

Appropriateness of SSC Text Book

A dissertation submitted in partial fulfillment of the requirement for the
M.A. in English Language and Literature.

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DECLARATION

I hereby would like to declare that this dissertation entitled Appropriateness of SSC textbook is undertaken by me in partial fulfillment for M.A. in English degree to be offered by East West University (EWU).

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RECOMMENDATION

The undersigned hereby certifies that he has read and recommended the East West University for acceptance of the dissertation on Appropriateness of SSC Text by Nusrat Chowdhury, ID # 2007-3-93-009 in partial fulfillment of the requirements for the degree of the M.A. in English.



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DEDICATION

The work is dedicated to my parents, teachers and friends whose unvarying love, motivation, care and support have helped me to reach this stage.



ACKNOWLEDGEMENT

With the name of Allah I would like to thank all whose continuous assistance provided me with encouragement to carry out this research possible

Firstly, I would like to convey my profound gratitude to my supervisor, Asit Roy Choudhury (Associate Professor of English Dept.), for his constant influence, support and guidance throughout the preparation of this paper.

Thanks to the students who took part in the interview and questionnaire sessions to provide the data for this study. Without their assistance, it would have been hard-hitting for me to do my research properly.

Thanks to my honorable teachers of this university and the staffs of Institute of Modern Language (IML) for providing me necessary information.

I would like to remember my friends and Parents whose encouragement enabled me to accomplish this long-held dream.

Thanks to the merciful God who's kind blessing helped me accomplish this great journey

Finally, I take responsibility for all the drawbacks of this paper.

ABSTRACT

The intention of this study was to find out the problems and needs of Higher Secondary level students Communicative English. On the basis of the finding, a 'tentative' or an 'expected' syllabus will be prepared. Actually, the idea of this study is taken from the real scenario of English language teaching that is changing day by day. To provide necessary feedback both to the teachers and the students the researchers wants to give more importance to this sector. With the advancement of time the problem is becoming more acute. Keeping it in mind, the study had been carried out.





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CHAPTER 1

INTRODUCTION

English is one of the most important languages of the world spoken by more than 370 million people as a first language. The international language English originating in UK and USA has now become the most dominant language of the world. In the modern conception of globalization it plays an important role. It has its strong footing since it's the only language that helps us in all sectors such as economics, politics, technology, education, administration and commerce. It has become a sign of prestige for individuals as well. Therefore there is a renewed emphasis given on English Language teaching in Bangladesh.

The main objective of our SSC textbook is to facilitate the development of learners' communicative competence and their language skills. Learning a language is greatly influenced by psychological factors and socio-cultural factors (considering all these factors methodology should be written). But in most of the cases we see that our teacher don't consider these factors when they teach in the classroom and also while designing book. So students face lots of problems.

Material evaluation and material design are important areas of ELT research like the other areas such as syllabus design, classroom methodology and testing. Every teaching learning programme has a syllabus, a detailed outline or plan of items to be covered in a course. The syllabus provides teachers, learners and administrators necessary guidelines

and methods of teaching and what is to be taught. In other words, it is the syllabus of teaching materials which play a major role. Materials practically facilitate learning or skills development. They encourage learners to learn and contain interesting texts; enjoyable activities which engage the learners in the learning process to use their existing knowledge and skills and help their language abilities develop further.

Effective materials are thus necessary for meaningful learning of language. Materials design, therefore, is an important area of ELT. There have been significant developments in the theories of materials design and evaluation. A vast body of literature is now available on materials design and evaluation. In the light of this development, this study examines the effectiveness, the strength and weakness of English textbook and materials currently used at SSC level in our country.

This paper further aims to look at the appropriateness of English for Today text (which is used to teach English at Bangladesh at school level) and Methodology and the need for formulating a well-defined text with a well-defined language teaching policy. For this reason my paper will also examine the efficiency of the students at secondary level. This chapter presents the background of the study, the statement of the problem, the research questions, the purpose of the study and the definition of key terms.



1.1 Background

In the constitution of Bangladesh Bengali is declared as the state language. The status of English is not mentioned. But English played a very important role as it was the medium of communication with the outside country and was widely used in the government administration, law courts and commerce from 1947 to 1971.

About the language of the country the Bangladeshi constitution clearly states:

"The state language.

The state language of the Republic is [Bangla]."

(Source: <http://www.pmo.gov.bd/constitution/consti2.htm#3>.)

Bengali was used as vernacular language for the people of the East Pakistan. Now in Bangladesh English is taught as a foreign language. It is introduced from class 1 and remains as a compulsory subject until 14th grade. National curriculum and textbook board (NCTB) designed the textbooks. Among the all tools and materials used to improve our learners' proficiency, textbooks are generally considered to be the most important source for facilitating teaching and learning in our country. (Akter, 2002) But the real scenario is totally different. Most of the teachers even do not follow the textbook. They just follow the notebooks with the Bangla version.

On the other hand most of them are not following any methodology. Those who are following are following a faulty methodology. So learners' competence level is remaining same and the textbook is appearing as a showpiece for the students and methodology is appearing as a distinct unused tool.

Language teaching came into its own as a profession in the last century. Central to this phenomenon was the emergence of the concept of "methods" of language teaching. The method concept in language teaching—the notion of a systematic set of teaching practices based on a particular theory of language and language learning—is a powerful one, and the quest for better methods was a preoccupation of teachers and applied linguists throughout the 20th century.

1.2 Problem Statement

The National Curriculum and Textbook Board designs the English textbook without the involvement of native-English speaking specialists. Textbooks of the secondary and higher secondary don't include any practical work, group discussion or role-playing which are essential for ELT. Moreover the whole pattern of textbook doesn't show a balanced reflection of the functional needs of our students as language users.

However as far we know 'English For Today' follows communicative approach to teach English Language in our context. It provides our learners with a variety of materials such as readings, texts, dialogues, pictures, diagrams, tasks and activities. These materials have been designed and developed for practice in four basic skills- readings, speaking, listening, and writings equally. But it is observed that after passing the SSC exams most of the students still can't speak English properly.

Some students from the town can speak English a little bit but the students from the village can't speak, read or write English properly. For that reason I am going to find out whether the textbook is appropriate for the students or not; the teaching process that the teachers are following is inappropriate; How far CLT goes with the book; whether the exam is conducted according of the skill of the book.

Huq (1999) observes,

Despite the considerable amount of time devoted to English instruction, the general proficiency and achievement of the majority of students graduating from high schools is unsatisfactory and disproportionately low.

So it can be said the problem the researcher is raising is acute and has to be solved.

1.3 Research Question

In light of the above, this study seeks to address the following research questions with specific reference to the academic context:

- a) Whether the book is appropriate for the students of SSC students or not?
- b) How far CLT goes with the book?
- c) Whether the exam is conducted according of the skill of the book?
- d) Does the book contain exercises on four skills equally?
- e) Are the teachers following the CLT properly?

1.4 Purpose Statement

The purpose of this study is not only to evaluate the English textbook of class nine and ten extensively but also to focus on the certain issues such as, how far the existing methodology (CLT) goes with the book, the existing examination system, how far the book is emphasizing on the four skills, whether the teachers are following the CLT properly or not. The aim of the researcher is not only to facilitate the students but also to address the entire education system. Basically both the teachers and the students are going to be helped by this research. As for limited information that is available regarding SSC textbook and methodology in academic context, the study also hopes to focus on this issue.



1.5 Limitation

Lots of researches have been conducted on teaching methodology at SSC and HSC level but no specific data. Moreover the Internet is not sufficient because no website contains information about SSC textbook. So we are going to collect data by fieldwork. In addition we also have to take interviews of lots of English teachers both from rural and urban context, which is time consuming and most of the cases teachers may not allow us for giving interviews. Some times the authority may not permit us to access their materials from library.

1.6 Delimitation

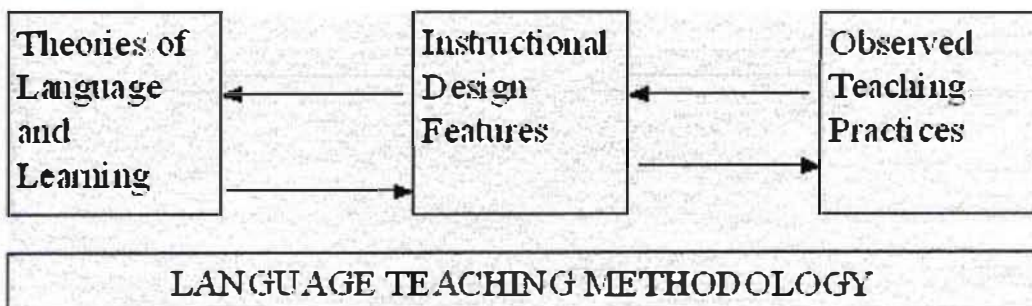
This research is going to focus on the appropriateness of SSC textbook. But due to limitation of time and lack of proper materials, I am going to collect data from a limited number of sources. As it is one of the first of its kind in the Bangladeshi context, no books are available on this topic and the Internet is also not resourceful. Collecting data only by fieldwork in urban and rural context because only urban context is not enough for getting the real picture.

1.7 Operational Definition

The important key words are defined below because a research will not gain any success if the readers do not understand it.

1.7.1 Methodology

Methodology refers to the methods that a teacher follows to teach a course. It is a combination of some steps. Methodology in language teaching has been characterized in a variety of ways. A more or less classical formulation suggests that methodology is that which links theory and practice. Theory statements would include theories of what language is and how language is learned or, more specifically, theories of second language acquisition (SLA). Such theories are linked to various design features of language instruction. These design features might include stated objectives, syllabus specifications, and types of activities, roles of teachers, learners, materials, and so forth. Design features in turn are linked to actual teaching and learning practices as observed in the environments where language teaching and learning take place. This whole complex of elements defines language-teaching methodology



Usually, teacher does not use one single method, although he may have a leaning towards certain aspects of one particular method. He may use a combination of methods.

<http://www.google.com/CAL Digests Language Teaching Methodology.htm>

1.7.2 CLT

Communicative language teaching aims broadly to apply the theoretical perspective of the communicative approach by making communicative competence the goal of language teaching and by acknowledging the interdependence and language that means communicative approach mainly focuses on learner's communication.

Communicative Language Teaching advocates subscribed to a broad set of principles such as these:

- Learners learn a language through using it to communicate.
- Authentic and meaningful communication should be the goal of classroom activities.
- Fluency is an important dimension of communication.
- Communication involves the integration of different language skills.
- Learning is a process of creative construction and involves trial and error.

However, CLT advocates prescribing the set of practices through which these principles could best be realized, thus putting CLT clearly on the approach rather than the method end of the spectrum.

Communicative Language Teaching has spawned a number of off-shoots that share the same basic set of principles, but which spell out philosophical details or envision instructional practices in somewhat diverse ways. These CLT spin-off approaches include The Natural Approach, Cooperative Language Learning, Content-Based Teaching, and Task-Based Teaching.

1.7.3 NCTB (National Curriculum and Textbook Board)

National Curriculum and Textbook Board commonly known as NCTB, the largest State owned Publishing House of the world is responsible for the total supply of Textbooks for millions of learners, School beginners to Pre-University level learners of the country. This huge National Institution has four campuses. The main campus stations its Head office in a 12 storied & 7 storied twin buildings at 69-70, Motijheel C.A. It has two huge godowns, one at Tejgaon I.A. & another at Tongi which can accommodate about 20,000 metric tons of papers & thousands of books. NCTB provides accommodation to its regular staff & officers in 6 buildings in Rankin Street, Tejgaon & Tongi. The biggest organization under the Ministry of Education, NCTB is run by a huge budget of Taka 976.2 million per annum.

http://www.moedu.gov.bd/about_moe_organizations_NCTB.htm

1.7.4 ELTIP (English Language Teaching Improvement Project)

It is a 3-year project, funded by DFID (British Aid) and the Government of Bangladesh. It is a joint initiative between the government of Bangladesh and Britain to bring about curriculum change, to improve teachers performance through in-service education and to initiate examination reform. The overall aim of the project is to promote a more communicative approach to teaching English at the secondary level in Bangladesh. The ways of particular focus of doing these have been set as, training teachers, assisting in the reform of the public examination system and developing curriculum and materials.

Some limitations of the project as, frequently pronounced are, first, a project of only 3 years may not be able to leave any sustainable impact on the English Language teaching and learning in Bangladesh. Second the complete omission of speaking and listening skills may lead to a deviation from the target the project has aimed at, namely, communicative ability of the learners in all four skills. (Akter, 2002)

CHAPTER 2

LITERARY REVIEW

This chapter briefly examines the present status of ELT in Bangladesh, Background of GT, ELT at the secondary level, Present status of CLT in Bangladesh and the ideas and notions of the different prominent researchers on this area.

2.1 Present Status Of English In Bangladesh

During Pakistan period, English enjoyed the status of official language in Bangladesh. It was used in the administration, higher education and as a lingua franca between the educated speakers of Bengali and Urdu. After the emergence of Bangladesh as an independent nation, English suffered a serious setback. One of the reasons of this was a strong nationalistic sentiment for the mother tongue, Bengali. The Bengali introduction law, promulgated in 1983 by Bangladesh Government, made it compulsory for employees in government, semi government and autonomous institutions to use Bengali in interoffice memos, legal documents and correspondences except in case of communication with foreign governments, countries and organizations. As a result of enforcement of this law, Bengali began to be used in almost all fields of national life. Thus English lost its previous status as a second language and came to be treated as a foreign language. (Rahman, 1999)

2.2 Background of GT Method

The grammar translation method instructs students in grammar, and provides vocabulary with direct translations to memorize. It was the predominant method in Europe in the 19th century. Most instructors now acknowledge that this method is ineffective by itself. . This approach was historically used in teaching Greek and Latin. The approach was generalized to teaching modern languages.

Classes are taught in the students' mother tongue, with little active use of the target language. Vocabulary is taught in the form of isolated word lists. Elaborate explanations of grammar are always provided. Grammar instruction provides the rules for putting words together; instruction often focuses on the form and inflection of words. Reading of difficult texts is begun early in the course of study. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue, and vice versa. Little or no attention is given to pronunciation.

<http://www.google.com/Principles of L2 Teaching Methods and Approaches.htm>

From the very beginning, schools and colleges are following GT method for English language teaching. But it is found that after the 12 years of learning English language through GT method most of the learners even can't use grammar correctly. Moreover they can't speak fluently and their pronunciation is substandard. Furthermore Students fail to communicate in various situations as it emphasizes only in reading and writing not in speaking and listening.

Hoque (1999) Observes,

...both teachers and students of English are mainly concerned about teaching and learning textbook contents, grammar rules, etc through the grammar-translation method. They are hardly involved in practical and participatory activities for teaching and learning language skills.

2.3 ELT at Secondary level

SSC level students in Bangladesh would reveal a very gloomy picture. The purpose of teaching English in our schools is to teach students the language, which means they are to be taught to express themselves correctly in that language. But the book shows poor judgment in selecting the topics.

In the government college the results of the students shows that they are on average about four years below the expected level of proficiency in English. They have not mastered the material beyond class seven and could not be expected to study the English texts that are used at University level. The standard at English at the Non-Government colleges are also long way below their supposed levels of proficiency in English.

2.4 Present Status Of CLT In Bangladesh

Researches have also pointed out that though the entire book follows communicative approach, in real life situation teachers failed to follow it because lots of difficulties are holding them back. First of all, the class size is not appropriate for the teachers. In respect of teacher-student ratio at the primary and secondary school levels, the prescribed ratio according to the government is 1:50 where as in real life it is 1:80. (Akter, 2002)

For example in Viqarunnisa Noon School each English teacher has to take class consisting of 100 students and the class duration is only 40 minutes.

The real situation of the learning can be understood from this scenario. However, Our teachers are also not able to implement CLT in our country for several reasons, such as, they have the cultural awareness. CLT does not match with our socio-culture variables. Moreover they are not competent enough like native-English speaker. Furthermore our students don't have different sorts of facilities for applying CLT method in classroom.

In the case of English Language pedagogy in Bangladesh, we are still cherishing the idea to be colonized as it has become our practice, The foreign institutions are imposing their chosen approaches on our head and we are adopting that without any thinking of whether it will be appropriate for us or not.

2.5 How Far CLT goes with our culture/Book/classroom situation:

CLT Method is used as a teaching process for teaching English all over the country. But only spoken discourse alone doesn't address deeper cultural factors. People from the different cultures/backgrounds faces problem in the classroom when the classes are taken by following CLT method because learner's background experience plays an important role in learning 2nd language like English. Learners bring with them their previous experience of learning, their preferred way of learning, their belief and expectation about teaching and learning. If these variables not match with the teaching style, negative attitudes automatically come from the students.

Students with poor background face these types of problems. Some are from different areas with good knowledge in English but they don't know how to deal with people in different situation because they are bringing with them different learning style and also their own cultural ingredients

However, CLT mostly emphasizes on English culture, which may not be acceptable in many cases. For example, CLT emphasizes on group discussion, role-play etc. Someone from the different cultural may not accept that. She may not want to talk with anybody who is totally unknown to her. She may have come from different culture, which may not match with CLT.

For solving this problem the researchers are now studying ethnography. It is particularly important because it is a branch of anthropology which studies the behavior of groups of people. As such it has developed research methodologies for investigating the teacher's behavior, student's behavior, classroom environment and also institution of culture which makes up the social context. It has been applied within English language education in recent years mostly in two areas- classroom researches and the analysis of student's socio-linguistic needs.

However, an appropriate methodology should combine cultural sensitivity and process of learning. Two types of views are expressed regarding the acceptance of CLT. The series views express that communicative method fails to appreciate the developmental nature of the methodology. The developmental view sees the advent of communicative language teaching as an important breakthrough in which the language learner is no longer an empty receptacle who must learn a new language by a new set of stimulus response behavior traits but an intelligent problem solving person, with an exiting communicative competence in a first or second or third language

The curriculum developers, materials and textbook writers, heads of the departments etc were involved in making decision about the nature of classroom methodology. It seems the materials, which are used, do not sufficiently help language development. The materials may provide sufficient input and opportunities for practice and production but

the level of communicative output from the lesson is almost nil. Even the materials do not seem to have realistic and meaningful contexts.(Hynes,1972)

But now the whole situation is changing. Teachers are doing classroom research in day-to-day life. Notion about teacher is changing. They are now playing the role of the facilitator and also the role of researcher. During the process of teaching, the teacher learns about the classroom. It is an ongoing process, which will never stop. Moreover, the teaching process itself is changing because it is not a static process. It is not confined to any specific area. Different cultures are adopting CLT but they are shaping it according to their culture.

It is certainly true that the communicative approach has been so much interpreted, popularized and misunderstood as to have lost prevalence in recent years. It was said that 'Communicative equals to oral work', 'communicative equals to group work', or 'communicative equals to get rid of teacher as a major focus in the classroom'. This is a myth. The form which communicative approach presents rather than being restricted to group activities in which oral communication is practiced are very varied and can incorporate among other things the cognitive teaching of grammar.

One of the sources of confusion is that the word communicative refers to a whole range of aspects of the approach: teaching communicative competence, teaching language as communication, and having students communicate with each other. And with the teacher ensuring that the methodology communicates with the students and the other

concerned parties. But it is ignored that language learner is a somebody who possesses some communicative competence either in mother languages or in other language. They bring experience so they are not seen as an empty vessel, which a teacher can arbitrarily fill with new knowledge or behavior. In weak version, communicative means communication with the students and the teacher. But in strong version communication relates more to the way in which the student communicates with the text. The students put her in the position of the receiver of the text.

We should address CLT rather than avoid it. But what we can do, we can design our materials and teaching process according to our culture. Better we can develop the methodology rather than creating a new one.

2.6 Whether the exam is conducted according to the skill of the book?

Existing examination system verifies only the writing skill of learner. Students read books, memorize contents and copy it in the exam script. Even the question doesn't include any creative writing, so they don't want to think and lack creativity. On the other hand there is no system of oral test, so that students don't emphasize on speaking. Our teachers don't motivate the students to speak or to participate in the classroom. Student just listen the lectures and try to memorize them. They copy it in the exam script. On the other hand our textbooks don't include such kinds of practical work, which may involve them in classroom activities.

2.7 Preferred Method in Bangladeshi Context:

In Bangladesh from the very beginning, schools and colleges are following GT method for English language teaching. But it is found that after the 12 years of learning English language through GT method most of the learners even can't use grammar correctly. Moreover they can't speak fluently and their pronunciation is substandard. Furthermore Students fail to communicate in various situations as it emphasize only in reading and writing not in speaking and listening.

So it can be said that an appropriate methodology depends on the environment of the classroom, culture, background knowledge, teacher-students ratio etc. Previously teacher plays the primary role or the classroom was teacher centered. But now the environment is changing. Teachers are following CLT method for teaching English and CLT methodology is emphasizing such activities and tasks, which are student based. But the curriculum and the methodology is not enough for language teaching.

It can be said that each and every country has their preferred learning style. They have some kinds of social conventions, which influences the whole education system. So the leaning method should be based on the context of a particular country. It could be GT method; it could be communicative method or combination of two. Elements of any method can be taken for better learning. It is also well known that it is not possible to teach and learn language in formal institutional setting of classroom without effective textbooks and materials

First of all we need an immediate reform in the design of English textbooks and assessment system responding to the demand of communicative needs of the students. However Students have to involve in this design and selection process for their lesson. They have to identify their goals and objectives of learning English from primary to tertiary levels.

The teacher has to play a dominant role that will guide the learning process, select contents, materials and methods by asking the learners and also by involving them to some extent in the selection process under his control. He has to ensure a developed set of syllabus and materials. He also has to provide opportunity for language use in the classroom.

2.8 Views of Various Scholars about appropriateness SSC Text book and Methodology

Perhaps one reason for neglecting to examine textbooks is the lack of awareness among school administrators, educators and teachers and the long-term implications of these materials on the individual, society and nation. Alan Cunningsworth (1984) in his book says that teaching materials as directly as possible. Should be developed in line with the objective of a syllabus/course.

Akter (2002) points out that, the textbooks from primary to secondary level which is commonly titled as “English For Today” can be used for teaching social science because

the books is full with the issues of social science though it is meant to teach the students English Language. A few of the content of the textbooks of the classes nine and ten for example are Population growth, Food, housing etc.

Hafiz (2001) also pointed out that, in keeping with the communicative language teaching (CLT) principles, the book includes topics of both national and global context, appropriate and interesting to the learners thematically, culturally and linguistically. Adequate grammar contents have also been integrated with language skills so that the elements taught and learned in situations can easily be related to the real life situation not just to be memorized as discrete items.

However *Shahidullah (1999)* argued that materials for English teaching and learning are more directly concerned with providing input and they directly influence the use of methodology. At present materials for English teaching and learning are mostly imported from native English speaking countries. Concerned authorities centrally design the textbooks.

The National Text book Boards produce or compile textbooks for students up to the higher secondary level. The textbooks though locally produced takes little account of learners' target and learning needs. The materials are based primarily on the assumption of the transmission model of education. Some recent textbooks at the school level speak of integrating the traditional and communicative methods teaching and learning. But the books do not make much provision for that.

Hoque (1999) points out that the National Curriculum and Textbook Board designs the English textbook without the involvement of the native-English speaking specialist. Textbooks of the secondary and higher secondary levels include many practical work, group discussion, role playing which is essential for ELT but in real life these are not followed by the teachers. Moreover the whole pattern of textbook doesn't show a balanced reflection of the functional needs of our students as language users. They are more concerned with the theoretical knowledge not practical knowledge.

Prof Dilara Hafiz, (2001) Chairman of National Curriculum & Textbook Board points out that, the book follows the communicative approach to teaching and learning English in Bangladesh situation. It provides learners with a variety of materials such as reading, texts, dialogue, pictures, diagrams, task and activities. These materials have been designed and developed for practice in four basic skills: listening, speaking, reading and writing. As a result, classes are expected to be interactive with students actively participating in classroom activities through pair work, group work as well as individual work”

But the present scenario of Bangladesh is showing the opposite picture. Our teachers don't motivate the students to speak or to participate in the classroom. Student just listen the lectures and try to memorize them. They copy it in the exam script. On the other hand our textbooks don't include such kinds of practical work, which may involve them in classroom activities.

However, existing examination system verifies only the writing skill of learner. Students read books, memorize contents and copy it in the exam script. Even the question doesn't include any creative writing, so they don't want to think and lack creativity .

On the other hand there is no system of oral test, so that students don't emphasize on speaking. On the other hand, learners in different contexts have different learning experience and different modes of teaching and learning. Western learners are used to and like field-independent mode of learning which is marked by independent and autonomous ways of learning whereas the Asian learner is field dependent which is marked by more intuitive and contextual mode of thinking, verbal restraint and subordination to authority.

2.9 Qualities of Good Materials:

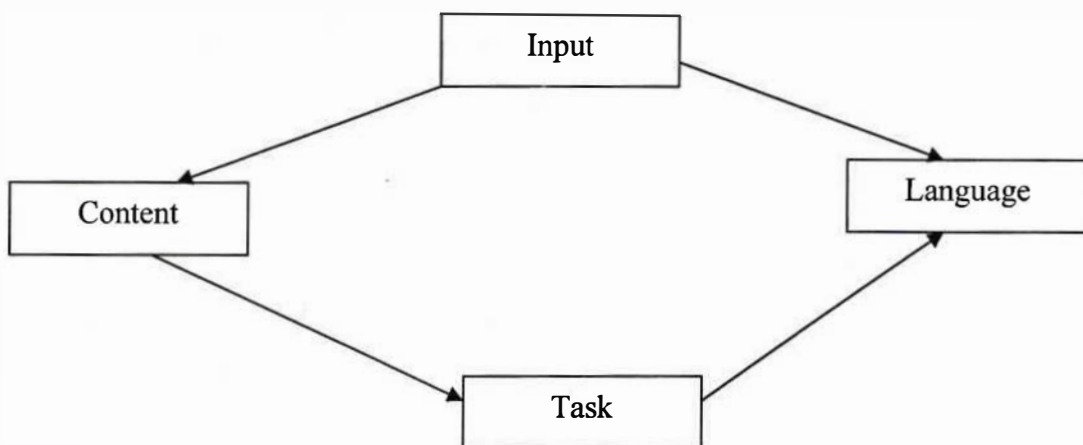
Cunningworth says that one important task for materials is to set clear goals for the materials. So the objective should be decided first in the light of the discussion on what language means and what its learning involves and then materials should be selected, adapted or designed to reach those objectives.

Effective materials always provide a proper framework for the students. So a textbook should combine four elements; input, content focus, language focus and task. The proper input should include text from real context, dialogue that should involve the learner in

proper communication and opportunities for learners to use their exiting knowledge both of the language and the subject matter. (Tom and Alan 1987:108)

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

These four elements combine in the model that follows:



A materials design model

The primary focus of the unit is the task. The model acts as a vehicle, which leads the learners to the point where they are able to carry out the task. The language and the content are drawn from the input are selected according to the learners needs in order to create coherence in terms of both language and content throughout the unit. This provides

the support for more complex activities by building up a fund of knowledge and skills
(Tom and Alan 1987; 109)

While designing the materials the designer should consider the relationship between the language and learner's learning process. Each learner has his/her own way of learning. So the book should combine a common way of learning. However form and meaning are two important aspects, both should be given proper attention in course books. Language form cannot be entirely overlooked. 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

CHAPTER 3

METHODOLOGY



This chapter provides an account of the methodology of the study and discusses issues concerning to the nature of the study design, sampling and setting, data gathering instruments, method of data collection, data analysis procedure and the pilot study. The pilot study also discusses the preliminary results and sets the tone of the research.

3.1 Research Design

This paper is an exploratory, non-experimental and descriptive study to evaluate the appropriateness of SSC textbook and the methodology. It was based on both qualitative and quantitative design. Most of the samples are based on the interviews, questionnaire and analysis of text. The questions were both close-ended and open ended. The setting was both formal and informal. Interview of each and every student was conducted outside of the class but the questionnaires were given in the classroom. The students were selected randomly.

3.2 Theoretical Framework

Learning is optimum when the input is $i+1$ or a comprehensible input. (Krashen, 1981 & 82). Here 'i' is existing knowledge and '+1' is the new knowledge the Lerner will acquire. However it is observed that the main frame of the book is more or less same as the books of class 7 and 8. Though the topic is different, the main theme of the topic is

same. For example: "English for Today" for class 7 and 8 consist of several chapters on describing a person where as "English for Today" for class 9 and 10 consist the same topic. Here the Krashen's $i+1$ is not working because students are not getting new input. So materials should be planed and divided into effective learning units. These units should be combined 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 the should be carefully graded and sequenced.

3.3 Sampling

The study samples consists of 10 teachers and 30 students of class 9 and 10 from four schools. All four were selected from urban context. They were selected randomly. The questionnaire was based on MCQ type question because most of the students are familiar with this term. Secondly, as there are not a huge data on this topic, the researcher had to collect data through interviews. It is another important source because through it the researcher had to access data directly from the source. Moreover, the researcher also had to examine the teachers training guide because it gives instructions to the teachers how they have to teach each lesson. However the 'English For Today' book is the most important sample. The researcher also had to include samples of different chapters and examine whether it contains exercises based on four skills. Through this process, the distinction is found out.

3.4 Setting

The setting was both formal and informal. Interview of each and every student was conducted outside of the class. To get the authentic information, the interview was taken in the absence of the teacher because if the questions about the teacher's teaching style come, they might not give proper answer in front of the teacher. However the questionnaire was also supplied during class time in some cases. On the other hand to verify whether the teachers are following the methodology, the researcher also observed the class. In that case the setting of study was formal. To do this job the researcher has to motivate the students by giving them some chocolates. Otherwise they might not give time for doing the job and they also might not respond properly.

3.5 Data Gathering instruments

The instruments used for collecting data for this study were audio recorder, video recorder and questionnaire etc.

3.5.1 Audio Recorder/ Video Recorder

An audio recorder was used for recording the interviews because it was not possible for the interviewer to keep pace with the each and every word of the interviewee. The researcher also wanted to use digital video camera for recording the class observation but the teacher didn't give permission.

3.5.2 Questionnaire

The questions were both close-ended and open ended. The type of the questions were MCQ type. The researcher distributed questionnaire among the 10 teachers from different secondary schools in town. They were requested to complete ten close-ended questions first and then 5 open-ended question. The objective of the research was included on the first page of the questionnaires so that the teacher might understand the importance of the issue.

3.5.3 Interview

Through interview the researcher collected the data directly. It is an authentic source.

3.6 Data Collection Procedure

For doing this research, at first the researcher had to take permission from the school authority. Then she has to go to each and every teacher to take permission for using his or her class for last 20 minutes. She also has to motivate them by explaining the objective of the research.

After getting the permission, the researcher distributed the questions among the students and explained it clearly. She gave them 5 minute for reading the questionnaire properly.

Then she analyzed the difficult words. When they finished their work, the researchers collected the questionnaire.

She took the interview of students outside the class because teachers didn't allow, as it is time consuming. For that she used the Tiffin period or the time after the class. She selected the students randomly from different sections. In case of teacher, s/he used the class break time of them. S/He supplied the questionnaire before or after the interview. On the other hand for collecting articles and journal, the researcher went to different universities and Institutes such as IML.

3.7 Data Analysis Procedure

After collecting the data, the researcher analyzed the data. She analyzed the questionnaire first then the interview for a deep analysis. Items was categorized according to open ended and close ended. In order to answer Research Questions, the close-ended data was tabulated in figures and percentages. The identified items were classified into categories and frequency counts was carried out. The open-ended questions were judged on whether they carried positive or negative connotations. However, the class observation was also considered for analysing data. It also showed whether the teachers are following the Communicative approach and the teachers guide; how much time s/he is using for activities.

3.8 Observation of a English Class at the level of class 9-10:

At 8:30 the class started. The teacher entered into the class. All students stood up and wished good morning. Then the teacher told them to open the book named English For Today. The teacher asked students to read loudly one of the comprehensions from the book. While reading the teacher asked few questions on the topic. At 8:50 the teacher started to do exercises on the board and the students started to write them in their class work copy. In between he was discussing the difficult terms. She also asked few questions to the students. The class was finished at 9:10. Most of the students finished their class work. The teacher collected the copies and went outside the class.

The teacher maintained the time effectively. He involved the whole class in reading, which improved their reading skill. But his voice was not loud enough for students. It was not a commanding voice. He was not so friendly. He did not moved around the class while the students were reading Rather he was fixed in the same place. Most of the time he used the board for writing. He corrected student's mistakes immediately on the spot. His voice was encouraging. He tried to make every student active.

But he did all the exercises for the students and in that case students were passive. They were just copying from the board. They didn't do any exercise by themselves. So students were more relaxed. The lesson was based on testing but the way of teaching was based on

teaching. He did not give individual attention to the students. The students didn't get enough opportunity to speak in English. After observing the English class the researcher found out the following time schedule.

The Time that the teacher spent was distributed according to following manner:

Total Class Time	40 minutes
Warm up & Roll Call	10%
Discussion on the topic	50%
Class work & writing	30%
Asking question on discussion & Error correction	10%

Student's time of activities was divided into following manner:

Total Time	90 Minutes
Listening (including lecture of teacher & Discussion)	50%
Reading	10%
Writing (taking notes & important clues)	30%
Response to the questions	10%

CHAPTER 4

Results and Discussion On Questionnaire

4.1 Students Response:

Students	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7
Questionnaire	Is the Book "English for Today" very challenging to you?	What is the medium of instruction ? In which Language you speak in class?	Do you think that the materials are very much attractive for you?	Do you think this books covers four skills (Speaking, reading, Writings & Listening) Equally?	Are your teachers following the exercises given in the book?	Do you think that the materials you are learning from the book are realistic?	Is there any connection between the teacher's lectures and contains of the book?
Student 1	Yes.	English	Yes	Yes	Yes	Yes	Yes
Student 2	Yes	English	Yes	No	Yes	No	No
Student 3	Yes	English	No	Yes	No	No	Yes
Student 4	Yes	English	Yes	Yes	No	Yes	No
Student 5	No	English	No	Yes	No	Yes	Yes



Student 6	Yes	Bengali	Yes	Yes	Sometime s	Yes	No
Student 7	Yes	Bengali	No	Yes	Yes	Yes	Yes
Student 8	Yes	Bengali	Yes	Yes	No	Yes	No
Student 9	Yes	Bengali	Yes	Yes	No	Yes	Yes
Student 10	No	Bengali	No	Yes	No	No	No
Student 11	Yes	Bengali	Yes	Yes	Sometime s	Yes	No
Student 12	Yes	Bengali	No	Yes	Yes	No	No
Student 13	Yes	Bengali	Yes	No	No	Yes	No

Student 14	Yes	Bengali	No	No	Yes	No	Yes
Student 15	Yes	Bengali	Yes	No	No	No	Yes
Student 16	Yes	Bengali	No	No	No	No	No
Student 17	Yes	Bengali	Yes	No	No	No	Yes
Student 18	Yes	Bengali	No	No	No	No	Yes
Student 19	Yes	Bengali	Yes	No	No	No	Yes
Student 20	No	Bengali	Yes	No	No	No	No

4.2 Teachers Response:

Students	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7
Questionnaire	The book English For Today is Appropriate for the students or not?	Do you think EFT book is motivating and useful to the students?	After passing SSC exam, can your students speak English?	Is CLT appropriate for Bangladeshi Students?	Which Method do you follow for teaching "English For Today?"	Are the materials written according to the students needs?	Do you think that the materials you are teaching from the book are realistic?
Teacher 1	Yes	Yes	Yes	Yes	CLT	Yes	Yes
Teacher 2	Needs improvement	No	No	No	CLT	No	No
Teacher 3	Yes	Yes	To some extent	Yes	I follow my own style	No	No
Teacher 4	Needs improvement	No	To some extent	No	CLT	No	No
Teacher 5	Yes	Yes	yes	Yes	CLT	Yes	Yes

Teacher 6	No	No	No	No	CLT	No	No
Teacher 7	No	No	No	No	CLT	No	No
Teacher 8	Yes	Yes	No	Yes	CLT	Yes	Yes
Teacher 9	Yes	Yes	No	Yes	CLT	Yes	Yes
Teacher 10	Needs improve ment	No	No	No	CLT	No	No



4.3 Summary of the Chart:

4.3.1 Students Response:

- Among 20 students, 17 students think that the Book “English for Today” is very challenging to them and other 3 think the reverse.
- Among 20 students, 5 think that the medium of instruction in English for Today class is English. Other than that most of the teachers speak in Bengali in class.
- Among 20 students, 12 think that the materials/subject matters in English for today is very much attractive for them. Others 8 think the reverse.
- Among 20 students, 10 think that this book covers four skills (Speaking, reading, Writings & Listening) equally. Others 10 think the reverse.
- Among 20 students, 13 think that the teachers are not following the exercises that are given in the book properly. Others 2 think they follow it sometimes. However remaining 5 think they are following the exercises properly that is given in the book.
- Among 20 students, 10 think that the materials they are learning from the book are realistic. Others 10 think the reverse.
- Among 20 students, 10 think there is no connection between the teacher’s lectures and contains of the book. Others 10 think the reverse.

“What do you think about English for Today? Which part of the book you don’t like? Why?

Which part of the book you like? . What are the problems are you facing in your class?

What do you want to include in this book?”

- We like poetry role playing and grammatical part most
- The students’ want to
 - To include literature
 - To include more grammatical items
 - To include more business & professional writing.

- . What are problems are you facing in your class?
 - Class is not motivating;
 - Class discussion is not interesting/clear.
 - Teachers are not well aware of the subject matter

4.3.2 Discussion Of the Students Result:

It has been seen from the above discussion that the book English For Today is very challenging to them though the medium of instruction in their classes is Bengali in most of the cases and the materials/subject matters in English for today is very much attractive. However half of the students think the book covers four skills equally and the materials they are learning from the book are realistic but most of the students claim that there is no connection between the teacher’s lectures and contents of the book. Most of the times teachers don’t use the main book. Rather

they use the supplementary notebook and also the teachers are not following the exercises that are given in the book properly. However, the students will prefer more literary and more grammatical items in their syllabus.

4.4 Teachers Response:

- Among 10 teachers, 5 think that the book English For Today is Appropriate for the students. Other 2 think the reverse. 3 of them think it needs improvements.
- Among 10 teachers, 5 think that the book EFT book is motivating and useful to the students. Other 5 think the reverse.
- Among 10 teachers, 5 think that the book EFT book is motivating and useful to the students. Other 5 think the reverse.
- Among 10 teachers, 2 think that after passing SSC exam, students can speak English. Other 6 think the reverse. Other 2 thinks they can speak to some extent.
- Among 10 teachers, 5 think that CLT is appropriate for Bangladeshi Students. Other 5 think the reverse.
- Among 10 teachers, 9 follows CLT method in class One follows his own way.

- Among 10 teachers, 4 think that the materials are written according to the students needs. Other 6 think the reverse.
- Among 10 teachers, 4 think that the materials they are teaching from the book is realistic. Other 6 think the reverse.

4.4.1 Result of the Teachers Response:

The teachers think that the materials they are teaching from the book are realistic. But it should emphasize more on students need and it needs improvements. According to them, in Bangladeshi context we need a different methodology, which will include all methodology together in response to the students' need. CLT alone can't fulfill the needs. However they also thinks that students can't speak English after passing SSC is only because they don't practice speaking. Nothing is wrong with the book. Most of the time they feel shy in the class.

Conclusion:

The research study was about Evaluation of the English textbook of class 9-10. The result shows that majority of the students like the book and they are less bothered whether it is improving their skills and knowledge or not. Some teachers don't consider this book as authentic one. However some teachers think it just needs some developments.

The aim of this proposal is a humble attempt in trying to show the drawbacks of the SSC text and to aware the authority to realize that the issue at hand is worth examining. Though in the preface it is written that this book emphasized on four skills equally in reality four skills are not addressed equally. Results from teacher and student questionnaire survey shows that everything about the text is average or below average. So the researcher strongly recommends for designing an effective English textbook in an authentic skill-based syllabus for meaningful teaching and learning.

Lastly it can be said that research in the field of language is still relatively limited in Bangladesh, where English is not the native language.

Appendix

QUESTIONNAIRE

Dear Respondents,

The purpose of this research is to study “The appropriateness Of SSC Textbook”. You can choose more than one answer.

Questionnaire For Students

1. Is the Book “English for Today” very challenging to you?

- Yes.
- No
- It is boring.
- Not clear what the teacher is teaching.

2. What is the medium of instruction? In which Language you speak in class?

- English
- Bengali
- Both

3. Do you think that the materials are very much attractive for you?

- Yes
- No
- To Some extent

4. Do you think this book covers four skills (Speaking, reading, Writings & Listening) equally?

- Yes
- No
- To Some extent

5. Do your teacher encourage you for speaking and listening in English Class?

- No, they don't
- Yes, They do.
- Sometimes they do.

5. Do your teacher is following the exercises given in the book?

- No, they don't
- Yes, They do.
- Sometimes they do.

7. Is there any connecting between the teacher's lectures and contains of the book?

- Yes
- No
- Partially

8. What do you think about English for Today? Which part of the book you don't like? Why?

Which part of the book you like? Why? What do you want to include in this book?

Questionnaire for Teachers

1. Why do Bangladeshi students of learn English?

- To fulfill educational requirement.
- To show up
- To communicate with others
- To pass the exam

2. What do you think EFT book is motivating/challenging and useful to the students?

- Yes
- No
- Partially



3. After passing SSC exam, can your students speak English?

- Yes
- No
- Some of them can



4. Is CLT appropriate for Bangladeshi Students?

- Yes
- No
- Partially

5. Which Method do you follow for teaching “English For Today”?

- Grammar-Translation method.
- Communicative Method
- Mixture of both

6. Are the materials written according to the students needs?

- Yes
- Not, at all.
- Partially

7. What is the medium of instruction in class?

- English
- Bengali
- Both

8. The present syllabus of class 9-10 is based on communicative approach. What are the problems of are you facing in the classroom while using CLT?

9. Though it is written in the preface that “English for Today” includes four Skills, only two skills are tested. What is your opinion in this case?

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School Visited:

1. Viqarunnisa Noon School. Baily road Dhaka
2. Shanoore Model high School. Mogbazar, Dhaka
3. Al Furkan High School, Rampura, Dhaka.
4. Solmaid High School, Solmaid, Gulshan.