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Title : An Evaluation of the English text books of class VI, VII & VIII.

A dissertation submitted in partial fulfillment of the requirement for the master of Arts
Degree in English.

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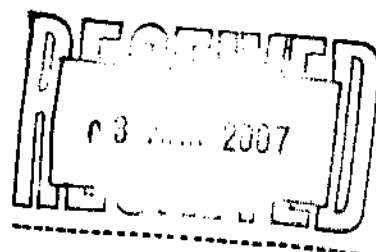


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Abstract

The topic for this study is evaluation of the English text books of class VI, VII & VIII.

It is well known that language performance or language learning is a psychological process that involves the ability to record, or take the inputs and convert into outputs or skills.

The study with the acknowledges the fact that English Language skills of our students are very bad. A number of reasons maybe responsible for this, like problem with the teachers, students, textbooks and methodology. This study however concentrates on examining materials and text books and try to see how far the currently used textbooks are effective for training the major skills and their sub-skills of English to the students of our country.

No systematic study has so far been done in our context to evaluate the English text books of class VI, VII & VIII and find if there are any problems and make suggestions for overcoming those problems.

Methodology for this study included using a checklist, prepared through extensive literature review in materials evaluation, to evaluate the books through opinion survey of teachers and students.

The data was collected by the researcher from 5 schools (Public / Private) of the country. The questionnaire survey was administered to 90 students and 10 teachers.

The result showed that the respondents emphasized authenticity of the textbooks. Many respondents referred that the materials has less authenticity. So as a researcher my task was to give some suggestions of how to improves the text books as skill based authentic text books.

Chapter One: Introduction

Materials evaluation and materials design are important areas of ELT research like the other areas such as syllabus design, classroom methodology and testing. Every teaching learning programme has a Syllabus, a detailed outline or plan of items to be covered in a course. The Syllabus provides teachers, learners and administrators necessary guidelines about methods of teaching and what is to be taught. In other words, it is the syllabus which determines the status of that particular course. For teaching a syllabus teaching materials play a major role. Materials provide a stimulus to learning. Materials practically facilitate learning or skills development. They encourage learners to learn and contain interesting texts, enjoyable activities which engage the learners in the learning process to use their existing knowledge and skills and help their language abilities develop further.

Effective materials are thus necessary for meaningful learning of language. Materials design, therefore, is an important area of ELT. There have been significant developments in the theories of materials design and evaluation. A vast body of literature is now available of materials design and evaluation. In the light of this development. This study examines the effectiveness, the strength and weakness of English text books and materials currently used for classes VI, VII & VIII in our country.

The problem defined: In our context, English has been taught for a long time but still majority of the students cannot use English effectively. One of the major causes may be the absence of effective materials. The study tries to examine the

strength and weaknesses of the currently used textbooks to train language skills in Bangladesh.

It seems the materials which are used do not sufficiently help language development. The materials may provide sufficient input and opportunities for practice and production but the level of communicative output from the lessons is almost nil. Even the materials do not seem to have realistic and meaningful contexts. (Hynes, 1972). So it fails to provide help for developing communicative competence in all the major skills of English. Even the subject and content of the materials, it seems cannot provide sufficient varieties to effectively engage students in reading, writing, speaking and listening. So, this is a problem that needs urgent attention for improving the standard of English Teaching and learning in the country.

Significance of the study : It is important to examine how far the materials used in Bangladesh prove useful for training English language skills. In this research project. The researcher tries to recommend a language teaching program to help students develop their communicative competence. It is well known that it is not possible to teach and learn language in formal institutional settings of classroom without effective text books or materials. As text books play an important role in teaching / learning programs, this study focuses on evaluating the materials/ text books to find out how far the currently used text books are effective for training the major skills and their sub-skills.

The study is significant because by examining the effectiveness of the teaching materials in the light of the developments in the field, it will be possible to find out the

strength and weaknesses of the existing materials and, if there is any weakness the study will help overcome those weaknesses and suggest measures to produce effective and meaningful materials. The study is important because no systematic and scientific academic research has been done so far for evaluating the English text books and materials used in the mainstream education in Bangladesh. This study, therefore, will be of use for the country in redesigning and re-focusing English text books and materials.

Literature review: Before examining the materials it is important to know the key points to focus for an ideal English text book. Alan Cunningsworth (1984) in his book says that teaching materials as directly as possible, should be developed in line with the objectives of a syllabus/course.

Such materials as will help the students to use language effectively for their own purpose should be selected or designed. Besides many researches suggest that course materials should be designed in such a way that it should be useable and intellectually stimulating for the students.

Besides, there should be the relationship between language, the learning process and the learner. As all three are vital aspects of language teaching, it is essential that teaching materials should keep these three factors constantly in view. The materials should provide for training the language skills through extensive controlled, semi-controlled and free practice and production activities in all the skills areas and in realistic context.

Moreover, the course-writer, while designing the materials, should have the students' learning needs in mind. The materials should involve the student's in the learning process and therefore should have a learner centered approach. The classroom activities, therefore, have to become relevant and spontaneous.

As language learning means learning both form and meaning, course book must have both form and meaning focused activities because meaning and function express through form. Without form there could be no verbal communication. A further consideration in materials evaluation is that communicative interaction is not taught as isolated sentences presented in real-life context. In the materials aspects of form should be given some emphasis especially for lower level learners. Vocabulary and grammar are to be presented in contexts, and exponents of them should show coherent functional organization so that the grammar, vocabulary etc can meet the learner's communicative needs. These should be presented inductively to learners to encourage them to produce their own examples based on the model.

Finally, to make the course book more comprehensive, the materials should include interesting pictures, graphics or visuals to make the book more attractive (Cunningsworth 1984: 5, 6, 8, 20).

Qualities of good materials : Effective materials provide a coherent frame work for the integration allowing enough room for creativity and variety of activities.

The model consists of four elements: input, content focus, language focus, and task.

a) **Input** : This may be text, dialogue, diagram or any piece of communication analysis. The input provides a number of things such as:

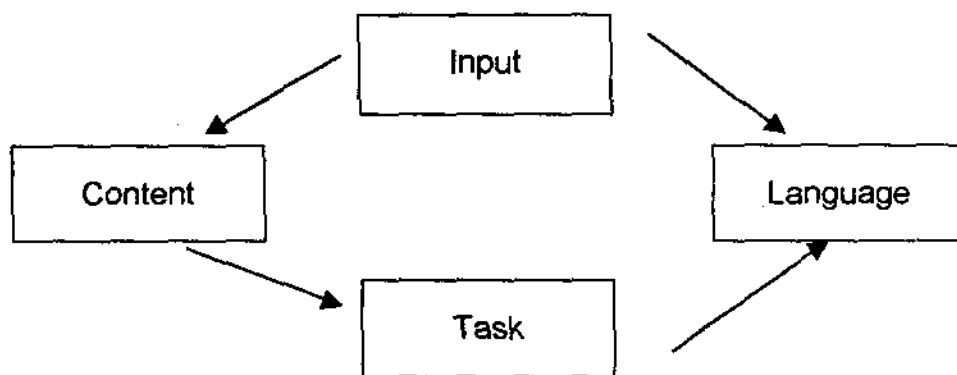
- Stimulus materials for activities;
- New language items;
- Correct models of language use;
- A topic for communication;
- Opportunities for learners to use their information processing skills;
- Opportunities for learners to use their existing knowledge both of the language and the subject matter. (Tom and Alan 1987: 108)

b) **Content focus** : Language is not an end in itself, but a means of conveying information and feelings about something. Non-linguistic content should be exploited to generate meaningful communication in the classroom.

c) **Language Focus** : Aim of a language course is to enable learners to use language, but it is unfair to give learners communicative tasks and activities for which they do not have enough or necessary language knowledge. Good materials should involve both opportunities for analysis and synthesis, chance to take the language to pieces, study how it works and practice putting it back together again.

d) **Task**: The ultimate purpose of language learning is language use. Materials should be designed, therefore, to lead towards use of language in communicative tasks in which learners use the content and language knowledge. They buildup through the tasks.

These four elements combine in the model that follows :



A materials design model

The primary focus of the unit is the task. The model acts as a vehicle which leads the learners to the point where they are able to carry out the task. The language and content are drawn from the input and are selected according to the learner's needs in order to create coherence in terms of both language and content throughout the unit. This provides the support for more complex activities by building up a fund of knowledge and skills (Tom and Alan 1987: 109)

Objectives : The objectives of the study are to examine how far.

- a) the materials help develop learners' communicative competence in English.
- b) the materials emphasized students learning needs.
- c) the books focus on balance of skills.
- d) the books provide practice in integrated skills training.
- e) the materials are authentic and realistic.
- f) the books provide contextualized activities.

- g) the materials use the grammar inductively and encourage the students to provide their own examples based on the model.
- h) the content and outline are planned and organized.
- i) the books include attractive and beautiful pictures.

Methodology : The major research design involved preparing checklist on the basis of the literature review, and doing a questionnaire survey with students and teachers. The data was collected to gather information from students and teachers about the subject matter and authenticity of the text books, and about their views of the books.

Sampling : To collect the data first it was important to set a sample unit. The researcher for the study chose deliberate sampling which involved purposive or deliberate selection of particulars units of the universe for constituting a sample which represents the universe. So the researcher collected data from 5 (public private) schools of the country. From those schools 90 students and 10 teachers answered the questionnaires.

Limitations of the study : Within a particular time the researcher had to collect data from a fixed number of schools. The sample size was rather small and the Universe was only a few schools. However, this small Universize and small sample size was examined closely and carefully to analyze the situation in Bangladesh.

Chapter Two : Theoretical framework of the study.



This chapter discusses the theoretical developments in selecting, adapting adopting designing and evaluating language teaching materials with a view to developing a framework to evaluate some language teaching materials in this study. There have been significant developments in the theories and practices of materials developments. Some of those developments are discussed in this chapter.

Some of the important considerations for materials design are discussed in some detail in this chapter with reference to available literature in this field. The major considerations are.

Setting goals : Cunningsworth says that one important task for materials is to set clear goals for the materials. So the objectives should be decided first, in the light of discussion on what language means and what its learning involves and then materials should be selected, adapted adopted or designed to reach those objectives.

Providing meaningful, real-life task : The materials should provide ample opportunity for a real transaction, for expressing ones feelings or attitudes about real things or events. For example, simulation activities in which students in the classroom may indeed be effecting transactions and using expressions expressing attitudes etc in a stimulated real-life activity. This will be an activity with communicative purpose.

Providing roughly tuned (i + 1) input : In order to learn effectively, students should be presented with a small or limited amount of new language (an i + 1 input Krashen, 1982) at a time and so materials should be planned and divided into learning units. These learning units should be related to each other in such a way that the learner can relate new language to what s/he already knows and can build up his/her knowledge of English by moving to new learning units that should be carefully graded and sequenced.

Accommodating learning needs : Accommodating learning needs of the learners is another important consideration for materials development. Learning a language is difficult but that has, somehow, to be brought about and taken into consideration in designing materials. For this the course materials can use subject matters that are interesting to the target group of learners and prove intellectually stimulating and usable with whole classess of learners, that means it must provide for different levels and individual differences of learners.

Constantly keeping in mind the relationship between learners, learning and materials: The relationship between language, the learning process and the learners is a vital aspect of language teaching and it is essential that teaching materials should keep all three constantly in view and never become preoccupied with one, losing sight of the others. Some recent approaches to language learning tend to concentrate very heavily on the individuals, on the individual's desires and feelings, likes, dislikes, interests, preferences and levels, and plans presentation and practice activities in a systematic and comprehensive

way so that new language items can be assimilated by the learner by a meaningful engagement and interaction with the materials.

Focusing of form and meaning : As form and meaning are two important aspects, both should be given proper attention in course books. Language form can not be entirely over looked. Communication and meaning have definitely to be the major focus, but forms help communicate meaning. So form should be provided in relation to meaning and their communicative functions (Cunningsworth, 1984 : 15, 16, 17).

Grading and sequencing items and relating them to communicative functions : The course book writer should also think of grading and sequencing language forms. To grade the introduction of grammatical items and vocabulary, to present them in context and to give exponents of them should show coherent functional organization so that the items are seen to meet the learners communicative needs. As one knows, grammar is very important, being the system of rules for the formation of correct sentences, and it is essential that learners are able to both understand and use the rules of grammar. Even vocabulary items should be presented but not as isolated units into grammatical structures and bearing no relationship to other vocabulary items. So the best way to teach vocabulary is to introduce it as part of a structural system by identifying and exploiting relationship between words. Moreover, the language items should be selected and sequenced according to their usefulness to the learners, the extent to which they meet the learners' communicative needs, according to their complexity

level, from simple to complex and more complex, and according to their frequency of occurrence in real- life communication. Thus the language items should be steeply sequenced and graded. For example, the present continuous is introduced later than present simple and shall/ will future even after that (Cunningsworth, 1984: 25)

Recycling : Language items should be recycled for better facilitation of learning to ensure that it has been learnt and already not forgotten; and if forgotten, to call it back to learners memory to reiterate and reinforce its learning. For example, for teaching new vocabulary items or lexis, it is not adequate to introduce a new vocabulary item only once and then forget about it. A word may need to be recycled three, four, five or six times before it is learned adequately. A Principle of recycling should be followed to present the same item in different contexts. In this way the students can learn the form of the word, its sound and spelling, through progressive exposure to it, and by meeting it in a number of different contexts. In this way they can better understand an item and learn to use it in different dimensions in different contexts (Cunningsworth, 1984; 23, 24)

Inductive presentation of form : The course-writer should also think of how to present grammar items in a deductive way or in an inductive way. As in inductive learning, learners themselves try to discover patterns or rules by identifying similarities, there is a better engagement of learners in the learning process. The learner is more fortunate in this respect as the examples presented will be systematic and fully representative of the rule which is to be learned. The essential point here is that, from examples of language the learner find out the rules and then

uses those and can produce his/her own examples based on those rules.
(Cunningsworth, 1984; 32, 32)

Ensuring a language learning process : What one must ensure is that a real language learning process, in the full sense of the word, is taking place when the students go through the motions of learning sentences, dialogues etc. They must be able to use creatively the rules that they learn to meet their own needs and satisfy their own purposes.

Focus on the use of language : The course writer should plan the materials in such a way that ultimately brings students to a point where they can use English on their own and for their own purposes. So to communicate effectively in English one should be proficient in the communication process and able to perform in each of the four skills separately. It also means that learners have to use the skills effectively in various combinations depending on the nature of the interaction. Not only that in each of the skills their sub-skills should be focused too.

Materials should be motivating enough for students : Learners should have a desire to learn things and such a desire arises when the topic and its context match the learners own contexts and needs. For example, learners will start reading something with some expectation which leads them on to read, and as they proceed, their expectations may change as they receive more information from the text, but this keeps them moving onward.

Materials should focus on the four major skills and their sub-skills :

The course-writer beside the major skills should also focus on the sub-skills. Reading and listening skills are known as receptive skill sets with specific sub-skills. For example, reading and listening to confirm expectation, reading and listening to extract specific information, for communicative task for general understanding, for detailed comprehension and function and discourse (Harmer, 1991; 191-224).

The other two skills writing, speaking are known as productive skills. It has some sub-skills too. For example, in writing there are special considerations to be taken into account, which include the organising sentences into paragraphs, joining paragraphs together, organising ideas into a coherent piece of discourse, drafting and editing the paragraph.

Besides writing, in speaking skill speakers have a great range of expressive possibilities at their command. So in a speech event speakers can rephrase what they are saying; they can speed up or slow down. This will help them to get feedback from their listeners who will show through variety of gestures, expressions, and general body language to help to convey the message (Harmer, 1991; 53,54)

Contents : Moreover a very important consideration is the content or subject matter of language teaching-learning materials. This refers to the need to see what the reading passages actually tell us. We need to see that the materials which we select or design convey information or express opinions which are of genuine interest for the learners.

Cultural factors of Teachers and Learners : Besides the psychological factor, social and cultural factors are other vital concepts for materials design. Geographically, the setting depends upon the context where the book will be used.

Age, Class and Occupational Variables : Other variables affecting the cultural content of a course include age, social class and occupation of learners. So a specific cultural setting provides a range of clearly identifiable situations for the presentation and subsequent practice of language items and it gives the materials designer an opportunity to make his/her material meaningful (Cunningsworth, 1984; 61).

Variety in the material : The course-writer while designing the material should also think of the layout of the book. It should be attractive and colourful and the paper should be good. Other points that we should look for in designing materials are varieties of texts, enjoyable activities leading to personal involvement and self-investment in the learning process, and activities with a competitive or problem-solving element in them which will help the learners develop their thinking capabilities and give them opportunities to use their existing knowledge (Cunningsworth, 1984; 59)

Balance of the Integrated skills : Moreover; in order to achieve a degree of communicative ability, the learners need practice in coping with communicative situations involving the realistic integration of language skills in a balanced manner. So, a reading activity may well involve speaking and understanding speech as associated activities. For example, taking part in any sort of conversation, filling in a

form, writing an abstract of an article can be integrated in a lesson. In all these situations, the user of the language exercises his/her abilities in two or more skills, either simultaneously or in close succession (Cunningsworth, 1984;46,49).

The points discussed in this chapter are important considerations in evaluating, designing, selecting, adapting and adopting materials.

Chapter Three : Methodology

Introduction : This chapter discusses the approaches and methods that were used to evaluate materials in this study.

Methodology : The methodology used for this study included : (1) a checklist that emerged from the literature review in chapter 2 before and (2) questionnaire survey for students and teachers.

To collect data, questionnaires were given to the persons concerned with a request to answer the questions. The questionnaire was structured in such a way that there were definite, concrete and answers provided for each item. The questions were presented with exactly the same wording and in the same order to all respondents. The form of the question was multiple choice and the language was both English and bengali for easy understanding of the respondents. Numerical figures were used to record responses because they are most amenable to statistical analysis which was in advance and not constructed during the design stage.

The Instruments: The questionnaire contained 11 items. The questionnaire sequence was smoothly moving, meaning thereby that the relation of one question to another was made, as far as possible, readily apparent to the respondent, with questions that were the easiest to answer being put in the beginning. Following the opening questions, the other questions were connected in a thread and run through one after another. The questions sequence conformed to the respondents way of thinking (Kothari: 1995, 124, 125, 126).

Universe of the Study : The schools chosen for empirical research were : 1.) Baridhara International School, Baridhara Gulshan. 2.) Baridhara Shishu Malancha K.G. And High School, Kalachandpur, Gulshan, Dhaka. 3.) Kalachandpur High School, Gulshan. 4.) Mohakhali model High School, Gulshan. 5.) Shahid Ramijuddin College, Dhaka Cantonment.

The reason for choosing these schools were that these were some Bangla medium Schools which use the English text books prescribed by the Board see. Moreover these schools were located near the researchers residence and was easy for the researcher to communicate with the students and teachers in those schools.

To collect data the researcher used deliberate sampling because it involved purposive or deliberate selection of particular units of the Universe for constituting the samples of the study. So the researcher collected data from a selected number of schools.

Sampling : To collect the data the main task was to set a sample unit where 5 public/ private schools of the country were chosen for the study and the number of subject was 10 teachers and 90 students. The respondents were co-operative in filling up the questionnaires.

Samples selected for each methods are shown in the following table :

Methods of investigation no of sample	
Students Questionnaires	90
Teachers Questionnaires	10

Data Collection : The next step was to collect the data. It was important to keep in mind the costs, time and other resources involved. Data was collected using the following ways :

a) **Surveying student's & teacher's questionnaires** : The questionnaire contains eleven items. The questions were objective type questions with four multiple choice answers. The work of the respondents was to tick (✓) the suitable answer of their own choice. The researcher gave the questionnaires to the students and teachers all of whom were quite friendly to fill up the schedules.

Using a checklist : Checklist emerges from the theoretical discussion in chapter two. The checklist presents eleven items. The areas covered are as follows.

The first point was about the appropriateness of the layout and design and providing appealing and attractive, activities leading to personal involvement and focus with a competitive and problem solving element in them.

The next question of the checklist was how much the materials emphasize the various language skills, sub-skills and whether they provide roughly tuned input to help the learners gain sufficient amount of communicative output.

Besides, it included an item on the subject and content of the materials and how far materials focus on students learning needs and involves the learners to adopt a learner centred approach which interest the students to use the knowledge. Moreover, how much the materials provide realistic setting to develop attainable

short term objectives and also help them to develop new language is also a point on the checklist.

Description of the questionnaire for students and teachers :

Questionnaires of the students and teachers also emerged from the theoretical discussion in chapter two. The questionnaire comprises eleven items. The areas which it covers included the layout and design of the material are attractive or not, and whether the materials present the required skills or not.

It includes items to find out whether and how far the materials focus on the subject and content of students' interest and whether the materials provide sufficient i+1 input to help students develop their communicative output or not.

The questionnaire includes items on whether the materials increase students motivation, learning needs and set activities in a realistic, meaningful context.

Administering the Empirical study of the students: The researcher administered the Empirical study in 5 schools by herself. The first school was a public school named kalachandpur High School, Baridhara. The researcher introduced herself to the Headmaster. He was helpful and arranged a classroom where there were 20 students from class VI, VII & VIII with whom the researcher did the survey. The students were very enthusiastic and active while filling up the questionnaires. They were supportive, and friendly towards the researcher.

The second school which the researcher surveyed was Baridhara Malancha KG, and High School at Baridhara. It was a private, school. The researcher directly met the Headmaster in his office. He was very co-operative and friendly to help the researcher. After tiffin-break he arranged a separate classroom for the researcher to do the survey. There were 20 students from class VI, VII & VIII. They filled up the questionnaires and also expressed some their views about their English text books.

The third school was a public school named mohakhali model High school, Gulshan. The researcher first went to the Principal's office and introduced herself and explained to him her research work. He was very co-operative to help the researcher. Then he introduced the researcher with the senior English teacher named Mr. Bashir who took the researcher in class VI, VII & VIII, introduced her to the students and explained her purpose to visit their school. Then the Principal arranged a classroom where 20 students from VI, VII & VIII were present and answered the questionnaires.

The fourth school which the researcher went to for the study was Baridhara International school near Baridhara. The Principal appreciated the researchers work and introduced the researcher to the English teacher and students of class VI, VII & VIII. Then she arranged a classroom where 15 students answered the questionnaires.

The last school which the researcher visited was a public school named Shahid Ramijuddin School, Dhaka Cantonment. The school's English teacher personally knew the researcher. Through her the researcher met the Principal and explained to

him her purpose to visit the school. He then arranged a separate classroom where there were 15 students form class VI, VII & VIII. The students were active, intelligent and very much enthusiastic to fill up the questionnaires.

Besides, one important thing may be mentioned here that during the survey the researcher explained some of the words and expressions such as in item no. 2 'roughly tuned input' and in item no. 3 'communicative output' in Bengali to the students.

Administering the Empirical study of the teachers : The researcher first did the survey of the teachers of kalachandpur High School. There 2 English teachers of class VI, VII & VIII were very friendly and helpful to fill up the questionnaires. They spoke in English and talked about the positive and negative aspects of the materials.

In Baridhara Shishu Malancha K.G. and High School the researcher met three English teachers. They spoke in English with the researcher and was very helpful and active to fill up the questionnaires.

The next school was a public school named Mohakhali Model High here the researcher met three English teachers. Among them was a senior English teacher. He introduced the researcher with the other two English teachers. They were very co-operative. The teacher were busy with their school works but they helped to fill up the questionnaires. Moreover, they gave relevant information about the English text books.

The fourth school was Baridhara International School. Here the Principal introduced the researcher to one English teacher who was friendly with the researcher and gladly answered the questionnaire.

The last school was shahid Ramijuddin College. The researcher knew the English teacher personally. She was very helpful and friendly to fill-up the questionnaires.

Processing and Analysing Data :

The data collected by using the instruments from the samples described in this chapter were hand tabulated and analysed in terms of frequency founts. The results are presented in the next chapter.

Chapter Four : Results and Discussion of Results.

Data was collected, hand tabulated and analysed in terms of frequency counts. The results are presented in the tables in this chapter.

Results as found from Students Questionnaire :

Table : 1

Q. No.	Questions	क	ख	ग
1.	Do you think that the materials layout and design are appropriate?	35 38.88%	53 58.88%	2 2.22%
2.	Do you think the materials provide roughly tuned input?	55 61.11%	35 38.88%	x
3.	Is there a sufficient amount of communicative output in the materials	64 71.11%	25 27.77%	1 1.11%
4.	Do you think the materials present realistic and meaningful context	52 57.77%	34 37.77%	4 4.44%
5.	Is the subject and content of the materials interesting for you?	57 63.33%	29 32.22%	5 5.55%
6.	Is the subject and content of the materials relevant to your needs?	44 48.88%	43 47.77%	2 2.22%
7.	Is there sufficient variety in the subject and content of the materials?	53 58.88%	36 40%	1 1.11%
8.	Do you think the materials focus an appropriate balance of skills?	68 75.55%	21 23.33%	1 1.11%
9.	Is the practice of individual skills integrated into the practice of other skills?	43 47.77%	41 45.55%	6 6.66%
10.	Is the progression of the materials appropriate for you?	50 55.55%	29 32.22%	1 1.11%
11.	Do you think the materials are useful for developing the four skills?	61 67.77%	29 32.22%	x

N = 90, 'Ka' stands for yes, 'Kha' stands for o.k., 'Ga' stands for no.

Q. No. 1, the highest score in this item was for 'Ka' out of 90, 35 students ticked 'Ka' which stands for (very attractive). 53 ticked 'Kha' which stands for (less attractive) and 2 ticked 'Ga' which stands for (not very attractive).

Q. No. 2 highest score was also for 'ka'. Out of 90 students 55 ticked 'Ka' which stands for (enough input), 35 ticked 'Kha' which stands for (less input) and none ticked 'Ga'.

Q. No. 3 the highest score is again for 'Ka' out of 90 students 64 ticked 'Ka' which refers to (enough communicative output). 25 ticked 'Kha' which stands for (less communicative output) and 1 'Ga' which stands for (no communicative output).

Q. No. 4 highest score was for 'ka' out of 90 students 52 ticked 'ka' which stands for (very realistic context), 34 ticked 'Kha' which stands (less realistic context) and 4 ticked Ga which stands for (no realistic context).

Q. No. 5 the highest, 57 ticked 'Ka' the materials (seems interesting) 29 ticked 'Kha' materials seem (less interesting) and 5 ticked 'Ga' which stands for (not interesting).

Q. No. 6, 44 respondents ticked 'Ka' (relevant to their need), 43 ticked 'Kha' (less relevant) and 2 ticked 'Ga' which (not relevant) to their needs).

Q. No. 7, 53 ticked 'Ka' (variety of the materials), 36 ticked 'Kha' (less variety of the materials) and 1 ticked 'Ga' (no variety of the materials).

Q. No. 8, 68 ticked 'Ka' (balance of skills), 21 ticked 'Kha' (less balance of skills) and 1 ticked Ga (no balance of skills).

Q. No. 10, 50 ticked 'Ka' (progression of the materials), 29 ticked 'Kha' (less progression of the materials) and 1 ticked 'Ga' (no progression of the materials).

Q. No. 11, 61 ticked 'Ka' (shows development of the skills), 29 ticked 'Kha' (less development of the skills) and none ticked 'Ga'

Results as found from Teachers Questionnaire :

Table : 2

Q. No.	Questions	ক	খ	গ
1.	Do you think that the materials layout and design are appropriate?	1 10%	7 70%	2 20%
2.	Do you think the materials provide roughly tuned input?	1 10%	9 90%	x
3.	Is there a sufficient amount of communicative output in the materials ?	2 20%	8 80%	x
4.	Do you think the materials present realistic and meaningful context ?	1 10%	9 90%	x
5.	Is the subject and content of the materials interesting for you?	1 10%	9 90%	x
6.	Is the subject and content of the materials relevant to your needs?	1 10%	9 90%	x
7.	Is there sufficient variety in the subject and content of the materials?	1 10%	8 80%	1 10%
8.	Do you think the materials focus an appropriate balance of skills?	2 20%	8 80%	x

9.	Is the practice of individual skills integrated into the practice of other skills?	3 30%	7 70%	x
10.	Is the progression of the materials appropriate for you?	1 10%	8 80%	1 10%
11.	Do you think the materials are useful for developing the four skills?	3 30%	7 70%	x

N= 10, 'Ka' stands for yes, 'Kha' stands for o.k. and 'Ga' stands for no.

Q. No. 1, highest score shows for 'Kha'. Out of 10 teachers 7 ticked Kha which stands for 'less attractive', 1 ticked 'Ka' which stands for very attractive and 2 ticked 'Ga' which stands for 'not very attractive'.

Q. No. 2, 9 teachers ticked 'Kha' (less input of the materials), 1 ticked 'Ka' (materials provide input) and none ticked 'Ga' (.....)

Q. No. 3, 8 teachers ticked 'Kha' (less amount of communicative output), 2 ticked 'Ka' (sufficient amount of communicative output) and none ticked 'Ga' (.....)

Q. No. 4, 9 teachers ticked "kha' less realistic, 1 ticked 'Ka' very much realistic and none ticked 'Ga' (.....)

Q. No. 5, 9 teacher ticked 'Kha' (less intersting), 1 ticked Ka (interesting materials) and none ticked 'Ga' (.....)

Q. No. 6, 9 ticked 'Kha' (less relevant), 1 ticked 'Ka' (relevant) and none ticked 'Ga' (.....)

Q. No. 7, (8 ticked 'Kha' there is less variety) in the materials, 1 ticked 'ka' variety in the materials and none ticked 'Ga' (.....)

Q. No. 8, 8 ticked 'Kha' less balance of skills, 2 ticked 'ka' balance of skills and none ticked 'Ga' (.....)

Q. No. 9, 7 ticked 'Kha' less integration of skills, 3 ticked ka good intergration of skills and none ticked Ga (.....)

Q. No. 11, 5 ticked 'Ka' (development of the skills) and 5 ticked 'Kha' (less development of the skills).

Disgussion of students results : Result of students questionnaire survey shows that student respondents have more positive views except for Q. No. 1 (majority of the students) answer 'Ka' which suggest that the materials are appropriate and authentic.

In item no, 1, 58.88% respondents said that the layout of the books looked less attractive.

In item no. 2, 61.11% respondent said that the materials provide enough roughly tuned input which helped them to achieve accuracy and fluency,

In item no. 3, 71.11% respondents said that the materials provide sufficient communicative output because the materials emphasized the four skills.

In item no. 4, 57.77% respondents said that the materials presented in a realistic and meaningful context because the topics seemed related to their everyday life and cultural based.

In item no. 5, 63.33% respondents viewed that the materials seemed interesting, easy to understand and not so difficult.

Where as for item no. 6, 48.88% respondents said that the subject and content resent according to their needs.

In item no. 7, 58.88% respondents viewed that the materials provide sufficient varieties of subject and content.

The following comment can be made about item no. 8 where 75.55% respondents said the materials emphasized the skills.

Item no. 9, 47.77% respondents emphasized the practice of the integrated skills.

Item no. 10, 55.55% respondents said that the progression of the materials seemed appropriate.

In item no. 11, 67.77% respondents said that the materials helped the learners to develop the four skills.

Discussion of Teachers Results : Results of teachers questionnaire survey shows that teacher respondents have less positive views. All the teachers answer 'Ka' which suggests that the materials are less appropriate and authentic.

In item no. 1, 70% respondents said that the layout and design of the books looked less attractive. As the illustrations, pictures presented in one colour-black and in a glance the books does not looked standard.

In item no. 2, 90% respondents said that the materials provide less roughly tuned input.

In the next item no. 3, 80% respondents said the materials provide less skill based exercises so the learners could not get sufficient level of communicative output from these exercises.

In item no. 4, 90% respondents said the materials focus less realistic and meaningful context because it failed to provide learning to express functions. Such as writing about yourself, expressing ones likes and dislikes. These types of functions seemed Universal but our learners cannot use them at some stages in their lives.

In item no. 5, 90% respondents said that the exercises were less interested because the materials does not appeal to them. Besides, as most of the lessons style and format were repeated.

Where as for item no. 6, 90% respondents said that the subject and content were less presented according to their needs. So it failed to encourage practice and motivate them to do more work because of the exercise were based in memorization of particular answer and few exercise on matching, true/false, fill in the blanks.

In item no. 7, 80% respondents said that there were less varieties of subject and content of the materials. So in every lesson same style of exercises were repeated.

The following comment can be made about item no. 8, 80% respondents said that the materials emphasized less skill-based syllabus, only two types of skills have been focused reading and writing and exercises were presented on the two skills. The students task was to read and answer the exercises.

Item no. 9, 70% respondents said that materials stressed less practice of the integrated skills and the sub-skills too.

The next item no. 10, 80% respondents said that the materials provide less progression to develop the English language.

In item no. 11, 70% respondents said that the materials were less helpful for the development of the four skills-moreover the text books also lacked to focus realistic, meaningful settings and attainable short term objectives. Thus the exercises lacked to develop learners interest, motivation and personal involvement.

Discussion of the checklist :

The checklist has 11 items. Q. No. 1 refers to whether the layout and design are appropriate or not? As a researcher I think the materials layout and design seems less attractive. The illustrations, pictures presented in one colour-black and white book VI pages- 1, 2, 6, 7 etc, in book VII- page-1, 2, 3 etc and book VIII-pages 1, 2, 3 etc. Besides, all the exercises were printed in white paper except some exercises were printed in yellow paper. Even the cover pages of the books were not beautifully designed. Only printed in two colours. white/brown, green/red, and green/yellow. More over the paper quality of the books seemed very cheap news print.

The next question was whether the materials provide roughly tuned input or not. In my opinion the materials provide less roughly tuned input because the materials lacks balance of skill. For this reason the students cannot get sufficient level of communicative output from the lessons.

In item no. 3 on the checklist was whether for the materials present realistic and meaningful context or not. Here it is found in the books of class VI, VII & VIII every unit has some lessons presented realistic and in meaningful context. For example in book VI-unit 1, lesson 1, 2, 5 etc. In book VII- unite- 1; lesson 1, 2, 5 etc. In book VIII unite- 1; lesson 1, 2, 3 etc.

For question no. 4 the materials seemed less interesting for the students. Each and every exercise of the lessons was present in the same style and format. So in most of the exercises they were asked to answer questions, write short answers, F/B, T/F,

matching, paragraph writing, acting out a dialogue, reading the passages, and making sentences. For example in book VI- pages-1, 2, 4, 39 (c) , 67 (A) etc. In book VII- pages-1 ,5, 7, 9 etc. class VIII- pages- 1, 2, 4, 16, 17 etc. For question no. 5 the subject and content of the materials present less relevant to the students needs. Most of the lessons present only two skills reading and writing skills. For example book VI- pages-1, 8, 11, 14 etc. In book VII pages 1, 3, 4, etc and in book VIII pages 1, 3, 4, etc.

But the materials present varieties of lessons. Every unit refers to a number of lessons. For example, in book VI- unit 1 has 12 lessons, Book VII unit 1 has 30 lessons and book VIII- unit 1 have 15 lessons etc.

The next question was do the materials focus on less balance of skills. Only two skills reading and writing skills have been emphasized and there is less emphases on listening and speaking skills. So in each book-8 lessons focus on reading and writing exercises for example in book VI- page 2, 3, 8 etc, book VII- pages- 3, 4, 9 etc, and in book VIII pages- 3, 4, 5, etc.

Besides the next question was do the materials present less practice of the integrated skills? It is seen that only listening and speaking skills emphasized integrated skills and the sub-skills. For example in book VI- pages- 19, 20 etc, in book VII- pages- 11, 15, 29 etc and in book VIII- unit two- lessons 1, 6, 11 etc.

There was an item on the progression of the materials. As the text book provide less input so the progression of the materials seemed less appropriate for the learners.

The last question was whether the materials were useful for developing the four skills. Here also the materials focus less realistic settings and attainable short-term objectives, failed to develop learners interest, motivation and personal involvement. Thus it falls far short for successfully catering for a balanced development of skills.

Chapter Five : Conclusion and Recommendation

Conclusion : The research study was about Evaluation of the English text book of class. VI, VII, VIII. The results show that the books have less authentic contexts. Majority of the students like the materials, some teachers do not consider the materials very good. Most of the teachers consider the book as very average and below average. However the books are inadequate for skills training. So the study make some effective suggestions for designing effective text books with a skill-based syllabus. The authority may find the suggestions made in this study useful for its future policy in text book designing. Thus our young learners can get an opportunity to develop their fluency and accuracy in English.

Results from teachers and students questionnaire survey shows that everything about the text book is of below average or average quality.

Thus the results show that the majority student respondents (except for item 1 and 9) approved the materials as authentic but quite a good number of student respondents considered the materials not so authentic. So the researcher makes a few suggestions for design effective English text books in an authentic skill-based syllabus for meaningful teaching and learning.

Some interesting texts, not always informal should be selected to make learning an enjoyable experience through meaningful engagement of the learners in classroom activities.

The materials should provide a clear and coherent Unit structure which will guide the teachers and learners through various activities to maximize the chances of learning. This structure should help the teachers in planning lessons and give the learners a sense of progress and achievement. So the materials must be clear and systematic, but flexible enough to allow for creativity and variety.

Materials should be produced embodying the learners and teachers views about the nature of language and language learning. In writing materials the course writer should make all manner of statements about what s/he thinks language learning consists of and should, therefore, truly reflect what reflect what s/he thinks and feels about the learning process.

It also should reflect the nature of the learning task provide models of correct and appropriate language use. As the course-writer should know that language learning is a very complex process, materials writers should try to create a balance out look which both reflects the complexity of the task, but they should try to make it appear manageable.

The materials should be realistic and authentic so that it activates the learners minds and get them to think, and arouse learners interest to practice writing and gives them a chance to use their knowledge.

Besides, there should be a satisfactory number of vocabulary items with their meaning which will allow the teachers and student to find quickly the meaning

specific word, if necessary. But no irrelevant and high sounding words should be included in the text books.

Sufficient number of text books should be involved so that the learners can make use of the language in order to convey information, express opinions, etc which are of genuine intrinsic interest to the learners. For example listening and speaking exercise will help the learners to get exposure to English, develop interest in the subject matter, stimulate their motivation and the learners will see more purpose in learning the language. In this way the whole learning process will be enriched.

A skill-based syllabus should provide the basis. To communicate effectively a learner must perform and should know about the four skills separately and also use the skills effectively in various combinations depending on the nature of the interaction. For example a reading activity may as well have speaking and something on how to understand speech sounds and while reading a passage s/he may well note the significant points of what s/he is reading.

One major aim of language teaching is to enable the learners to speak the language and write in the language well. Accuracy and speed are the two factors important in any skill development. There should be a balance of the skills and coverage for the majority of sub-skills.

Moreover, a course-writer should know that motivation is the most important factor for success or failure of language learning. So the materials should have meaningful

and realistic setting and attainable short-term objectives so that it can lead the pupils unambiguously to wards those objectives, and to improve motivation considerably.

Finally, the text books should emphasize on the cyclical progression so that it provides the learners with enough input to develop their language learning and also it should be written in easy simple English so that the learners can clearly understand the passages.

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Appendix :

Checklist :

- a) Is the layout and design of the materials appropriate ?
- b) Do the materials focus an appropriate balance of skills?
- c) Is the practice of individual skills integrated into the practice of other skills?
- d) Do the materials provide roughly tuned input?
- e) Do the materials provide sufficient amount of communicative output?
- f) Is the subject and content of the materials relevant to the students needs?
- g) Is the subject and content interesting for the students?
- h) Are the materials present realistic and meaningful context?
- i) Is the progression of the materials appropriate for the students?
- j) Is there sufficient variety in the subject and content of the materials?
- k) Do you think the materials are useful for the four skills?

Appendix : 1



Teachers questionnaire

1) Is the layout and design of the materials appropriate for your students? (আপনি কি মনে করেন বইগুলো আকর্ষণীয় কি না?)

Ans : a) Very much attractive (খুব বেশী আকর্ষণীয়)

b) less attractive (মোটামুটি)

c) not very attractive (মোটামুটি আকর্ষণীয় নয়)

2. Do you think the materials provide roughly tuned input for your students? (আপনি কি মনে করেন বর্তমান ইংরেজী বইগুলিতে আগের চেয়ে নতুন কিছু ইংরেজী শেখার বিষয়বস্তু রয়েছে?)

Ans : a) Provides enough input (যথেষ্ট রয়েছে)

b) Provides less input (সামান্য রয়েছে)

c) Provides not enough input (একদম নেই)

3. Is there a sufficient amount of communicative output in the materials?

(বইগুলোতে আপনার জন্য ভাষার ব্যবহার ও প্রয়োগের সুযোগ রয়েছে কি না?)

Ans : a) Provides enough communicative output (যথেষ্ট রয়েছে)

b) Provides less communicative output (সামান্য রয়েছে)

c) Provides no communicative output (মোটামুটি নেই)

4. Do you think the materials present realistic and meaningful context for your students? (বইগুলোতে জীবনের সংগে সংগতিপূর্ণ অর্থমূলক কার্যকলাপ রয়েছে কি না?)

Ans : a) Very much realistic context (যথেষ্ট রয়েছে)

b) Presents less interesting materials (অল্প রয়েছে)

c) Present no realistic context (একদমই নেই)

5. Is the subject and content of the materials interesting for your students? (বইগুলোর বিষয়বস্তু ও কার্যকলাপ সমূহ আনন্দদায়ক লেগেছে কি না?)

Ans : a) Presents interesting materials (যথেষ্ট রয়েছে)

b) Presents less interesting materials (সামান্য রয়েছে)

c) Presents no interesting materials (একদমই নেই)

6. Is the subject and content of the materials relevant to your students needs? (বইগুলোর বিষয়বস্তু ও কার্যকলাপ প্রয়োজনের সংগে সংগতিপূর্ণ কি না?)

Ans : a) Very relevant subject and content (যথেষ্ট রয়েছে)

b) Presents less subject and content (অল্প রয়েছে)

c) Presents no subject and content (মোটেরেই নেই)

7. Is there sufficient variety in the subject and content of the materials?

(বইগুলোতে বিষয়বস্তু সমূহে যথেষ্ট রকমের বৈচিত্র আছে কি না?)

Ans : a) Presents various types subject and content (যথেষ্ট রয়েছে)

b) Presents less subject and content (অল্প রয়েছে)

c) No varieties in the subject and content (মোটের নেই)

8. Do you think the materials focus an appropriate balance of skills for your students? (আপনি কি মনে করেন ভাষার দক্ষতা, শোনা, বলা, পড়া ও লেখার () সমান গুরুত্ব দেয়া হয়েছে কি না?)

Ans : a) Presents balance of skills (যথেষ্ট রয়েছে)

b) Presents less balance of skills (অল্প রয়েছে)

c) Presents no balance of skills (মোটের নেই)

9. Is the practice of individual skills integrated in to the practice of other skills?

(আপনি কি মনে করেন ভাষার প্রত্যেকটা দক্ষতা এক অপরে সংগে সামঞ্জস্য আছে কি না?)

Ans : a) Presents integrate of skills (যথেষ্ট রয়েছে)

b) Presents less integrate of skills (অল্প রয়েছে)

c) Presents no integrate of skills (মোটের নেই)

10. Is the progression of the materials appropriate for your students? (আপনি কি মনে করেন বইগুলোতে নতুন ভাষার অগ্রগতির ব্যাপারে একধাপ থেকে আরেক ধাপ যাওয়ার ক্ষেত্রে উপযোগী কি না?)

Ans : a) Presents enough progression of materials (যথেষ্ট রয়েছে)

b) Presents less progression of materials (অল্প রয়েছে)

c) Presents no progression of the materials (মোটেরে নেই)

11. Do you think the materials are useful for developing the four skill for your students? (আপনি কি মনে করেন ভাষার চারটা দক্ষতা: শোনা, বলা, পড়া, লেখার বৃদ্ধির জন্য বইগুলো যথেষ্ট উপাদান রয়েছে?)

Ans : a) Develops the four skills (যথেষ্ট রয়েছে)

b) Develops less skills (অল্প রয়েছে)

c) Develops no skills (মোটেরে নেই)

Appendix : 2

Student's Questionnaire :

1. Do you think that the materials layout and design are appropriate ? (তুমি কি মনে কর
বইগুলো আকর্ষণীয় কি না?)

Ans : a) Very much attractive (খুব বেশী আকর্ষণীয়)

b) Less attractive (মোটামুটি)

c) Not very attractive (মোটামুটি আকর্ষণীয় নয়)

2. Do you think that the materials provide roughly turned input? (তুমি কি মনে কর বর্তমান
ইংরেজী বইগুলোতে আগের চেয়ে নতুন কিছু ইংরেজী শেখার বিষয়বস্তু রয়েছে?)

Ans : a) Provide enough input (যথেষ্ট রয়েছে)

b) Provides less input (সামান্য রয়েছে)

c) Provides not enough input (একদমই নেই)

3. Is there a sufficient amount of communicative output? (বইগুলোতে তোমার জন্য ভাষার
ব্যবহার ও প্রয়োগের সুযোগ রয়েছে কি না?)

Ans : a) Provide enough communicative output (যথেষ্ট রয়েছে)

b) Provide less communicative output (সামান্য রয়েছে)

c) Provide no communicative output (একদমই নেই)

4. Do you think the materials present realistic and meaningful context? (বইগুলোতে বাস্তব জীবনের সংগে সংগতিপূর্ণ কার্যকলাপ রয়েছে কি না?)

Ans : a) Very much realistic context (যথেষ্ট রয়েছে)

b) Presents less realistic context (সামান্য রয়েছে)

c) Presents no realistic context (একদমই নেই)

5. Is the subject and content of the materials interesting for you? (বইগুলোর বিষয়বস্তু ও কার্যকলাপ সমূহ আনন্দ দায়ক লেগেছে কি না?)

Ans : a) Presents interesting materials (যথেষ্ট রয়েছে)

b) Presents less interesting materials (সামান্য রয়েছে)

c) Presents no interesting materials (একদমই নেই)

6. Is the subject and content of the materials relevant to your needs? (বইগুলোর বিষয়বস্তু সমূহ ও কার্যকলাপ প্রয়োজনের সংগে সংগতিপূর্ণ কি না?)

Ans : a) Presents interesting materials (যথেষ্ট রয়েছে)

b) Presents less interesting materials (সামান্য রয়েছে)

c) Presents no interesting materials (একদমই নেই)

7. Is there sufficient variety in the subject and content of the materials ? (বইগুলোতে বিষয়বস্তু সমূহে যথেষ্ট রকমের বৈচিত্র আছে কি না?)

Ans : a) Presents variety subject and content (যথেষ্ট রয়েছে)

b) Presents less subject and content (সামান্য রয়েছে)

c) Presents no subject and content (মোটেরে নেই)

8. Do you think the materials focus an appropriate balance of skills? (তুমি কি মনে কর

ভাষার দক্ষতা: শোনা, বলা, পড়া ও লেখার উপর সমান গুরুত্ব দেয়া হয়েছে কি না?)

Ans : a) Presents balance of skills (যথেষ্ট রয়েছে)

b) Presents less balance of skills (সামান্য রয়েছে)

c) Presents no balance of skills (মোটেরে নেই)

9. Is the practice of individual skills integrate into the practice of other skills?

(তুমি কি মনে কর ভাষার প্রত্যেকটা দক্ষতা একে অপরের সংগে সামঞ্জস্য আছে কি?)

Ans : a) Presents integrate of skills (যথেষ্ট রয়েছে)

b) Presents less integrate of skills (সামান্য রয়েছে)

c) Presents no integrate of skills (মোটেরে নেই)

10. Is the progression of the materials appropriate for your? (আপনি কি মনে করেন ভাষার

অগ্রগতির ব্যাপারে একধাপ থেকে আরেক ধাপ যাওয়ার ক্ষেত্রে উপযোগী কি না?)

Ans : a) Presents enough progression of materials (যথেষ্ট রয়েছে)

b) Presents less progression of materials (সামান্য রয়েছে)

c) Presents no progression of the materials (মোটেশ নেই)

11. Do you think the materials are useful for developing the four skills? (তুমি কি মনে

কর ভার চারটা দক্ষতা: শোনা, বলা, পড়া, লেখার বুদ্ধির জন্য বইগুলো যথেষ্ট উপাদান রয়েছে?)

Ans : a) Develops the skills (যথেষ্ট রয়েছে)

b) Develops less skills (সামান্য রয়েছে)

c) Develops no skills (মোটেশ নেই)

Tabulation Sheet

Item No.2

Que No.	Q-1		Q-2		Q-3		Q-4		Q-5		Q-6		Q-7		Q-8		Q-9		Q-10		Q-11	
	क	ख	क	ख	क	ख	क	ख	क	ख	क	ख	क	ख	क	ख	क	ख	क	ख	क	ख
24	✓				✓									✓				✓				
25	✓			✓	✓									✓				✓				
26	✓			✓	✓									✓				✓				
27	✓			✓	✓									✓				✓				
28	✓			✓	✓		✓			✓				✓				✓				
29	✓			✓	✓		✓			✓				✓				✓				
30	✓			✓	✓		✓			✓				✓		✓		✓				
31	✓			✓	✓		✓			✓				✓		✓		✓				
32	✓			✓	✓		✓			✓				✓		✓		✓				
33	✓			✓	✓		✓			✓				✓		✓		✓				
34	✓			✓	✓		✓			✓				✓		✓		✓				
35	✓			✓	✓		✓			✓				✓		✓		✓				
36	✓			✓	✓		✓			✓				✓		✓		✓				
37	✓			✓	✓		✓			✓				✓		✓		✓				
38	✓			✓	✓		✓			✓				✓		✓		✓				
39	✓			✓	✓		✓			✓				✓		✓		✓				
40	✓			✓	✓		✓			✓				✓		✓		✓				
41	✓			✓	✓		✓			✓				✓		✓		✓				
42	✓			✓	✓		✓			✓				✓		✓		✓				
43	✓			✓	✓		✓			✓				✓		✓		✓				
44	✓			✓	✓		✓			✓				✓		✓		✓				
45	✓			✓	✓		✓			✓				✓		✓		✓				
46	✓			✓	✓		✓			✓				✓		✓		✓				

Tabulation Sheet

Item No. 4

Que No.	Q-1		Q-2		Q-3		Q-4		Q-5		Q-6		Q-7		Q-8		Q-9		Q-10		Q-11				
	क	ख	क	ख	क	ख	क	ख	क	ख	क	ख	क	ख	क	ख	क	ख	क	ख	क	ख	क	ख	
70		✓		✓	✓		✓																		
71		✓		✓				✓																	
72	✓		✓																						
73	✓			✓																					
74		✓		✓																					
75	✓			✓																					
76	✓			✓																					
77		✓		✓																					
78		✓		✓																					
79		✓		✓																					
80		✓		✓																					
81	✓			✓																					
82	✓			✓																					
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84		✓		✓																					
85		✓		✓																					
86		✓		✓																					
87	✓			✓																					
88	✓			✓																					
89	✓			✓																					
90		✓		✓																					

Tabulation Sheet

Item No.5

Que No.	Q-1		Q-2		Q-3		Q-4		Q-5		Q-6		Q-7		Q-8		Q-9		Q-10		Q-11	
	क	ख	क	ख	क	ख	क	ख	क	ख	क	ख	क	ख	क	ख	क	ख	क	ख	क	ख
1	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓	
2	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓	
3	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓	
4	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓	
5	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓	
6	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓	
7	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓	
8	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓	
9	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓	
10	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓	