

An Evaluation of the Textbook 'English for Today' for Class IX & X

A dissertation submitted in partial fulfillment of the requirement for
the Master of Arts in English Language and Literature



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Preface

The topic for this study is an evaluation of the textbook 'English for Today' for class IX & X. In this course book NCTB authority uses **linear progression**. They gradually advance from simple to complex in logical way and they hardly use one term more than once.

The curriculum of the book is like boring to English language learners as the language designers bring the same terms repeatedly. Instead, they can bring various student activities **to stimulate** learners.

There are some forms in the book but **real life functions** are really absent in this textbook. The coordinator of the book can include some **functional exercises** and lessons in the **framework** of the course. They can add **real life functions** in the syllabus. They can give comprehensions for students reading and exercises as well. Also they can give incomplete reading passage which should be filled up by students. In this way, students can enhance creativity of writing. Sometimes language instructors can provide **Q-cards** to students for practice and presentation. Thus, they can **drill** students' intellectuality by doing **presentation, practice and production (PPP)**. To correct these, the coordinator of the text book can arrange some **role play like group work, pair work, presentation, drama, situational dialogue, etc.**

There is little attention to accelerate **students' awareness** in the text book. If the authority can grow awareness, students will not commit mistakes in writing and in other three skills. In another word, the instructors have to control **students' inertia** for better learning.

There are shortcomings of **stylistic variations** like geographical, social, formal, and informal in English for Today for class IX & X. The language designers can bring our local context and culture with Anglo-American English culture. Problems of our

Language learners are different from native English language learners. So syllabus designers can think about **eclectic approach** for betterment of students.

The designers of the text book give attention on **reading module** only. The syllabus designers also should give focus on other three skills like writing, listening & speaking.

Here, I have found that the instructors teach only the text book. Instead, they can give some **local and target language reference books** when they design their syllabus. Simultaneously they have to think about **level of students** and their **needs**. Also some **true/false questions** and **lots of activities** can be given for students development in English. Alongwith, the language planners can add sort of **language icons** like **vocabulary, grammar, tense** etc.

There is no concentration about **functional syllabus** in English for Today, rather they always discuss only **structural syllabus**. They should not forget that functional and structural syllabus are not **antagonistic** but they are **complementary** each other.

It is not clear in the English text course book that which way our learners learn better. So, the course book needs **rich and useful content**. **Communication activities** can be included in this language book in order to increase **schemata** of learners so that our learners can guess the gist of the passage.

The course designers can combine between **linear** and **cyclical** syllabus. It is noted that cyclical syllabus is applicable for beginners and linear syllabus is appropriate for advanced learners. The course planners can include **ESP** (English for specific purpose) and **EAP** (English for academic purpose) in the course. Here kinds of functional English like invitation, advice, suggestion, seeking permission, social English can be included in English for Today for class IX & X.

The teachers need to apply **intuition** in their lesson plan. No course book will tell to follow GTM (Grammar Translation Method) or CLT (Communicative Language Teaching). It depends on language teachers which teaching process they will follow.

However, a bad course book might be rejected by students as they reject **bad food** or **stale food**. Therefore, they have to decide in which way they will proceed either in **deductive way** (rules driven) or in **inductive way**. Rhythm of arguments or **stress intonation** must be kept in a good course book.

In school classrooms I have found that teachers **talk more** but students **talk less**. By contrast, in modern language teaching system, teachers are just **stimulators** or **facilitators**, or **motivators** whereas students will incorporate four skills doing many kinds of activities like reading passage, making sentence, exploring new pictures of words etc. Teachers can ask to write kind of composition, paragraph applying different tenses. To develop word stock, **5% new words** can be added in 'English for Today' for class IX & X.

This English course book presents only one skill (reading) whereas a good course book keeps balance among four basic skills. **Listening** is totally neglected in 'English for Today' for class IX & X.

Therefore the syllabus designers can emphasize all four skills like reading, writing, speaking & listening for betterment of future leaders of the country. Also some digital devices like audio cassette, video cassette and computer can be given for students in their classrooms to increase listening and speaking skills. Then we can get the reflection of real digital Bangladesh.

CHAPTER 1

1.1 Introduction

Materials may be anything which is used to help to teach language learners. Materials can be in the form of a textbook, a workbook, a cassette, a CD-Rom, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard anything which presents or informs about the language being taught

Materials evaluation is an important area of ELT. In no way it is less significant than other areas of ELT, like material design. Course design and syllabus design, their evaluation, teaching methodologies and tests. Materials contribute much to an effective teaching and learning. They encourage learners to learn and contain interesting texts, enjoyable activities which engage learners in 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. There have been significant development in the theories of materials evaluation. A vast body of literature is now available on material evaluation. In the light of those developments, this study tries to examine the effectiveness in terms of strength and weaknesses in the English text book currently used for class IX & X in Bangladesh.

1.2 The problem statement

Since the independence of Bangladesh, English has been taught to students in the secondary level, one of the important levels of our education. For bringing excellence in learning English, communicative English syllabus has also been introduced. But yet majority of the students can not use English effectively. One of the reasons may be the absence of effective materials in the textbook.

Text books are best seen as resources for achieving aims and objectives that have already been set in terms of learners needs. It has also recognized that teaching materials can exert considerable influence over what teachers teach and how they do it. It is of crucial importance that materials are designed very carefully and that materials designed very closely reflect the aims, methods and values of the teaching programme (Cunning-sworth,1995:7)

But in the context of our country, the materials used in class ix & x seems to be ineffective i.e. they seem to have been insignificant in engaging students in reading, writing, listening and speaking. How far the present English text book of class ix & x helps in fulfilling the objectives, is worth investigating. It needs urgent attention for improving the standard of English teaching and learning in the country.

1.3 Purpose statement

After conducting this study, it will be possible to tress the strength and weaknesses of the materials/ textbook used in class ix & x. After the end of the study, it will be possible to emphasize or to read very closely the lesson covering effective materials and avoiding weak materials. So, the purpose of this study is to bring long term benefit to students as well as to teachers. Students will be more interested to the text and will be devoted to then-study. Teachers will gain good and useful insights into the nature of the material. Consequently, teachers will be able to teach students very efficiently. Moreover, enthusiastic readers will also be benefited. In a word, the entire nation will be benefited.



1.4 Significance of the study

It is important to examine how far the materials/ textbooks used in class ix & x is significant. It is well known that it is not possible to teach and learn language in formal institutional setting of classroom without effective textbooks or materials. As textbooks play an important role in teaching learning programs, this study focuses on evaluating the materials/textbooks to find out how far the currently used textbooks are effective for training the major skill and their subskills.

1.5 Objectives of the study

In this present study, the researcher will try to evaluate how effective the materials/English textbook is currently used in Bangladesh for class ix & x. In other words, it can be said, the objectives of the study are to examine how far :

- The materials cover the four skills and their subskills.
- The layout and design of the book are appropriate
- The activities and tasks in the book are interesting
- The materials are authentic and realistic
- The content and subject appropriate

1.6 Delimitation

This study focuses on the evaluation of material of English text book of class ix & x. Material evaluation is a broad area of ELT and it is related with other areas of ELT such as Material design and course design But the researcher has limited the scope of the research due to time constraints and for the difficulties of gathering information for a neutral result. The research will examine on material evaluation as it will be possible to find out vast body of literature on the characteristics and function of good materials.

1.7 Limitation

The researcher did not face any major problem. The researcher could gather much knowledge by reading a good number of books on material evaluation by some foreign writers such as Alan Cunnings worth, Hutchinson and Waters, Jeremy Harmer and other ELT specialists in the field. The researcher had also scope to read a body of literature available at the East West university library. Only a little problem the researcher faced that he could not collect books on material evaluation from the library of some other renown universities of the country where some more valuable books in the field might have available. If it was possible, he might have furnished more information on material evaluation.

1.8 Operational Definition

It is important to define some key terms for the understanding of this research paper. Key terms have been described below.

$i+1$

Here i = The present level of the student

$i+1$ = The lesson which should be added to the students' present level.



Chapter 2: 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 one's 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

ences, 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 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 if 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)

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 skills 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 including 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 : 49).

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



CHAPTER: 3

Literature review

2.1 Introduction

This chapter discusses the ideas of various ELT specialists which are related to the study topic. Through this discussion, this chapter brings clarity and focus to the research problem.

In order to examine an English text book/ materials, we should have thorough knowledge about the function of good materials i.e. the contribution of materials in facilitating the teaching learning programs. For example interesting activities and tasks in the course book add attention of students to the lesson. According to Hutchison and waters (1987 : 107) materials provide stimulus to learning; good materials don't teach; they encourage learners to learn. Good materials will therefore, contain :

- Interesting text
- Enjoyable activities which engage learners thinking capacities.
- Opportunities to learners existing knowledge and skills.
- Content which both learners and teachers can cope with.

Good materials have contribution in correct English usage. According to Hutchinson and Waters (1987 : 108) Materials text book should provide models of correct and appropriate language use. But it must not be simply a statement of language use rather than vehicles for language learning. Good materials will help the students to use language very effectively.

Course books should take account of students' needs as learners and should facilitate their learning process, without dogmatically imposing a rigid " method". Textbook

helps learners to learn in a number of ways. They select the items to be learnt (grammar, functions, skills etc.), break them down into manageable units and sequenced them into a way which is designed to lead from the familiar to the unfamiliar and from easier to more difficult items of "learnability". (Cunningsworth 1995: 16)

Coursebooks should have a clear role as a support for learning. Likewise teachers, they mediate the target language and the learner. Coursebooks facilitate learning, they bring the learners and the target language together, but in a controlled way. Course books support the learners in a number of ways, but particularly by supplying models of English which are learnable at the students' levels of proficiency. They also provide exercises and activities designed to promote fluency in the use of English and they often give explanations or contextualized examples which help learners to understand how the language works.(Cunningsworth 1995 : 17)

Coursebooks support teachers by providing ready-made presentation materials, ideas for teaching different topics, reading texts, listening passages, dialogues etc, all carefully graded and accompanied by exercises and activities for class use. They also provide a methodology or at least an approach to learning.(ibid)

Coursebooks can promote learning by contributing to students' motivation. Motivation is one of the powerful forces for good and effective learning and often more important than other factors, including teaching method. An interesting textbook, lively and well presented, with variety of topic and activity can be a powerful factor in strengthening the motivation of the learners and often of the teachers too. Helping students to realize how much progress they have made and encouraging them to review their achievement will also add to their motivation and enhance learning-(ibid)

Effective materials provide a coherent framework for the integration allowing enough room for creativity and variety of activities. The model consists of four elements:

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 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** : The 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 built up through the unit.



These four elements combine in the model that follows:

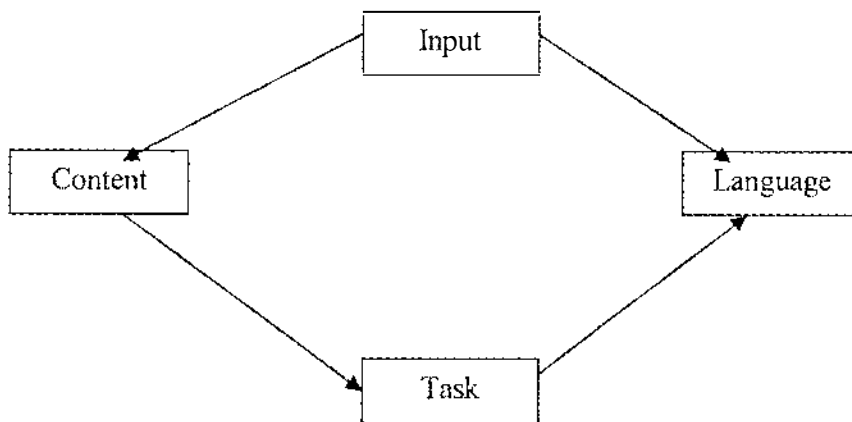


Figure : A materials design model

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 what the learners will need 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)

2.2 Authentic materials

Authentic language is defined as the language used by native speakers in naturalistic day-to-day use with a real communicative purpose, it is held that "if real communicative behaviors is what learners have eventually to learn then that is what they have to be taught. It is considered important to teach English as it functions in contextually appropriate ways, rather than to teach a collection of linguistic forms in contrived class room situations. (Young 1980 :224)

According to Shahidullah (2000-20) Authentic text are often regarded as more interesting than text book materials i.e materials designed with specific purpose of

teaching language, because they related with every days issues and activities. But what is authentic for native speakers is not authentic for non-native speakers. Materials which are authentic for U.S.A, UK, Canada, Australia and New Zealand, may prove problematic when they are used in other context.

2.3 Variety in the materials

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

In this chapter we have discussed details about the existing body of the literature related to the topic. At this we have come to know the role of a good and effective materials/ text book and its importance for a language teaching learning program especially in the context of Bangladesh.

Chapter-4 Methodology



4.1 Introduction :

This chapter gives an account of the methodology of the study and the nature of the study. The methodology of the study includes the method of data collection, (questionnaire survey and evaluation of the textbook using a checklist), sampling, administering the study mid the process of data collection, analysis of the collected data. This chapter also throws light on the nature of the study.

4.2 Nature of the study:

This research study was an exploratory non-experimental and descriptive study to identify the strength and weakness of the materials used in the textbook of class ix & x in Bangladesh.

4.3 Setting;

The researcher conducted his study in the five schools near his residence. The researcher selected those schools because it was convenient on the part of the researcher to communicate with the students and the teachers. The researcher conducted his study on 20 students and 20 teachers of those schools. The setting of the study was a formal one as the researcher conducted his study in the classrooms and in the teachers' rooms.

4.4 Research instruments:

The researcher used questionnaires as research instrument to conduct his survey on both students and teachers. The formats of the questionnaires have been given in the Appendix (Appendix i & ii). In the beginning of the students' questionnaire there is a note for the students revealing the purpose of the study and affirming in keeping the

sterecy of their participation in the survey. Their participation was also highly appreciated. The same was done for the teachers' questionnaire

In the first section of the questionnaire, there is personal information of the students and also the signature of the students in the right side. (a little below of the personal information). The same process was followed for the teachers" questionnaire. In the second part, there is an instruction containing a five point scale where

Entirely disagree	= 1
Disagree	= 2
Not sure	= 3
Agree	=4
Entirely agree	=5

The items were furnished in the questionnaires in such a way that they would provide necessary information about the strong and weak points of the textbook of class ix & x (Bengali medium) in Bangladesh. The sequence of the items in the questionnaire was perfectly maintained i.e. there was a close relation of one question to another. As a result, it was easy for the respondents to follow the sequence and answer all the questions with much ease and comfort. Following the opening questions, the other questions were connected in a thread and run through one after another.

The questionnaire comprises 25 items. For each item there have been five options . The respondents were required to put a number in a box out of five alternatives against an item which they thought most appropriate for the item. The area, it covers include layout and design, activities and tasks, language type, skills (listening, speaking, reading and writing) subject and content, grading and sequencing, and overall view.

Under layout and design, there are three items in the questionnaire whether and how far the layout and design of the textbook attractive and appealing to the learners, how

if the textbook is organized and the artworks and typefaces are functional, colourful and appealing.

Under activities and tasks in the questionnaire there are five items- whether and how the activities are supportive of communicative activities; whether and how far the textbook provide a balance of activities; whether in the textbook, there is individual, pair and group work activities; whether and how far vocabulary and grammar points are introduced in realistic context whether and how far activities are capable of motivating students.

The area 'Language type' includes 6 items -whether and how far the language in the textbook authentic i.e. like real life English; how far the language level is just a little bit upper than the students' present level of language i.e. how far the language suffices Krashen's theory of (i+1); how far new language has been introduced in motivating and realistic context; there is no difficult words in the textbook which baffle the learners ; the language is interesting; the language used in the textbook is just like a model which the students will likely to use.

'Skills' is the fourth area in the questionnaire. It has two items the activities in the text cover all the four language skills. There is much attempts in the activities to cover all the subs skills i.e. listing for the gist, skimming for information; note taking.

'Subject and content' is the fifth area in the questionnaire which include six items whether and how far the subject and content of the text book is relevant to the students' needs, the subject and content are good enough to motivate the learners; the subject and Content are interesting; there is attempt of innovation in the subject and content; subject content have incorporated from real life situation; subjects and contents are not too difficult to understand.

'Grading and sequencing' is the sixth area in the questionnaire. It has two items- whether and how far the grading and sequencing are appropriate for the learners and the progression of the language and vocabulary activities is cyclical.

The final area of the questionnaire is the overall view which focuses on whether and how far the text book makes students' curious in further English language study.

- 5 Data collection procedure:

For collecting data the researcher followed three procedures. (1) Students' questionnaire survey (2) Teachers' questionnaire survey and (3) The researcher's own evaluation using a checklist. For collecting data researchers took permission from the school authorities that he had selected. For permission, the researcher placed a request letter to school authorities written his honorable supervisor Zahid Akter so that they allow him to conduct his survey among the students and teachers of the selected schools.

To collect data the questionnaires were given to the persons concerned with a request to answer the questions. The questionnaires 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 English.

4.6 Validity and Reliability of the questionnaires.

The researcher was conscious about the validity and reliability of the questionnaires as he was knowledgeable about the definition of David Nunan (1992: 14) in which "Nunan says validity as the extent to which a piece of research actually investigate what the researcher purports to investigate to maintain validity and reliability the researcher also followed Seliger and Shohamy's opinion. Seliger and Shohamy (1989: 188) state that "validity refers to the extent to which the data collection procedure measures what it intends to measure". Both the content and construct validity of an instrument ensures that the data collected through them is purposeful and correct. Reliability refers to the consistency and accuracy of the date collection procedure (Seliger and Shohamy, 1989: 185). So, the researcher took into consideration the following aspects in designing the questionnaires in order to ensure the content validity and reliability:



- Literature on research method
- Objectives of the present study.

4.7 Description of the checklist:

In this study, the researcher has used a checklist for his own evaluation of the textbook. This checklist has been constructed with the same items as were in the students' and teachers' questionnaires but here they are in the form of questions not statements. These items have been in the same order and under the same areas (Appendix - iii).

4.8 Scope of the study:

In order to collect data the researcher chose (1) Sher-e-Bangla High School, Mirpur, Dhaka. (2) National Bangla High School, Dhaka. (3) MDC Model Institute, Dhaka. (4) Abdur Rashid Adarsha High School, Mirpur, Dhaka, (5) Mirpur Ideal Institute, Dhaka. The researcher chose these schools because all of these are Bangla medium schools which use the English textbook for class ix-x prescribed by the National Curriculum Textbooks Board (NCTB).

In keeping in view time constraints, resources and labour the researcher chose those five schools to collect data. Apart from this, in order to implement the supervisor's instruction the researcher collected data from the above mentioned number of schools. To collect data, the researcher followed a random sampling of data collection.

4.9 Sampling:

To collect the data the main task was to form a sample unit where 5 secondary schools of Dhaka city were chosen for the study and the number of respondents were 20 teachers and 80 students. The respondents were enthusiastic in filling up the questionnaire. The number of students and teachers respondents in each school has been given below:

Institution	Number of Teachers	Class	Number of students
Sher-e-Bangla High School, Mirpur, Dhaka.	5	ix & x	20
National Bangla High School, Mirpur, Dhaka	4		15
MDC Model Institute, Mirpur, Dhaka	3		15
Abdur Rashid High School, Mirpur, Dhaka.	5		10
Mirpur Ideal Institute, Mirpur, Dhaka	3		20

4.10 Administering the Empirical study of the students:

The researcher administered the Empirical study by himself. The first school was Sher-e-Bangla High School, Mirpur, Dhaka. The researcher introduced himself to the Headmaster and told him the purpose of this research. The researcher sought his permission to conduct a questionnaire survey with the students of class ix and with the English teachers. The Headmaster was a learned gentleman. He instantly understood the significance of the study and arranged a classroom where 20 students and a senior English teachers were present to co-operate with the research study. The students showed much eagerness in filling up the questionnaire. They were also friendly and supportive towards the researcher. The researcher explained to students how to fill up the questionnaire. He requested them to put a number in a box out of five alternatives against each item which they thought most appropriate. From the 30

questionnaires, filled up by the students, the researcher, selected 20 questionnaires for analysis. For selecting all those questionnaires, the researcher adopted the random sampling technique.

The second school which the researcher surveyed was National Bangla High School, Mirpur, Dhaka. It is famous school located at very adjacent to Mirpur Stadium. The researcher introduced himself to the Headmistress and told her the purpose of his research study. The researcher requested her to permit him to conduct a research study with the students and teachers of class x of her school. The Headmistress was very gentle. She responded to the researcher's request positively and requested a senior teacher to take the researcher to class x where there were 20 students and a senior teacher of English.

The senior teacher who was also a good mannered gentleman requested the researcher to finish his survey within 40 minutes. The researcher handed over 20 questionnaire among 20 students. Just like the survey conducted in the first school, the researcher explained to the respondents about the process of filling up questionnaires. The researcher explained almost things to them in English. Sometimes he also explained to them in Bengali for their better understanding. The respondents showed much enthusiasm in filling up the questionnaires. It was seemed to the researcher that they were enjoying and interesting task which they had not ever experienced. From the 20 filled up questionnaires, the researcher took 15 questionnaires for analysis by applying random sampling procedure.

The third school was MDC Model Institute, Mirpur, Dhaka. It is also famous school. The researcher went to the school. A Sociology teacher serving at that school was acquainted with the researcher. He took him to the Headmaster's room and introduced the researcher to him. The Headmaster was a little bit busy. He requested the researcher to sit down and to wait for a while. When the headmaster completed his work and was free, the researcher told him his purpose. The Headmaster requested the senior teacher of Sociology to take the researcher to class ix. Being accompanied by

the senior teacher, the researcher went to the class and met a senior teacher of English who was teaching English for Today. There were thirty two students in the class. The researcher introduced himself to the teacher and to the students and explained to them the purpose of the study. The researcher requested them to take a single questionnaire from the questionnaires placed on the 1st bench. The students were very polite and gentle everyone took a questionnaire in a very well disciplined way. After that, the researcher explained to them both in English and Bengali the process of filling up the questionnaires. They felt much enthusiasm in filling up the questionnaires. From 32 questionnaires, the researcher picked up 15 questionnaires by the same process applied for the sampling of the first two schools.

The other two schools were Abdur Rashid Adarsha High School, Mirpur, Dhaka and Mirpur Ideal Institute, Dhaka. From these two schools separate sample sets of 10, 20 students were taken chronologically. For these two sets of samples the researcher adopted the same sampling procedure as were done for all the other sets of samples.

Administering the Empirical study of the teacher :

The researcher first did his questionnaire survey at Sher-e-Bangla High School with the teachers on the same day as he did with students of class ix of that school. He conducted his study on English Teachers of that school. They were teaching the English text book of class ix at that school. All the teachers were, co-operative, friendly. Questionnaires prepared for the teachers were handed over them with a request to put a number out of five options against each item. All of the teachers filled up the questionnaires with much enthusiasm. Thus, a sample set up 5 teachers was taken by following the random sampling procedure.

The researcher followed the same procedure for collecting samples from 15 teachers of the rest of the four schools. All of the teachers of the rest four schools were friendly and they extended their co-operation in accomplishing the researcher survey.

Processing and analyzing the Data :

The data collected by using the instruments from the samples described in this chapter were hand tabulated and analyzed in terms of frequency Counts and Mean Scores. Frequencies are used to indicate how often a phenomenon occurs and they are based on counting the number of occurrences.

The mean is the sum of all the scores of all subjects in a group divided by the number of the subjects, $\left[\bar{x} = \frac{\sum x}{n} \right]$ (Seliger and Shohamy 1989:215)

The mean of the each of the items, is therefore, is the average score for each item and it is the summation of all the scores divided by the number of subjects.

From the mean score, we get the average performances of or behavior of a group on given tasks and also helps the researcher to condense a large amounts of data, From the mean , the researcher got a clear impression of how a group as a whole performed and that does provide more significant information.

Obstacles Encountered:

In conducting the research study, the researcher did not encounter any major obstacle. However, he faced some minor problems with a few filled up questionnaires. The researcher found that in some questionnaires, the students did not put numbers in the boxes against a few items. Either they forgot to do this or they might filled up the options very hastily. However, as the researcher collected more than the requirement, he took alternative filled up questionnaires for those incomplete ones. Another minor problem which the researcher came across in the second school was that the girls respondents felt a little bit shy in filling up the questionnaires. In that situation, the researcher tried his utmost to make them free. He also motivated them by encouraging speech that it was a new experience of their lives and from that experience, in future they could also conduct such a research study. At this they became very enthusiastic in filling up the questionnaires.

This chapter discusses the methodology of the study which includes method, data collection, description of the questionnaire for the students and teachers, sampling collection of data and processing of data. The results found from the teachers' and students questionnaires survey have been presented and analyzed in the next chapter.



Chapter 5 : Result

5.1 Introduction

In this chapter, the data found from students' questionnaire and teachers' questionnaire survey have been analyzed in terms of frequency counts and mean score. The results have

been presented below in the table :

5.2 Results as found from students' questionnaire survey:

Table:1

No	Statements	Entirely disagree	Disagree	Not sure	Agree	Entirely agree	Total	Mean, $\bar{X} = \frac{\sum x}{N}$	Mean score
Layout and Design									
1.	The layout and design of the text book is interesting and appealing to learners	15 15	30 60	20 60	7 28	8 40	80 203	$\frac{203}{80}$	2.53 Not Satisfac
2	The textbook is organized	3 3	20 40	15 45	35 140	7 35	80 263	$\frac{263}{80}$	3.29 *Satisfactor
3	The art work and type face are functional and colorful	22 22	40 80	10 30	6 24	2 10	80 166	$\frac{166}{80}$	2.08 Negative att
Language Type									
4	The language used in the text book is authentic i.e. like real life English	6 6	18 36	8 24	45 180	3 15	80 261	$\frac{261}{80}$	3.26 * Satisfacto
5	The language level is just a little bit upper than the students' present level of language	7 7	15 30	10 30	45 180	3 15	80 262	$\frac{262}{80}$	3.27 * Satisfacto
6	New language has been introduced in the text.	10 10	20 40	10 30	30 120	10 50	80 250	$\frac{250}{80}$	3.13 * Satisfacto

7	There are difficult words in the text book which baffle the learners	12 12	20 40	12 36	28 112	8 40	80 240	$\frac{240}{80}$	3 * Satisf
8	The language is interesting	8 8	20 40	15 45	25 100	12 60	80 253	$\frac{253}{80}$	3.16 * Satisf
9	The language used in the textbook is just like a model which the	15 15	25 50	15 45	20 100	5 25	80 235	$\frac{235}{80}$	2.93 Not Sat

Subject and content

10.	The subject & content of the text book is relevant to the student's needs	25 25	20 40	15 45	15 60	5 25	80 195	$\frac{195}{80}$	2.44 Not Sat
11.	The subject and content is good enough to motivate the learners	15 15	20 40	8 24	32 128	5 25	80 232	$\frac{232}{80}$	2.9 Not Sat
12.	The subject and content are interesting	12 12	15 20	15 45	25 100	13 65	80 252	$\frac{252}{80}$	3.15 * Satisf
13.	There is attempt of innovation in the subject and content	10 10	15 30	15 45	30 120	10 50	80 255	$\frac{255}{80}$	3.18 * Satisf
14.	The subject and content have incorporated from real life situation	10 10	15 30	15 45	35 140	5 25	80 250	$\frac{250}{80}$	3.12 * Satisf
15.	The subject and content are not too difficult to understand	12 12	10 20	20 60	35 140	3 15	80 247	$\frac{247}{80}$	3.08 * Satisf

Activities and task

16.	The activities in the text are supportive of communicative activities	15 15	12 24	12 36	36 144	5 25	80 244	$\frac{244}{80}$	3.05 * Satisf
17.	The text book provides a balance of activities.	10 10	10 20	25 75	30 120	5 25	80 250	$\frac{250}{80}$	3.13 * Satisf
18.	In the text, there is individual pair and group work activities.	10 10	32 64	8 24	20 80	10 50	80 228	$\frac{228}{80}$	2.85 Not Sat

19.	Vocabulary and grammar points are introduced in the realistic contexts.	15 15	25 50	5 15	25 100	10 50	80 230	$\frac{230}{80}$	2.88 Not Satisfactory
20	Activities are capable of motivating students	13 13	22 44	8 24	32 128	5 25	80 234	$\frac{234}{80}$	2.93 Not Satisfactory

Skill

21.	The activities in the text cover all the 4 language skills.	30 30	20 40	10 30	15 60	5 25	80 185	$\frac{185}{80}$	2.31 Not Satisfactory
22.	There is much attempt in the activities to cover all the sub skills.	18 18	22 44	12 36	18 72	10 50	80 220	$\frac{220}{80}$	2.75 Not Satisfactory

Grading and sequencing

23.	The grading and sequencing are appropriate for the learners	12 12	18 36	10 30	30 120	10 50	80 248	$\frac{248}{80}$	3.10 * Satisfactory
24.	The progression of the language and vocabulary activities are cyclical	10 10	15 30	12 36	35 140	8 40	80 256	$\frac{256}{80}$	3.20 * Satisfactory

Overall view

25	The text book makes students curious in further English language study.	15 15	25 50	12 36	25 100	3 15	80 216	$\frac{216}{80}$	2.70 Not Satisfactory
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For each item, the number of the total respondents were 80. The details of the results of students questionnaire survey have been given below :

Among the 80 respondents for item no. 1 , (The layout and design of the text book is appealing to the students, 15 students ticked 'entirely disagree, 30 students answered disagree; 20 students answered not sure; 20 students ticked 'agree'; and 8 students answered 'entirely agree';. The mean score is 2.53

For item no. 2 (The Textbook is organized) 3 students ticked 'entirely disagree'; 20 students answered 'disagree'; 15 students answered 'not sure' 35 students ticked "agree"; 7 students answered 'entirely agree' . The mean score is 3.29.

For item no.3, (The artwork and typeface are functional and colorful) 22 students ticked 'entirely disagree'; 40 students answered 'disagree'; 10 students ticked "not sure"; 6 students answered 'agree' 2 students answered 'entirely agree'. The mean score is 2.08

For item no. 4, (The language used in the textbook is authentic i.e. like real life English) 6 students ticked 'entirely disagree' 18 students answered 'disagree' ; 8 students ticked not sure; 45 students answered 'agree' ; 3 students ticked 'entirely agree' . The mean score is 3 .26

For item no. 5, (The language level is just a little bit upper than the students' present level of English, 7 students ticked 'entirety disagree', 15 students answered 'disagree'. 10 students ticked 'not sure', 45 students' answered 'agree' and 3 students answered 'entirely agree' .The mean score is 3.27.

For item no. 6, 10 students ticked 'entirely disagree'; 20 students answered 'disagree'; 10 ticked 'not sure'; 30 students answered 'agree'; 10 students ticked 'entirely agree'. The mean score is 3.13.

For no.7, 12 students ticked 'entirely disagree'; 20 students answered 'disagree': 12 students ticked 'not sure'; 28 students answered 'agree' 8 students ticked 'entirely agree'. The mean score is 3.

For item no.8 (The language is interesting), 8 students answered 'entirely disagree'; 20 students answered 'disagree' 15 students answered 'not sure'; 25 students ticked 'agree' 12 students answered 'entirely agree'. The mean score is 3.16

For item no. 9 (The language used in the text book is just like a model which the students will likely to use) 15 students answered 'entirely disagree', 25 students ticked 'disagree': 15 students answered 'not sure' 25 students ticked 'agree'; 5 students answered 'entirely agree': The mean score is 2.93.

For item no. 10 (The subject and content of the text book is relevant to the students' needs) 25 students ticked 'entirely disagree': 20 students answered 'disagree'; 15 students answered 'agree'; 5 students ticked 'entirely agree'. The mean score is 2.44.

For the item no. 11 (The subject and content is good enough to motivate the students) 15 students answered 'entirely disagree': 20 students answered 'disagree'; 8 students answered 'not sure'; 32 students ticked 'agree' 5 students answered entirely agree. The mean score is 2.9.

For the item no. 12 (The subject and content are interesting), 12 students answered 'entirely disagree'; 15 students ticked 'disagree': 15 students answered 'not sure': 25 students ticked 'agree'; 13 students ticked 'entirely agree'. The mean score is 3.15.

For the item no. 13 (There is attempt of innovation in subject and content), 10 students answered 'entirely disagree' 15 students answered 'disagree'; 15 students ticked 'not sure' 30 students answered 'agree' 10 students ticked 'entirely agree'; The mean score is 3.18.

For the item 14 (The subject and content have been incorporated from the real life situation) 10 students answered 'entirely disagree'; 15 students answered 'disagree' 15 students ticked 'not sure' 35 students answered 'agree'; 5 students ticked 'entirely agree'; The mean score is 3.12.

For the item no. 15 (The subject and content are not too difficult to understand) 12 students answered 'entirely disagree'; 10 students ticked 'disagree'; 20 students answered 'not sure'; 35 students ticked 'agree' and 3 students answered 'entirely agree'; The mean score is 3.08.

For the item no 16, (The activities in the text are supportive of communicative activities) 15 students ticked 'entirely disagree' 12 students answered 'disagree' 12

students answered 'not sure'; 36 students ticked 'agree'; 5 students answered 'entirely agree' The mean score is 3.06.

For the item no. 17 (The text book provides a balance of activities) 10 students answered 'entirely disagree'; 10 students answered 'disagree'; 25 students ticked 'not sure' 30 students answered 'agree' 5 students ticked 'entirely agree'; The mean score is 3.13

For the item no. 18 (in the textbook, there is individual, pair and group work activities), 10 students answered 'entirely disagree'; 32 students ticked 'disagree'; 8 students answered 'not sure' 20 students answered 'agree' and 10 students ticked 'entirely agree'. The mean score is 2.85.

For the item no. 19 (Vocabulary and grammar points are introduced in the realistic context), 15 students answered 'entirely disagree'; 25 students ticked 'disagree'; 5 students answered 'not sure'; 25 students answered 'agree' and 10 students ticked 'entirely agree'. The mean score is 2.88.

For the item no. 20 (activities are capable of motivating students), 13 students answered 'entirely disagree'; 22 students answered 'disagree'; 8 students ticked 'not sure'; 32 students answered 'agree'; 5 students ticked 'entirely agree'; The mean score is 2.93.

For the item no. 21 (The activities in the text cover all the 4 language skills) 30 students ticked "entirely disagree"; 20 students ticked "disagree"; 10 students answered "not sure"; 15 students ticked 'agree' and 5 students answered 'entirely agree'. The mean score is 2.31.

For the item no. 22 (There is much attempt in the activities to cover all the sub-skills of the 4 main skills), 18 students answered 'entirely disagree'; 22 students answered

'disagree': 12 students answered 'not sure': 18 students ticked 'agree' and 10 students answered 'entirely agree'. The mean score is 2.75

For the item no. 23 (The grading and sequencing are appropriate for the learners), 12 students answered 'entirely disagree'; 18 students ticked 'disagree' 10 students answered 'not sure'; 30 students ticked 'agree' and 10 students answered 'entirely agree' The mean score is 3.10.

For the item no- 24 (The progression of the language and vocabulary activities are cyclical), 10 students ticked 'entirely disagree' 15 students ticked 'disagree': 12 students answered 'not sure'; 35 students ticked 'agree' and 8 students answered 'entirely agree'. The mean score is 3.20

For the item no. 25 (The textbook makes students curious in further English language study) 15 students answered 'entirely disagree'; 25 students ticked 'disagree', 12 students answered 'not sure'; 25 students ticked 'agree' and 3 students answered 'entirely agree'. The mean score is 2.70

5.3 Result as found from Teachers Questioner Survey have been below:

For the teachers in the questioner, there was a 5- point scale -

Entirely disagree	=	1
Disagree	=	2
Not sure	=	3
Agree	=	4
Entirely agree	=	5



5.3 Results as found from Teachers' Questionnaire survey

Table: 2

No	Statements	Entirely disagree	Disagree	Not sure	Agree	Entirely agree	Total	Mean, $\bar{X} = \frac{\sum X}{N}$	
Layout and Design									
1.	The layout and design of the text book is interesting and appealing to learners	5 5	10 20	0 0	4 16	1 5	20 46	$\frac{46}{20}$	2.30 Not Satisfactory
2	The textbook is organized	3 3	2 4	0 0	10 40	5 25	20 72	$\frac{72}{20}$	3.60 * Satisfactory
3	The art work and type face are functional and colorful	10 10	5 10	0 0	3 12	2 10	20 42	$\frac{42}{20}$	2.1 Negative
Language Type									
4	The language used in the text book is authentic i.e. like real life English	5 5	5 10	0 0	7 28	3 15	20 58	$\frac{58}{20}$	2.90 Not Satisfactory
5	The language level is just a little bit upper than the students' present level of language	3 3	2 10	0 0	13 52	2 10	20 63	$\frac{63}{20}$	3.15 * Satisfactory
6	New language has been introduced in the text.	5 5	3 6	0 0	9 36	3 15	20 62	$\frac{62}{20}$	3.10 * Satisfactory
7	There are difficult words in the text book which baffle the learners	8 8	5 10	0 0	5 20	2 10	20 48	$\frac{48}{20}$	2.40 Not Satisfactory
8	The language is interesting	10 10	5 10	0 0	4 16	1 5	20 41	$\frac{41}{20}$	2.0 Negative
9	The language used in the textbook is just like a model which the	8 8	5 10	0 0	5 20	2 10	20 48	$\frac{48}{20}$	2.40 Not Satisfactory

Subject and content									
10.	The subject & content of the text book is relevant to the student's needs	2 2	3 6	0 0	10 40	5 25	20 73	$\frac{73}{20}$	3.65 * Satis
11.	The subject and content is good enough to motivate the learners	8 8	4 8	0 0	6 24	2 10	20 50	$\frac{50}{20}$	2.5 Not Sa
12.	The subject and content are interesting	7 7	5 10	0 0	6 24	2 10	20 51	$\frac{51}{20}$	2.55 Not Sa
13.	There is attempt of innovation in the subject and content	5 5	3 6	0 0	8 32	4 20	20 63	$\frac{63}{20}$	3.15 * Satis
14.	The subject and content have incorporated from real life situation	2 2	3 6	0 0	12 48	3 15	20 71	$\frac{71}{20}$	3.55 * Satis
15.	The subject and content are not too difficult to understand	3 3	12 24	0 0	11 44	4 20	20 71	$\frac{71}{20}$	3.55 * Satis
Activities and task									
16.	The activities in the text are supportive of communicative activities	5 5	7 14	0 0	7 28	1 5	20 52	$\frac{52}{20}$	2.60 Not Sa
17.	The text book provides a balance of activities.	7 7	3 6	0 0	8 32	2 10	20 55	$\frac{55}{20}$	2.75 Not Sa
18.	In the text, there is individual pair and group work activities.	8 8	5 10	0 0	5 20	2 10	20 48	$\frac{48}{20}$	2.40 Not Sa
19.	Vocabulary and grammar points are introduced in the realistic contexts.	7 7	5 10	0 0	6 24	2 10	20 51	$\frac{51}{20}$	2.55 Not Sa
20	Activities are capable of motivating students	10 10	2 4	0 0	6 24	2 10	20 48	$\frac{48}{20}$	2.40 Not Sa

Skill									
21.	The activities in the text cover all the 4 language skills.	10 10	5 10	0	4 16	1 5	20 41	$\frac{41}{20}$	2.05 Negat
22.	There is much attempt in the activities to cover all the sub skills.	8 8	6 12	0 0	4 16	2 10	20 46	$\frac{46}{20}$	2.30 Not S
Grading and sequencing									
23.	The grading and sequencing are appropriate for the learners	2 2	4 8	0 0	14 28	2 10	20 68	$\frac{68}{20}$	3.40 * Satis
24.	The progression of the language and vocabulary activities are cyclical	3 3	2 4	0 0	13 52	2 10	20 69	$\frac{69}{20}$	3.45 * Satis
Overall view									
25	The text book makes students curious in further English language study.	7 7	5 10	0 0	6 24	2 10	20 51	$\frac{51}{20}$	2.55 Not S

The details of the results of the teachers' questionnaire survey have been given below. It is mentionable here that for each item the number of the total respondents was 20.

For item no. (1) 5 teachers ticked 'entirely disagree'; 10 teachers answered 'disagree'; no teacher ticked 'not sure'; 4 teachers answered 'agree' and 1 teacher ticked 'entirely agree'. The mean score is 2.30.

For item no. (2) 3 teachers ticked 'entirely disagree'; 2 teachers answered 'disagree'; no teacher ticked the box 'not sure'; 10 teachers answered 'agree'; and 5 teachers ticked 'entirely agree'. The mean score is 3.60.

For the item no.(3) 10 teachers answered 'entirely' disagree'; 5 teachers answered 'disagree'; no teacher marked the box 'not sure'; 3 teachers ticked 'agree' and 2 teachers answered 'entirely agree'. The mean score is 2.1..

For the item no. (4) 5 teachers answered 'entirely disagree', 5 teachers ticked 'disagree' no teacher ticked the box 'not sure' 7 teachers answered 'agree', 3 teachers ticked 'entirely agree'. The mean score is 2.90.

For the item no (5) 3 teachers answered 'entirely disagree'; 52 teachers ticked 'disagree' no teacher ticked in the box 'not sure', 10 teachers answered 'agree' and 2 teachers ticked in the 'entirely agree'. The mean score is 3.15.

For item no. (6) 5 teachers answered 'entirely disagree'; 3 teachers answered 'disagree'; no teacher ticked in the box 'not sure'; 9 teachers answered 'agree' and 2 teachers answered 'entirely agree' The mean score is 3.10

For the item no. (7) 8 teachers answered 'entirely disagree'; 5 teachers ticked 'agree' no teacher ticked 'not sure', 5 teachers ticked 'agree' and 2 teachers answered 'entirely agree'. The mean score is 2.40.

For the item no. (8), 10 teachers ticked 'entirely disagree'; 5 teachers ticked 'disagree' no teacher ticked the box 'not sure'; 4 teachers answered 'agree' and 1 teacher answered 'entirely agree'. The mean score is 2.0.

For the item no. (9) 8 teachers ticked 'entirely disagree'; 5 teachers answered 'disagree'; no teacher ticked the box 'not sure'; 5 teachers answered 'agree' and 2 teachers answered 'entirely agree'. The mean score is 2.40

For the item no. (10) 2 teachers ticked 'entirely disagree'; 3 teachers answered 'disagree'; no teacher ticked the box 'not sure'; 10 teachers answered 'agree' and 5 teachers answered 'entirely agree'. The mean score is 3.65

For the item no. (11) 8 teachers answered 'entirely disagree'; 4 teachers answered 'disagree'; no teacher ticked the box 'not sure'; 6 teachers answered 'agree' and 2 teachers answered 'entirely agree'. The mean score is 2.50.

For the item no, (12) 7 teachers answered 'entirely disagree'; 5 teachers answered 'disagree'; no teacher ticked the box 'not sure'; 6 teachers answered 'agree' and 2 teachers answered 'entirely agree'. The mean score is 2.55.

For the item no. (13)5 teachers answered 'entirely disagree'; 3 teachers answered 'disagree'; no teacher ticked the box 'not sure'; 8 teachers answered 'agree' and 4 teachers answered 'entirely-agree'. The mean score is 3.15.

For the item no. (14)2 teachers answered 'entirely disagree'; 3 teachers answered 'disagree'; no teacher ticked the box 'not sure'; 12 teachers answered 'agree' and 3 teachers answered 'entirely agree'. The mean score is 3.55

For the item no. (15)3 teachers answered 'entirely disagree'; 12 teachers answered 'disagree'; no teacher ticked the box 'not sure'; 11 teachers answered 'agree' and 4 teachers answered 'entirely agree'. The mean score is 3.55

For the item no. (16)5 teachers answered 'entirely disagree'; 7 teachers answered 'agree'; no teacher ticked the box 'not sure'; 7 teachers answered 'agree'; 1 teacher answered 'entirely agree'. The mean score is 2.60

For the item no. (17)7 teachers answered 'entirely agree'; 3 teachers answered 'disagree'; no teachers ticked the box 'not sure'; 8 teachers answered 'agree' and 2 teachers answered 'entirely agree'. The mean score is 2.75

For the item no. (18)8 teachers answered 'entirely disagree'; 5 teachers answered 'disagree'; no teacher ticked the box 'not sure'; 5 teachers answered 'agree' and 2 teachers answered 'entirely agree'. The mean score is 2.40

For the item no. (19) 7 teachers answered 'entirely disagree'; 3 teachers answered 'disagree'; no teacher ticked the box 'not sure'; 6 teachers answered 'agree'; and 2 teacher answered 'entirely agree'; The mean score is 2.55.

For the item no. (20) & (21) the mean score are 2.40 & 2.05 respectively which signify not satisfactory & negative attitude to the teachers.

For the item no. (22) 8 teachers answered 'entirely disagree'; 6 teachers answered 'disagree'; no teachers ticked the box 'not sure'; 4 teachers answered 'agree' and the rest 2 teachers answered 'entirely agree'; the mean score is 2.30.

For the item no. (23) 2 teachers answered 'entirely disagree'; 4 teachers answered 'disagree'; no teachers ticked the box 'not sure'; 12 teachers answered 'agree' and the rest 2 teachers answered 'entirely agree'. The mean score is 3.40

For the item no. (24) 3 teachers answered 'entirely disagree'; 2 teachers answered 'disagree'; no teachers ticked the box 'not sure'; 13 teachers answered 'agree' and 2 teachers answered 'entirely agree'. The mean score is 3.45.

For the item no. (25) 7 teachers answered 'entirely disagree'; 5 teachers answered 'disagree'; no teacher ticked the box 'not sure'; 6 teachers answered 'agree' and the rest 2 teachers answered 'entirely agree'. The mean score is 2.55.

5.4 Details discussion of the students' Questionnaire Survey Results.

The students' Questionnaire result which have already been presented in the table 1, has been discussed below:

Before going to the details discussion- it is mentionable here that the interpretation key used for the discussion of the results is;

negative attitude	=	1.00-2.25
not satisfactory	=	2.26-3.00
satisfactory *	=	3.01-3.75
very satisfactory **	=	3.76-5.00

Among the three items under the area layout and Design, For item no.(2), the mean score is 3.29 which is indication of satisfaction of the students. For item (1), and (3) the mean score is 2.53 and 2.08 which are much below the line of satisfaction.

Among the six items under the 2 languages type for the item no. (4), the mean score is 3.26 which match the satisfactory range of (3.01-3.75). For the item no. (5) the mean score is 3.27. The mean score also matches the satisfactory range of (3.01-3.75). The students attitude to item no. (6) is satisfactory, because the mean score of this item is 3.13. This score matches in the satisfactory range (3.01-3.75). For the item no.7, it is noticed that the mean score is 3 which is in the satisfactory range. This mean score indicates that students are satisfied with this positive aspect of the book. For the item no. (8), the student's attitude is satisfactory because here the mean score is 3.16. For the item no. 9 (The language used in the textbook is just like a mode which the students will likely to use) the students' attitude is dissatisfactory because here the mean score / average score is 2.93.

Under subject and content there are 6 items. For the item no. 10 (the subject and content of the text is relevant to the students' needs). The students' attitude is dissatisfactory, because here the mean score is in the range of the negative (2.2-3.00). For item no. (11), the students have also expressed their dissatisfaction, because here the mean score is 2.9. The students have expressed their satisfaction with the item no. (12) (The subject and content are interesting) Because here the mean score is 3.15. For the item no. 13 (There is attempt of innovation in the subject and content) the students are satisfied, because here the mean score is 3.18. For the item no. 14, it is certain that the students are satisfied with the book, because here the mean/average score is 3.12 for the item no-(15) the students are satisfied with the book because for this item the mean score/average score is 3.08,

Under activities and task, there are five items (from item no. 16 - 20) for the item no. 16 the students' attitude to the book is satisfactory because here the mean score is 3.06, for the item no, 17. the students provides a balance of activities), the students have satisfaction to the book, because, here the mean score is 3.13. For the item no.

18 (in the text book there is individual and group work activities), the students have expressed their dissatisfaction because, here the mean score/average score is 2.85. For the item no. 19 the vocabulary and grammar points are introduced in the realistic contexts), the students' attitude to the book is dissatisfactory, because here the mean score 2.88. For the item no. 20 (Activities are capable of motivating students) the students have expressed their dissatisfaction, because here, the mean score is 2.93.

Under skill, there are two items. In the item no. 21 (The activities in the text cover all the 4 language skills). The students have a 'not satisfactory' attitude, because here the mean score is 2.31. In the item no. 22 (there is much attempt in the activities to cover all the sub skills), the students have a 'dissatisfactory' attitude to the book, because here the low mean score is (2.75) in the range score of (2.26-3.00).

Under grading and frequency, there are 2 items. In the item 23 (the grading and sequencing are appropriate for the learners), the students have expressed their 'satisfactory' attitude, because, here the mean score is 3.10. For the item no. 24 (The progression of the language and vocabulary activities are cyclical), the students also have expressed their satisfaction. For this item the average / mean score is 3.20

Under overall view, there is only one item (the textbook makes students' curious in further English language study). For this item, the students have expressed their dissatisfaction because; here the mean score is 2.70 which is in the dissatisfaction range score of 2.26-3.00.

Finally, it is noticed that for the items no. 1, 3, 9, 10, 11, 19, 20, 21, 22, 25 the students have expressed their dissatisfaction. For the item no. 2, 4, 5, 6, 7, 8, 12, 13, 14, 15, 16, 17, 23, 24. the students' attitude to the book is satisfactory.

5.5 Details discussion of the Teachers' questionnaire survey results.

The results of the teachers' questionnaire survey which have already been presented in the table 2 of this chapter have been discussed below:



Here the interpretation key of teachers'

negative attitude	=	1.00-2.25
not satisfactory	=	2.26-3.00
satisfactory*	=	3.01-3.75
very satisfactory**	=	3.76-5.00

Under the area layout and Design, there are three items. For the first item (The layout and design of the book is interesting and appealing to learners), The teachers' attitude is not satisfactory. Here, the mean score is 2.3 for the item no. 2, the teachers' attitude to the book is satisfactory. Here, the mean /average score is 3.60. For the item 3 (The artwork and typeface is functional and colorful), the teachers' attitude is not satisfactory. Here, the mean / average score is 2.1.

Under language type, there are six items. For the item no. 5 (the language level is a little bit upper than the students' present level of language), 6 (New language has been introduced in the text) the teachers have expressed their satisfaction. For other items, no.4 (Language used in the textbook is authentic) items no.7 (There are too many difficult words in the textbook which baffle the learners), items no.8 (The language is not interesting) item no.(9) The language used in the textbook is just like a model which the students will likely to use), the teachers have expressed their dissatisfaction.

Under subject and content, there are six items. For the item no.10 (The subject and content of the textbook is relevant to the student needs); items no. 13 (There is no attempt of innovation in the subject and content); item no. 14. The subject and content have incorporated from the life situation); item no. 15 (The subject and content is not too difficult to understand) The teachers' attitude to the book is satisfactory. For item no. 11 (The subject and content are good enough to motivate the students') item no. (12) the teachers have expressed their dissatisfaction with the book.

Under activities and tasks, there are 5 items. For all of the items i.e. item no. 16 (The activities in the book are supportive of communicative activities), item no. 18 (In the book there is individual, pair and group-work activities), item no. 19 (Vocabulary and grammar points are introduced in the realistic contexts); item no.20 (Activities

capable of motivating students) the teachers have expressed their dissatisfaction since all mean scores are below 3.

Under skill, there are 2 items. For the item no.21 (The activities in the textbook cover all the 4 language skills), item no.22 ('There is much attempt in the activities to cover all the subs kills) the teacher have expressed their dissatisfaction to the book as both scores are under 3.

Under grading and sequencing, there are 2 items. For the item no.23 (The grading and sequencing are appropriate for the learners) and item no. 24; the teachers have expressed their satisfaction because in both cases the mean score is above 3.

Under overall view the items is (the textbook makes students curious in further English language study). For this item, the teachers have expressed their dissatisfaction since the average score is below to 3.

5.6 Researcher's own evaluation using the checklist

In this section the researcher has presented his own evaluation using the checklist. For the major items, under individual areas, the researcher's evaluation has been given below :

Layout and Design

Under this area of evaluation for the item no. 1, the researcher thinks that the layout and design of the textbook is not interesting appealing to the learners. Though there are several colours in the cover page, they are not very attractive. Item no.2 in checklist (whether the textbook is organized), the researcher thinks that the organization of the textbook is good. It provides clear, and coherent unit structure. For the item no.3 (The art work and typeface are functional and colourful), the researcher thinks that the artwork of the book is not good. All the sceneries and pictures in the book are in white colours. For example, in page no, 8 of the book, the pictures of the 'Pahela Baishakh' are in white colour which seems to be deem and such a picture does not have attraction to the students. The typeface is also not good and appealing.

For the item no.4, the researcher thinks that, the language used in the textbook somehow authentic i.e. taken from real life English. For the item 5, the researcher thinks that in the each lesson of the book, the language is just a little bit upper than the student's present level of English language. For the item no (6). in some lessons new language has been introduced.

For the item no. 7 the researcher's opinion is that in the book, there is not much difficult words which may baffle the students and discourage them in continuing their study.

For the item no. 8. the researcher thinks that in the majority of lessons in the book the language is interesting. It is so because, the content /subject matters have been taken from real life situation. For the item no.9. the researcher thinks that the language in the textbook can not be accepted as a model which the students are likely to use.

Under the area subject and content, for the first element the researcher thinks that the subject and content is not so relevant to the students' needs, because in some lessons such as in lesson no.(20). "Myths and fables" is not from real life situation. For the item no. 11, the researcher thinks that the subject and content of the textbook is good enough in motivating the students. For the item no. 12 the researcher thinks that the subject and content are not much interesting, because in some lessons as 'Meeting Feroz' and "Against all odds'. The subjects and contents are not interesting.

About the item no. 16, under activities and task, the researcher thinks that the activities in the book are not supportive of communicative activities, because in the textbook, there is fewer attempts in introducing group work and pair work activities. The exercises in the book do not cover the 4 language skills (listening, speaking, reading and writing). For the item no. (17) the researcher thinks that the book does not provide a balance of activities. For the item no. 18, the researcher thinks there are not much individual pair group work activities in the book.

About the item no. 21 under skill, the researcher thinks the activities in the book do not cover all the 4 language skills. For the item no.22, the researcher thinks that there is not much attempt to cover all the sub skills, because, the exercises do not cover 4 language skills, so obviously the exercises sack all the sub skills.

About the item no. 23. under grading and sequencing, the researcher thinks that the grading and sequencing is somehow good. For the item no.24, the researcher opines that the progression of the language and the vocabulary activities are cyclical. For the last item i.e. item 25. the researcher thinks that the textbook on the whole is not capable of making students curious in further English language study.

In Conclusion it can be said that the book has 2 small number of good things which are playing role in facilitating learning. But it has a good number of dissatisfactory aspects. In the concluding chapter the good aspects and the dissatisfactory aspects of the book have been discussed in the light of this chapter's discussions of the students', teacher's questionnaire survey results and the researcher's evaluation of the book with the checklists.

6.1 Introduction

This Chapter makes a conclusion on the entire research study and gives recommendations on the basis of the findings of the empirical survey in order to overcome the weakness of the English textbook of class IX & X.

6.2 Conclusion

The objectives of the study were to evaluate the English textbook of class IX & X. The important findings of the study have been presented briefly below.

Layout and Design

According to the survey results of both students' and teachers' the layout and design of the English textbook is not satisfactory. The researcher's evaluation of the checklist shows the same result. Except item no. 2, the same dissatisfactory attitude have also been found for the item no.3.

Under language type, teachers' evaluation goes in favour of the item no.5,6. The researcher's evaluation with the help of checklist shows the same result.

Under subject and content, the teachers/ researcher's evaluations go in favor of the items no, 2, 3, 10, 13, 14 and 15. Students' evaluation go in favour the items no. 12, 13, 15. The teachers' and the researcher's evaluation are the same almost all the items under activities and task. Under this area students' evaluation goes in favour of the item no. 16, and 17.

Under skill, the teachers' and the researcher's evaluation for items no. 21, 22 are not satisfactory. Students' survey shows the same result. Under grading and sequencing the teachers' and the researcher's evaluation go in favour of the item no. 23. 24. The students' evaluation is also the same. The students', teachers' and the researcher's overall view is same i.e. dissatisfactory.

6.3 Recommendations

From the combined survey of the students' and teachers' and from the researcher's own evaluation it may be recommended that the weak-aspects in the text book which are many in comparison to the good ones should be improved in this case, the government should come forward, and should take necessary steps for reorganizing , correcting or modifying the weak aspects of the textbook.



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Appendices

Appendix: 1 **Questionnaire for the students**

A note for the students

This questionnaire is meant for a study on 'An Evaluation of the English Textbook for Classes-IX & X for a Master's thesis in English. Your answers will be strictly confidential and used only for the purposes of the research. Your co-operation will be highly appreciated.

Section A; Personal information

1. Name
2. Class:
3. Institution

Signature -----

Section B: Instruction

Each of the items has 5 points scale where '1=Entirely disagree, 2=Disagree, 3=not sure, 4=agree, 5=Entirely agree. Tick the appropriate number for your opinion about each statement

No	Statements	Entirely disagree	Disagree	Not sure	Agree
1.	The layout and design of the text book is interesting and appealing to learners	1	2	3	4
2	The textbook is organized	1	2	3	4
3	The art work and type face are functional and colorful	1	2	3	4
4	The language used in the text book is authentic i.e. like real life English.	1	2	3	4
5	The language level is just a little bit upper than the students' present level of language	1	2	3	4
6	New language has been introduced in the text.	1	2	3	4
7	There are difficult words in the text book which baffle the learners	1	2	3	4
8	The language is interesting	1	2	3	4
9	The language used in the textbook is just like a model which the students will likely to use	1	2	3	4

10.	The subject and content of the text book is relevant to the student's needs	1	2	3	4	5
11.	The subject and content is good enough to motivate the learners	1	2	3	4	5
12.	The subject and content are interesting	1	2	3	4	5
13.	There is attempt of innovation in the subject and content	1	2	3	4	5
14.	The subject and content have incorporated from real life situation	1	2	3	4	5
15.	The subject and content are not too difficult to understand	1	2	3	4	5
16.	The activities in the text are supportive of communicative activities	1	2	3	4	5
17.	The text book provides a balance of activities	1	2	3	4	5
18.	In the text, there is individual pair and group work activities	1	2	3	4	5
19.	Vocabulary and grammar points are introduced in the realistic contexts	1	2	3	4	5
20.	Activities are capable of motivating students	1	2	3	4	5
21.	The activities in the text cover all the 4 language skills.	1	2	3	4	5
22.	There is much attempt in the activities to cover all the sub skills.	1	2	3	4	5
23.	The grading and sequencing are appropriate for the learners	1	2	3	4	5
24.	The progression of the language and vocabulary activities are cyclical	1	2	3	4	5
25.	The text book makes students curious in further English language study.	1	2	3	4	5

Appendix: 2
Questionnaire for the Teachers

A note for the teachers

This questionnaire is meant for a study on 'An Evaluation of the English Textbook for Classes-IX & X for a Master's thesis in English. Your answers will be strictly confidential and used only for the purposes of the research. Your co-operation will be highly appreciated.

Section A; Personal information

1. Name
2. Teaching Experience
3. Teaching institution

Signature -----

Section B: Instruction

Each of the items has 5 points scale where '1=Entirely disagree, 2=Disagree, 3=not sure., 4=agree, 5=Entirely agree. Tick the appropriate number for your opinion about each statement

No	Statements	Entirely disagree	Disagree	Not sure	Agree	Entirely agree
1.	The layout and design of the text book is interesting and appealing to learners	1	2	3	4	5
2	The textbook is organized	1	2	3	4	5
3	The art work and type face are functional and colorful	1	2	3	4	5
4	The language used in the text book is authentic i.e. like real life English.	1	2	3	4	5
5	The language level is just a little bit upper than the students' present level of language	1	2	3	4	5
6	New language has been introduced in the text.	1	2	3	4	5
7	There are difficult words in the text book which baffle the learners	1	2	3	4	5
8	The language is interesting	1	2	3	4	5
9	The language used in the textbook is just like a model which the students will likely to use	1	2	3	4	5

10.	The subject and content of the text book is relevant to the student's needs	1	2	3	4	5
11.	The subject and content is good enough to motivate the learners	1	2	3	4	5
12.	The subject and content are interesting	1	2	3	4	5
13.	There is attempt of innovation in the subject and content	1	2	3	4	5
14.	The subject and content have incorporated from real life situation	1	2	3	4	5
15.	The subject and content are not too difficult to understand	1	2	3	4	5
16.	The activities in the text are supportive of communicative activities	1	2	3	4	5
17.	The text book provides a balance of activities	1	2	3	4	5
18.	In the text, there is individual pair and group work activities	1	2	3	4	5
19.	Vocabulary and grammar points are introduced in the realistic contexts	1	2	3	4	5
20.	Activities are capable of motivating students	1	2	3	4	5
21.	The activities in the text cover all the 4 language skills.	1	2	3	4	5
22.	There is much attempt in the activities to cover all the sub skills.	1	2	3	4	5
23.	The grading and sequencing are appropriate for the learners	1	2	3	4	5
24.	The progression of the language and vocabulary activities are cyclical	1	2	3	4	5
25.	The text book makes students curious in further English language study.	1	2	3	4	5



Appendix -3

Checklist used by the researcher

Layout, and Design:

1. Is the layout and design of the book interesting ?
2. Is the textbook organized ?
3. Are the artwork and typeface functional and colourful ?

Language Type :

4. Is the language used in the textbook authentic i.e. like real life English?
5. Is the language just a little bit upper than the students present level of English?
6. Has new language been introduced in the text ?
7. Are there bombasting words in the textbook which baffle the learners ?
8. Is the language interesting ?
9. Is the language used in the text just like a model which the students will likely to use?

Subject and Content :

10. Is the subject and content of the text relevant to the students' needs?
11. Are the subject and content good enough to motivate the learners ?
12. Are the subject and content interesting?
13. Is there attempt of innovation in the subject and content?
14. Have the subject and content been incorporated from real life situation ?
15. Are the subject and content too difficult to understand?
16. Are the activities in the text supportive of Communicative activities?
17. Does the book provide a balance of activities?
18. Are there in the text individual, pair and group work activities?
19. Have the grammar points and vocabulary been introduced from realistic Context?
20. Are the activities capable of motivating students?
21. Do the activities in the text cover all the 4 language skill?
22. Is there any attempt in the activities to cover all the sub skills?
23. Are the grading and sequencing appropriate for the learners?
24. Are the progression of the language and vocabulary activities are cyclical?
25. Does the textbook make students' curious in further English language study?

Respondent No.	Items																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
1	1	4	2	4	4	5	2	4	4	1	5	4	4	5	4	4	3	5	1	4	1	1	2
2	3	3	1	2	3	2	4	2	3	3	1	3	2	4	3	1	4	1	2	1	4	4	1
3	4	2	3	3	1	3	1	4	1	5	2	1	3	4	1	4	1	4	1	4	3	3	2
4	2	4	2	1	2	4	3	1	2	1	3	2	4	4	4	1	4	2	4	2	1	4	3
5	4	5	1	4	4	1	2	4	3	2	4	4	1	4	1	4	3	2	3	4	2	2	5
6	2	4	2	2	5	4	5	3	4	4	4	1	4	1	3	5	4	1	2	1	1	5	4
7	1	2	2	5	4	4	1	4	4	4	1	5	2	3	4	3	2	2	4	2	1	1	4
8	4	1	4	4	4	2	4	1	2	1	4	2	5	2	4	4	4	1	2	4	2	2	1
9	2	4	2	3	4	4	1	2	4	4	2	3	4	4	2	4	5	3	4	2	1	4	1
10	1	3	1	4	2	4	4	3	2	3	2	1	2	3	4	2	3	4	2	2	2	2	3
12	2	4	2	4	4	1	2	4	5	1	4	2	3	2	5	1	2	2	4	1	5	5	2
12	4	2	3	4	4	3	3	4	1	2	4	1	4	4	4	2	4	1	4	1	1	1	4
13	2	3	2	1	4	2	4	2	4	3	1	2	1	4	4	3	1	2	1	2	4	3	1

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
14	3	4	1	2	4	4	2	4	3	1	3	5	4	1	3	4	3	5	2	4	2	2
15	1	2	2	4	2	4	5	3	4	1	2	3	5	3	4	4	1	4	5	1	4	4
16	2	4	1	4	4	2	4	4	1	2	4	4	3	2	3	2	3	4	5	2	2	2
17	2	2	1	4	1	2	3	1	2	1	2	4	2	3	4	4	4	5	3	1	1	1
18	3	3	2	4	4	1	2	3	2	2	1	2	5	4	3	2	3	4	2	4	1	1
19	4	4	1	4	2	2	4	4	1	1	5	2	3	2	1	4	4	2	1	2	2	2
20	2	5	2	4	3	4	4	2	3	3	4	1	2	4	4	1	3	1	5	4	4	4
21	4	4	4	1	4	3	2	3	2	4	3	3	2	3	4	4	1	2	4	2	5	5
22	2	2	1	2	5	4	1	4	2	1	4	1	4	4	2	3	4	3	2	3	4	4
23	4	4	2	4	2	4	3	4	1	4	1	5	1	2	4	5	3	2	4	1	5	5
24	2	4	3	3	4	5	2	4	5	2	4	2	3	1	4	1	5	1	2	5	1	1
25	4	2	1	4	3	2	5	4	1	3	2	3	4	3	1	2	3	4	2	1	1	1
26	1	3	2	4	4	5	1	2	2	4	4	4	2	5	4	4	4	5	4	4	3	3



Respondent No.	Items																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
27	2	4	2	4	4	1	4	5	3	1	4	2	4	2	3	4	1	4	1	2	2	2
28	4	2	1	2	4	3	4	3	2	4	2	4	1	4	1	4	4	2	4	3	1	1
29	2	3	2	4	2	4	3	5	3	5	4	2	5	4	3	1	2	1	4	1	5	4
30	3	4	3	3	4	2	5	1	2	2	1	3	4	4	2	3	4	2	1	4	5	5
31	2	4	1	2	3	4	4	3	4	1	3	5	3	4	2	4	2	1	2	2	4	4
32	1	2	2	4	4	5	2	3	4	3	2	4	4	1	3	2	3	4	5	4	2	2
33	1	4	2	4	4	5	2	5	2	3	4	2	4	4	3	4	3	4	1	4	1	2
34	2	5	1	2	2	2	4	2	3	1	5	4	1	4	1	4	1	2	1	4	4	4
35	4	2	2	4	3	4	3	4	2	2	4	5	2	3	4	3	3	4	2	4	1	1
36	1	4	1	2	4	1	2	3	2	4	1	4	3	2	4	1	2	5	4	4	3	3
37	4	3	2	4	4	3	5	2	5	1	4	4	4	4	2	4	5	3	3	1	4	1
38	2	4	3	4	5	2	4	1	2	4	2	3	5	2	4	2	4	2	4	5	3	3

Respondent No.	Items																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
39	3	4	1	3	4	4	1	4	4	5	5	4	4	5	1	4	1	4	5	4	1	1
40	2	3	4	4	1	4	2	5	2	1	3	2	3	4	4	2	4	2	1	2	2	2
41	5	2	2	4	2	2	4	2	3	3	2	3	4	5	3	5	3	5	2	3	4	4
42	4	4	5	2	4	4	1	5	1	2	4	4	4	4	2	3	4	1	2	4	1	5
43	5	2	1	4	4	1	3	2	4	3	1	5	1	3	4	4	2	4	5	1	1	1
44	2	4	2	4	3	4	4	3	4	1	4	2	4	1	3	4	4	3	2	4	3	3
45	4	3	3	4	4	2	4	5	4	2	1	4	2	4	4	1	3	2	4	4	2	2
46	1	4	1	1	2	2	3	4	3	4	1	4	3	5	2	4	3	4	1	4	2	4
47	3	2	2	4	4	5	7	1	4	4	2	4	3	4	3	4	1	4	1	4	2	5
48	2	5	2	4	4	5	3	5	3	1	4	4	2	3	4	1	3	1	4	4	2	2
49	2	4	1	2	4	4	1	4	4	2	4	4	4	1	4	2	4	2	2	2	4	3
50	5	5	2	2	4	2	4	3	2	2	4	3	4	4	4	4	4	3	5	4	1	2
51	1	4	2	4	4	3	4	2	4	1	1	2	1	2	3	3	4	1	2	5	1	1

Respondent No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
53	2	4	2	1	4	1	4	1	2	5	4	1	3	4	1	4	4	3	4	3	1	1
54	3	3	1	4	4	5	5	3	4	3	1	4	5	3	4	1	4	2	3	1	2	2
55	2	5	2	4	3	4	2	2	5	1	3	2	4	1	3	5	3	4	1	2	4	4
56	1	4	3	5	4	5	3	4	2	2	2	3	2	4	2	4	4	1	2	4	3	3
57	4	2	2	4	5	2	4	5	3	1	4	1	4	4	5	4	1	2	5	4	2	2
58	2	5	1		4	4	1	2	4	2	5	4	5	2	3	4	2	2	5	2	1	1
59	5	3	2	3	2	4	2	4	2	4	1	1	4	4	4	2	4	5	4	4	2	2
60	2	4	2	4	3	2	4	4	4	3	4	4	1	4	1	4	1	4	5	1	4	4
61	4	2	1	4	4	4	2	2	1	4	4	5	4	3	4	3	3	2	1	3	4	4
62	1	1	2	2	4	3	4	2	4	2	2	4	3	4	2	4	4	1	2	4	2	5
63	4	4	5	4	4	4	3	4	3	4	1	2	4	2	1	4	4	1	4	4	1	3
64	2	1	5	1	1	2	4	2	4	4	4	4	2	4	3	4	2	4	2	1	2	2
65	5	4	2	4	4	1	4	5	2	1	1	3	4	3	4	1	3	2	5	4	2	2

Respondent No.	Items																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
66	5	2	2	2	4	4	1	2	4	2	3	4	4	1	4	4	1	3	4	2	2	5
67	2	4	3	4	2	4	4	3	2	3	2	4	3	4	4	3	4	2	4	1	2	4
68	4	4	1	4	2	4	4	3	2	3	2	1	3	1	3	4	3	1	2	4	1	1
69	2	3	2	2	3	2	4	2	1	5	1	2	1	2	4	1	2	2	4	1	5	5
70	1	4	3	4	4	3	2	4	3	2	4	5	3	2	1	2	3	4	2	5	1	1
71	2	1	2	3	4	1	3	5	4	1	2	1	2	3	2	3	4	3	4	3	1	4
72	3	2	4	2	2	4	5	4	2	3	1	2	1	4	5	4	3	1	2	2	3	3
73	2	4	2	5	1	2	4	1	5	2	5	4	4	1	4	3	3	4	1	4	1	1
74	4	3	2	4	4	5	2	4	3	4	2	3	4	3	3	5	1	5	4	2	4	4
75	1	2	3	2	5	4	1	4	1	2	4	5	3	5	4	1	4	2	1	4	4	5
76	2	4	1	4	3	2	4	2	2	3	1	5	4	3	3	2	1	2	3	1	1	3
77	5	4	2	1	4	1	3	5	2	1	2	3	4	2	1	2	5	5	4	2	1	2
78	4	2	4	2	4	3	2	3	3	2	1	2	2	4	2	4	4	3	1	4	1	1

Respondent No.	Items																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
79	2	4	2	4	2	4	1	2	4	3	4	4	2	4	3	1	3	4	4	2	3	3
80	1	3	2	4	4	2	5	4	2	1	4	3	5	3	4	4	4	1	2	4	1	1

Questionnaire Survey

Respondent No.	Items																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	2	4	1	2	1	1	5	1	2	4	4	4	1	1	2	1	1	1	2	1	4
2	4	1	2	1	4	4	1	2	1	5	2	1	2	2	1	2	4	4	1	4	1
3	2	5	2	1	2	4	5	4	4	1	4	2	4	4	4	2	1	1	2	1	5
4	2	4	1	4	4	1	2	1	1	5	1	4	4	4	4	1	2	2	1	4	1
5	1	2	5	1	4	4	1	2	4	1	4	1	2	1	4	4	1	1	4	1	4
6	2	1	1	4	1	2	4	1	1	2	1	2	1	4	4	2	4	2	1	4	1
7	2	2	1	2	4	2	1	4	2	2	2	1	4	5	2	1	4	1	2	1	4
8	1	4	5	1	4	1	2	1	1	4	1	4	2	2	1	2	1	2	1	2	1
9	2	4	1	4	1	4	4	2	1	4	2	1	4	4	5	4	2	4	5	1	2
10	2	1	2	1	4	4	1	4	2	4	1	4	4	4	4	1	4	1	2	1	4
11	1	5	4	4	4	1	2	1	5	2	1	2	1	2	1	2	1	2	1	4	1
12	2	4	1	4	2	2	1	2	1	4	4	1	4	4	4	1	5	1	4	1	2
13	4	5	4	2	4	4	2	1	4	4	1	5	5	4	4	4	1	2	1	4	1
14	1	4	1	4	4	1	4	1	2	4	2	1	4	5	5	2	4	4	1	4	1
15	5	5	2	4	5	4	2	1	2	5	4	4	1	4	4	4	1	1	4	1	2
16	2	4	1	2	4	4	1	2	1	4	1	5	4	4	4	4	4	4	5	1	2
17	4	4	2	5	4	5	4	1	4	5	4	1	5	5	4	2	4	5	2	2	1
18	1	5	1	5	4	5	1	4	1	4	1	2	1	4	4	4	2	1	4	1	2
19	4	4	1	2	4	5	4	1	4	5	5	2	5	4	5	5	5	4	4	5	1
20	2	4	4	5	5	4	1	5	5	4	5	4	5	4	5	4	4	5	4	5	1

Appendix-6

An approval letter from the supervisor

C/A, Dhaka- 1212, Bangladesh
9887569, 8811381, Ext-207
512336, Web: www.ewubd.edu

Department of English

1 August 2009

To Whom It May Concern

This is to certify that Md. Syedul Islam Khan bearing the Id. No. 2008-2-93-015 is a student of MA in the Department of English at East West University. At present, he is doing research on "An Evaluation of the Textbook 'English for Today' for Class IX & X" as part of his MA program. In this connection, he will need to visit a number of secondary schools to elicit data. Therefore, I would greatly appreciate if you could extend your valuable support to facilitate his work.

Thank you,



Fahid Akter
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