The Effectiveness of "English Grammar and Composition" of Higher Secondary Level in Bangladesh: An Investigation
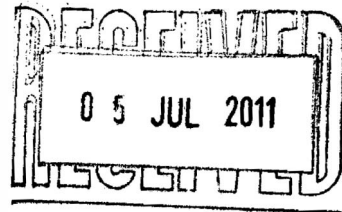
A Dissertation Submitted in Partial Fulfillment of the Requirement for the Master of Arts in English Language and Literature.

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Abstract

Evaluating course materials is gaining an increasing popularity in ELT. Every teaching and learning programme has a syllabus, a detailed outline or plan of items to be covered in a course. For teaching a syllabus, materials provide a very significant role. In this regard, this paper will look into the way materials are designed and the extent to which helps learners reach their goals. This study will aim to elicit some of the salient issues of book content, and to suggest some possible directions for further development. In doing so, this study will take two types of material evaluation: a predictive evaluation designed to make recommendation regarding what materials are to be used and a retrospective evaluation designed to examine materials that have actually been used. There have been significant developments in the theories of materials design and evaluation. With help of this development, the following study will examine how effectively the textbook, **English Grammar and Composition**, which is used for class 11 and 12 guide learners to towards their goal.

Chapter-1   Introduction

1.1 Introduction

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Chapter-1: Introduction

1.1 Introduction

In the Pakistani era English was a second language. With the emergence of Bangladesh in 1971, losing its second language status, English became foreign language overnight in the country. As a result the teaching and learning English was seriously affected in our country after 1971 because the change in the status was not followed by any change in the teaching methodology (Das, 2009:28). Introduction of English in the course curriculum from primary level to degree levels have changed from time and again. This has happened on the recommendations made by different commissions which were set by the Government of Bangladesh from time to time to adopt and improve the condition of English language learning and teaching in Bangladesh. Consequently, there have been many policy changes regarding the teaching and learning of English.

English plays a vital role in the Bangladeshi education system. English was introduced as a compulsory subject in the first grade in 1991 (Ara, 2009) and since then the National Curriculum and Text Book Board (NCTB) has been trying hard to improve the quality English language teaching in the country. Many seminars and conferences have been organized in this connection. Various steps were taken a number of times to change and modify the syllabuses and withdraw the existing textbooks and replace them with new ones. However, despite of all theses measures, no remarkable improvement has been found in English competence of students in Bangladesh (Ara, 2009). To keep pace with the international community, the students of Bangladesh have to have a minimum knowledge of this subject. But the attempt to teach them in a proper way creates a great problem in Bangladeshi education system especially in English language teaching. The

students face various problems to pass the public examination and a host of students fail every year. As a result, a new method, CLT was introduced replacing the Grammar Translation Method (GTM) in 1996 by the Ministry of Education (MOE). Shahidullah (1999) stated that an adjustment, change or innovation in the methodology requires a change in the materials that must be followed by the system of evaluation. Following the new methodology NCTB formed an expert body to develop new material which first appeared in 2007. Keeping the idea of Shahidullah(1999), evaluation is not only important for itself but for the adaptation of a far more revised approach towards the existing textbook that will facilitate the learning of learners. One of the main reasons is to identify the particular strengths and weaknesses in the text book already in use, so that optimum use can be made of their strong points while their weaker areas can be addressed.

1.2 The Development of ELT materials

In the 60s and 70s, we had the influence of the descriptivist and the structuralist. Most of the materials for presentation to the learners come from work in theoretical and descriptive linguistics. The materials of that time were nearly based on the relationship between a theory of a language and possibly theory of learning. Therefore, grammar rules, structures and literary pieces were dominant in the material design. The goal of those materials was to develop linguistic competence. But the failure in the structuralist learning theory in the learning process accelerated and brought the fundamental considerations for the functional syllabus based on communicative criteria.

In the recent years, views of Wilkins (1976), Hymes (1972) and Halliday (1973) brought a shift in the methodology, syllabus designing and teaching materials. According to them,

language is believed to be a system of expression of meaning. The primary function of language is to develop communication and function. Materials, therefore, should not merely include grammatical and lexical features but properties which help to communicate and function. Backman and Palmer (1982) also stated a similar opinion which can be seen in the following diagram:

Recent ELT Materials

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Goal of Recent Materials

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                    ┌─────────────────┐
                    │  Communicative  │
                    │   Competence    │
                    └─────────────────┘
         ┌──────────────────┼──────────────────┐
┌────────────────┐  ┌────────────────┐  ┌────────────────┐
│  Grammatical   │  │   Pragmatic    │  │ Sociolinguistic│
│   Competence   │  │   Competence   │  │   Competence   │
└────────────────┘  └────────────────┘  └────────────────┘
        ↓                   ↓                   ↓
┌────────────────┐  ┌────────────────┐  ┌─────────────────────┐
│ Morphology     │  │ Vocabulary     │  │ Register            │
│ Syntax         │  │ Cohesion       │  │ Native-ness         │
│                │  │ Organisation   │  │ Non-literal Language│
└────────────────┘  └────────────────┘  └─────────────────────┘
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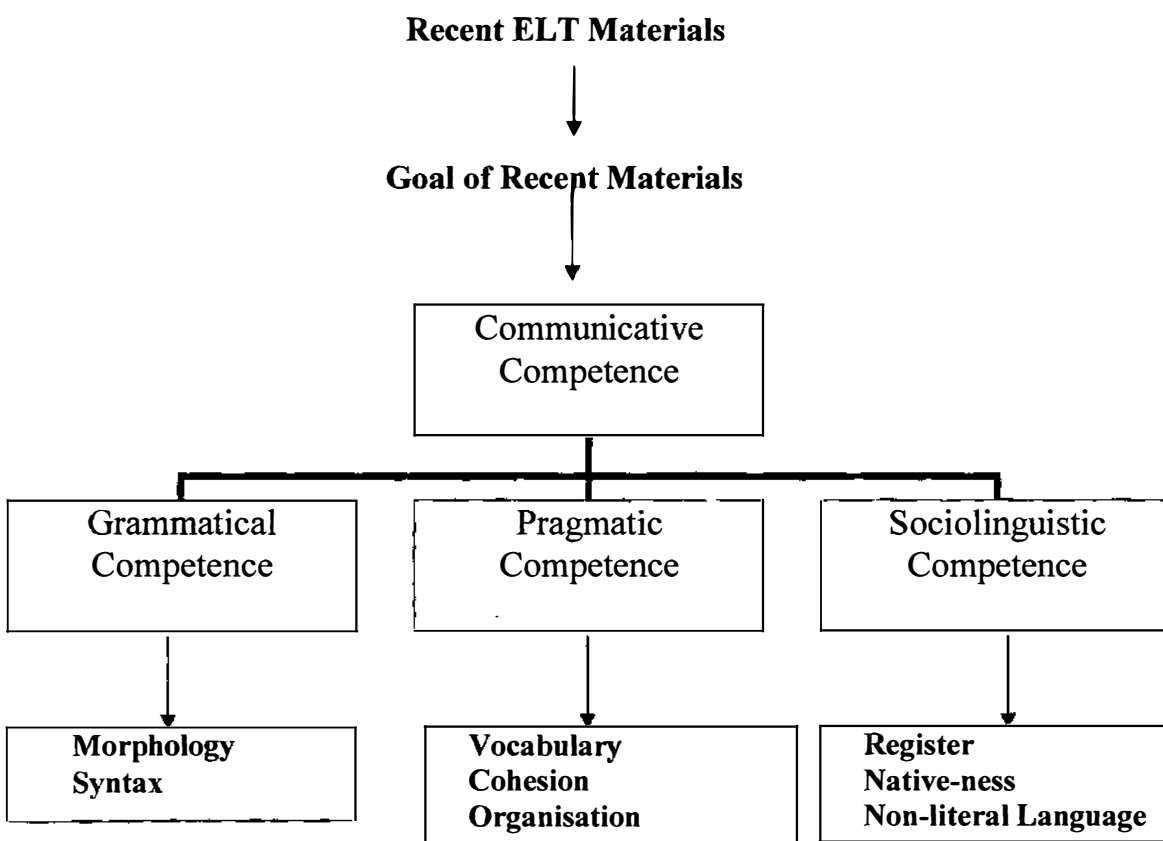
Daigram-01: Backman's and Palmer's Theoretical Skim of Communicative

Competence 1982

The behaviourist view of language teaching and learning and therefore designing materials have changed; materials now show a holistic approach. It is believed that meaning is more important and context plays a very significant role in learning. Sinha

and Mahboob (2009:42) said that language is acquired when the cognitive, linguistic, social and individual variables are mixed together.

Teaching material is the key to language programs. It is totally impossible to conduct a meaningful language programme without effective teaching materials. Language curriculum is virtually dependant on language materials. Richards (2001:251) states that materials may play a role in the curriculum. But in Bangladesh methodology of English teaching has changed time and again, so is the case with syllabus and material of teaching. The final shift in the ELT at the national level came into being in 1994 from GTM (Grammar Translation Method) to CLT (Communicative Language Teaching).

1.3 The curriculum Change

In 1994, the National curriculum and textbook board with SEDP (Secondary Education Development Project) and HSEP (Higher Secondary Education Project) decided to revise the whole curriculum for secondary and higher secondary levels and formed a curriculum reform committee. In 1995, the new revised curriculum to English in secondary and higher secondary levels was published along with all other subjects to be implemented from 1996. The significant change was to introduce communicative language teaching (CLT) in English at the secondary and higher secondary classes. After a few years NCTB formed an expert committee to prepare curriculum and syllabus under CLT method for classes 6-12. A national workshop was organized on 19 September, 2004 where the draft curriculum was presented along with some recommendations and that was recommended by the ministry of education later.

1.4 Problem statement

In Bangladeshi education system there is a great mismatch regarding the teaching of English and the performances of students at the end of the designed course. It has been calculated that students are taught English for 1600 hours and are to read 42 pages a year throughout the school and higher secondary level in Bangladesh but the condition of English teaching and learning in Bangladesh is not yet satisfactory (Shahidullah 2008). According to Hoque (1999:94), the state of English reveals a frustrating ELT scenario in Bangladesh and he (Ibid.) specified the absence of qualitative material development and design as one of the reasons for this. Effective textbook is badly needed in the Bangladeshi context where facilitators and learners are mainly dependant on the textbook content. Besides, textbooks are the best resources and are directly concerned with providing input for students in learning a foreign language (Shahidullah 1999). It has been recognized that teaching materials can influence what teachers teach and how they do it. It is of most importance that materials are designed very carefully and that the designed materials closely reflect the aims, methods and values of the teaching programme (CunningsWorth, 1995:7). However, how far the present English textbook of classes XI and XII helps students is worth investigating.

1.5 Objectives of the study

The primary objective of this study is to assess the effectiveness of the **English grammar and Composition** which is used for higher secondary level at present. To be more specific, objectives of the study are to find out the appropriateness of:

1. The language content

2. Practicality of four skills (listening, writing, speaking and reading)

3. Relevance of the topic to the students of HSC level

4. The presentation and practice of new language item of the book

5. Activities and tasks for both learners and facilitators

6. Layout and design of the book

1.6 Purpose of the study

The purpose of the study is not only to empirically examine the strength and weakness of the textbook used in the higher secondary level but also to throw light on some potential guidelines and suggestions which may help Bangladeshi students for English language learning. This study may help to eliminate drawbacks of the textbook taught at class XI and XII textbook and help policy makers and those concerned with our education curriculum to adopt a pragmatic language teaching book that will more be effective.

1.7 Significance of the study

In the Bangladeshi context, the materials for higher secondary level are produced by NCTB (national curriculum & Textbook Board) and they are used for students of Bangla medium students all over the country. As textbook plays pivotal role in language teaching and learning, this study focuses on evaluating the textbooks to find out how far the present texts are effective. The study therefore has a great relevance to the country. The study is significant because it will be possible to find out the strengths and weaknesses of the existing textbook by examining the effectiveness of the materials in the light of the new developments in the field. And if there is any weakness the study will help identify those and suggest measures to produce effective and meaningful materials. Kayapinar (2009) said that in formal educational settings, especially for language teaching, the necessity of course books leads the way to the exploration of the course book evaluation

because textbook evaluation is considered as a kind of educational judgment. Hutchinson and Water (1987:96) defines evaluation as a matter of judging the fitness of something for a particular purpose. Cunningsworth (1984:64) puts forward the idea "... that the process of evaluation could not be purely mechanical one and that professional judgment is involved at every stage". He (idid: 74) goes on to say that professional judgment lies at the base of evaluation procedure. To conclude, material evaluation helps us make decision in selecting, form professional judgment as well as raise awareness of or reflect on our teaching and learning experience.

1.8 Limitation

As this research is for fulfilling the academic requirement of a Master's thesis in English within a specific time frame, it was not possible for me to cover all area in field of evaluation. I have time limitation. Beside this, I hardly found any published work regarding the evaluation of materials in the country except few fragmentary articles. Moreover, the study cannot be generalized to English medium schools as they are allowed to teach different textbooks. The study was concerned with evaluating the higher secondary textbook, *English Grammar and Composition.*

1.9 Operational Definition

1.9.1 Curriculum

Curriculum is "principles and procedures for the planning, implementation, evaluation and management of an educational program. Curriculum study embraces syllabus design (the selection and grading of content) and methodology (the selection of learning tasks and activities)" (Nunan, 1988, p. 158).

1.9.2 Evaluation

Brown & Rogers (2002) define the term evaluation as "the process of seeking to establish the value of something for some purpose".

1.9.3 Foreign language

"A language which is not normally used for communication in a particular society" (Tomlinson 1998).

1.9.4 Materials

Material is "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 paragraph written on a whiteboard: anything which presents or inform about the language being learned" (Tomlinson 1998).

1.9.5 Material evaluation

"The systematic appraisal of the value of materials in relation to their objectives and to the objectives of the learners using them. Evaluation can be pre-use and therefore focused on predictions of potential value. It can be whilst-use and therefore focused on awareness

and description of what the learners are actually doing whilst the materials are being used. And it can be post-use and therefore focused on analysis of what happened as a result of using the materials" (Tomlinson, 1998).

1.9.6 Syllabus

"A specification of what is to be taught in a language programme and the order in which it is to be taught. A syllabus may contain all or any of the following: phonology, grammar, functions, notions, topics, themes, tasks" (Nunan, 1988).

1.10 Conclusion

In this chapter we have looked at different sections related to textbook and history of English teaching in the sub-Continent and Bangladesh, especially the development of ELT book over the time, curriculum change in Bangladesh based on which statement of the problem, significance and purpose of the study are discussed. In the next chapter a detailed review of literature related to textbook and evaluation is provided.

Chapter-2   Literature Review

2.1 Introduction
2.3 Arguments for and against using
a textbook
2.4 Conclusion

2.1 Introduction

The review of related literature is very essential to conduct the research effectively as well as systematically. So, this chapter briefly introduces review of literature related to the materials and materials evaluation. So far it is known to the researcher, the topic "the effectiveness of "English Grammar and Composition" of higher secondary level in Bangladesh: An investigation" is based on an EFL context. Therefore, I depend on various ELT books and journals. As this study evaluates *"English Grammar and Composition for classes XI-XII"*, one of the course books used at the Higher Secondary level in Bangladesh, and there are very few published works about the effectiveness of course books in country, the researcher has gone through a good number of articles and books extensively written by Bangladeshi and foreign writers. Before entering the discussion, I take a brief look over the definition of evaluation and how material evaluation is adopted in the process of English language teaching:

Since the beginning of CLT movement, a vast amount of works have emerged globally in the field of evaluation. Many authors and scholars for example Cunningsworth (1984 & 1995), Sheldon (1988), Lynch (1996), McDonough and Shaw (1997), Tomlinson (1998), Graves (2000), and many more contributed much. They provided some very important points like definition, checklist for evaluation and learning styles and strategies, balance of activities and skills, etc. On the other hand, there are only few published works in Bangladesh regarding evaluation. I found very little amount of the study that can be considered as the beginner level. This part tackles four topics: defining materials

evaluation, arguments for and against using textbooks, theoretical studies and empirical studies.

The term evaluation has been used to define a variety of processes in ELT. Lynch (1996: 2) defined evaluation as "the systematic attempt to gather information in order to make judgments or decisions". Harmer (2001: 301) sees a distinction between evaluation and assessment. He stated that "the assessment of a course book is an out-of-class judgment as to how well a new book will perform in class. Course book evaluation, on the other hand, is a judgment on how well a book has performed in fact". In addition to *text* materials McGrath (2002:7) contends that materials could include real objects such as a pencil, a chair or a bag and representations such as a drawing, a photograph of a person, house or scene".

As for materials evaluation as a field of study, Cunnigsworth (1984) defines it as "the process of measuring the value of learning materials. This can be predictive or retrospective.

2.3 Arguments for and against using a textbook

Throughout the history of second language acquisition research, many studies have discussed the advantages and disadvantages of using a textbook. These studies revealed that the use of textbooks has its proponents and opponents. Sheldon (1988) (as cited in Garinger, 2001) identified three main reasons for which textbooks are heavily utilized. These are:

1. Developing their own classroom materials is an extremely difficult, arduous process for teachers

2. Teachers have limited time in which to develop new materials due to the nature of their profession

3. External pressures restrict many teachers

Cunningsworth (1995:7) states that course books have important multiple roles in ELT. He summarizes these roles as follows:

1. A resource for presentation materials (spoken and written)

2. A resource of activities for learner practice and communicative interactions

3. A reference source for learners on grammar, vocabulary, pronunciation, etc.

4. A resource of simulation and ideas for classroom activities

5. A syllabus (where they reflect learning objectives which have already been determined

6. A resource for self-directed learning or self-access work

7. A support for less experienced teachers who have yet to gain in confidence

Graves (2000:174) lists the following as some of the advantages of using a textbook:

1. It provides a syllabus for the course

2. It provides security for the students because they have a kind of road map of the course

3. It provides a set of visual, activities, readings, etc., and so saves the teacher time in finding or developing such materials

4. It provides teachers with a basis for assessing students' learning

5. It may include supporting materials (e.g., teachers guide, cassettes, worksheets, video)

6. It provides consistency within a program across a given level, if all teachers use the same textbook. If textbooks follow a sequence, it provides consistency between levels.

Graves (2000:174-5) discusses the disadvantages of using a textbook as well. He identified a list of eight disadvantages:

1. The content or examples may not be relevant or appropriate to the group you are teaching.

2. The content may not be at the right level.

3. There may be too much focus on one or more aspects of language and not enough focus on others, or it may not include everything you want to include.

4. There may not be the right mix of activities (too much of x, too little of y).

5. The sequence is lockstep.

6. The activities, readings, visuals, etc. may be boring.

7. The material may go out of date.

8. The timetable for completing the textbook or parts of it may be unrealistic.

Tomlinson (2001:67) states:

"Proponents of the coursebook argue that it is the most convenient form of presenting materials, it helps to achieve consistency and continuation, it gives learners a sense of system, cohesion and progress and it helps teachers prepare and learners revise Opponents counter that a coursebook is inevitably superficial and reductionist, in its coverage of language points and in its provision of language experience, it cannot cater for the diverse needs of its users, it imposes the uniformity of syllabus and approach, and it removes initiative and power from teachers ".

While surveying the South-Asian condition of ELT, Nemati (2009) put emphasis on situations with different educational system and different socio-economic people like

South-Asia where a text book should be written and used judiciously, since it cannot match equally to the requirement of every classroom setting. One way to amend and improve a curriculum is to improve the textbooks and the materials employed in the language teaching program.

Hutchinson and Water (1987:107) identifies that materials can have a very useful function in broadening the basis of teacher training by introducing teacher to new techniques. Dutta (1999:289) portrayed the role of textbook which is shown below:
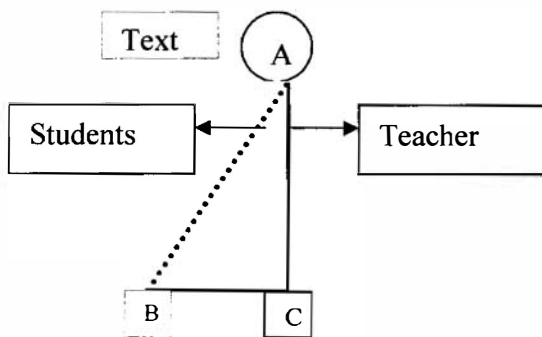
Diagram-02: The Role of book shown by Dutta in 1999

Whatever the progress on teaching or learning is, it is the textbook on which learning or teaching depends. A learner can, in many situations, learn language without the help of any teachers, not without any materials. In this regard, Cunningsworth (1995:15) says that textbooks are better servants than masters. He (ibid) further says that it is very important that textbook can facilitate learners' progress and take them as effectively as possible towards their goals. However, according to Tomlison (1998:126) teachers are very busy and they naturally want an easy life. He points out that teachers do not want too much preparation. Tomlison (ibid) also suggests that usable and motivating materials that work in terms of improving the student's communicative skills, transparent methodology, up-front grammar and flexible

approach which allow teachers to use the materials more as a resource than a prescriptive course, etc. are effectively useful.

Basu and Bhowmik (2005:138) mentioned the need for bringing in variety in English course syllabus through the inclusion of plethora of essays, celebrity interviews, dialogues, jokes, horoscopes, movie review, short poems, anecdotes, etc. They (ibid: 142) stated that authentic and interesting texts are helps increase the motivation level of students in the classroom. According to them (ibid: 143) culture sensitive and well-written foreign texts full of activities are useful means to generate and sustain the motivation of learners. Motivation is one of the most powerful forces for good and effective learning and can often be more important than other factors, including teaching method. What is authentic for native speakers of English may not be authentic for K.S.A. UK, Canada, Australia and New Zealand, may prove problematic when they are used in other context. Course books materials will be proved effective if there are pictures, graphics or visuals in the course book.

Shahidullah (2009) investigated the target needs of English text books up to class XII. Both quantitative and qualitative techniques were employed in this study. He examined the available library resources of the country and text books in order to find out the amount and level of the English provided by the materials. Qualitative data were also collected from document analysis and content analysis. He found that up to class XII, students read about 500 pages in twelve years. As students do a small amount of reading (only 42 pages a year) up to HSC, their reading speed is slow and so they find it difficult to manage the extensive reading they are required to do at the higher level.

Sinha and Mahboob (2009) evaluated the English language textbook taught to the higher secondary level in Bangladesh. The evaluation was based on two things: a textbook analysis checklist and questionnaires for English language teachers and English language supervisors. The questionnaire consists of the following categories: the introduction of the course, the course's subject matter, aids, exercises and activities, the teacher's manual, the course book's layout and the physical make up. At the end of his study, he provided some recommendation and a specification of the modification that the course should undergo. Some of these recommendations are:

1. The importance of using more colorful and attractive teaching aids.

2. The text book should present more interesting and age-appropriate topics.

3. The teacher's manual should provide teachers with alternative ways for teaching every lesson.

4. The text book should incorporate all skills of language,

2.4 Conclusion

Despite the great importance of material evaluation, there appears to be very little amount of research compared with the theoretical one. Furthermore, the number of textbook evaluation studies in Bangladesh is still relatively very small. This study is different from other studies in the sense that it deals with a textbook that represents the students' last significant contact with English in the Bangladesh's educational ladder of class I to XII. In addition, to my knowledge, no one has ever evaluated this textbook.

Chapter-3   Theoretical Development

Chapter-3: Theoretical development

3.1 Introduction

This section discusses the theoretical developments in selecting, adopting, designing and evaluating language teaching materials with a view to developing a framework to evaluate in this study the effectiveness, the strengths and weaknesses of the English text book currently used for classes XI and XII in Bangladesh. There have been significant developments in the theories and practices of materials development and evaluation. There are many aspects through which one can examine a set of materials. It is possible to examine materials in terms of its physical appearance- paper, layout, and typeface and so on. One might look closely at the artwork and texts in the materials. In this chapter, I discuss in details some of the important considerations for material evaluation mentioned by renowned scholars in the field of evaluation.

3.2 The evaluative framework: Cunnings worth's four guidelines

Cunningsworth (1984) discussed the principles and criteria for course analysis. The criteria he suggested are discussed under the following headings: language content, selection and gradation of language items, presentation and practice of new language items, developing language skills and communicative abilities, supporting materials motivation and the learner, conclusions and overall evaluation. At the end of the book, he provided a checklist that should be used in course evaluation. In order to evaluate or examine English textbooks we need to know first what we might expect to find in a well-designed textbook. Here, the guidelines of Cunningsworth support the present academic investigation by allowing detailed comment on the syllabus and methodology employed.

They also follow a logical progression from general to particular. He provided four basic principles of evaluation:

3.2.1. Relate the teaching materials to your aims and objectives

It is very important that teaching materials used should take the learner forward as directly as possible towards his objectives. The objectives should be decide first, in line with the over all aim of the teaching programme and then materials should be taught which can be relate to these objective. The aims of the teaching programme should determine the course materials to be used and not vice versa.

3.2.2. Be aware of what language is for and select teaching materials which will help equip your students to use language effectively for their own purposes

Our teaching must have at its base a consideration of what our students need to learn. What they will do with English on completing their courses. This involves the teacher in looking beyond the confines of the class room into the outside world and focusing his or her attention on that individual learner will make of what he has learnt in a situation which is not primarily a learning situation. The real aim of language teaching is to bring the learner to point where he can use the language for his own purposes and this goes far beyond manipulating structure drills.

3.2.3 Keep your student's learning needs in mind

Learning need means the actual language to be learnt as way in which it is selected, grade, presented and practiced. In order to learn effectively and efficiently, students should learn only small pieces of new language at one time, what we might call learning units. These learning units should be related to each other in such a way that learner can

relate new language to what he already knows and can build up his knowledge of English by adding new learning units to his existing body knowledge.

3.2.4. Consider the relationship between language, learning process and learner

Materials embody a view of the nature of language and learning. In writing materials, one as an author is making all manner of statements about what he thinks language learning consists of. Materials should therefore truly reflect what he thinks and feels about the learning process. If the teacher believes that people learn when their thinking capacities are engaged, don't write exercises which require little or no active thought. If he thinks learning id enhanced by intense experiences with language, don't provide texts which have been stripped of any human interest. If teacher thinks learning is helped by frequent reinforcement, make sure that items to be learnt are processed several times.

Cunningsworth (1995) states two main approaches to evaluate the coursebook. The first is the impressionistic overview, which entails a preliminary sift through a lot of new material from which to choose (1995:1). This approach has little relevance to my Saudi context, since materials are published and supplied exclusively by the Ministry of Education. The second approach is the in-depth evaluation. This is a complementary approach to the first one, but in this approach close examination is carried out as to "how specific items are dealt with, particularly those which relate to students' learning needs, syllabus requirements, how different aspects of language are dealt with, etc." (Cunningsworth 1995:2). He suggests the use of different checklists to cover all aspects of the course book. The checklists cover aspects such as:

1. Claims made by the course books

2. Types of materials evaluation

3. Purposes of materials evaluation

These aspects are covered within seven areas, which are:

1 Aims and approaches

2 Design and organization

3 Language content

4 Skills

5 Topic

6 Methodology

7 Teacher's guide

These areas are evaluated through a series of questions which try to cover all of their aspects. They appear to be designed in order to fit a variety of contexts and would ultimately need to be adapted to fit specific contexts.

Sheldon (1988) discusses some of the common theoretical and practical problems in textbook design. He reviews on the subject of textbook evaluation and the previous evaluative proposals. Finally, he suggests an evaluation sheet which consists of seventeen elements: rationale, availability, user definition, layout and graphics, accessibility, linkage, selection and grading, physical characteristics, appropriacy, authenticity, cultural bias, educational validity, practice and revision, flexibility, guidance and overall value for money. He also provides several key questions to be asked about each feature.

Harmer (2001) argued that there is a difference between assessing and evaluating a course book and we should have a different procedure of each. In assessment, he followed a three-stage procedure for "...teachers to assess books on the basis of their own beliefs and their assessment of their students' needs and circumstances". Harmer's evaluative method has three stages:

Teacher record

This is a record in the form of a diary or a detailed checklist kept by the teacher to record how successful different lessons and activities have been.

Teacher discussion

This would be a discussion that takes place among teachers who are using the same book to compare their experiences. This record can then be circulated amongst those teachers before coming to a unanimous conclusion as to whether the materials should be replaced or altered.

Student response

There is a number of ways whereby students respond to the materials used, and how such responses are collected. One way is through oral feedback; another is through written responses to questions about the students' favourite or least favourite lesson activities.

McGrath (2002) reviews many checklists and methods used in evaluating materials in recent literature. He distinguishes three main stages in evaluation: pre-use, in use, and post-use evaluation. Focusing on the post-use evaluation for course books, which is the main concern for my context, he develops criteria for choosing a suitable method of evaluation. These criteria consider the following steps:

1 The first step is a consideration of relevant contextual factors and the gathering of information analysis of the material

2 The second step is a close evaluation using the checklist method which should require careful tailoring "to the needs of the learners and the teaching context and the need for periodic updating recognized" (McGrath, 2002, p. 56).

3 The final step is the decision making phase which can be reached through a careful and systematic approach that addresses the questions of validity and reliability.

McGrath (2002) believes that a good checklist should fulfill the following functions:

1. Provide comprehensive information of the sort that will facilitate evaluation

2. and comparison

3. While making as few demands on the evaluator as possible

4. Lead for the selection of the materials which are appropriate for the context

5. But also contribute to the advancement of learning and teaching in that context. (p. 48).

In addition, he discusses the procedures for adapting and supplementing materials.

He justifies the need to adapt materials by asserting that no material is perfect, and that a suitable adaptation can compensate "for the lack of match between course aims and learner needs on the one hand and what the textbook provides on the other" (p. 79). These adaptations can make the material more suitable for the circumstances in which it is being used. The material can be supplemented through the provision of additional exercises "borrowed from other published materials or specially written for the target learning group" (p. 102).

Tomlinson (2003) contends that materials evaluation is a procedure that involves measuring some or all of the following:

1. The appeal of the materials

2. The credibility of the materials to learners, teachers, and administrators;

3. The validity of the materials;

4. The reliability of the materials;

5. The ability of the materials to interest the learners and the teachers;

6. The ability of the materials to motivate the learners;

7. The value of the materials in terms of short-term learning;

8. The value of the materials in terms of long-term learning;

9. The learners' perceptions of the value of the materials;

10. The teachers' perceptions of the value of the materials;

11. The assistance given to the teacher in terms of preparation, delivery and

Assessment;

12. The flexibility of the materials;

13. The contribution made by the materials to teacher development; and

14. The match with administrative requirements (p. 16).

He also defines three types of materials evaluation that vary in purpose, in formality, in personnel and in timing. These are pre-use evaluation, whilst-use evaluation and post-use evaluation. "Pre-use evaluation involves making decisions about the potential value of materials for their users". (p.23) It can be context-free, content-influenced or context dependent. This type of evaluation is often impressionistic in the sense that it consists of a quick judgement by a teacher or an institution and consequently some mistakes may appear during the actual use of the book. To avoid these mistakes or at least reduce them,

Tomlinson (2003) acknowledges making an evaluation criterion-referenced. This can make it more principled, rigorous, systematic and reliable.

Whilst-use evaluation "involves measuring the value of materials whilst using them or whilst observing them as being used" (p.24). This type of evaluation is more reliable than pre-use evaluation in the sense that it makes measurements rather than prediction. It can measure short-term memory and what is happening in the learners' brains but cannot measure durable and effective learning. (Tomlinson, 2003, p.24)

Post-use evaluation which is the most valuable as it can measure the actual effect of the materials on the users. He (ibid) states: In other words it can measure the actual outcome of the use of the materials and thus provide the data on which reliable decisions about the use, adaptation or replacement of the materials can be made (p. 25).

This type of evaluation can be used to measure both short-term and long-term effects. It can measure motivation, impact, achievability, instant learning and many other short-term effects. On the other hand, it is useful for measuring long term effect regarding its durable learning and application. The problem is that it is time and effort consuming activity.

3.3 Qualities of good materials

Effective materials provide a coherent framework for the integration allowing enough room for creativity and variety of activities. The model consists of four elements: input, content focus, language focus and task. Of them, two are described and other two is focused in different parts of this section.

3.4 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 subject matter.

One very important additional aspect of the language input is the variety of English used in this book. The book is clearly meant for learners who wish to obtain a considerable fluency in their oral and written skills. It is known to all that British English is officially approved for Bangladeshi students both in the accent of spoken and spelling by their instructors and in the teaching materials employed.

3.5 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.

3.6 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 verities 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 develop their thinking the capabilities and give them opportunities to use their existing knowledge.(Cunningsworth 1984:59). Harmer (2001:302) has given a few statements to check while evaluating the layout and design. They are: (1) the page should look clean and uncluttered. (2) The lesson sequence should be easily to follow. (3) The illustration should be attractive and appropriate for the age group and (4) instruction should be easy to read.

3.7 Grading and Recycling

According to Cunningsworth (1984), grading means the speed with which the student progresses, how new materials are introduced in a given number of hours, how close together or how far apart new grammatical structures are in relation to each other, how much new vocabulary is introduced in each unit and so on. What is important here is the amount of practice material provided, in the form of exercises and other activities such as dialogues and role-plays before entering another unit.

Recycling referred to consolidation of knowledge. A principle of recycling is that words are best recycled in different contexts. A word may need to be recycled three, four or five times before it's learned adequately. Again the concept of recycling brings the difference between linear progression and cyclical progression. A course with linear progression

deals with each item exhaustively before passing on to another item. And a cyclical course moves fairly quickly from one language item to another and then progressively returns to each item, once, twice or more items, later in the course.

3.8 Activities and Tasks

Activities and tasks in the course book are very important to be taken into consideration because activities and tasks have much contribution to facilitating language learning. In this regard, we can mention Richard's (2001:61) views in language learning. These three views are known as three principles which promote language learning. First, the activities that involve real communication promote learning. A second element is the task principles: activities in which language is used for carrying out meaningful task promote learning. The third element is the meaningfulness principle: language that is meaningful to the learners supports the learning process. Learning activities are consequently selected according to how well they engage the learner in meaningful and authentic language use rather than merely mechanical practice of language pattern. Tomlison stated (1998:11) that it seems learners profit most if they invest interest, effort and attention in the learning activities. Materials can help them achieve this by providing with choices of the focus and activity, by giving them topic control and by engaging them in learner-centered discovery activities.

3.9 Skills

The four skills of language (listening, speaking, writing and reading) are seen as central to language learning. It is important to check if the course book deals adequately with all four skills, taking the level and overall aims into account, and if there is a suitable

balance between the skills. It should be noted here that in-depth and balanced treatment of all four skills is not necessary for all teaching situations (Cunningsworth, 1995:64).

Speaking and writing involve language production and are therefore often referred to as productive skills. Listening and reading, on the other hand involve receiving messages and are therefore referred to as receptive skills. In order to use language skills competently the users of language need a number of sub-skills for processing the language that they use and are faced with. If we concentrate on theses skills and sub-skills it will help the students to approach the language with more confidence and a greater experience of success. (Harmer, 1991:16, 17, 25).

With reference to the evaluation criteria, Ur (1991) provides us 19 items in assessing a course book in general, for example: clear instruction and fluency practices in all four skills. It is decided by the assessor on what rating of each item in line with its importance. However, as far as I am concerned, Cunningsworth's (1995, see Appendix) criteria are more detailed and specific for evaluating the effectiveness in different sub-skills and communicative interaction.

Moreover, as complementary criteria for evaluation, Nunan's (1989) lists of successful listening, speaking, reading and writing skills can also be applied. To be more precise, let us now turn to some examples of Nunan's skills.

Successful listening skills include:

-skills in segmenting the stream of speech into meaningful words and phrases—relating the incoming message to one's own background knowledge

-identifying the rhetorical and functional intent of an utterance or parts of an aural text

-interpreting rhythm, stress and intonation to identify information focus and emotional/attitudinal tone

-extracting gist/essential information from longer aural texts without necessarily understanding every word. (Nunan, 1989, p. 26)

On the other hand, successful speaking skills involve:

-mastery of stress, rhythm, intonation patterns

-an acceptable degree of fluency

-skills in the management of interaction and negotiation of meaning

-skills in taking short and long speaking turns; conversational listening skills as precondition for good speakers

-skills in using appropriate conversational formulae and fillers (Nunan, 1989, p. 32)

3.10 Integrated skills

Three prominent authors in ELT, Swan (1985), Harmer (1996) and McDonough and Shaw (1997) advocate the integrated, multi-skills syllabus because it considers and incorporates several categories of both meaning and form.

In actual language use people rarely use one skill in isolation; in real life most of the communicative situations involve integrating two or more of the four skills. For example, taking a massage over telephone, taking part in any sort of conversation, filling in a form, writing an abstract of an article, and taking notes from a talk of lecture. In all these situations, and in many more, the user of the language exercises his abilities in two or more skills, either simultaneously or in close succession ((Cunningsworth, 1984:46).

The integrated skill approach, as contrasted with the purely segregated-skill approach, exposes English language learners to authentic language and challenges them to interact

naturally in the language. Learners rapidly gain a true picture of the richness and complexity of the English language as employed foe communication, moreover, this approach stresses that English is not just an object of academic interest or merely a key to passing an examination; instead English becomes a real means of interaction and sharing among people. This approach allows teachers to track students' progress in multiple skills at the same time. Integrating the language skills also promotes the learning of real content, not just the dissection of language forms. Finally the integrated skill approach, whether found in content based or task based language instruction or some hybrid form, can be highly motivating to students of all ages and backgrounds.

3.11 Grammar

According to Cunningsworth (ibid: 32) grammar is major component of general language course, whether it is acknowledged as such or disguised as something else. It is an understanding of ability to use grammar that equips learners with ability to crate their own utterances and use language for their own purposes. He also says that it is however indisputable that both form and use must be learnt, and as closely together as possible. Since knowledge of grammar is essential or competent user of a language, it is clearly necessary for students. Our aim in teaching grammar should be to ensure that students are communicatively competent with grammar they have at their level (Harmer, 1991:42, 43).

3.12 Vocabulary

Sustained communication is virtually impossible without access to a relevant and fairly wide range of vocabulary. It is often asserted with some truth that at lower levels,

students can communicate more effectively with a knowledge of vocabulary that with a knowledge of grammar. (Cunningsworth, 1995:38)

So it is important for a text book to help students to enrich their vocabulary. For teaching as many new words as possible, course book can equip students with strategies for handling the unfamiliar vocabulary that they will inevitably meet. It is worth examining the nature of the activities and exercises to ensure that they help learners to extend and develop their vocabulary in a purposeful and structured way.

3.13 Subject and Content

While evaluating course materials, according to Harmer (1991:280), it is necessary to analyze what topics, etc. are included in the materials and whether they match up to the students' personalities, backgrounds and needs. It is asked, therefore, if the subjects and contents are relevant to the students' needs, if they are realistic, if they are interesting for the students and if there is sufficient variety to sustain motivation.

Language is used in real situations for real purposes. A study of language solely as an abstract system would not equip learners to use it in the real world. As a consequence, course book must and do represent language as it is actually used and therefore, they contain subject-matter and deal with topics of various kinds. (Cunningsworth, 1995:86).

Learners come to the class with among other attributes, knowledge, attitudes, skills cognitive abilities, curiosity and experience. Language learning as a process will relate to and engage theses attribute so that learning process is enriched and made much more meaningful. Course books can contribute to this process by including subject matter which, whilst being primarily designed for language teaching, is also informative,

challenging, amusing, exciting and occasionally proactive. They can provide opportunities for expanding students' experience in general, as well as in language learning.

Cunningsworth (1995:88) says that content does not necessarily have to be heavy and intellectual in order to be worthwhile. There is plenty of scope for humor and human interest stories too. That he says about it is worth mentioning here-

We look for a degree of authenticity in the materials and for communicative approach. Really authentic material is material that creates an authentic response that in forms, challenges, stimulates, enriches experience, encourages curiosity, develops judgments and does the other things that real language does. Interaction among learners, if it is to have a genuine value as communication, should involve the students in developing informed opinions and expressing those opinions, in forming their own conclusions, in discussing and justifying, in influencing and being influenced by others. This can only e done if there is content at the base and part of the role of the course book is to provide some of this content.

A genuinely communicative course book is one which not only helps to teach the machines of communication but which also communicates effectively itself about worthwhile subjects and promotes meaningful communication among users.

3.14 Layout and Design

The layout and design of the materials must be appropriate for the students. It is also important to know whether that materials look attractive to students. This does not necessarily mean full-color photographs, e.g. for science students it is possible to argue that the design should be scientific-looking in a clear and interesting way. Two other important aspects of good materials are that they are clearly written and the objectives are clearly stated for both students and teachers. (Harmer 1991:279:284).

Harmer has given a few statements to check while evaluating the lay out and design of the materials. They are: 1) the page should look and uncluttered, 2) the lesson sequence should be easy to follow, 3) the illustration should be attractive and appropriate or the age group and 4) the instructions should be easy to read.

According to Sheldon (1988:243), in an ELT text book there should be an optimum density and mix of text and graphical material on each page. The art work and typefaces should be functional, colourful and appealing.

3.15 Method

Here I would like to document the materials that were used and the procedures that were followed to support the intent of this study.

3.16 Materials

I read many checklists proposed by different authors and selected thirteen features which were common to most of these checklists to do the evaluation. The followings are some the EFL textbook evaluation schemes were consulted to evaluate the four EFL textbooks under study.

- Cunningsworth, A. 1984. Evaluating and Selecting ELT Materials. London: Heinemann.

- Sheldon, L. (1988). Evaluating ELT Textbooks and Materials. *ELT Journal*, 42 (4), 237-246.

- Williams, D. (1983). Developing Criteria for Textbook Evaluation. *ELT Journal*, 37(2), 251-255.

- Ur, P. (1996). A Course in Language Teaching: Practice & Theory (pp. 184-187). Cambridge: Cambridge University Press.

After a close examination of the checklists, these criteria were found to be most common to all the schemes proposed by the above mentioned materials:

1. Are objectives explicitly laid out in an introduction, and implemented in the material?

2. Good vocabulary explanation and practice.

3. Approaches educationally and socially acceptable to target community.

4. Periodic review and test sections.

5. Interesting topics and tasks.

6. Clear instructions.

7. Clear attractive layout, print easy to read.

8. Content clearly organized and graded.

9. Plenty of authentic language.

10. Good grammar presentation and practice.

11. All four skills.

12. Encourages learners to develop own learning strategies and to become independent in their learning.

3.17 Procedure

I scrutinized the four EFL textbooks against each one of the features in the checklist one by one. The results of the scrutiny of all the four textbooks on every feature are combined under common headings to save space and time.

3.18 Conclusion

The theoretical developments of the study shown in this chapter throw light on the necessity of some available components that a well designed textbook must contain. And based on this discussion I have prepared a checklist under different headings for the evaluation of the book English Grammar and Composition for class XI-XII. I have tried to explore the fact that in designing this book, all these discussed features are properly maintained. I adopted the above mentioned methods for the effectiveness of this book evaluation which is described in detail the next chapter.

Chapter-4   Interpretation

4.1 The Books under Study
4.2 Implementation of
Objectives
4.3 Clear and Attractive
Layout
4.4 Interesting Topics and
Tasks
4.5 All four skills of
Language
4.6 Clear instruction
4.7 Content clearly
organized and graded
4.8 Plenty of authentic
language
4.9 Periodic review and test
sections
4.10 Approaches acceptable
to target community
4.11 Socio-Cultural Context
4.12 Conclusion

4.1 The Books under Study

The book which served as a corpus of the present study and is content analyzed for the evaluation is Higher Secondary English book under the title of **"English Grammar and Composition"** prepared by NCTB printed in 2007. It also accompanied by another book to overcome some of the problems posed by a large heterogeneous class where the teacher functions as a facilitator than as an explicator of grammatical rules. In the introduction of the text book it was mentioned that a workshop was held in 19 September 2004, where an expert committee was formed to prepare curricula and syllabuses. The committee drafted curricula and syllabuses for classes 6-12. In Bangladesh this book is prescribed for all the students who undertake Higher Secondary Board Examination. Including 24 units, the book consists of two parts-Grammar and Composition. This book is the first attempt by NCTB after a shift in the methodology of English language teaching from GTM to CLT.

Since the study focuses on the evaluation of the text book for class XI and XII, I have undergone an extensive study of the book and therefore grown a sense of understanding over it. My knowledge which I have gathered in studying this book is discussed below.

4.2 Implementation of Objectives

At the beginning of Book, there is an introduction that attempts to clarify the intended teaching objectives .However, there is a state of indeterminacy as to the goals toward which the teachers and the learners are to set out. The ultimate goals of the curriculum are not clarified. The authors of the book do not clearly specify the final objectives of the

curriculum in vivid words so that the students know what they are expected to have learnt at the end of the program (long term objectives). Likewise, the short term objectives remain unspecified in the introduction. We do not know what the learners should be able to do to demonstrate that they have achieved the intended objectives at the end of each course, e.g. at the end of each year in the educational program.

An introduction section is included in Book. The authors might have assumed that if a teacher teaches Book, he must definitely be aware of the contents of Book.

In the Introduction the aim is not concerned with why the section "Grammar" is included in the book and how it must be instructed by the teachers .It reads, "the grammar part contains the suitable examples for each of understanding for all students" However, this is not implemented in the books because the number of items introduced in this section considerably follow GTM method because it follows a deductive method of grammar teaching. The lesson presents description of grammatical items followed by exercises. The question that rises is how and where the CLT method is implemented. For example, Lesson (L) 1 of unit-1, entitled as "Pronouns" begins with a reading passage showing different kinds of pronouns and at the end of lesson en exercise is given.. Other parts of the Introduction related to objectives specification mainly concern the activities and techniques that the teachers should not do and is less concerned with what they should do.

In sum, the final goals of the EFL program, as well as the communicative objectives which are aimed at by the curriculum designers, are obscure and remain to be delineated. This may have various ramifications across the different phases of the curriculum i.e.

classroom implementation and evaluation. Teachers actually dissent as to what teaching methodology to be employed, which skills and psycholinguistic abilities to emphasize and what to include in their exams. Now, the nationwide exams which are administered by the Education Boar for higher secondary, are playing the role of an agreement document among teachers which, in turn, has its own negative effects known as the 'wash back effect'.

Consequently, teachers teach in a way that so that their students can pass the tests which are administered at the final year of high school education and University Entrance Examination rather than executing the actual curriculum worked out by the academic specialists. In fact, there is now a hidden curriculum among learners and teachers which determines what they must do in the classroom.

Except for the inconsistencies mentioned above, there is an acceptable degree of concordance between the objectives set in the introduction of the books for each section of the lessons in the series and their implementation in the material.

4.3 Clear and Attractive Layout

Most often the paper of the books in the series is of low quality and in some cases is more like the paper used for daily newspapers. The books are acceptable regarding clarity and orthographic beauty. However, it would be more appealing if colorful pictures of real people and real environments were used. I think that book's lay out and design seems to be less attractive. Though the front cover page is in three colors but it has dull look. About the pictures and typewriting, it is found that the book in Black and white and sometimes red and yellow. There is hardly any picture. I found pictures in unit-12,

entitled as "Review of Preposition", page-169. The book presents graphs in the composition section which is not clear. Therefore, they are not functional and fail to appeal.

4.4 Interesting topics and tasks

The topics of readings vary from factual to anecdotal, and sometimes are funny stories. It is difficult to judge on behalf of the learners whether they are interesting or not for them, and it needs research. Nevertheless, the majority of the topics seem to be attractive and informative for the learners in classes. However, it seems that it would be better if the topics were updated to become more congruent with the taste of the new generation which might be a bit different from that of the authors. Nowadays, learners' needs are different from what they used to be and; hence it looks better to include texts more related to computer games, the internet, and satellite programs. For instance, it is possible to take and adapt some of the texts, words and jargon which are currently used in information technology. It is also possible to include adapted and simplified versions of quotations and sayings of scholars renowned for their wisdom and eloquence in line with higher culturally valued objectives of education such as trustworthiness, sacrifice, courage, punctuality, patience, honesty, etc. My personal experience shows that the meaning and content of the materials taught in English classes have strong and long lasting effects on the minds of the learners. This is a valuable opportunity if we want to educate them mentally and spiritually. I have observed that the story of Elvis Presley in Unit-6 of the book attracts the students more than mere description of grammatical rules as followed in many units of the book. We should bear in mind that, as teachers, our professional and social responsibility do not boil down to imparting a handful of factual

information concerning the grammar or meaning of a series of words and sentences in our classes; rather we should care for the transfer of cultural values to new generations.

4.5 All four skills of Language

The books have devoted a large proportion of the lessons to materials that primarily aim at developing and enhancing the reading ability of the learners. Considering the idea that the main needs of the learners might be to acquire an acceptable degree of mastery and skill in reading materials written in English, this allocation looks justified. The textbook does not provide a balance of the four major skills. The reading and writing skills are more dominant that speaking and listening. The content of the book is seen intellectually heavy for the students. The topics are informative. There is sufficient variety in the subject and content. Each of the lessons of every unit deals with a new subject.

However, neither in the introduction nor in the lessons has it been explicitly mentioned by the writers of the books how to treat listening comprehension and speaking skills. It is totally left to the teachers to decide whether to practice it or not. There is no section in the lessons specifically designed to develop and enhance listening skills in the learners. However, the teachers can probably work on this skill through having the learners listen to the reading passages read aloud by the teachers or other learners in the classroom. To involve the learners actively and attentively to listen to the passages read aloud, the teacher can ask various comprehension questions at different points or at the end of the listening activity to check their understanding. The speaking skill is also taken into account though indirectly and as a marginal activity. There are certain exercises at the end of each reading passage which require the learners to give oral answers.

The last but not the least is the writing skill. If we define the writing skill as the ability to communicate one's thoughts and ideas to a particular person or group of addressees through the orthographic form of a language, it is possible to claim that it is somehow neglected in the book. Although exercises of the lessons in the second part of the book which consists of ten units are intended to enhance the writing skills of the learners, they do not seem to interesting to students and they are limited to a few isolated sentence production activities in a decontextualized communication. Nowhere in the book are learners assigned writing activities to the sense which was proposed above. The authors included writing activities in different formats varying from *controlled* to *free* writing according to the proficiency levels of the learner groups. For example composition part includes paragraph writing, story writing, report writing, letter writing, short composition writing, completing story, summary writing, dialogue writing, etc.

4.6 Clear instruction

Most of the instructions are clear and easy to understand for the learners in the book. Even if the learners might not be familiar with the structures and the lexis used in the instructions, the models given for each group of exercises provide contextual clues for the learners as to what they are expected to do. However, some of the instructions are lacking in the required contextual information and also may be beyond many of the learners' English language proficiency in terms of linguistic complexity. For instance, in unit-12, L-1, the instruction reads: *"look at the drawings and fill in the missing prepositions in the sentence below. Use each of the following once only".* In addition, in the same book in L8 we encounter the same problem of complexity in the instruction that follows: *"Write*

paragraphs on the topics given below by answering question." This problem exists in many of the sections of the book.

4.7 Content clearly organized and graded

Some of the Reading Comprehension texts tend to be more difficult for the learners to understand than others due to their structural complexity. It has been recognized by many the learners misunderstood or did not comprehend some parts of the Reading Comprehension texts, not because they did not know the meaning of the new words included in them, but simply because those sentences were too complex for them to comprehend. After I applied the Readability formula developed by Fog (cited in Farhady et al. 1998, p.82), to my surprise, I found that there was a logical sequencing of the texts according to the obtained text difficulty. There might be a number of possible factors which render a text difficult or easy to understand. Content of the passage, the background knowledge of the reader, rhetorical organization, information density, number of unfamiliar words, and length and complexity of the sentences in a text are all possible candidates to make a text difficult or easy to understand.

There are different versions of Fog's formula which make use of factors such as number of syllables or words, length of sentences, or the syntactic complexity of sentences. If you utilize the one which is based on the number of words and sentences, you will find a logical sequencing of the reading materials in the book, but if you apply the formula which is sensitive to the number of sentences and number of complex sentences you will find a differential outcome. On the basis of the latter formula, - i.e. number of words ÷ number of sentences + (number of compound sentences ÷ number of sentences) × 40 -

the text containing more compound and longer sentences will have greater readability indices indicating more text difficulty. Considering the fact that most of the unknown words in the texts are taught prior to teaching the Reading Comprehension texts in the books, therefore, it is quite plausible to conclude that the number of new words can play no major role in making the text difficult or easy to understand for the learners; rather it is the number of longer and more compound and complex sentences that probably determine the difficulty or easiness of the texts. Thus, the authors of the book should have used the sentence-complexity-sensitive formula to sequence the reading passages in the book. However, to solve the problem, two solutions are available: the first one is to're-organize' the texts according to the readability indices obtained form the sentence-complexity-sensitive formula. This solution needs more modifications and tuning of the texts because most of the passages have been selected according to the prominence of the particular grammatical structures which they had and the writers had intended to include them in the lessons. Moreover, it requires a close reconsideration of the new vocabulary that the text includes. The second solution is to break long and complex sentences down into shorter and less complex ones. This solution has its own particular problems and challenges, too. In many cases it is not possible to break a compound sentence down into its constituent clauses and phrases and assemble them into simple sentences without spoiling the meaning of the original sentence. For example, in unit-1, Lesson-2, there are at least eight complex and compound sentences which are perceived as challenging to the learners. One of the sentences which is used at the very beginning of the text reads: **"The term person in English means who a sentence is about or who id doing something in a sentence"** .it is not so easy to change this sentence into some simpler sentences which

convey the same idea or range of meanings. Likewise, at the ending line of the same text you come across: ***"The form of a personal pronoun also changes according to what person is referred to and person is used here as grammar word and means."*** At first glance, one might conclude that sentence simplification is the least troublesome solution. However, in practice, it proves most challenging.

In sum, the former solution, however strenuous, feels more practical and easier to manage.

4.8 Plenty of authentic language

Authenticity is defined as follows by Johnson and Johnson (1998:24):

> *Texts are said to be authentic if they are genuine instances of language use as opposed to exemplars devised specially for language teaching purposes. The question of authenticity emerged as an important issue within communicative language teaching and in relation to notional/functional syllabuses, where emphasis was placed on ensuring that the classroom contained natural language behavior, with content identified as relevant to the learner through the process of needs analysis .There are various other reasons why authenticity may be regarded as important. One is that it presents learners with language exposure similar to that enjoyed by native speakers, including all the characteristics of natural language which may be necessary for the learner properly to interpret texts. In addition, there is motivational attraction for insisting on authentic texts, created as means of communicating content and not for some pedagogic purpose.*

If we base our discussion on the definition of authenticity given above, and see it as the degree the materials concord with actual instances of language the learners will encounter in real situations, the materials can be considered as authentic. In fact, the learners' main use of English language is limited to reading texts and passages they come across in academic contexts in Bangladesh, if they continue their education at university. In other cases, depending upon the learners' personal needs, their application of their knowledge of English will be limited to other instances of language used in catalogues, manuals or magazines. In few cases, they might need to listen to English programs on satellite TV or other media in their everyday life and, in rare cases, to communicate verbally with a foreigner who speaks English. Considering the fact that the book is devoted to reading activities, and some space is given to dialogues and narration of a story to provide opportunities for the learners to practice verbal communication, the materials can, to certain extent, be regarded as authentic.

4.9 Periodic review and test sections

At the end of book, there are review sections and exercises. For example, Unit- 9,10,11and 12 review the grammatical items like use of tense, linking words, prepositions and articles However, they are not enough. It seems better to include tests and review tests at the end of each one of the lessons. It is worth mentioning that the tests should be comparable and compatible with the format and the testing methods which will be employed in the board exams. To compensate for this shortcoming of the textbooks, author should have developed supplementary workbooks for the book. The final exams of this grade are designed, administered and corrected by state officials and the teachers play no direct roles in these processes. Therefore, despite many teachers' will and

standards of teaching they have to surrender to the strong negative wash back effect of the exams, and have to spend time and energy in the class on answering questions and tests similar to those which are administered by the officials of the ministry of Education every year.

4.10 Approaches acceptable to target community

According to White (1988:92) "A complete syllabus specification will include all five aspects: structure, function, situation, topic, skills. The difference between syllabuses will lie in the priority given to each of these aspects."

It seems that the authors of the books have sequenced the linguistic content of the materials according to the structural complexity, starting from less complex structures to more demanding ones. Even the reading passages are selected or probably manipulated so that they reinforce a particular grammatical point included in each section of the book. However, the question of how and in what order the structures must be arranged in a structural syllabus is a controversial issue. Hutchinson and Waters (1987:88) pose the same question as writing, "What assumptions underlie the ordering in the structural syllabus? Does the verb 'to be' come first, because it is easier to learn? If so, in what sense? Structurally, it is the most complex verb in English. Does it come first because it is needed for later structures, for example the present continuous? Is it considered to be conceptually simpler? Although the reading skill, among others, looks to be of first priority in the design of the books, a big share of the lessons is devoted to grammar drills and the various forms of grammatical exercises throughout book.

4.11 Socio-Cultural Context

Appropriateness, discussed earlier, touched upon the socio-cultural context. It did not, however, explore the textbook in any depth from this particular evaluative perspective. Sheldon (1988:244) asserts the importance of checking whether or not a textbook "enshrine stereotyped, inaccurate, condescending or offensive images of gender, race, social class, or nationality. Accordingly, a set of questions were included in the checklist which were designed to do just that.

The examination shows that the social and cultural contexts in the book are comprehensible. It proves that the social and cultural components of the textbook in question are comprehensible. A very large percentage of items of the book show that the content of the book is free from stereotypical images and information. That indicates that the book is completely free of any stereotypical images or information.

Freedom from stereotypes is one thing and the promotion of stereotypes is another. the textbook did not satisfy the objective of promoting positive views about others, whether those others represented different socio-economic, occupation, age, and gender, national or ethnic groups. In other words, lastly, it affirms that the textbook in question does not promote tolerance.

This was supported by many who found that the three English course books taught at Myanmar Institute of technology included some negative information about some countries such as France, Spain, Italy and Holland. He claimed that such negative points of view can make people from these countries feel uncomfortable and upset. Our social and cultural relationships, behaviours, characteristics are not portrayed that much in the book realistically. That the text provides authentic and realistic activities and tasks is obvious. It is seen that activities and tasks are done by individual, pair and group works. The text

discourages mamorisation and this is justified by the tasks and activities included in the book.

4.12 Conclusion

The results in this chapter suggest that the book has many good things. It is also obvious that in a number of areas, the book is not satisfactory. However, different things are involved here, for example, the economic condition of our country, etc. which are directly related with layout and design of the book. In the last and concluding chapter good aspects and negative aspects of the book have been discussed in the light of this chapter's discussions of checklist evaluation of the book.

Chapter-5   Conclusion

5.1 Introduction
5.2 Summery
5.3 Recommendations
5.4 Conclusion

Chapter-5: Conclusion

5.1 Introduction

This chapter concludes and makes some recommendations based on the evaluation checklist to overcome the weaknesses of the present English textbook of XI-XII. The objectives of the study have been to evaluate the English text book for classes XI-XII under a number of headings. The major weaknesses of the book are presented briefly in the following sections.

5.2 Summery

The topics of the book are relevant, interesting and informative to the learners. Evaluation manifests that the subject and content are not intellectually heavy for the student and reveals that there are sufficient varieties for the students in the subject and content of the book. In all the units, each lesson deals with a new subject. But the book does not portray our social and cultural behaviours and relationships realistically and satisfactorily.

The layout of the book is not catchy and interesting. The quality of pictures and typewriting is not satisfactory. I found that the pictures in the book are in one colour-black and white and most of them are not clear and therefore, fail to appeal to learners. Checklist evaluation displays that the text book does not provide variety in activities and tasks. Exercises include most of the time fill in the blanks done by individual and sometimes matching is there.

The materials do not effectively focus on the four skills that the learners need to practice. The reading and writing are more emphasised than speaking and listening, especially listening is neglected. However, the language used in the book is authentic and at the right level for the students. But the book does not provide the main grammar items; only review of some items like tense is there.

5.3 Recommendations

To ensure a good effective text book, I want to make the following suggestions to eliminate or overcome the weaknesses:

- Layout and design should be clear, attractive, catchy and colourful.

- Pictures and typewriting should be colourful, legible, functional and appealing.

- Grammar items should be introduced in motivating and realistic way.

- Four major skills should be provided proportionately in order to make learners communicatively competent. Listening should be emphasised.

- To make use of real life language, more authentic language of both written and spoken forms should be introduced. Adding communicative exercises and activities such as group and pair work, games, puzzles and role play as these can help students carry out their communicative tasks in real life.

- Main grammar items should be added in the textbook inductively and deductively.

- The subject and content should be more interesting and motivating. Adding topics that can provoke students' critical thinking encourage them to generate their ideas and leave room for making judgments on others' opinions.

- Our social and cultural relationships, behaviours, characteristics should be portrayed satisfactorily. Including information about the inner lives of the characters used in the book as this can allow students to discuss the characters' personalities, behaviours, problems, attitudes and ways of thinking. In addition, these characters can be examples for the students in their real lives.

- Inserting context that can express positive views of ethnic origins, occupations, age groups, social groups and disability.

- Is necessary, reading, writing and listening supplementary materials should be included.

- Allowing some flexibility by providing opportunity to practice language formally and informally so that students can practice various degrees of language such as simple greetings, short telephone exchanges, polite requests and formal invitations.

- Composition part should be assimilated in interesting and motivating manner.

- The test review should be assimilated in order to test the student's skills they gathered from their study of lessons.

- Text book content should be strengthened.

- A comparative balance between books of other countries of the world might have been brought about to make this book even more effective and communicative.

5.4 Conclusion

The evaluation presents the point that CLT principles are not utilized in the Bangladeshi high school textbooks. Therefore, regarding the results of the study and due to the fact that textbooks designed by experts outside the foreign language instruction context do not fit EFL communicative teaching and do not fulfill language learners' needs. Developing a model substantiates Tomlinson's idea that EFL countries should develop their own locally appropriate version of the communicative approach in terms of teaching methodology, materials development, and test construction. However, though this the one of two English textbooks in which laborious endeavor to incorporate the four integrated skills in full volume have got the remarkable place, the skills were not fully covered and properly. The present method seems to loose emphasis on grammar and translation in learning and teaching which continues to be existing in our country for more than decades.

EFL textbooks can play an important role in the success of language programs. In fact, they are the realization of the processes of means/ends specification in the curriculum planning. Sheldon (1988: 237) suggests that "textbooks represent the visible heart of any ELT program". They provide the objectives of language learning; they function as a lesson plan and working agenda for teachers and learners. Cunningsworth (1995: 7) argues that textbooks are an effective resource for self-directed learning, an effective resource for presentation material, a source of ideas and activities, a reference source for students, a syllabus where they reflect pre-determined learning objectives, and support for less experienced teachers who have yet to gain in confidence. He also contends that we should also ensure "that careful selection is made, and that the materials selected

closely reflect [the needs of the learners and] the aims, methods, and values of the teaching program."

One of the ways to amend and improve a curriculum is to improve the textbooks and the materials employed in the program. And this is not possible unless the consumers involved systematically evaluate and assess them on the basis of some established criteria. The reports of these types of evaluations can be shared among teachers and the authors of the materials to gain more effective EFL textbooks. Moreover, as Cunningsworth (1995) and Ellis (1997) suggest, textbook evaluation helps teachers move beyond impressionistic assessments and it helps them to acquire useful, accurate, systematic, and contextual insights into the overall nature of textbook material.

I believe that the evaluation of the EFL materials currently taught at public high schools requires a deeper and more exhaustive analysis and scrutiny by a group of experienced teachers and that the viewpoints and the ideas of a single researcher might not be adequately reliable because, however hard one tries, it is almost impossible to be unbiased and impartial in one's judgments. Apart from the matters discussed here, my recommendations may help for a better and refined edition of the textbook really intended to serve the purpose. If it is done, my purpose of evaluating English Grammar and Composition textbook will be fruitful.

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<p style="text-align: center;">**Apendix**</p>

Checklist

Part-A: Content

1. What aspects (form or function) of language system are taught?
2. Is the subject and content of the book relevant to the student's needs?
3. Is the subject and content of the book realistic at least some of the time?
4. Is the subject and content of the book interesting for the students?
5. Is there sufficient variety for the students in the subject and content of the book?
6. Does the book avoid harmful stereotyping of different members (e.g. women, men, or older people, etc.) of society?
7. Does the book avoid harmful stereotyping of different races and culture?

Part-B: Layout and Design

1. Is the layout and design of the book appropriate for the student?
2. Is the material in question attractive?
3. Is there any difficulty in the arrangement of the material?
4. Are the fonts used readable?
5. Are there enough motivating pictures/photos/photographs/visuals?

Part-C: Activities and Tasks

1. Does the book provide a balance of activities that is effective?
2. Is there any sufficient amount of communicative output in the book under consideration?
3. Does the book provide enough input for the student?
4. How the new are structured introduced in motivating and realistic context?
5. Where does the book encourage practice? Is the practice motivating for the students?
6. Are there pair work activities? Games? Songs? Translation activities?
7. Is there more than one type of task presented in the material?
8. Which types of task seem to be most conducive to learning?
9. What is the objective of the tasks?
10. How meaningful are the tasks?
11. Could you avoid or add a task without affecting the natural flow of the material?

Part-D: Organisation

1. How is the text book organized? (Units/Themes…)
2. Is there information about the book for the learners?
3. Are the units 'patternised'? (All units in the same style)
4. Is there a story line? How is it presented?
5. Is it easy to use it in the classroom setting?

6. Are the units balanced in terms of content and time?

Part-E: Skills

1. Does the book include and practise the four skills?
2. Does the book have an appropriate balance of skills for the learners?
3. Is the practice of individual skills into the practice of other skills?

Part-F: Language Type

1. Is the language used in the book at the right level for the students?
2. Is the language in the book the right type of language for the students?

Part-G: Guidance

1. Does the book contain clear guidance for the teacher about how they can be used to the best advantage?
2. Is the book clearly written for the students and are the objectives clearly stated for both students and teachers?