to read it..	42	21	15	11	11	100	3.72
19.	I think the book is very helpful for me to learn new words.	45	42	8	2	3	100	4.24
20.	I enjoy the literary texts (stories, poems, etc.) of the book more than other kinds of texts (such as informative texts, reflective texts, etc.).	29	45	11	10	5	100	3.83
21.	I think I would learn better if the book had more reading texts and less tasks and activities.	25	38	10	13	14	100	3.47
22.	Many of the texts of the book are dry and so I do not find pleasure in reading them.	17	24	23	28	8	100	3.14
23.	I think the book contains a good number of literary texts like stories, poems etc.	31	26	15	16	12	100	3.48

4.1. Presenting the Results from Students' Responses:

Statement no.1 has 'high' Mean score (3.99), which indicates that the overall get-up of English textbook including its cover page, printing, binding and fonts is good. Our learners have positive views on the statement. Similarly, high mean score (3.98) of statement no. 2 indicates that the HSC English textbook is well organized in terms of its lesson. Statement no.3 has very low Mean score (2.15) which suggests that the illustrations with the text are not so attractive. The pictures in the text should be colorful. Statement no. 4 says that whether the topics and themes of the textbook are interesting. The high Mean score 3.89 in favor of the statement means that students like the topics and enjoy the thematic value. Statement no. 5 has Mean Score 3.19 that indicates it is possible for the students to acquire grammatical knowledge by reading this book.

The statement no. 6 has fairly high Mean score. That means our students feel comfortable and motivated to read different topics of the book. Statement no.7 has low Mean score (2.96). It indicates that there are not enough pictures with the text. The number of pictures should be more so that students can understand the texts better. Statement no. 8 tells whether students feel comfortable with the language used in the textbook. The mean score 3.14 indicates that the language should have been more simplified. Statement no.9 has high mean score that informs us that warm-up activities at the beginning of every lesson are very helpful for the learners to deal with the lesson. Statement no.10 has Mean score 3.01 which tells us that students have less scope of developing speaking skill. So many of them were neutral regarding this statement.

Statement no. 11 has average mean score 3.14. It suggests that there are not enough activities for the students to develop listening skill. The low Mean score (2.86) of the statement no 12 hints the lack of grammatical activities

and exercises. The statement no.13 has Mean score 3.76 that confirms us that there is enough texts for developing students' reading skill. Statement no. 14 has Mean score 3.05. That means there is a lack of ample activities for developing students' writing skill. Our students do not like doing groupworks and pair works of the book. So, statement no. 15 has low Mean score. It indicates that students do not do pair work and group work of the book and they find them boring.

Mean score 3.19 of the statement no. 16 suggests that the tasks and activities in every lesson are more than the students require. Statement no.17 has faire high Mean score (3.41) that confirms us that students can learn English through practice. Statement no.18 brings high mean score (3.72). So, we can say that there are too many new words in all texts and students find it hard to read them. The very high Mean score (4.24) of the statement no.19 indicates that the book is very helpful to increase students' vocabulary. Statement no. 20 has high Mean score 3.83. Students like to read literary texts (stories, poems, etc.) more than other kinds of texts.

Statement no. 21 has also high Mean score (3.47). It means the book should contain more reading texts and less tasks and activities. The Mean score (3.14) of the statement no. 22 reveals that many texts of the book are dry and students don't find pleasure in reading them. The last statement has high Mean score 3.48 which points out that there should be a good number of literary texts like stories, poems and extracts from novels.

4.2 Discussions on the Results of the Students Questionnaire Survey

The English for Today textbook for classes xi and xii in higher secondary level has to be evaluated for effectiveness because it aims to address the needs of students by encouraging the development of a variety of competencies. We divided the questionnaire's statements into different categories for our discussion. Below are some of them.

General appearance and Organization of the book (Statements No.1,2,3,7)

The outlook of the book is satisfactory. However, the cover page does not seem so attractive. It could be more colorful and catchier. Binding and font size of the book are quite okay for the students. (3.99). The other thing about the textbook's general appearance is the organization of the lesson. In this regard the high positive views in favor of the statement confirms that the lessons of the textbook are nicely organized. For example, in unit 1 all the lessons are related to history and historical figures. Then in the statement no. 3 Mean score is very low (2.15) because it is seen that the picture with the texts is in black and white color. That is why students do not like it much. If the picture became colorful, they would become interested to read those texts more and more. Lastly, we have another statement related to it. In statement 7 the positive response is below average (Mean 2.96). There is not enough picture with the texts of the book. For this reason, students fail to understand them properly.

Topics and content (Statements No. 4,6,23,20)

It seems from the result that the topics and themes of the book are interesting, motivating and relevant to our life. The book deals with various themes and topics like human relationships, human rights, traffic education, art and music, peace and conflict and so on. By reading different lessons student will be able to learn many things and apply that knowledge in their practical life. There are some literary texts also. For example, poems and stories of various writers from home and abroad are included in the book. It is evident that students like literary texts more than informative and reflective texts. The statement no. 23 has fairly high mean score which clearly shows that the book contains a good number of literary texts. Stories about Gazi pir, Hercules are included. Poems of D.H Lawlernce and ted Hughes are also found in the book. Through the reading and understanding literary texts students will be able to increase their imaginative power gradually.

Grammar and vocabulary (Statements-5,18,12,19)

Grammar is an important element of a language. It plays a great role while learning a second or foreign language. The English textbook for class eleven and twelve is helpful for the students to learn some grammatical rules. Like grammar vocabulary is also a vital part for a language learner. There is high scope of learning new words through the reading of the lessons. (S-19-Mean 4.24). It is also burdening to have too many new words in every lesson. For

that reason, students fall in difficulties while reading the texts of the book.

Language Skills (Statements-10,11,12,13,14)

The book contains various tasks and activities for the students. There is average activities and tasks for students to develop speaking skill. only there are instruction like group presentation. It should be more in number along with varieties of tasks. On the other hand, activities on listening skill are also not satisfactory. Although there are different activities on grammatical activities and exercises. Those are not enough (Mean 2.86). Students need more grammatical elements in the book so that they can enhance their knowledge. However, the book has ample amount of reading texts for developing students' reading skill. But the number of writing skill is average. It must be quite satisfactory. The tasks and activities for developing four language skills should be well-proportioned.

Task and activities (Statements-9,15,16)

The warm-up activities before every lesson helps student to understand and participate in the discussion of a new lesson. Our students have high preference in warm-up activities. (Mean 3.76). There are many types of tasks and activities in this book. Group work and pair work is one of them. Our learners do not like this type of activities because it does not help them to deal with a problem. Rather they need the help of their teachers. This is why they depend on them more and more. Furthermore, they think that the book contains too many tasks and activities and so they find it hard to do all of them. It is seen that in many lessons there are more than 5 tasks and activities. It is unpractical and unorganized; it does not seem well-planned.

Overall Evaluation (Statements-17,22,21)

The objective of this textbook is to help student to learn English through practice. Our student believes it. But there is some problem regarding the balance between reading text and tasks and activities. Our student think that these tasks and activities are more in number than the learner require. So, reading texts can be improved and task and activities can be lessened. Even some texts of the book are dry. So, students do not like them at all.

Table 3: Statements of the questionnaire, Percentages, and Means from the responses of the learners (Total number of Teachers=100)

There were 18 statements in the students' questionnaire and all the statements were intended to know about learners' views and preferences regarding the effectiveness of English textbook. The mean score and percentages of their responses are presented in the table 3 below.

In respect of the Mean score of the respondents' responses on the statement has been worked out. In this respect, strongly agree =5, agree =4, undecided =3, disagree =2 and strongly disagree =1 point or points have been counted as the values of the responses. The Mean scores above 4 are regarded as 'very high', above 3 but below 4 as 'high', above 2 but below 3 as 'low' and below 2 as 'very low' level of preferences.

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Table 3 : Teachers' Questionnaire Survey :

Serial no.	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree	Total	Mean Score
01.	The English for Today (for the classes xi and xii) is well-organized in terms of its lesson-plan and unit-plan.	2	7	1			10	4.1

02.	The book is effective for students to learn vocabulary and grammatical rules.	3	5	1	1		10	4.0
03.	The language used in the textbook is at the right level of the students.		4	3	3		10	3.10
04.	I think the book contains sufficient number of literary texts (such as stories, poems, extract from a novel, etc.).	5	4	1			10	4.4
05.	The book contains sufficient number of tasks and activities on listening, speaking, reading and writing skills.	1	5	1	3		10	3.4
06.	I think there are sufficient number of activities and exercises on grammatical items in the book.	1	4	1	4		10	3.2
07.	My students feel comfortable with the language of the texts of the book and can understand them properly.	1	4	3	1	1	10	3.3
08.	I think my students feel more interested in the literary texts than the other kinds of texts (such as informative texts, reflective texts, etc.) of the book.	2	1	4	3		10	3.2
09.	I think the book contains a greater number of tasks and activities than the learners require.	2	6	2			10	4.0
10.	I think the topics or the themes of the textbook are interesting and motivating for the students.	1	5	3	1		10	3.6
11.	I think it would be better if the book would contain larger amount of reading texts.	2	2	1	5		10	3.1
12.	I think the texts of the book are well supported with attractive pictures.		4	2	3	1	10	2.9
13.	The book helps students to learn English through the practice of using it. .		6	3	1		10	3.5
14.	I think the warm-up activities at the beginning of every lesson are very effective for students to understand the lesson.	1	7	1	1		10	3.8
15.	I find my students very interested in doing the pairworks and groupworks of the book.		1	3	6		10	2.5
16.	The book is very helpful for interactive mode of teaching and learning.		5	3	2		10	3.3
17	I think the tasks and activities of the book are suitable for the students to learn English.		6	4			10	3.6
18.	I think the method followed by the book is appropriate for our context.	1	4	3	2		10	3.4

4.3. Presenting the Results from Teachers' Responses:

Statement 1 has very high Mean score (4.1) which signifies that the teachers of Bangladesh strongly believe that the book English for Today (for the classes xi and xii) is well-organized in terms of its lesson-plan and unit-plan. The very high Mean score (4.2) of statement 2 indicates that our teachers strongly agree that the book is very effective for students to learn vocabulary and grammatical rules. Statement no. 3 has Mean score 3.1 indicates that the language used in the textbook is at the right level for the students. Statement no. 4 has very high Mean score (4.4) which means the book contains sufficient number of literary texts like stories, poems etc. The high Mean score of the statement no 5 reveals that the book contains sufficient number of tasks and activities on listening, speaking, reading and writing skills.

Statement no.6 has Mean score 3.2 which is more than normal. It can be said that the book has sufficient number of exercises and activities on grammatical items. Statement 7 has fairly high Mean score that reveals that students feel comfortable with the language of the texts of the book and can understand them properly. We have got Mean score 3.2 from statement 8. It suggests us that students feel more interest in the literary texts. Statement 9 has very high Mean score. It indicates that our teachers strongly believe that the book contains a greater number of tasks and activities than the learners require. Statement 10 has Mean score 3.6 that reveals that the themes and topics of the book are interesting and motivating for the students.

The average Mean score (3.1) of Statement 11 shows that our teachers agree that the book should not contain larger amount of reading texts. In the statement 12 the Mean score is low (2.9) which suggests that the texts of the book are not well supported with attractive pictures. The statement 13 has high Mean score 3.5 which signifies that the teachers think that the book helps learners to learn English through the practice of using it. Statement 14 has high Mean score (3.9) which shows that the warm-up activities at the beginning of every lesson are very helpful for students to deal with the lesson.

In the statement 15 on the practical scene of pair and group work as per the instruction of the textbook has Mean score (2.5), that is, very low. It indicates students do not like to do pair and group works of the book. Statement 16 has fairly high Mean score (3.3) signifying that the teachers of Bangladesh agree that the textbook is helpful for interactive mode of teaching learning. The high Mean score of statement 17 shows that teachers think that the tasks and activities of the book are suitable for the students to learn English. In the statement 18 the Mean score is fairly high (3.4) which suggests that the method followed by the book is appropriate for the EFL context like us.

4.4 Discussions on the results of the Teachers Questionnaire Survey:

Teacher is the best method when he knows how to teach following lesson plan. Our teachers are the essential part of education system. From the teacher's questionnaire we find many things. First of all they think that English for Today book is well organized in terms of its lesson plan and unit-plan. It is found that there is a nice combination in the lessons of unit. So, the teaching activities can be done in a proper way. Teacher can make perfect lesson plan for taking class. Regarding the texts our teachers think that the book is not well supported with attractive pictures. Normally a foreign language is very unfamiliar subject for the students. To encourage the students in the class discussion the attractive picture with the texts can prove fruitful. However, our current textbook lacks this quality.

General appearance and Organization of the book (Statements No. 1,12)

Our teachers strongly agree that the English for Today for class xi and xii is well-organized in terms of its lesson-plan and unit-plan. It is found that every unit and lesson deal with a particular topic and theme. But they disagree that the texts of the book are not well supported with attractive pictures. Most of the pictures are in black and white.

Topics and content: (Statements No. 4,8,10)

Content is the heart of a book. This textbook contains enough literary texts such as stories, poems, extract from a novel, etc. Our teachers strongly agree with the statement no. 4(Mean score 4.4). We see in the book that there is a separate unit on myth and literature. Even there is a unit on Dream where some dream poems are included along with Freudian explanation. Students feel more interested in the literary texts than reflective and informative texts.

Those texts are interesting and motivating for the learners. Even the teachers enjoy teaching literary texts.

Grammar and vocabulary: (Statements No. 2)

Teachers think that students can learn grammar and vocabulary from this book. The grammatical components have been addressed throughout the book in indirect manner. The learners do have to use clause modals, noun etc. in order to complete the tasks. For learning vocabulary students need to read the lessons and learn the meaning. The book is useful to learn grammar and vocabulary.

Language Skills (Statements No.5)

Incorporating four skills in material is very important component of a suitable ELT textbook. It is crucial to know whether a text contains materials that are a combination of four skills or not. The statement that says the book contains sufficient number of tasks and activities on listening, speaking, reading and writing skills, brings Mean score 3.4. It seems that there are less tasks and activities on speaking and listening skills. However, there are satisfactory number of tasks and activities on writing skill. Reading is emphasized and there has been enough tasks and activities for developing reading skill.

Task and activities (Statements No. 6,9,14,15,17)

Activities play an important role in language teaching and learning classrooms and have a direct effect on learners, in both positive and negative ways. If they are interesting and relevant, they will encourage and motivate learners to study, and vice-verse. The book has average number of activities on grammatical items. Students think that the number of tasks and activities should be decreased. Some activities like warm-up activities before every lesson are very much effective for the students. But activities and instruction of group and pair work are not very effective because our teachers think that they are boring and not easy to manage in the classroom. However, teachers think that tasks and activities of the book are suitable for the students to learn English if they are properly followed and applied.

Language level (Statements No.3)

Language level here means whether the language used in the textbook is at the student's level. At the age of 16 or 17, they are considered to be young learners, and, at this the pre stage higher education. The language should be fairly simple. (S-3, Mean-3.1)

Objectives (Statements No. 13)

One of the main objectives of the book is to make interactive mode of teaching and learning. In this situation both the teachers and students are expected to participate equally in the classroom. The teacher will be facilitator for the learners. Thus, the class will be communicative and fruitful.

Overall Evaluation (Statements No. 7,11,16,18)

Many of the teachers agree that students feel comfortable with the language of the book (Mean 3.2). The tasks and activities of the book are suitable but they should be followed in the class. The method followed by the book is fairly appropriate for our context. Grammar will be taught through communicative language teaching. Students can learn English through the practice of using it in the classroom

4.5 Strengths and weakness of the Current Textbook

Strengths of the Textbook:

- 1) After the close evaluation of the components of the book, the findings suggested that the overall organization of the textbook and the themes included are satisfactory.
- 2) The topics of the book are very interesting and motivating for the learners.
- 3) There is ample scope for the young learners to increase their vocabulary.
- 4) The textbook followed a thematic approach for the organization of its units and the four skills were promoted through a context-based approach which could help students in developing their language skills.
- 5) There is a variety of literary items in the book like, short story, poems and extracts from essays, novels etc.
- 6) There was an effort to develop the four language skills in an integrated way in the units, trying to include every skill in each unit and the tasks-activities for receptive skills were usually used as input for the activities of the productive skills.

Weakness of the Textbook:

- 1) Listening skill, is the least addressed skill in this textbook. Even those few listening tasks that are given in the textbook are not authentic. No authentic recorded tape is provided with the textbook.
- 2) The textbook has been designed by the specialists of the NCTB. HSC level Learners' needs are not analyzed; they are perceived in terms of what the learners need to learn to communicate in meaningful social contexts.
- 3) The book contains lots of tasks and activities on different language skills. The load is more than the learners' capacities. In every lesson there are at least 5 to 10 tasks, activities and exercises. Sometimes the number is more than that.
- 4) Apart from sections dedicated to skills, the textbook also contained sections for grammar and vocabulary. More particularly, vocabulary seemed to be given more attention than grammar.
- 5) The illustration with the texts are not colorful which made the book less appealing to the learners.
- 6) Learners are expected in the textbook to work in pairs or groups on some topics that are not generally used in everyday conversation or in general communication.
- 7) The language used in the textbook seems difficult for the students of class 11&12. It could be more simplified and lucid.
- 8) Teachers are the ones who will finally decide how to use the book and, in these cases, teachers do not have the option to choose any other course book.

Chapter 5 : Conclusion

5.1. Introduction

In order to encourage Bangladesh to participate in the global economy and become a member of the global village, the country's education strategy and national curriculum designated English the "compulsory second language" (Ministry of Education, as cited in Rasheed, 2012, p. 31). This viewpoint led to the introduction of Communicative Language Teaching (CLT) to the curriculum and the development of a new syllabus and textbook (Ali & Walker, 2014, p. 34). The outcome of this approach is the textbook "English for Today." This study proposed an evaluation of the textbook "English for Today" for Classes XI-XII to determine whether or not the book, along with its contents and activities, are useful or not for the students and teachers of higher secondary level. The book claims that the underlying approach of it is a communicative approach.

5.2. Summary of the findings

The results of this study, which were based on survey questionnaires and a checklist, revealed that the textbook "English for Today," which is used in Grades XI–XII, largely adheres to the communicative method. Even yet, the researcher is unable to assert that the entire book is based purely on a communicative approach because the equal integration of the four skills—particularly speaking and listening skills—is still in doubt. Apart from this, the textbook's content is engaging, contains current events, and the activities encourage students to speak the target language correctly in real-world contexts.

5.3. Recommendations

Based on the study's overall findings, the researcher would like to make some recommendations that will help to fill in some of the gaps in the current textbook. The suggestions are:

- a) The book's language should be made clear and plain; jargon should be avoided.
- b) Rather than presuming that learners have certain needs and creating materials around those assumptions, it is important to conduct needs analysis surveys to ascertain the learners' actual needs and areas of interest.
- c) Environmental study would result in an improvement for the book.
The tasks and activities will be developed in accordance with the classroom environment and the facilities' availability.
- d) The government and institution administrators ought to consider utilizing technological tools to help students' listening abilities.
- e) The book's introduction should have a thorough table of contents page that includes information about the lessons.
- f) Following the table of contents page, a book map that includes the unit, lesson, language learning abilities, grammatical points, new vocabulary, and language functions is required.
- g) It's essential to maintain harmony between the testing system and the text. Textbooks need to be updated to reflect this problem.
- h) For students, colorful images might be appealing and inspiring. So, it would be advantageous for teaching if color pictures could be set.
- i) Adequate materials for developing students' pronunciation need to be included.

- j) The textbook should employ conversational language. The spoken and written language used in textbooks should be realistic.
- k) While choosing the content for the textbooks, teachers and administrators should be contacted. They should also be included in any changes or enhancements that are made to the textbooks.
- l) At each step of learning and teaching, it is important to clearly define the roles of textbook developers, teachers, students, and educational management in an acceptable plan.

5.4. Further research

Only a small number of colleges in the Mymensingh District were the subject of this study. A diverse sample will prove to be more accurate and trustworthy. In addition, future researchers may use focus group discussions, interviews, and classroom observations as study tools. Once these activities are completed, it will be possible to determine whether the statements presented in the book and how they were actually applied in class were coherent or inconsistent.

5.5 Conclusion

This study set out to assess the "English for Today" English textbook's efficacy for classes XI-XII. The research questions were created to determine whether or not the textbook's material, assignments, and activities are applicable in real life, and whether or not the four skills and grammatical components are integrated. Based on the results, it can be argued that the textbook's contents indeed represent real-life difficulties and situations, but they utterly ignore the country's rich cultural diversity. There is not nearly enough space in the book for practicing listening skills, which is another significant flaw. The main goal of this research was to identify the textbook's strengths and weaknesses so that they may be adequately handled in order to enhance and improve the textbook for usage in the future. As Brown (1995) notes, it is crucial to carry out textbook evaluation simply to confirm that it is appropriate for the language curriculum (p. 159). After carefully examining each outcome, the researcher draws the conclusion that, despite not being entirely communicative, the textbook "English for Today" for classes XI to XII contains many elements of communicative language education. This study was conducted to assess the efficacy of our recently released EFT textbook for classes XI-XII.

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Appendices

Appendix-A: Questionnaire for Students

[This questionnaire is meant for a research work. Your impartial and appropriate answer/opinion is very important for this work. So, you are requested to remain impartial and sincere while giving your opinion. Your answer or opinion will be kept confidential.]

Information about Student:

Class: Session: Group: Male/female:

Name of College: District:

Read each of the following statements carefully. Against each statement there are five options (numbers) for your answer. Please tick (✓) the right number. Here 1= strongly agree, 2= agree, 3= neutral, 4= disagree, and 5= strongly disagree.

Serial No.	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
01.	I think the overall get-up of my English textbook (including its cover page, printing, binding and fonts) is good.					
02.	I think the lessons of the textbook are well-organized.					
03.	I think the illustrations (pictures) with the texts are very attractive.					
04.	The topics or the themes of the book are interesting and relevant to our life.					
05.	I think the book is helpful for me to acquire the grammatical knowledge.					
06.	I feel comfortable and motivated to read the topics and the texts of the book.					
07.	I think there are sufficient pictures with the texts of the book and so I understand the texts better.					
08.	I feel comfortable with the language used in the textbook.					
09.	I think the warm-up activities at the beginning of every lesson are very effective and prepare me for the next part of the lesson.					
10.	I think the book contains enough tasks and activities to develop my speaking skill.					
11.	I find enough activities in the book to develop my listening skill.					
12.	I think the book contains enough grammatical activities and exercises.					
13.	I think the book contains enough texts for developing my reading skill.					

14.	I think there are enough tasks and activities in the book for developing my writing skill.					
15.	I think the pairworks and groupworks of the book are very interesting to me and I always do them.					
16.	I think every lesson is full of too many tasks and activities and so I fall in difficulty to do all of them.					
17.	I think the book is very helpful for me to learn English through practice.					
18.	I think every text of the book contains too many new words and so I find it difficult to read it..					
19.	I think the book is very helpful for me to learn new words.					
20.	I enjoy the literary texts (stories, poems, etc.) of the book more than other kinds of texts (such as informative texts, reflective texts, etc.)					
21.	I think I would learn better if the book had more reading texts and less tasks and activities.					
22.	Many of the texts of the book are dry and so I do not find pleasure in reading them.					
23.	I think the book contains a good number of literary texts like stories, poems etc.					

Thank you for your kind cooperation.

Appendix-B: Questionnaire for Teachers

This questionnaire is meant for a research work. Your impartial and appropriate answer/opinion is very important for this work. So, you are requested to give your opinions sincerely and impartially about the statements of it. Your answer or opinion will be kept confidential.

Teacher's Name.....

Designation:.....

Name of the College: District:

Phone No:.....

Please read each of the following statements carefully. Against each statement there are five options (numbers) for your answer. Please tick (✓) the right number. Here 1= strongly agree, 2= agree, 3= neutral, 4= disagree, and 5= strongly disagree.

Serial no.	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
01.	The English for Today (for the classes xi and xii) is well-organized in terms of its lesson-plan and unit-plan.					

02.	The book is effective for students to learn vocabulary and grammatical rules.				
03.	The language used in the textbook is at the right level of the students.				
04.	I think the book contains sufficient number of literary texts (such as stories, poems, extract from a novel, etc.).				
05.	The book contains sufficient number of tasks and activities on listening, speaking, reading and writing skills.				
06.	I think there are sufficient number of activities and exercises on grammatical items in the book.				
07.	My students feel comfortable with the language of the texts of the book and can understand them properly.				
08.	I think my students feel more interested in the literary texts than the other kinds of texts (such as informative texts, reflective texts, etc.) of the book.				
09.	I think the book contains a greater number of tasks and activities than the learners require.				
10.	I think the topics or the themes of the textbook are interesting and motivating for the students.				
11.	I think it would be better if the book would contain larger amount of reading texts.				
12.	I think the texts of the book are well supported with attractive pictures.				
13.	The book helps students to learn English through the practice of using it. .				
14.	I think the warm-up activities at the beginning of every lesson are very effective for students to understand the lesson.				
15.	I find my students very interested in doing the pairworks and groupworks of the book.				
16.	The book is very helpful for interactive mode of teaching and learning.				
17	I think the tasks and activities of the book are suitable for the students to learn English.				
18.	I think the method followed by the book is appropriate for our context.				