

# An Evaluation of the English Textbook Currently Used for Classes IX & X

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English Language and Literature

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The work is dedicated to my parents, Md. Kutubuddin and Julekha Begum,  
whose constant love and care has helped me reach at this present stage.

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## ABSTRACT

This thesis is concerned with the evaluation of the English textbook currently used for classes IX & X of Secondary schools in Bangladesh. It tries to identify particular strengths and weaknesses of the textbook with a view to suggesting improvements, if necessary, to make teaching and learning of English more effective at the secondary level. This study will also help teachers to gain good and useful insights into the nature of textbook/materials so that, if necessary, they can use their own extra materials to supplement the prescribed English textbook.

Our students' levels of English proficiency, after the completion of S.S.C., in all the four skills – reading, writing, listening, and speaking are very inadequate. One of the major reasons for this may be the absence of effective textbook/materials. It is, therefore, necessary to examine the effectiveness of the textbook/materials in the light of the recent theoretical developments in the field. The objectives of the study are to examine: (a) layout and design of the book, (b) activities and tasks in the book, (c) skills covered and balanced of skills, (d) language type provided, (e) grading and sequencing of the items, and (f) subject and content used.

For empirical research the study used teachers' and students' questionnaire survey and a checklist for the researcher's own evaluation of the book. The results show that the book has some strengths, but it has a number of weaknesses also. Finally the study suggests measures to overcome the weaknesses of the book.

The study has been divided into the follow chapters:

Chapter 1: Introduction

*Theoretical*  
Chapter 2: Developments in Materials Design and Evaluation

Chapter 3: Research Methodology

Chapter 4: Results

Chapter 5: Conclusion and Recommendations



# Chapter 1: Introduction

## 1. Introduction

Materials evaluation is an important area of ELT like the other areas such as, material design, course design, and syllabus design, their evaluation, teaching methodologies, and tests. An effective teaching and learning largely depends on good materials that can meaningfully engage the students in using the target language.

There have been significant developments in the theories of materials evaluation. A vast body of literatures is now available on materials evaluation. In the light of those developments, this present study tries to evaluate the effectiveness, the strengths and weaknesses of the English textbook currently used for classes IX & X in Bangladesh.

## 2. The Role of Textbooks

An effective language teaching–learning program depends on a number of factors one of which is effective textbooks or instructional materials. Probably nothing influences teaching and learning more than the books and other teaching materials used. As Hutchinson and Torres (1994: 315) suggest:

The textbook is an almost universal element of [English language] teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in [various] countries...No teaching-learning situation, it seems, is complete until it has its relevant textbook.

Other theorists such as Sheldon (1988: 237) agree with this observation and suggest that textbooks not only "represent the visible heart of any ELT program" but also offer

considerable advantages - for both the student and the teacher. Haycroft (1998) suggests that one of the primary advantages of using textbooks is that they are psychologically essential for students since their progress and achievement can be measured concretely when we use them.

Coursebooks or textbooks have multiple roles in English language teaching.

Cunningsworth (1995: 7) outlines the following roles of textbooks:

- a source for presentation material (spoken and written)
- a source of activities for learner practice and communicative interaction
- a reference source for learners on grammar, vocabulary, pronunciation, etc
- a source of stimulation and ideas for classroom language activities
- a syllabus (where they reflect learning objectives which have already been determined)
- a source for self-directed learning or self-access work
- a support for less experienced teachers who have yet to gain in confidence.

A textbook should provide ample scope for skills training to help learners develop their reading, writing, speaking and listening skills in a balanced way.

Therefore, effective materials are necessary for meaningful learning of language. As Cunningsworth (1995) has said, it is of great importance that the best and most appropriate materials available should be adopted. But in the context of Bangladesh English textbooks for Secondary and Higher Secondary classes are centrally produced by National Curriculum and Textbook Board (NCTB). It is important to evaluate the currently used textbooks to decide whether they are good in its present condition or

changes are required.

### **3. The Problem Defined**

In our context, English has been taught for a long time but still a large majority of the students can not use English effectively. One of the major reasons may be the absence of effective materials.

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

(Cunningsworth, 1995: 7)

It seems the materials being used at the Secondary and Higher Secondary levels in Bangladesh do not sufficiently help language development. It is well known that facilitating communicative competence is the principal goal of English teaching and learning. Materials need to provide opportunities for its development. The materials must be authentic, that is they must have realistic and meaningful contexts; the subject and content of the materials must also provide sufficient varieties to effectively engage the students in reading, writing, speaking and listening; and the activities and tasks must be effective. How far the present English textbook of classes IX & X helps it is worth investigating; it needs argent attention for improving the standard of English teaching and learning in the country.

#### **4. Significance of the Study**

It is well established that it is not possible to teach and learn language effectively in formal settings of classroom without effective materials. In our context the materials for the Secondary and Higher Secondary classes are centrally produced textbooks and they are used for the whole country. As the issue of English language teaching is of great national significance, in the present realities of an increasing demand on English in an increasingly globalizing world, having an effective ELT program is a priority area for national progress and prosperity. As the present state of ELT in the country does not seem satisfactory, despite various efforts to improve the conditions, it is important to examine the problems and prospects of ELT practices in Bangladesh. Materials being one important factor for language learning, evaluation of ELT textbooks and materials, especially of the Secondary and Higher Secondary levels, which are very important levels of education, is highly significant for Bangladesh. The study, therefore, have a great relevance for the country.

The study is significant because by examining the effectiveness of the teaching materials in the light of the developments in the field, it will be possible to find out the strengths and weaknesses of the existing textbook and, if there is any weakness the study will help overcome those weaknesses and suggest measures to produce effective and meaningful materials. As Hutchinson and Waters (1987: 105) have stated, even if it is decided to write new materials, the evaluation of existing materials can provide a good source of ideas (of what to avoid as well as what to do) and techniques.

Identifying particular strengths and weaknesses in the textbook through this evaluation

would go a long way in ultimately assisting teachers with making optimum use of the book's strong points and recognizing the shortcomings of certain exercises, tasks, and entire texts. This study will help teachers gain good and useful insights into the nature of the textbook.

There has not been any good systematic and scientific academic research on evaluating the English textbook currently used for classes IX & X. This study, therefore, will be of use for the country in redesigning and re-focusing English textbooks and materials.

## **5. Literature Review**

In order to evaluate or examine English textbooks/ materials, we need to know first what we might expect to find in a well-designed English textbook – what are the key points to focus for an ideal English textbook; what is an English textbook supposed to do?

Materials provide a stimulus to learning. Good materials do not teach: they encourage learners to learn. Good materials will, therefore, contain:

- interesting texts;
- enjoyable activities which engage the learners' thinking capacities;
- opportunities for learners to use their existing knowledge and skills;
- context which both learner and teacher can cope with.

(Hutchinson and Waters, 1987: 107)

Materials help to organize the teaching-learning process. Good materials should, therefore, provide clear and coherent unit structure which will guide teacher and learner through various activities and maximize the chances of learning. The structure should help the teacher use the lessons and encourage in the learner a sense of progress and

achievement. On the other hand, materials should not be so tightly structured as to produce a monotonous pattern of lesson – the curse of so many materials. Units, texts, illustrations and exercises should be varied and interesting. Materials should be clear and systematic, but flexible enough to allow for creativity and variety. (ibid)

Materials/ textbooks should provide models of correct and appropriate language use. But it must not be simply a statement of language use rather than a vehicle for language learning (Hutchinson and Waters, 1987: 108). Good materials will help the students use language effectively.

Textbook/ materials should correspond to learners' needs. They should match the aims and objectives of the language-learning program. Aims and objectives can reflect learners' needs in terms of both language content and communicative abilities. It is important that textbooks should facilitate learners' progress and take them forward as effectively as possible toward their goals. Consequently the content of the material should correspond to what students need to learn, in terms of language items, skills and communicative strategies (Cunningsworth, 1995: 15).

Coursebooks should reflect the uses which learners will make of the language. A good textbook/coursebook is that which will help students use language effectively for their own purposes. Students learn English language to fulfill various purposes – in order to make effective use of the language in personal, professional, academic or whatever other situation are relevant. The most suitable textbook for the learners will reflect as closely as possible the language content, language skills and patterns of language use that are needed in real life of the learners for their practical purposes. This involves looking

beyond the confines of the classroom and focusing on the use which individual learners will make of what they have learned. (ibid)

The materials should involve the learners in the learning process and therefore, should have a learner centered approach. The classroom activities, therefore, have to be relevant and spontaneous. By engaging students' interest and offering some degree of challenge to their intellect and ability, textbooks can provide much of the stimulation which will motivate them to become more independent in their learning and in their use of English. This can be done by including interesting, stimulating topics and by engaging learners to think for themselves around these topics and discuss them with others. (ibid)

Textbooks should take account of students' needs and should facilitate their learning processes, without dogmatically imposing a rigid 'method'. Textbooks help learners to learn in a number of ways. They select the items to be learned (grammar, functions, skills, etc), break them down into manageable units and sequence them in a way which is designed to lead from the familiar to the unfamiliar and from easier to more difficult items of 'learnability'. (ibid)

Textbooks also embody certain learning styles and strategies, which can influence students learn in their own preferred way. The approach taken by a textbook/ coursebook towards learning strategies may not be explicit but certain learning styles and strategies will be promoted in the book, explicitly or implicitly, and it is important to identify what they are and how they are put forward. (ibid)

Textbooks can promote learning by contributing to student motivation. 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 (Cunningsworth, 1995: 17).

An interesting textbook, lively and well presented, with variety of topic and activity can be a powerful factor of strengthening the motivation of the learners, and often of teachers too. Helping students to realize how much progress they made and encourage them to review their achievement will also add to motivation and enhance learning. (ibid)

Textbooks/ coursebooks should have a clear role as support for learning. Like teachers, they mediate between the target language and the learners. Textbooks support the students in a number of ways, but particularly by supplying models of English which are learnable at the student's level of proficiency. They should also provide exercises and activities designed to promote fluency in the use of English and they often give explanation and contextualized examples which help learners to understand how the language works. (ibid)

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

## **1.6 Objectives of the Study**

Evaluation is a matter of judging the fitness of something for a particular purpose. This present study will try to evaluate, in terms of its strengths and weaknesses, the English textbook currently used in Bangladesh for classes IX & X and find out how effective the book is for English teaching and learning. To be more specific, the objectives of this study are to examine:



- (a) layout and design of the book
- (b) activities and tasks in the book
- (c) skills covered and balance of skills
- (d) language type provided
- (e) grading and sequencing of the items
- (f) subject and content used.

## **1.7 Methodology**

The research methods employed for this study are:

- (a) library research to examine the theoretical developments in materials design and evaluation,
- (b) teachers' questionnaire survey
- (c) students' questionnaire survey, and
- (d) researcher's own evaluation by using a checklist.

## **1.8 Limitation of the Study**

During the period of data collection for this study all private schools and some of govt. schools were on strike. Therefore, data were collected from the representative govt. schools and from only one private school which did not join the strike.

As this research was done to fulfill the academic requirement of a Masters' thesis in English within a specified period of time, it was not possible for the researcher ~~for~~ to cover a large area from all around the country, which would have involved a lot of money, manpower and a long period of time. Therefore, the sample size was rather small and the universe was only a few schools. However, this small universe and small sample size was

examined closely and carefully to analyze the situation in Bangladesh. The researcher also took every step to make the study as objective and valid as possible.

## **1.9 Conclusion**

In this chapter we have looked at the role of a good and effective textbook and its importance for language teaching-learning program, especially in the existing context of Bangladesh. We have also looked at the significance of this present study. In the next chapter a detailed review of the theoretical developments in selecting, adopting, designing and evaluating materials has been provided.

# **Chapter2: Theoretical Developments in Materials Design and Evaluation**

## **2.1 Introduction**

This chapter discusses the theoretical developments in selecting, adapting, adopting, designing, and evaluating language teaching materials with a view to developing a framework to evaluate in this study the effectiveness, the strengths and weaknesses of the English textbook currently used for classes IX & X in Bangladesh. There have been significant developments in the theories and practices of materials development and evaluation. Some of the important considerations for materials design and evaluation have been discussed in some detail in this chapter with reference to the available literature in this field.

## **2.2 Key Aspects of Good Materials**

Good language teaching materials should have some striking qualities which are discussed in some detail in this section of the chapter.

### **2.2.1 Layout and Design**

The layout and design of the materials must be appropriate for the students. It is also important to know whether the materials look attractive to them. 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 (2001: 302) has given a few statements to check while evaluating the layout and design of the materials. They are: 1) the page should look clean and uncluttered, 2) the lesson sequence should be easy to follow, 3) the illustration should be attractive and appropriate for the age group and 4) the instructions should be easy to read.

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

#### **2.2.1.1 Setting Objectives**

Aims and objectives can reflect learners' needs in terms of both language content and communicative abilities. Coursebooks should be designed or selected which will help in for attaining these objectives. It is very important that coursebooks should facilitate learners' progress and take them forward as effective as possible towards their goals. Consequently the content of the material should correspond to what students need to learn, in terms of language items, skills and communicative strategies (Cunningsworth, 1995: 15).

#### **2.2.2 Activities and Tasks:**

To speak about the theory of learning in Communicative Language Teaching, Richards and Rodgers (2001: 161) state three principles which promote language learning. First, *activities that involve real communication promote learning*. Second, *activities in which language is used for carrying out meaningful tasks promote learning*. Third, *language that is meaningful to the learner supports the learning process*. Learning activities are

designed to engage the learners in meaningful and authentic language use (rather than merely mechanical practice of language patterns).

Savignon (2001) looks at communication in terms of interpretation, expression and negotiation of meaning. A number of theorists such as Vygotsky (1978) and Long (1990) advocate the cognitive value of student-student/social interaction for promoting learning. Long (1990), for example, cites five benefits of interactive group activities in comparison with teacher-fronted whole class instruction. These include increased quantities of students' language use; enhanced quality of the language students use; more opportunities to individualize instruction; a less threatening environment in which to use the language; and greater motivation for learning. In addition, peer interaction gives students the opportunity to encounter ideas and perceptions that differ from their own as well as the opportunity to clarify, elaborate, reorganize, and re-conceptualize information, express ideas, get feedback, and justify their claims (Bruning, Schraw, and Ronning, 1995).

Nevertheless, as Jacobs and Ball (1996: 99) have pointed out, not all group works promote learning.

In some ELT [text]books, group activities appear to have been created merely by putting the words 'in groups' or 'in pairs' in front of what were formerly individual activities, without making any changes to encourage learners to cooperate with one another. Such instructions may suffice in some situations, but for effective interactions to take place students will generally need more guidance and encouragement.

They suggest that the best types of activities are those that encourage the negotiation of meaning or those that promote positive interdependence and facilitate individual accountability through cooperative learning strategies. Negotiation of meaning, they

argue, is the action taken to be sure that communication has been successful among all the group members. Positive interdependence, on the other hand, exists when students perceive that they are linked with fellow group members. So they cannot succeed unless their group members do (and vice-versa) and/or that they must co-ordinate the efforts of their entire group to complete an assigned task. Finally, individual accountability exists when the performance of each individual student is assessed, the results given back to the individual and the group, and the student is held responsible for contributing to the group's success. Obviously, the key in these instances is for the groups "...to avoid the parallel problems of the group member(s) who do nothing, or who do everything and discourage others from participating" (Jacobs and Ball, 1996:101 and Richards and Rodgers, 2001:196-98)

#### **2.2.2.1 Negotiation of Meaning/Task-Based and Co-operative Learning Activities**

Until the late 1950's, the Grammar-Translation and Audio-Lingual Methods characterized language teaching methodology throughout the world. These approaches advocated decontextualized and rule-focused instruction and practice. Later studies demonstrated, however, that a focus on form and accuracy did not necessarily ensure communicative competence outside the language classroom. This notion of communicative competence was refined along with the Communicative Approach in the 1970's, and this term was eventually accepted to encompass all components of language; from grammar and discourse to social context and strategic ability (Hymes 1972; Widdowson, 1978; Canale and Swain, 1980; Richards and Rogers, 1986). Proponents of the 'Communicative Approach' to language teaching stressed the importance of language use versus knowledge about language (Harmer, 1996). Observation of social interactions attested to

the importance of communicative competence and showed that authentic language communication also involved the negotiation of meaning between interlocutors. Negotiation of meaning occurs when some form of information exchange transpires for a real purpose thereby making the context of communication as relevant as the content (Harmer, 1996; Nunan, 1998).

Alternately, some exercises may exemplify 'non-communicative' situations that demand controlled responses, such as listing, ordering and sorting, comparing, matching and filling-in-the-blanks. Several researchers such as Rossner and Bolitho (1990) and Harmer (1996) suggest that a variation in activity types, tasks and interaction patterns such as these may not be particularly genuine or authentic but they are still effective in the sense that they play an important role in ultimately securing a 'balance of activities' approach to language teaching and learning.

#### **2.2.2.2 Balanced Activities and a Few Other Considerations**

The need for balance is a motivational consideration since similar activities day after day will bore the students (Harmer, 1991: 286). Garinger (2002) in his article *Textbook Selection for the ESL Classroom* says that when evaluating the quality of a textbook's exercises and activities, four key questions should be answered:

1. *Do the exercises and activities in the textbook contribute to learners' language acquisition?*

Textbooks should include exercises that give students opportunities to practice and extend their language skills. For example, activities that require students to negotiate for meaning in English (e.g., information gaps, jigsaw activities, role plays) may support the

development of speaking skills and help students negotiate for meaning in real-life contexts.

2. *Are the exercises balanced in their format, containing both controlled and free practice?*

Controlled exercises refer to those that guide students to a single correct answer such as a fill-in-the-blank grammar activity, whereas free practice involves exercises in which the answers are limited only by the students' creativity and knowledge. This would include open-ended discussion questions. At times, students will require more guidance with an activity, especially when practicing a structure or function for the first time. For this purpose, controlled exercises are effective. However, students should also be given the chance to extend their experience with the language, and free exercises allow this opportunity.

3. *Are the exercises progressive as the students move through the textbook?*

Exercises should build on and reinforce what students have already learned and should progress from simple—both linguistically and cognitively—to more complex and demanding topics and items. A textbook should require more from students as their language skills develop so they are continually stimulated and challenged.

4. *Are the exercises varied and challenging?*

Keeping students motivated and interested as they work through a textbook is much easier if the students see something new in each chapter. Familiarity and routine can be



comforting, but too much familiarity can lead to disinterest and boredom. The textbook should fulfill its role as a stimulus for communication and not be simply an organizational tool for the teacher.

It is an open question to what extent coursebooks can include real communicative activities, but at most levels it is possible to include realistic activities, often based on contrived information gaps of various kinds, which involve, at the least, language use which is communicative in the context of the classroom. When evaluating such activities, we must consider to what extent the skills and strategies learned and practiced are transferable to the real world. In general, the greater the potential for transfer, the more valuable the activity. (Cunningsworth, 1995: 117)

### **2.2.3 Skills**

The four skills of language (listening, speaking, reading and writing) are seen as central to language learning. It is important to check if the coursebook 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 often 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 these 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)

### **2.2.3.1 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 message over the telephone, taking part in any sort of conversation, filling in a form, writing an abstract of an article, and taking notes from a talk or 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 for communication. Moreover, this approach stresses that English is not just an object of academic interest nor 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. (Oxford,

2001)

## **2.2.4 Language Content and Type**

It is important to know whether the language included in the materials was realistic and authentic. It is also important to evaluate the content with reference to the degree in which the textbook encourages both personalization and localization for which students require to use language that they learn in order to engage in purposeful and genuine situations or to talk about themselves and their lives in a meaningful manner.

Other criteria that are deemed to be important include whether or not the language is at the right level or of the right type for the students and whether the progression of new language is both logical and appropriate for the students (Jeremy Harmer 1991: 280).

### **2.2.4.1 Authentic and Realistic texts**

Since the advent of the 'Communicative Approach' to language teaching in the 1970's and 1980's, there has been a growing school of thought that says that authentic reading, speaking, listening, writing and grammatical language models should be used to teach English language skills the activities or tasks associated with them should also be authentic and suitably graded to the level of the students with whom they are being used. Proponents of authentic materials such as Cathcart (1989) and Lee (1995) suggest that when we expose our students to these types of materials we can be confident that the models of language are not only genuine but also representative of real life language use, particularly in terms of discourse structure. In addition, they point out that the use of these materials brings greater realism and relevance to the ESL / EFL classroom and they can increase learner motivation.

Jeremy Harmer (1991: 185) says that one aspect of reading and listening that concerns many teachers and methodologists is the difference between authentic and non-authentic texts. The former are said to be those which are designed for native speakers; they are real texts designed not for language students, but for the speakers of the language in question. Thus English-language newspapers are composed of what we would call authentic English, and so are radio programmes for English speakers. In recent times, authentic language is taken to mean language used for a meaningful communication, e.g. for business communication, personal and official letters, newspaper, textbooks, journal articles, etc.

Non-authentic text in language teaching is one that has been written especially for language students to explain a grammatical point or any other specific point of language. Such texts sometimes concentrate on the language they wish to teach (ibid). All over the world language teaching materials use non-authentic texts. Their aim is to isolate bits of language so that students can concentrate on it. The obviously artificial nature of the language in such type of materials makes it very unlike the language one encounter in real life (ibid: 186).

Therefore, authentic materials should be used for teaching English. It will have good effect on students.

The selection of authentic texts is quite difficult and challenging and a student's inability to understand a text can be extremely demoralizing and thereby de-motivating in some instances (Harmer, 1996). And that de-moralization would undermine the very reasons for giving students reading and listening materials (Harmer, 1991: 186).

Non-authentic material would not necessarily make our students better readers or listeners, especially since they would not be acquiring real language. But we have also seen how students would become unsuccessful and demoralized if they were presented with language that was simply too difficult for them (the authentic material can be). Both extremes are obviously not useful (Harmer, 1991: 187).

We, therefore, need texts which students can understand. Whether they are truly authentic or not, must be realistic models of written and spoken English. If teachers can find genuinely authentic materials which their students can cope with that will be advantageous; if not they should be using material which simulates authentic English. In simple terms the texts should be roughly-tuned rather than finely-tuned (ibid: 187), that is, the language and content should offer a challenge that is manageable for learners, does not prove too much for the learners to cope with.

#### **2.2.4.2 Language Form and Language Use**

Cunningsworth (1995: 31) says,

Coursebooks are concerned with the teaching and learning of the language itself, in some or all of its aspects. Themes, topics, communicative strategies, cultural issues and other factors are also important. But the actual items of language taught – grammar, vocabulary and phonology – form the foundation of everything else that contributes to the complex process of language teaching.

So, part of a lesson may concentrate on teaching a new grammatical form and another part may focus on vocabulary development. The lesson may finish with some skills work-practicing listening, for example. Coursebooks mirror this approach by focusing selectively on different aspects of language form and language use. (ibid)

#### **2.2.4.2.1 Grammar**

According to Cunningsworth, (ibid: 32), grammar is a major component of any general language course, whether it is acknowledged as such, or disguised as something else. It is an understanding of and an ability to use grammar that equips learners with the ability to create 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 learned, and as closely together as possible. (ibid: 32)

Since a knowledge of grammar is essential for competent users of a language, it is clearly necessary for our students. Our aim in teaching grammar should be to ensure that students are communicatively competent with the grammar they have at their level. (Harmer, 1991: 42, 43)

#### **2.2.4.2.2 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, particularly at lower levels, students can communicate more effectively with a knowledge of vocabulary than with a knowledge of grammar. (Cunningsworth, 1995: 38)

So, it is important for a textbook to help students to enrich their vocabulary. For teaching as many new words as possible, coursebooks 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.

### **2.2.4.3 The Progression of New Language**

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

Jeremy Harmer (1991: 40) also says that the roughly-tuned input is language which is comprehensive, i.e. the students can more or less understand even though it is above their own productive level.

While evaluating a textbook, it is important to evaluate, as Harmer (1991: 280) says, "how, and in what order, students are asked to produce new language. In general, we would expect some intelligible connection or sequence between what students have previously learned and what they are learning now.

### **2.2.4.4 Style and Appropriacy**

Language is very sensitive to its context of use and is stylistically variable. We should look at the coursebooks from the angle of appropriacy to see how far they go in preparing learners to use appropriate style in varying situations (Cunningsworth, 1995: 50). In this regard, Hymes (1972) classic statement is worth mentioning. He says, "There are rules of use without which the rules of grammar would be useless."

Stylistic differences in English can be signaled by aspects of grammar, choice of vocabulary, discourse structure and aspects of phonology. For example, in the area of

grammar, use of the passive as opposed to the active form of verbs can be cited as an example of formal style. Another example is the use of contractions, such as *can't* and *won't* in writing, to signal informality. Turning to discourse, the discourse structure of a formal speech is very different from that of a conversation between friends. Similarly, an informal letter is structured and set out differently from a business letter. (Cunningsworth, 1995: 50)

### **2.2.5 Grading and Sequencing Items and Relating Them to Communicative Functions**

Grading refers to the way in which the content is organized in the syllabus or coursebook, involving the order of items and the speed with which the students progress through the course. Sequencing refers to the order in which new items are taught, how the components fit with one another and how the range of language taught develops as learners progress through the course. Implicit in sequencing is the concept of progression, with the expectation that there will be a principled development from a beginning point to an end point (Cunningsworth, 1995: 59). To grade the introduction of grammatical items and vocabulary, to present them in context and to give exponents of them should show coherent functional organization so that the items are seen to meet the learners' communicative needs.

#### **2.2.5.1 Recycling**

Within the sequencing of material, recycling is an important consideration. It is rarely sufficient to present and practice a language item once only and then consider it dealt with. Learners need to meet items on several occasions, and preferably in different contexts, in order to fix them in memory, gain fluency in using them and come to a full



understanding of their meanings. It is important to check that new items are recycled sufficiently frequently in the course. This applies to grammar and particularly to vocabulary items. (Cunningsworth, 1995: 28 & 59)

It is expected in a general course to have a clear policy on recycling, with progressive reinforcement of newly taught items. As a basic principle of learning is to move from the familiar to the new, and to relate new items to those already known, recycling of previously taught items can be linked to the first presentation of a new item. For example, the present continuous form of verb, already presented and practiced in context, can be recycled at the same time as it is contrasted with the present simple. (ibid: 28)

### **2.2.6 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, whether they are realistic, whether they are interesting for the students, and whether 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, coursebook 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 these attributes so that the learning process is enriched and made more

meaningful. Coursebooks 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 provocative. They can provide opportunities for expanding student's experience in general, as well as in language learning. (Cunningsworth, loc. cit)

There is no conflict of interest here, as using English to convey information about an aspect of the real world is providing a better model of language use than describing some imaginary non-existent construct, and at the same time more likely to motivate the learners. So this additional role of the coursebooks, to include topics which will interest and inform learners, is one of areas that should be explored. Students may learn better when they are not only concentrating on learning the target language, but are also using the language to do other things or to learn about other subjects. (ibid, loc. cit)

In this context, Cunningsworth (1995: 88) says that the content does not necessarily have to be heavy and intellectual in order to be worthwhile: there is plenty of scope for humour and human interest stories too. What he says about it is worth mentioning here –

We look for a degree of authenticity in materials and for a communicative approach. Really authentic material is material that creates an authentic response, that informs, challenges, stimulates, enriches experience, encourages curiosity, develops judgment, 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 be done if there is content at the base, and part of the role of the coursebook is to provide some of this content.

A genuinely communicative coursebook is one which not only helps to teach the mechanics of communication, but which also communicates effectively itself about worthwhile subjects and promotes meaningful communication among users. (ibid)

### **2.2.6.1 Social and Cultural Values**

It is also important to analyze whether different and appropriate religious and social environments are catered, both in terms of the topics/situations presented and of those left out. It is worth assessing whether the materials avoid harmful stereotyped, inaccurate, condescending or offensive images of gender, race, social class, or nationality. (Sheldon, 1988 and Harmer, 1991: 280)

It needs to ensure that the coursebook sets its materials in social and cultural contexts that are comprehensible and recognizable to the learners, in terms of location, social mores, age groups, etc. In addition to the physical context, the relationships, modes of behaviour and intention of the characters in the book should be interpretable by the students, so that they can relate the language used to its purpose in the social context. (Cunningsworth, 1995: 90)

If they have any subject content, coursebooks will directly or indirectly communicate sets of social and cultural values which are inherent in their make-up. This is the so-called 'hidden curriculum' which form part of any educational programme, but is unstated and undisclosed. It may well be an expression of attitudes and values that are not consciously held but which nevertheless influence the content and image of the teaching materials, and indeed the whole curriculum. (ibid, loc. cit)

A curriculum and teaching materials form part of this; it cannot be neutral because it has

to reflect a view of social order and express a value system, implicitly or explicitly. It has been claimed by some educationists that this hidden curriculum is more effective than the stated official curriculum because it pervades most aspects of education. (ibid)

The representation of men and women in language teaching materials is the subject of some research showing a direct correlation between the length of time spent on them and the degree to which pupils' attitudes match those in the materials. One of the main aims of such an analysis is to identify unrepresentative negative stereotypes, such as woman regularly been shown as housewives or being seen as only able to attain fulfillment in life through their man or being portrayed as illogical and excessively emotional. (ibid)

Gender differences are not the only area of possible discrimination or unflattering portrayal. It is also illuminating to look at materials to see if and how they represent people according to the following categories – ethnic origin, occupation, age, social class, disability. Another area of interest is the nature of the characters depicted in the coursebook. What do we learn about what makes them sick, what motivates them, about their fears, hopes, loves, and hates? The affective aspects of characters, their feelings and subjectivity are seriously under-represented in many coursebooks, making them less than complete people. (ibid)

A final perspective on the value systems embodied in the coursebooks is that of society and social structures. In some coursebooks the characters exist in some kind of social network, whether the focus is on the family, the peer group or the workplace, and interact with one another. But in others, characters pop up from nowhere and disappear just as quickly. This fragmented portrayal of social relationships (or lack of them) does little to

give credibility to the characters, does not help learners to relate to them and provides little context for meaningful language learning. (Cunningsworth, 1995: 91)

## **2.7 Conclusion**

The aspects discussed in this chapter provide a guideline or a checklist for designing, selecting and evaluating materials for language teaching and learning. They will be used in constructing students' and teachers' questionnaires and as a checklist for evaluating the English textbook for classes IX & X in Bangladesh.

# Chapter 3: Research Methodology

## 3.1 Introduction

This chapter discusses the research methodologies that were used in this research. Methods of data collection for this study, which were questionnaire survey and evaluation of the textbook using a checklist, have been discussed in detail in this chapter. The research tools (the questionnaire and checklist) and their implications, sampling, administering the study and process of data analysis in the present study have also been discussed in detail.

## 3.2 Method of data collection

The methodology used for this study include: (1) students' questionnaire survey, (2) teachers' questionnaire survey and (3) researcher's own evaluation using a checklist.

Using questionnaire as a method of data collection is one of the most useful methods. Questionnaires have a number of advantages. Questionnaires are designed to make the quantification and interpretation of the results easier. For the respondents, to fill in structured questionnaire requires little time. The answers are relatively objective and easy to analyze and discuss (Best, 1977).

Seliger and Shohamy (1989: 172) have stated a number of advantages of using a questionnaire for data collection. They are:

- (a) They are self-administered and can be given to large groups of subjects at the same time. They are, therefore, less expensive to administer than other procedures

such as interviews.

- (b) When anonymity is assured, subjects tend to share information of a sensitive nature more easily.
- (c) Since the same questionnaire is given to all subjects, the data are more uniform and standard.
- (d) Since they can usually be given to all subjects at exactly the same time or within the short period of time, the data are more accurate.

Another method, as already mentioned, used to evaluate the textbook concerned in this study is researcher's own evaluation using a checklist. Using a checklist, we can examine how specific items are dealt with in the textbook, and how different aspects of language are dealt with, etc.

According to Cunningsworth (1995: 2), evaluation of materials using a checklist (which he has called 'in-depth evaluation') is characterized by its active nature because we actively seek out information about the material in line with an agenda that we have already decided on.

### **3.3 Principles Followed for Designing Instruments**

As already stated the methods of data collection used for this study were students' and teachers' questionnaire survey. Questionnaires are printed forms for data collection, which include questions or statements to which the subject is expected to respond, often anonymously (Seliger and Shohamy, 1989: 173). According to Kothari (1985), a questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms.

According to Best (1977) a good questionnaire should have clear and complete instructions. Each question should deal with a single idea. All questions should be worded as simple and clearly as possible and presented in a logical order, proceeding from general to more specific. The questions should be as objective as possible.

Kothari (1985: 126) states that a proper sequence of questions reduces considerably the chances of individual chances being misunderstood. The questions-sequence must be clear and smoothly-moving, meaning thereby that the relation of one question to another should be readily apparent to the respondent, with questions that are easiest to understand being put at the beginning. The first few questions are particularly important because they are likely to influence the attitude of the respondent in seeking his desired cooperation.

Kothari (ibid 127) also states that all questions should meet the following standards- (a) should be easily understood; (b) should be simple i.e., should convey only one single thought at a time; (c) should be concrete and should conform as much as possible to the respondent's way of thinking. (ibid: 127)

A number of ways are there to design questionnaires. Using a rating scale is one common way. The *Likert scale* (Likert, 1932) is one very widely used rating scale used in empirical study. It provides 5 different options for each item on the questionnaire and asks individuals to respond to a series of statements by indicating whether they 'strongly agree' (SA), 'agree' (A), 'are undecided' (U), 'disagree' (D), and 'strong disagree' (SD) with each statement. 'Strongly disagree, may be assigned score-5, while 'strongly disagree' may get a score of 1. But Seliger and Shohamy (1989: 173) have suggested that in an attitude questionnaire the sequence of attitudes or responses should be the reverse of the sequence suggested by Likert (1932) i.e., the favorable attitudes should be reflected in



higher scores. Therefore, in this present study attitudes or responses have been assigned value in the following way: entirely disagree= 1, disagree = 2, not sure = 3, agree = 4, and entirely agree = 5.

The Likert-type scale has several advantages. Mention may be made of the important ones:

- (a) Likert-type scale is considered more reliable because under it respondents answer each statement included in the instrument. As such it also provides more information and data than does the Thurstone-type scale.
- (b) Likert-type scale can easily be used in respondent-centred and stimulus-centred studies i.e., through it we can study how responses differ between people and how responses differ between stimuli.
- (c) Likert-type scale takes much less time to construct; it is frequently used by the students of opinion research. (Kothari 1985: 106, 107)

There must be clear and straight forward instructions in the questionnaire for the respondents for answering the questions. In this regard Kothari (1985: 147) states that 'questionnaire must contain simple but straight forward directions for the respondents so that they may not feel any difficulty in answering the questions'.

Therefore, these above steps were followed very carefully as guidelines in constructing the questionnaire for this study. The questionnaire was design in keeping the object of the study in focus. In the designing of the questionnaire, the researcher adapted a well-organized pattern, so that the informants felt easy and comfortable in answering the questions and to express their opinions. For finalizing the instrument (questionnaire),

some fellow students and the supervisor of this research were consulted. In the light of their suggestions some of the items were simplified to help the respondents understand easily. The items basically asked the respondents about their positive and negative attitudes towards the different aspects of the English textbook for classes- nine and ten.

### **3.4 Description of the questionnaire for students and teachers**

Questionnaire for the students and the teachers have emerged from the theoretical discussion in Chapter Two. The questionnaire comprises 28 items. For each item, there have been five options, following the *Likert Scale* with slight modification. The respondents were required to tick one which they thought appropriate for each item. In sequence, the options are entirely disagree, disagree, not sure, agree and entirely agree. The areas which it covers include layout and design, activities and tasks, skills, language type, subject and content and overall view. (See Appendices I & II)

The area 'Layout and Design' in the questionnaire includes 4 items to find out whether and how far the layout and design of the textbook is appropriate, effective and attractive especially to the learners it is meant for. They also try to find out whether and how far the textbooks objectives are clearly stated for both the teachers and the students; the textbook is organized effectively; and the artworks and typefaces are functional, colorful and appealing.

The area 'Activities and Tasks' in the questionnaire includes 6 items. They try to find out whether and how far the textbook provides a balance of activities; activities encourage sufficient communicative and meaningful practice; incorporate individual, pair and group works; grammar points and vocabulary items are introduced in motivating and realistic

contexts; activities promote creative, original and independent responses; and the exercises are varied and challenging.

‘Skills’ is the third area of the questionnaire. It has 4 items. They study whether and how far the materials include and focus on the skills that the students need to practice; the materials provide an appropriate balance of the four language skills; the textbook pays attention to sub-skills – i.e., listing for the gist, note taking, skimming for information, etc.; and the practice of individual skills is incorporated into the practice of other skills.

The fourth area of the questionnaire is ‘Language Type’. It comprises 5 items to find out whether and how far the language used in the textbook is authentic- i.e., like real-life English; the language is at the right level for the students’ current English ability; new language is introduced in motivating and realistic context and the progression of ‘new’ language is appropriate for the students; the language functions exemplify English that the students will be likely to use; and the textbook teaches formal and informal styles and appropriate use of language in different social situations.

‘Grading and Sequencing’ is the fifth area of the questionnaire. It includes 2 items to find out whether and how far the grading and sequencing suitable for the learners; and the progression of the language and vocabulary activities is cyclical.

‘Subject and Content’, the sixth area of the questionnaire includes six items, and tries to find out whether and how far the subject and content of the textbook is relevant to the students’ needs; is generally realistic; is interesting, challenging and motivating; there is sufficient variety in the subject and content of the textbook; the textbook will contribute to expanding learners’ awareness and enriching their experience; and there is nothing

which is culturally and religiously inappropriate, negative and offensive?

The concluding area of the questionnaire is 'Overall View' which looks into whether and how far the textbook raises the students' interest in further English language study.

### **3.5 Validity and Reliability of the Questionnaires**

Nunan (1992: 14) defines validity as 'the extent to which a piece of research actually investigates what the researcher purports to investigate'. Seliger and Shohamy (1989: 188) state that 'validity refers to the extent to which the data collection procedure measures what it intends to measure'. Both the content and construct validity of an instrument ensures that the data collected through them is purposeful and correct.

Reliability refers to the consistency and accuracy if the data collection procedure (Seliger and Shohamy, 1989: 185). The following aspects were taken into consideration in designing the questionnaires in order to ensure the content validity and reliability.

- Literature on research method
- Objectives of the present study
- Consultation with the supervisor of this research and the fellow students

### **3.6 Description of the checklist**

The checklist used in this study for the researcher's own evaluation of the textbook has been constructed with the same items as were in the students' and teachers' questionnaires but here they are in the form of questions, not statements. The items have been in the same order and under the same areas. (See Appendix: III)

All the items require the researcher to evaluate the issue involved in each of them. A

subjective evaluation of the items is made on the basis of his knowledge gathered from academic study and practical experiences.

### **3.7 Universe of the Study**

All items in any field of inquiry constitute a 'Universe' or 'Population'. But when field studies are undertaken in practical life, considerations of time and cost almost invariably lead to a selection of respondents i.e., selection of a limited number of samples. The respondents selected should be as representative of the total population as possible in order to produce a miniature cross-section. The selected respondents constitute what is technically called a 'sample' and the selection process is called 'sampling technique'.

Kothari (1985: 68)

The sample designs are basically of two types – 1) deliberate sampling or non-probability sampling or purposive sampling, 2) random sampling or probability sampling or chance sampling. Kothari (ibid: 73)

While the topic of the study requires to take the whole country as its universe and select the respondents from different places representative of the whole country to collect completely valid and reliable data. Such a huge scale survey would have involved a lot of money, time and manpower, not usually available for an academic research, especially Masters' thesis.

Taking into consideration time, money and other limitations, to collect data, the researcher used deliberate sampling because it involved purposive or deliberate selection of particular units of the universe for constituting the samples of the study. It was so done

for the convenience of data collection.

The schools chosen for this empirical research were: 1) Faizur Rahman Ideal Institute, Lalmatia, Dhaka 2) Mohammadpur Govt. High School, Dhaka, 3) Sher- E- Bangla Nagar Govt. Boys' High School, Dhaka, 4) Dhanmondi Govt. Boys' High School, Dhaka, and 5) Mohammadpur Girls' High School, Dhaka.

The reasons for choosing these schools were that these were the representative Bengali medium schools in the areas of Dhanmondi, Mohammadpur and Shere Bangla Nagar. Keeping in mind the costs, time and other resources involved in this study, these schools were selected.

### **3.8 Sampling for the Study**

Borg and Gall (1989) define the sampling as 'selecting a given number of subjects from a definite population as representative of that population'.

To collect the data the main task was to set a sample unit where 5 public and private schools of the country were chosen for the study and the number of subjects was 17 teachers and 83 students. The respondents were co-operative in filling up the questionnaire.

Samples selected for the survey are shown in the following table:

<b>Type</b>	<b>Number</b>
Students' questionnaire	83
Teachers' questionnaire	17

Institution wise numbers of student and teacher respondents are given bellow:

## Detailed Sampling Plan

Institution	Teachers No.	Students	
		Class	No.
Faizur Rahman Ideal Institute, Dhaka	4	IX	5
		X	8
Mohammadpur Govt. High School, Dhaka	3	IX	7
		X	13
Shre-É-Bangla Nagar Govt. Boys' High School, Dhaka	3	IX	5
		X	10
Dhanmondi Govt. Boys' School, Dhaka	4	IX	7
		X	13
Mohammadpur Girls' High School, Dhaka	3	IX	5
		X	10

### 3.9 Administering the Students' Questionnaire

The researcher administered the empirical study in five schools by himself. The first school was Faizur Rahman Ideal Institute located at Dhanmondi in Dhaka. The researcher introduced himself to the principal and explained to him the purposes of this research and sought his permission to do the questionnaire survey with the students of classes IX & X and the English teachers. He was very helpful and asked the senior English teacher of his institute to let the researcher take his period in class X and requested him to bring a few students from class IX to the room of class X. The students were very enthusiastic and active while filling up the questionnaire. The researcher motivated the students to tick the number they consider appropriate (according to every individual student's own view) from the 5 options given for each item and explained the expressions or words (such as in item no.14 'individual skills is integrated into the practice of other skills' and in item no. 21 'the progression of the language and vocabulary activities is cyclical') to them when needed. From the 25 filled up questionnaires collected from this school, 13 questionnaires

were picked up for analysis by the researcher applying the random sampling technique.

The second school which the researcher surveyed was Mohammadpur Govt. High School, Dhaka. It is a big and famous school. One of the friends of the researcher appeared to be a former brilliant student of this school. The researcher, taking his friend with him, met the assistant headmistress because the headmaster was not present at the school that day. She was very co-operative and friendly to help the researcher. She took the researcher to the classroom of class X (science section) and allotted a period (45 minutes) to him to do the survey and asked the students to co-operate with him. They found it very interesting and filled up the questionnaires enthusiastically. In every school surveyed for this study, the researcher clarified things to the respondents when needed. From the 31 filled up questionnaire, the researcher took 20 questionnaires for analysis applying random sampling method.

The third school was Sher- E- Bangla Nagar Govt. Boys' High School, Dhaka. The researcher first went to the headmistress' office and introduced himself and explained to her the research work. She was very co-operative to help the researcher. From the 24 filled up questionnaires collected from this school, 15 were picked up for analysis applying the same method as was done in other cases.

The same procedure was used with the other two schools- Dhanmondi Govt. Boys' High School, Dhaka and Mohammadpur Girls' High School, Dhaka. 20 From 27 filled up collected questionnaires from Dhanmondi Govt. Boys' High School and 15 from 21 filled up collected questionnaires from Mohammadpur Girls' High School were picked up for analysis using the same method.



### **3.10 Administering the Teachers' Questionnaires**

The researcher carried out the questionnaire survey on the teachers first in Faizur Rahman Ideal Institute. He did the survey with the teachers of the institute the very day he did with the students in that school. Among the eight English teachers of the two shifts- morning shift and day shift, four participated in filling up the questionnaires because they used to teach English in classes IX & X and so, were supposed to be well familiar with the book. They also talked about the positive and negative aspects of the textbook.

The same procedure was followed with the other 13 teachers of four remaining schools. They were very co-operative, helpful and friendly with the researcher.

### **3.11 Process of Data Analysis**

The data collected by using the instruments from the samples described in this chapter were hand tabulated and analyzed in terms of Frequency Counts and Mean Scores. Frequencies are used to indicate how often a phenomenon occurs and they are based on counting the number of occurrences. According to Seliger and Shohamy (1989: 211), there are a number of advantages in using Frequency Counts for data analysis:

- Frequencies provide information about the data collected (responses of the subjects) through questionnaire before the results are used for analyzing the data of the whole study.
- Frequencies can also be useful for obtaining insight into the data of the research.
- Frequency Counts is a useful way of condensing, organizing, and summarizing the data when the score range is large.

- Frequencies can provide the researcher with meaningful information on the measures used in the research even before the results are compared. This can help the researcher obtain insight into and understanding of the data and the results.

The mean is the sum of all scores of all subjects in a group divided by the number of subjects,  $[\bar{X} = \Sigma X/n]$  (Seliger and Shohamy, 1989: 215). The mean of each of the items, therefore, is the average score for each item and it is the summation of all the scores divided by the number of subjects.

The mean provides information on the average performances or behavior of a group on given tasks, and helps the researcher obtain insight by condensing large amounts of data.

The mean tells the researcher how the group as a whole performed, and that does provide more significant information. (ibid: 216)

### **3.12 Conclusion**

The results found from the students' questionnaire and teachers' questionnaire surveys have been analyzed and presented in the next chapter. The results have also been discussed there using an interpretation key. Researcher's own evaluation of the textbook using the checklist has been discussed in the chapter too.

# Chapter 4: Results

## 4.1 Introduction

The data obtained from students' questionnaire and teachers' questionnaire surveys was hand tabulated and analyzed in terms of frequency counts and means. The results are presented in this chapter.

## 4.2 Results as Found from Students' Questionnaire Survey

In students' questionnaire, respondents had to tick an appropriate box from five options for each item. For analysis the responses were converted into mathematical figures as follows:

Entirely disagree = 1

Disagree = 2

Not sure = 3

Agree = 4

Entirely agree = 5

The results are presented in the table below:

(In each box the number on top indicates the number of scorers and the number at the bottom indicates the score after conversion into mathematical figures. The bottom ones are calculated for means.)

**Table: 1**

No	Statements	Entirely disagree	Disagree	Not sure	Agree	Entirely agree	Mean score
<b>A. Layout and Design</b>							
1.	The layout and design of the textbook is appropriate, clear and attractive.	5	27	6	34	11	
		5	54	18	139	55	3.27

2.	The textbook's objectives are clearly stated for both the teachers and students.	2	16	19	38	8	
		2	32	57	152	40	3.41
3.	The textbook is organized effectively.	4	17	22	37	3	
		4	34	66	148	15	3.22
4.	The artwork and typefaces are functional, colourful and appealing.	19	38	6	13	7	
		19	76	18	52	35	2.41
<b>B. Activities and Tasks</b>							
5.	The textbook provides a balance of activities (Ex. There is an even distribution of free Vs. control exercises and task that focus on both fluent and accurate production).	10	20	18	29	6	
		10	40	54	116	30	3.01
6.	The activities encourage sufficient communicative and meaningful practice.	7	16	19	29	12	
		7	32	57	116	60	3.28
7.	The activities incorporate individual, pair and group works.	13	15	15	33	7	
		13	30	45	132	35	3.07
8.	The grammar points and vocabulary items are introduced in motivating and realistic contexts.	11	29	8	24	11	
		11	58	24	96	55	2.94
9.	The activities promote creative, original and independent responses.	6	16	27	27	7	
		6	32	81	108	35	3.16
10.	The exercises are varied and challenging.	12	14	18	25	14	
		24	28	54	100	70	3.33
<b>C. Skills</b>							
11.	The materials include and focus on the skills that you need to practice.	6	28	15	26	8	
		6	56	45	104	40	3.02
12.	The materials provide an appropriate balance of the four language skills (i.e. listening, speaking, reading, and writing).	8	27	15	27	6	
		8	54	45	108	30	2.95
13.	The textbook pays attention to sub-skills – i.e. listing for gist, note taking, skimming for information, etc.	12	24	29	14	4	
		12	48	87	56	20	2.69
14.	The practice of individual skills is integrated into the practice of other skills.	11	19	22	23	8	
		11	38	66	92	40	2.98

<b>D. Language Type</b>							
15.	The language used in the textbook is authentic- i.e. like real-life English.	8	15	5	41	14	3.46
		8	30	15	164	70	
16.	The language used is at the right level for your current English ability.	7	13	14	40	9	3.37
		7	26	42	160	45	
17.	New language is introduced in motivating and realistic context and the progression of 'new' language is appropriate for you.	4	16	26	26	11	3.29
		4	32	78	104	55	
18.	The language functions exemplify English that you will be likely to use.	10	15	13	32	13	3.28
		10	30	39	128	65	
19.	The textbook teaches formal and informal styles and appropriate use of language in different social situations.	13	9	14	32	15	3.33
		13	18	42	128	75	
<b>E. Grading and Sequencing</b>							
20.	The grading and sequencing is suitable for you.	11	23	13	30	6	2.96
		11	46	39	120	30	
21.	The progression of the language and vocabulary activities is cyclical.	8	17	27	18	13	3.13
		8	34	81	72	65	
<b>F. Subject and Content</b>							
22.	The subject and content of the textbook is relevant to your needs.	6	21	16	30	10	3.20
		6	42	48	120	50	
23.	The subject and content of the textbook is generally realistic.	4	12	15	42	10	3.51
		4	24	45	168	50	
24.	The subject and content of the textbook is interesting, challenging and motivating.	9	32	12	25	5	2.82
		9	64	36	100	25	
25.	There is sufficient variety in the subject and content of the textbook.	3	10	16	40	13	3.57
		3	20	48	160	65	
26.	The textbook will contribute to expanding your awareness and enriching your experience.	16	14	19	25	9	2.96
		16	28	57	100	45	
27.	There is nothing which is culturally and religiously inappropriate, negative and offensive.	8	11	17	29	18	3.46
		8	22	51	116	90	

<b>G. Overall View</b>							
28.	The textbook raises your interest in further English language study.	16	15	13	28	11	
		16	30	39	112	55	3.04

The details of the results of students' questionnaire survey are given below:

(For each item the number of total respondents was 83.)

For item no. 1 (the layout and design of the textbook is appropriate, clear and attractive), 5 students ticked 'entirely disagree' and 27 students answered 'disagree'. 6 students ticked 'not sure'. 34 students ticked 'agree'. 11 students answered 'entirely agree'. The mean score is 3.27.

For item no. 2 (the textbook's objectives are clearly stated for both the teachers and students), 2 students ticked 'entirely disagree' and 16 students ticked 'disagree'. 19 students answered 'not sure'. 38 students answered 'agree'. 8 students responded 'entirely agree'. The mean score is 3.41.

For item no. 3 (the textbook is organized effectively), 4 students answered 'entirely disagree' and 17 students answered 'disagree'. 22 students ticked 'not sure'. 37 students ticked 'agree'. 3 students ticked 'entirely agree'. The mean score is 3.22.

For item no. 4 (the artwork and typefaces are functional, colourful and appealing), 19 students ticked 'entirely disagree' and 38 students ticked 'disagree'. 6 students ticked 'not sure'. 13 students ticked 'agree'. 7 students ticked 'entirely agree'. The mean score is 2.41.

For item no. 5 (the textbook provides a balance of activities), 10 students answered

'entirely disagree' and 20 students answered 'disagree'. 18 students answered 'not sure'. 29 students answered 'agree'. 6 students answered 'entirely agree'. The mean score is 3.01.

For item no. 6 (the activities encourage sufficient communicative and meaningful practice), 7 students ticked 'entirely disagree' and 16 students ticked 'disagree'. 19 students ticked 'not sure'. 29 students ticked 'agree'. 12 students ticked 'entirely agree'. The mean score is 3.28.

For item no. 7 (the activities incorporate individual, pair and group works), 13 students ticked 'entirely disagree' and 15 students ticked 'disagree'. 15 students ticked 'not sure'. 33 students ticked 'agree'. 7 students ticked 'entirely agree'. The mean score is 3.07.

For item no. 8 (the grammar points and vocabulary items are introduced in motivating and realistic contexts), 11 students answered 'entirely disagree' and 29 students answered 'disagree'. 8 students answered 'not sure'. 24 students answered 'agree'. 11 students answered 'entirely agree'. The mean score is 2.94.

For item no. 9 (the activities promote creative, original and independent responses), 6 students ticked 'entirely disagree' and 16 students ticked 'disagree'. 27 students ticked 'not sure'. 27 students ticked 'agree'. 7 students ticked 'entirely agree'. The mean score is 3.16.

For item no. 10 (the exercises are varied and challenging), 12 students responded 'entirely disagree' and 14 students answered 'disagree'. 18 students responded 'not sure'. 25 students responded 'agree' and 14 students answered 'entirely agree'. The mean score is 3.33.

For item no. 11 (the materials include and focus on the skills that you need to practice), 6 students ticked 'entirely disagree' and 28 students ticked 'disagree'. 15 students ticked 'not sure'. 26 students ticked 'agree' and 8 students ticked 'entirely agree'. The mean score is 3.02.

For item no. 12 (the materials provide an appropriate balance of the four language skills, i.e., listening, speaking, reading and writing), 8 students responded 'entirely disagree' and 27 students responded 'disagree'. 15 students responded 'not sure'. 27 students responded 'agree' and 6 students responded 'entirely agree'. The mean score is 2.95.

For item no. 13 (the textbook pays attention to sub-skills, i.e., listing for gist, note taking, skimming for information, etc.), 12 students ticked 'entirely disagree' and 24 students ticked 'disagree'. 29 students ticked 'not sure'. 14 students ticked 'agree' and 4 students ticked 'entirely agree'. The mean score is 2.69.

For item no. 14 (the practice of individual skills is integrated into the practice of other skills), 11 students answered 'entirely disagree' and 19 students answered 'disagree'. 22 students answered 'not sure'. 23 students answered 'agree' and 8 students answered 'entirely agree'. The mean score is 2.98.

For item no. 15 (the language used in the textbook is authentic- i.e., like real life English), 8 students responded 'entirely disagree' and 15 students responded 'disagree'. 5 students responded 'not sure'. 41 students responded 'agree' and 14 students responded 'entirely agree'. The mean score is 3.46.

For item no. 16 (the language used is at the right level for your current English ability), 7



students ticked 'entirely disagree' and 13 students ticked 'disagree'. 14 students ticked 'not sure'. 40 students ticked 'agree' and 9 students ticked 'entirely agree'. The mean score is 3.37.

For item no. 17 (new language is introduced in motivating and realistic context and the progression of 'new' language is appropriate for you), 4 students responded 'entirely disagree' and 16 students responded 'disagree'. 26 students responded 'not sure'. 26 students responded 'agree' and 11 students responded 'entire agree'. The mean score is 3.29.

For item no. 18 (the language functions exemplify English that you will be likely to use), 10 students answered 'entirely disagree' and 15 students answered 'disagree'. 13 students ticked 'not sure'. 32 students answered 'agree' and 13 students answered 'entirely agree'. The mean score is 3.28.

For item no. 19 (the textbook teaches formal and informal styles and appropriate use of language in different social situations), 13 students ticked 'entirely disagree' and 9 students ticked 'disagree'. 14 students responded 'not sure'. 32 students answered 'agree' and 15 students answered 'entirely agree'. The mean score is 3.33.

For item no. 20 (the grading and sequencing suitable for the learners), 11 students responded 'entirely disagree' and 23 students responded 'disagree'. 13 students ticked 'not sure'. 30 students ticked 'agree' and 6 students responded 'entirely agree'. The mean score is 2.96.

For item no. 21 (the progression of the language and vocabulary activities is cyclical), 8

students ticked 'entirely disagree' and 17 students ticked 'disagree'. 27 students answered 'not sure'. 18 students responded 'agree' and 13 students responded 'entirely agree'. The mean score is 3.13.

For item no. 22 (the subject and content of the textbook is relevant to your need), 6 students ticked 'entirely disagree' and 21 students ticked 'disagree'. 16 students answered 'not sure'. 30 students answered 'agree' and 10 students answered 'entirely agree'. The mean score is 3.20.

For item no.23 (the subject and content of the textbook is generally realistic), 4 students ticked 'entirely disagree' and 12 students ticked 'disagree'. 15 students responded 'not sure'. 42 students answered 'agree' and 10 students answered 'entirely agree'. The mean score is 3.51.

For item no. 24 (the subject and content of the textbook is interesting, challenging and motivating), 9 students answered 'entirely disagree' and 32 students answered 'disagree'. 12 students ticked 'not sure'. 25 students responded 'agree' and 5 students answered 'entirely agree'. The mean score is 2.82.

For item no. 25 (there is sufficient variety in the subject and content of the textbook), 3 students responded 'entirely disagree' and 10 students answered 'disagree'. 16 students ticked 'not sure'. 40 students answered 'agree' and 13 students answered 'entirely agree'. The mean score is 3.57.

For item no. 26 (the textbook will contribute to expanding your awareness and enriching your experience), 16 students answered 'entirely disagree' and 14 students answered

'disagree'. 19 students responded 'not sure'. 25 students responded 'agree' and 9 students answered 'entirely agree'. The mean score is 2.96.

For item no.27 (there is nothing which is culturally and religiously inappropriate, negative and offensive), 8 students responded 'entirely disagree' and 11 students responded 'disagree'. 17 students answered 'not sure'. 29 students answered 'agree' and 18 students ticked 'entirely agree'. The mean score is 3.46.

For item no. 28 (the textbook raises your interest in future English language study), 16 students ticked 'entirely disagree' and 15 students answered 'disagree'. 13 students ticked 'not sue'. 28 students responded 'agree' and 11 students answered 'entirely agree'. The mean score is 3.04.

#### **4.3 Results as Found from Teachers' Questionnaire Survey**

Same as to the students' questionnaire survey, in teachers' questionnaires the respondents had to tick an appropriate box for each item from the five options. For analysis, the responses were converted into mathematical figures as was done in analyzing the data collected from the students' questionnaire survey –

Entirely disagree = 1

Disagree = 2

Not sure = 3

Agree = 4

Entirely agree = 5

The results of teachers' questionnaire survey are presented in the table bellow:

(In each box the number on the top indicates the number of scorers and the number at the

bottom indicates the score after conversion into mathematical figures. The bottom ones are calculated for means.)

**Table: 2**

No.	Statements	Entirely disagree	Disagree	Not sure	Agree	Entirely agree	Mean score
<b>A. Layout and Design</b>							
1.	The layout and design of the textbook is appropriate, clear and attractive.	0	9	1	6	1	
		0	18	3	24	5	2.94
2.	The textbook's objectives are clearly stated for both the teacher and student.	0	6	0	8	3	
		0	12	0	32	15	3.47
3.	The textbook is organized effectively.	1	6	4	6	0	
		1	12	12	24	0	2.88
4.	The artwork and typefaces are functional, colorful and appealing.	7	4	3	2	1	
		7	8	9	8	5	2.18
<b>B. Activities and Tasks</b>							
5.	The textbook provides a balance of activities (Ex. There is an even distribution of free Vs. control exercises and task that focus on both fluent and accurate production).	1	6	6	4	0	
		1	12	18	16	0	2.76
6.	The activities encourage sufficient communicative and meaningful practice.	1	4	5	4	3	
		1	8	15	16	15	3.24
7.	The activities incorporate individual, pair and group works.	1	4	2	8	2	
		1	8	6	32	10	3.35
8.	The grammar points and vocabulary items are introduced in motivating and realistic contexts.	0	7	2	7	1	
		0	14	6	28	5	3.12
9.	The activities promote creative, original and independent responses.	2	4	8	2	1	
		2	8	24	8	5	2.76

10.	The exercises are varied and challenging.	1	7	1	8	0	
		1	14	3	32	0	2.94
<b>C. Skills</b>							
11.	The materials include and focus on the skills that the learners need to practice.	0	4	1	10	2	
		0	8	3	40	10	3.59
12.	The materials provide an appropriate balance of the four language skills (i.e. listening, speaking, reading, and writing).	1	5	5	4	2	
		1	10	15	16	10	3.06
13.	The textbook pays attention to sub-skills – i.e. listing for gist, note taking, skimming for information, etc.	2	6	2	7	0	
		2	12	6	28	0	2.82
14.	The practice of individual skills is integrated into the practice of other skills.	0	2	5	8	2	
		0	4	15	32	10	3.59
<b>D. Language Type</b>							
15.	The language used in the textbook is authentic- i.e. like real-life English.	1	4	0	12	0	
		1	8	0	48	0	3.35
16.	The language used is at the right level for the learners' current English ability.	3	2	5	6	1	
		3	4	15	24	5	3.00
17.	New language is introduced in motivating and realistic context and the progression of 'new' language is appropriate for the learners.	1	2	5	9	0	
		1	4	15	36	0	3.29
18.	The language functions exemplify English that the learners will be likely to use.	1	3	9	3	1	
		1	6	27	12	5	3.00
19.	The textbook teaches formal and informal styles and appropriate use of language in different social situations.	0	6	1	10	0	
		0	12	3	40	0	3.24.
<b>E. Grading and Sequencing</b>							
20.	The grading and sequencing suitable for the learners.	1	6	5	5	0	
		1	12	15	20	0	2.82
21.	The progression of the language and vocabulary activities is cyclical.	0	6	6	5	0	
		0	12	18	20	0	2.94

<b>F. Subject and Content</b>							
22.	The subject and content of the textbook is relevant to the learners' needs.	2	7	1	6	1	2.82
		2	14	3	24	5	
23.	The subject and content of the textbook is generally realistic.	0	3	4	6	4	3.65
		0	6	12	24	20	
24.	The subject and content of the textbook is interesting, challenging and motivating.	2	7	1	6	1	2.82
		2	14	3	24	5	
25.	There is sufficient variety in the subject and content of the textbook.	0	2	1	12	2	3.82
		0	4	3	48	10	
26.	The textbook will contribute to expanding learners' awareness and enriching their experience.	1	1	3	11	1	3.59
		1	2	9	44	5	
27.	There is nothing which is culturally and religiously inappropriate, negative and offensive.	0	4	0	9	4	3.76
		0	8	0	36	20	
<b>G. Overall View</b>							
28.	The textbook raises learners' interest in further English language study.	2	7	1	7	0	2.76
		2	14	3	28	0	

The details of results of the teachers' questionnaire survey are given below:

(For each item the number of the total respondents was 17).

For item no 1, no teachers responded 'entirely disagree' and 9 teachers answered 'disagree', 1 'not sure', 6 'agree' and 1 'entirely agree'. The mean score is 2.94.

For item no. 2, no teacher ticked 'entirely disagree'. 6 teachers ticked 'disagree', none 'not sure', 8 teachers 'agree' and 3 teachers 'entirely agree'. The mean score is 3.47.

For item no. 3, 1 teacher ticked 'entirely disagree', 6 teachers 'disagree', 4 teachers 'not sure', 6 teachers 'agree' and none 'entirely agree'. The mean score is 2.88.

For item no. 4, 7 teachers ticked 'entirely disagree', 4 teachers 'disagree', 3 teachers 'not sure', 2 teachers 'agree' and 1 teacher 'entirely agree'. The mean score is 2.18.

For item no. 5, 1 teacher ticked 'entirely disagree', 6 teachers 'disagree', 6 teachers 'not sure', 4 teachers 'agree' and none 'entirely agree'. The mean score is 2.76.

For item no. 6, teachers ticked 'entirely disagree', 4 teachers 'disagree', 5 teachers 'not sure', 4 teachers 'agree' and 3 teachers 'entirely agree'. The mean score is 3.24.

For item no. 7, 1 teacher ticked 'entirely disagree', 4 teachers 'disagree', 2 teachers 'not sure', 8 teachers 'agree' and 2 teachers 'entirely disagree'. The mean score is 3.35.

For item no. 8, no teacher ticked 'entirely disagree', 7 teachers 'disagree', 2 teachers 'not sure', 7 teachers 'agree' and 1 teacher 'entirely agree'. The mean score is 3.12.

For item no. 9, 2 teachers ticked 'entirely disagree', 4 teachers 'disagree', 8 teachers 'not sure', 2 teachers 'agree' and 1 teacher 'entirely agree'. The mean score is 2.76.

For item no. 10, 1 teacher ticked 'entirely disagree', 7 teachers 'disagree', 1 teacher 'not sure', 8 teachers 'agree' and none 'entirely agree'. The mean score is 2.94.

For item no. 11, no teacher ticked 'entirely disagree', 4 teachers 'disagree', 1 teacher 'not sure', 10 teachers 'agree' and 2 teachers 'entirely agree'. The mean score is 3.59.

For item no.12, 1 teacher ticked 'entirely disagree', 5 teachers 'disagree', 5 teachers 'not sure' 4 teachers 'agree' and 2 teachers 'entirely agree'. The mean score is 3.06.

For item no.13, 2 teachers ticked 'entirely disagree', 6 teachers 'disagree', 2 teachers 'not sure', 7 teachers 'agree' and none 'entirely agree'. The mean score is 2.82.

For item no.14, no teacher ticked 'entirely disagree', 2 teachers 'disagree', 5 teachers 'not sure', 8 teachers 'agree' and 2 teachers 'entirely agree'. The mean score is 3.59.

For item no.15, 1 teacher ticked 'entirely disagree', 4 teachers 'disagree', no teacher 'not sure', 12 teachers 'agree' and none 'entirely agree'. The mean score is 3.35.

For item no.16, 3 teachers ticked 'entirely disagree', 2 teachers 'disagree', 5 teachers 'not sure', 6 teachers 'agree' and 1 teacher 'entirely agree'. The mean score is 3.00.

For item no.17, 1 teacher ticked 'entirely disagree', 2 teachers 'disagree', 5 teachers 'not sure', 9 teachers 'agree' and no teacher 'entirely agree'. The mean score is 3.29.

For item no.18, 1 teacher ticked 'entirely disagree', 3 teachers 'disagree', 9 teachers 'not sure', 3 teachers 'agree' and 1 teacher 'entirely agree'. The mean score is 3.00.

For item no.19, no teacher ticked 'entirely disagree', 6 teachers 'disagree', 1 teacher 'not sure', 10 teachers 'agree' and no teacher 'entirely agree'. The mean score is 3.24.

For item no.20, 1 teacher ticked 'entirely disagree', 6 teachers 'disagree', 5 teachers 'not sure', 5 teachers 'agree' and no teacher 'entirely agree'. The mean score is 2.82.

For item no.21, no teacher ticked 'entirely disagree', 6 teachers 'disagree', 6 teachers 'not sure', 5 teachers 'agree' and no teacher 'entirely agree'. The mean score is 2.94.

For item no.22, 2 teachers ticked 'entirely disagree', 7 teachers 'disagree', 1 teacher 'not sure', 6 teachers 'agree' and 1 teachers 'entirely agree'. The mean score is 2.82.

For item no.23, no teacher ticked 'entirely disagree', 3 teachers 'disagree', 4 teachers 'not sure', 6 teachers 'agree' and 4 teachers 'entirely agree'. The mean score is 3.65.



For item no.24, 2 teachers ticked 'entirely disagree', 7 teachers 'disagree', 1 teachers 'not sure', 6 teachers 'agree' and 1 teacher 'entirely agree'. The mean score is 2.82.

For item no.25, no teacher ticked 'entirely disagree', 2 teachers 'disagree', 1 teacher 'not sure', 12 teachers 'agree' and 2 teachers 'entirely agree'. The mean score is 3.82.

For item no.26, 1 teacher ticked 'entirely disagree', 1 teachers 'disagree', 3 teachers 'not sure', 11 teachers 'agree' and 1 teachers 'entirely agree'. The mean score is 3.59.

For item no.27, no teacher ticked 'entirely disagree', 4 teachers 'disagree', no teacher 'not sure', 9 teachers 'agree' and 4 teachers 'entirely agree'. The mean score is 3.76.

For item no.28, 2 teachers ticked 'entirely disagree', 7 teachers 'disagree', 1 teacher 'not sure', 7 teachers 'agree' and no teachers 'entirely agree'. The mean score is 2.76.

#### **4.4 Discussion of the Students' Questionnaire Survey Results**

This section discusses the results presented in the table no. 1 in this chapter.

\*\* (The interpretation key used for discussion of the results is: 1.00-2.25 = negative attitude, 2.26-3.00 = not satisfactory, 3.01-3.75 = satisfactory, and 3.76-5.00 = very satisfactory.)

Among the four items under the area *Layout and Design*, for items no.1, 2 and 3 students' attitude is 'satisfactory'. But for item no. 4 students' attitude is 'not satisfactory'.

In item no. 1 (the layout and design of the textbook is appropriate, clear and attractive), the mean score is 3.27 which means that the student respondents have a 'satisfactory' attitude. But it is also noticeable that in the mean score range for satisfactory attitude

(3.01 – 3.75), this score is not that much high.

In item no. 2 (the textbooks objectives are clearly stated for both the teachers and students), students' attitude is 'satisfactory' to the statement because the mean score is 3.41.

In item no. 3 (the organization of the textbook is effective), the mean score is 3.22, which suggests a 'satisfactory' attitude. But here also the score is not much high in the range of 'satisfactory' attitude.

In item no. 4 (the artwork and typefaces are functional, colorful and appealing), the mean score is 2.41 which is a 'not satisfactory' attitude to the statement. The score is very low in the range of 'not satisfactory' score (2.26 – 3.00) which shows how much dissatisfied students are with the artwork and typefaces of the book.

Among the six items, from no.5 to no.10, under the area *Activities and Tasks*, students have 'not satisfactory' attitude to item no. 8 and 'satisfactory' attitude to item no. 5, 6, 7, 9 and 10.

In item no. 5 (the textbook provides a balance of activities), the mean score is 3.01. Students' attitude to the statement is just a bit above the 'not satisfactory' level.

In item no.6 (the activities encourage sufficient communicative and meaningful practice), the mean score 3.28 shows that students' attitude is 'satisfactory' to the statement.

In item no. 7 (the activities incorporate individual, pair and group works), students' attitude is just a bit above the 'not satisfactory' level because the mean score is 3.07.

In item no. 8 (the grammar points and vocabulary items are introduced in motivating and realistic contexts), students' attitude is 'not satisfactory' because the mean score is 2.94.

In item no.9 (the activities promote creative, original and independent responses), the mean score is 3.16 which is 'satisfactory'.

In item no. 10 (the exercises are varied and challenging), students' attitude is 'satisfactory'. The mean score here is 3.33.

The area *Skills* has four items from no.11 to no.14. For items no. 12, 13 and 14 students' attitude is 'not satisfactory' and only for item no. 11 students' attitude is 'satisfactory'.

In item no. 11 (the materials include and focus on the skills that the learners need to practice), the mean score is 3.02 which shows students attitude is a bit above the 'not satisfactory' level.

In item no. 12 (the materials provide an appropriate balance of the four language skills), students' attitude is 'not satisfactory' because the mean score is 2.95.

In item no. 13 (the textbook pays attention to sub-skills), the mean score is 2.69 which is a 'not satisfactory' attitude to the statement.

In item no. 14 (the practice of individual skills is integrated into the practice of other skills), students have a 'not satisfactory' attitude to the statement since the mean score is 2.98.

Under the area *Language Type* there are five items, from item no.15 to no.19. For all of them students' attitude is 'satisfactory'.

In item no.15 (the language used in the textbook is authentic – i.e. like real life English), students' attitude is 'satisfactory' since the mean is 3.46.

In item no.16 (the language used in the textbook is at the right level of your current English ability), the mean score is 3.37 which suggests a satisfactory attitude.

In item no.17 (the new language is introduced in motivating and realistic context and the progression of new language is appropriate for you), the mean score is 3.29 which shows students' attitude is 'satisfactory'.

In item no.18 (the language functions exemplify English that you will be likely to use), students' view is 'satisfactory' since the mean score is 3.28.

In item no.19 (the textbook teaches formal and informal styles and appropriate use of language in different social situations), students' attitude is satisfactory. Here the mean score is 3.33.

Among the two items under *Grading and Sequencing*, students' attitude is 'not satisfactory' for item no.20 and 'satisfactory' for item no.21.

In item no.20 (the grading and sequencing is suitable for you), students hold a 'not satisfactory' attitude. Here the mean score is 2.96.

In item no.21 (the progression of the book is cyclical), students' evaluation is 'satisfactory'. Here the mean is 3.13.

Under the area *Subject and Content* there are six items. Among them students hold 'satisfactory' attitude to item nos. 22, 23, 25, 27 and 'not satisfactory' attitude to item

nos. 24, 26.

In item no.22 (the subject and content of the textbook is relevant to your needs), students' view is satisfactory. Here the mean score is 3.20.

In item no.23 (the subject and content of the textbook is generally realistic), students' attitude is 'satisfactory' since the mean score is 3.51.

In item no.24 (the subject and content of the textbook is interesting, challenging and motivating), students hold a 'not satisfactory' attitude to the statement. Here the mean score is 2.82.

In item no.25 (there is sufficient variety in the subject and content of the textbook), students' attitude is 'satisfactory'. Here the mean score is 3.57.

In item no.26 (the textbook will contribute to expanding your awareness and enriching your experience), students hold a 'not satisfactory' attitude to the statement. The mean score here is 2.96.

In item no.27 (there is nothing which is culturally and religiously inappropriate, negative and offensive), students' attitude is satisfactory. The mean score here is 3.46.

Under the concluding area *Overall View* there is only one item and students hold a satisfactory attitude to it.

In item no.28 (the textbook raises your interest in further English language study), students' attitude to the statement is 'satisfactory'. But it is just a bit above the 'not satisfactory' level. The mean score here is noticeable- it is 3.04.

In conclusion, in case of eight items, students' attitude is 'not satisfactory' and they are nos.4, 8, 12, 13, 14, 20, 24 and 26. In case of the remaining twenty items their attitude is 'satisfactory' and they are nos.1, 2, 3, 5, 6, 7, 9, 10, 15, 16, 17, 18, 19, 20, 21, 22, 23, 25, 27 and 28.

## **4.5 Discussion of the Teachers' Questionnaire Survey Results**

This section discusses the results presented in the table no. 2 in this chapter.

**\*\*** (The interpretation key of teachers' attitude is: 1.00-2.25 = negative attitude, 2.26-3.00 = not satisfactory, 3.01-3.75 = satisfactory and 3.76-5.00 = very satisfactory.)

Among the four items under the area *Layout and Design*, for items no.1, 3 and 4 teachers' attitude is 'not satisfactory'. But for item no. 2 teachers' attitude is 'satisfactory'.

In item no. 1 (the layout and design of the textbook is appropriate, clear and attractive), the mean score is 2.94 which means that the teachers respondents have 'not satisfactory' attitude.

In item no. 2 (the textbook's objectives are clearly stated for both the teachers and students), teachers' attitude is 'satisfactory'. Here the mean score is 3.47.

In item no. 3 (the textbook is organized effectively), the mean score is 2.88, which suggests 'not satisfactory'. Teachers think that the organization of the textbook is not effective enough.

In item no.4 (the artwork and typefaces are functional, colorful and appealing), the mean score is 2.18 which is a 'negative' attitude. According to teachers view, the artwork and

typefaces are not functional, colorful and appealing.

Among the six items, from no.5 to no.10, under *Activities and Tasks*, teachers have 'not satisfactory' attitude to item nos. 5, 9 & 10 and 'satisfactory' attitude to item nos. 6, 7, & 8. They are as follows:

In item no. 5 (the textbook provides a balance of activities), teachers hold a 'not satisfactory' attitude. They think that the book does not provide a proper balance of activities. Here the mean is 2.76.

In item no.6 (the activities encourage sufficient communicative and meaningful practice), the mean score 3.24 shows that teachers' attitude is 'satisfactory'.

In item no. 7 (the activities incorporate individual, pair and group works), teachers' attitude is 'satisfactory'. The mean here is 3.35.

In item no.8 (the grammar points and vocabulary items are introduced in motivating and realistic contexts), teachers' attitude is 'satisfactory' because the mean score is 3.14. But the mean is very low in the range of satisfactory score (3.01-3.75).

In item no.9 (the activities promote creative, original and independent responses), the mean score is 2.76 which is a 'not satisfactory' attitude.

In item no.10 (the exercises are varied and challenging), teachers' attitude is 'not satisfactory'. The mean score here is 2.94.

The area *Skills* has four items, from no.11 to no.14. For items nos. 11, 12 and 14 teachers' attitude is 'satisfactory' and only for item no. 11 teachers' attitude is 'not

satisfactory’.

In item no.11 (the materials include and focus on the skills that the students need to practice), the mean score is 3.52 which suggests that teachers hold a ‘satisfactory’ attitude.

In item no. 12 (the materials provide an appropriate balance of the four language skills), the mean score is 3.06 which suggests that teachers hold a ‘satisfactory’ attitude which is just a bit above the ‘not satisfactory’ level.

In item no. 13 (the textbook pays attention to sub-skills – i.e. listing for gist, note taking, skimming for information, etc.), the mean score is 2.82 which is a ‘not satisfactory’ attitude to the statement.

In item no.14 (the practice of individual skills is integrated into the practice of other skills), the mean score is 3.59 which means that teachers have a ‘satisfactory’ attitude.

Under the area *Language Type* there are five items, from items no.15 to no.19. Of them item nos.16 & 18 have ‘not satisfactory’ attitude and item nos. 15, 17 & 19 have ‘satisfactory’ attitude.

In item no.15 (the language used in the textbook is authentic – i.e. like real-life English), teachers’ attitude is ‘satisfactory’, and the mean is 3.35.

In item no.16 (the language used is at the right level for the students’ current English ability), the mean score is 3.00. Therefore, teachers’ attitude is close to ‘satisfactory’. It suggests that the language used and learners’ current level has a good degree of match.



In item no.17 (new language is introduced in motivating and realistic context and the progression of 'new' language is appropriate for the students), since the mean score is 3.29, teachers' attitude is 'satisfactory' to the status of new language's being introduced in motivating and realistic context and the progression of new language's being appropriate for them.

In item no.18 (the language function exemplify English that the students will be likely to use), teachers view is close to 'satisfactory', since the mean score here is 3.00.

In item no.19 (the textbook includes formal and informal styles and appropriate use of language in different social situations), teachers' attitude is 'satisfactory'. Here the mean score is 3.24.

For the two items under *Grading and Sequencing* teachers' attitude is 'not satisfactory'.

In item no.20 (the grading and sequencing suitable for the learners), teachers hold a 'not satisfactory' attitude to the grading and sequencing of the book. Here the mean score is 2.82.

In item no.21 (the progression of the language and vocabulary activities is cyclical), teachers' evaluation is 'not satisfactory'. Here the mean is 2.94.

Under the area *Subject and Content* there were six items. Among them teachers hold 'not satisfactory' attitude to item nos.22 & 24, 'satisfactory' attitude to item nos.23 & 26 and 'very satisfactory' attitude to item nos.25 & 27.

In item no.22 (the subject and content of the textbook is relevant to the students' need),

teachers' attitude to the relevance of the subject and content of the textbook to learners' need is 'not satisfactory'. Here the mean score is 2.82.

In item no.23 (the subject and content of the textbook is generally realistic), the mean score is 3.65 which suggests that teachers' attitude is 'satisfactory'.

In item no.24 (the subject and content of the textbook is interesting, challenging and motivating), teachers hold a 'not satisfactory' attitude to the statement. Here the mean score is 2.82.

In item no.25 (there is sufficient variety in the subject and content of the textbook), teachers' attitude to the amount of variety in the subject and content is 'very satisfactory'. Here the mean score is 3.82.

In item no.26 (the textbook will contribute to expanding learners awareness and enriching their experience), teachers hold a 'satisfactory' attitude to the statement. The mean score here is 3.59.

In item no.27 (there is nothing which is cultural and religiously inappropriate, negative and offensive), the mean score here is 3.76 which suggests 'very satisfactory' attitude. In their opinion the book is successful in avoiding anything which is culturally and religiously inappropriate, negative and offensive.

Under the concluding area *Overall View* there is only one item and teachers hold a 'not satisfactory' attitude to it.

In item no.28 (the textbook raises the students' interest in further English language study), teachers' attitude is 'not satisfactory'. They think that the textbook does not raise enough

interest among the learners in further English language study. The mean score here is 2.76.

## **4.6 Researcher's Own Evaluation Using the Checklist**

This section presents researcher's own evaluation of the textbook using the checklist. The results found for each of the items under individual areas have been given in order.

### **A. Layout and Design**

Item no. 1: The researcher thinks that the textbooks' layout and design seems to be less attractive. Though the front cover page is in three colors, it has a fine art and looks good but it is not in hard or thick enough paper. Paper quality of the book is not good. The density of texts in each paper is more than optimum – texts are very congested (e.g. page nos. 60, 99, etc). The gap of space between two lessons is not appropriate, it's very little (e.g. page nos. 61, 104, etc).

Item no. 2: In the checklist it refers to whether the objectives are clearly stated for both the teacher and the student. The lesson wise objectives are clear and concise and a detailed overview of the topics, functions, structures/grammar, and skills within each unit can be found in the introductory tables of content (in the form of multi-strand syllabus). But the overall objectives – the purposes of this book, what it wants students to achieve in the end, how and how far those will be achieved, are not stated clearly.

Item no. 3: It refers to whether the textbook is organized effectively. The organization of the textbook seems to be effective. It provides clear and coherent unit structure. But the presentation of them is not very good. For example, all of the lessons in Unit-Six have a

clear and coherent relation but the presentation – the illustrations, settings, etc is not attractive.

Item no. 4: About the artwork and typefaces of the textbook, the researcher finds that all the artworks and pictures in the book are in one color – black and white. Most of them are not clear (for example, pictures in page nos. 41, 44, 50, 87, 122, etc). Therefore, they are not functional and fail to appeal to the learners.

## **B. Activities and Tasks**

Item no. 5: The textbook does not provide a balance of activities. There is no well thought-out distribution of free vs. control exercises and tasks. The listening and speaking activities the book has incorporated, they do not pay attention to the fluent and accurate production.

Item no. 6: As for incorporating sufficient communicative and meaningful practice, there are sufficient activities on communication and meaningful practice but many of them are repetitive and fail to promote realistic discourse. Role playing, communicating in a given context, negotiation of meaning, arguing, etc are there but the amount is insufficient.

Item no. 7: It is seen that the activities incorporate individual, pair and group works. Almost every lesson has included one or the other or all of them.

Item no. 8: About the grammar points and vocabulary items being introduced in motivating and realistic context, it is seen that the vocabulary items are really presented in interesting and motivating contexts. Teaching vocabulary and expressions by extracting out from a passage (e.g. page- 42: C), ticking or crossing out the words that are

connected or not connected with something (e.g. page- 51: D), filling in spider diagrams (e.g. page- 81), etc are few examples. But grammar points are not introduced in that much motivating contexts.

Item no. 9: The activities promote creative, original and independent responses. For example design a poster pointing out why one should not eat junk food (page- 64: D), making a poster rearranging the television schedule to making really interesting evening of television and making the poster as colorful as possible (page- 72: C & D), bringing out a newsletter for your school (page- 76: D), etc. But it seems that there is a lack of motivation in some of them.

Item no. 10: The activities are varied and challenging. The book contains 22 units and each of them has a number of lessons. The lessons have incorporated varied and challenging activities.

### **C. Skills**

Item no. 11: The materials do not effectively focus on the skills that the learners need to practice. The purpose of the book is to make students communicatively competent. But the focus is more on reading and writing. Though speaking has got some importance but the activities lack in motivation.

Item no. 12: The textbook does not provide a balance of the four major skills. The reading and writing skills are dominant.

Item no. 13: The textbook does not pay enough attention to sub-skills. There are some activities on sub-skills, but they are very insufficient. For example, listening for specific

information (page- 111: A), matching sentences in a given context (page- 110: C), listing (page- 84: C), etc.

Item no. 14: The practice of individual skills is integrated into the practice of other skills. For example, discussing and writing down the points or reasons (e.g. page- 49: C), reading and discussing the questions (e.g. page- 54: D), etc take place at the same time.

#### **D. Language Type**

Item no. 15: The language used in the textbook is not authentic. But a degree of authenticity has been maintained which seems to be more or less appropriate in our context because fully authentic language might be difficult for our learners.

Item no. 16: The language used in the textbook is at the right level of the learners' current level of English.

Item no. 17: New language is introduced in realistic context, but not in a motivating way. The progression of new language is appropriate for the learners.

Item no. 18: The language functions exemplify written form of English that the learners will be likely to use, not spoken form. For example, form filling (e.g. pages- 37 & 45), application and letter writing (pages- 34 & 195), etc are functions of written English.

Item no. 19: The textbook does not teach formal and informal styles. The textbook mostly teaches general English. Appropriate use of language in different social situations has also got little attention.

#### **E. Grading and Sequencing**

Item no. 20: The grading and sequencing of the textbook is good.

Item no. 21: The progression of language activities is cyclical, but the vocabulary activities are not cyclical.

### **F. Subject and Content**

Item no. 22: The subject and content of the textbook is relevant to the learners' needs. For example, Career windows (Lesson- 5, Unit- 11), Inter-city (Lesson-2, Unit-5), Getting ready (Lesson-1, Unit-4) etc.

Item no. 23: The subject and content of the textbook is more or less realistic. The subjects and contents of all of the lessons in the first unit are one example from many.

Item no. 24. There are a good number of subjects and contents in the book which are interesting, challenging and motivating. For example, Lesson 1 of Unit 1, Lesson 7 of Unit 4, etc. But there are also a number of other subjects and contents which are not interesting, challenging and motivating. For example, Lesson 1 of Unit 5, Lesson 3 of Unit 7.

Item no. 25: There is sufficient variety in the subject and content. Each of the lessons of every unit deals with a new subject.

Item no. 26: The textbook will contribute to expanding learners' awareness and enriching their experience. So many real-life like aspects have been dealt with in the book. For example, information about different types of schools at home and across the border (e.g. Unit 2), about different cities around the world (e.g. Unit 4), about social issues like child labor and empowerment of women (e.g. Unit 11), etc will help to expand learners' awareness and enrich their experience.

Item no. 27: There is nothing which is culturally and religiously inappropriate, negative and offensive.

### **G. Overall View**

Item no. 28: As a whole, the book will contribute to some extent to raise learners' interest in further English language study.

## **4.7 Conclusion**

The results, as a whole, suggest that the book has many good things, but in a number of areas, the book is not satisfactory. In the last and concluding chapter good aspects and negative aspects of the book has been discussed in the light of this chapter's discussions of the students' and teachers' questionnaire survey results and the researcher's evaluation of the textbook with the checklist.



# **Chapter 5: Conclusion and Recommendations**

## **5.1 Introduction**

This chapter sums up, concludes and makes some recommendations based on the findings of the empirical survey to overcome the weaknesses of the present textbook. To be precise, this chapter summarizes the findings in the light of the objectives and suggests further action to improve the language teaching-learning situation in the country.

## **5.2 Conclusion**

The objectives of the study have been to evaluate the English textbook for classes IX and X under a number of headings. The major findings of the study are presented briefly in the following sections.

### **Layout and Design**

Layout and design of the English textbook for classes IX & X, according to the survey results and checklist evaluation, is not attractive and effective. Teachers' overall view of it is dissatisfactory (attitude to 3 items out of 4 is 'not satisfactory'), with a negative attitude to the quality of the artwork and typefaces. However, the students' attitude is 'satisfactory' for the organization of the book. But they too do not think that the artwork and typefaces are functional, colorful and appealing. The checklist evaluation also shows that the cover page of the book is not in hard or thick enough paper and the paper quality of the book is not good. About the artwork and typefaces, the researcher finds that the artworks and pictures in the book are in one color – black and white and most of them are

not clear and therefore, fail to appeal to the learners.

### **Aims and Objectives**

The checklist evaluation reveals that the overall objectives of the book – the purposes of this book, what it wants students to achieve in the end and in what ways and how far those will be achieved are not stated clearly for both teachers and students.

Lesson wise objectives are very clearly mentioned on top of each lesson and a detailed overview of the topics, functions, structures/grammar, and skills within each unit can be found in the introductory tables of content.

### **Activities and Tasks**

Survey results and checklist evaluation display that the textbook does not provide a balance of activities, that means there is no well thought-out distribution of free vs. controlled exercises and tasks that focus on both fluent and accurate production. The book has only a very little amount of listening activities.

Students' and teachers' questionnaire survey results demonstrate that the activities satisfactorily encourage sufficient communicative and meaningful practice, while checklist evaluation reveals that there are sufficient activities for communicative and meaningful practice but many of them are repetitive and fail to promote realistic discourse.

The activities incorporate individual, pair and group works. Vocabulary items are introduced in motivating and realistic contexts. But grammar points are not introduced in motivating contexts. Checklist evaluation and students' questionnaire survey results show

that activities promote creative, original and independent responses, while teachers' questionnaire survey displays a 'not satisfactory' result. This difference may mean that there is a lack of motivation in some of the activities.

The exercises are varied and challenging, according to students' questionnaire survey results and checklist evaluation, while teachers' questionnaire survey results show that they are not varied and challenging enough.

### **Skills**

According to checklist evaluation of the book, the materials do not effectively focus on the skills that the learners need to practice. Listening and speaking, specially listening is neglected. But teachers' and students' questionnaire survey results show that the materials satisfactorily include and focus on the skills that learners need to practice.

The textbook does not provide a balance of the four major skills. Reading and writing are dominant skills all through the book.

All the results show that textbook pays little attention to many of the sub-skills of the major skills. But the practice of individual skills is integrated into the practice of other skills.

### **Language Type**

The language used in the textbook is not completely authentic, but a degree of authenticity has been maintained which seems to be more or less appropriate in our context, because for the students of classes IX & X, fully authentic language might be difficult to cope with. Here it should be mentioned that the type of language used in the

book is generally written form, authentic spoken form has not been used in different speaking and listening activities.

The language used is at the right level of the learners' current English ability. Students do not find it difficult to understand.

About whether or not the language functions exemplify English that the learners will be likely to use, Students' attitude is 'satisfactory'. But researcher's evaluation and teachers' attitude to it are not satisfactory. Actually, the language functions exemplify written forms of English, not spoken forms.

Checklist evaluation of the book exhibits that formal and informal styles and appropriate use of language in different social situations has got little attention in it, though teachers' and students' questionnaire survey results indicate things otherwise.

### **E. Grading and Sequencing**

Students' and teachers' attitude to the grading and sequencing of the materials is not satisfactory. But in the checklist evaluation, the researcher finds it to be tolerably well. The progression of language activities is cyclical, but vocabulary activities are not cyclical.

### **F. Subject and Content**

The subject and content of the textbook is relevant to the learners' needs. They are also realistic. Students' and teachers' questionnaire survey results manifest that the subject and content is not interesting, challenging and motivating enough. But checklist evaluation of the book reveals that though not all, there are a good number of subjects

and contents which are interesting, challenging and motivating.

There is sufficient variety in the subject and content. In all the units, each individual lesson deals with a new subject, but each lesson is related with the other lessons of the unit. The textbook will also contribute to expanding learners' awareness and enriching their experience. And there is nothing which is culturally and religiously inappropriate, negative and offensive.

### **G. Overall View**

Teachers' questionnaire survey results show that the textbook does not raise learners' interest in further English language study. Students' questionnaire survey results show that it does but only a very little amount because the mean score is 3.04, just a bit above the 'not satisfactory' level. Researcher's own evaluation of the textbook using the checklist shows that it raises the interest, though not to the expected degree.

## **3. Recommendations**

To ensure a good and effective textbook, the researcher makes 16 suggestions to eliminate or overcome the weaknesses and shortcomings of different areas. They are as follows:

### **A. Layout and Design**

1. To make it appropriate, clear and attractive presentation of texts, artworks, illustrations, etc should be attractive, clear and catchy.
2. Overall objective and purpose of the book should be clearly stated for both teachers and students.

3. Artwork and typefaces should be colorful, functional and appealing.
4. The quality of paper and cover pages should be enhanced and the density of texts should be optimum.

### **B. Activities and Tasks**

5. It should provide a balance of activities, i.e. there should be an even distribution of free and control exercises, and tasks should focus on both fluent and accurate production.
6. Too much repetition of the same type of communicative activities should be avoided to prevent monotony and boredom, otherwise it would be demoralizing and optimum outcome would not be possible to achieve.
7. Grammar points should be introduced in motivating and realistic context.

### **C. Skills**

8. An appropriate balance of four major skills should be provided for preparing the learners communicatively competent.
9. Careful attention to the sub-skills should be ensured.

### **D. Language Type**

10. To make use of real life like language, authentic language of both written and spoken forms should be introduced or the degree of authenticity should be improved.
11. Along with the existing written form of English, language function should exemplify the spoken form of English which learners are likely to use in practical life.

12. The book should teach formal and informal styles and appropriate use of language in different social situations.

### **E. Grading and Sequencing**

13. The progression of both language and vocabulary activities should be properly cyclical.

### **F. Subject and Content**

14. The subject and content should be more interesting, motivating and challenging.
15. More items for the expansion of learners' awareness and enrichment of experience should be introduced (surely in interesting, motivating and realistic context).
16. The present relevance of the subject and content to learners' needs should be enhanced to an optimum level.

**Overall:** The size of the book, number of units and activities, has to be increased. If necessary, supplementary reading and writing materials should be included. Listening skills should be also emphasized.

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# Appendices

## Appendix: I

### Questionnaire for the students

#### **A note for the students:**

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

#### **Section A: Personal Information**

1. Name:
2. Class:
3. Institution:

Signature-----

#### **Section B: Instruction**

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

No.	Statements	Entirely disagree	Disagree	Not sure	Agree	Entirely agree
<b>A. Layout and Design</b>						
1.	The layout and design of the textbook is appropriate, clear and attractive.	1	2	3	4	5
2.	The textbook's objectives are clearly stated for both the teachers and students.	1	2	3	4	5
3.	The textbook is organized effectively.	1	2	3	4	5
4.	The artworks and typefaces are functional, colourful and appealing.	1	2	3	4	5
<b>B. Activities and Tasks</b>						
5.	The textbook provides a balance of activities (Ex. There is an even distribution of free vs. control exercises and task that focus on both fluent and accurate production).	1	2	3	4	5
6.	The activities encourage sufficient communicative and meaningful practice.	1	2	3	4	5

7.	The activities incorporate individual, pair and group works.	1	2	3	4	5
8.	The grammar points and vocabulary items are introduced in motivating and realistic contexts.	1	2	3	4	5
9.	The activities promote creative, original and independent responses.	1	2	3	4	5
10.	The exercises are varied and challenging.	1	2	3	4	5

**C. Skills**

11.	The materials include and focus on the skills that you need to practice.	1	2	3	4	5
12.	The materials provide an appropriate balance of the four language skills (i.e. listening, speaking, reading, and writing).	1	2	3	4	5
13.	The textbook pays attention to sub-skills – i.e. listing for gist, note taking, skimming for information, etc.	1	2	3	4	5
14.	The practice of individual skills is integrated into the practice of other skills.	1	2	3	4	5

**D. Language Type**

15.	The language used in the textbook is authentic- i.e. like real-life English.	1	2	3	4	5
16.	The language used is at the right level for your current English ability.	1	2	3	4	5
17.	New language is introduced in motivating and realistic context and the progression of 'new' language is appropriate for you.	1	2	3	4	5
18.	The language functions exemplify English that you will be likely to use.	1	2	3	4	5
19.	The textbook teaches formal and informal styles and appropriate use of language in different social situations.	1	2	3	4	5

**E. Grading and Sequencing**

20.	The grading and sequencing is suitable for you.	1	2	3	4	5
21.	The progression of the language and vocabulary activities is cyclical.	1	2	3	4	5

**F. Subject and Content**

22.	The subject and content of the textbook is relevant to your needs.	1	2	3	4	5
23.	The subject and content of the textbook is generally realistic.	1	2	3	4	5
24.	The subject and content of the textbook is interesting, challenging and motivating.	1	2	3	4	5
25.	There is sufficient variety in the subject and content of the textbook.	1	2	3	4	5
26.	The textbook will contribute to expanding your awareness and enriching your experience.	1	2	3	4	5
27.	There is nothing which is culturally and religiously inappropriate, negative and offensive.	1	2	3	4	5

**G. Overall View**

28.	The textbook raises your interest in further English language study.	1	2	3	4	5
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## Appendix: II

### Questionnaire for the teachers

#### **A note for the teachers:**

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

#### **Section A: Personal Information**

4. Name:
5. Teaching experience (year/s):
6. Teaching institution:

Signature-----

#### **Section B: Instruction**

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

No.	Statements	Entirely disagree	Disagree	Not sure	Agree	Entirely agree
<b>A. Layout and Design</b>						
1.	The layout and design of the textbook is appropriate, clear and attractive.	1	2	3	4	5
2.	The textbook's objectives are clearly stated for both the teachers and students.	1	2	3	4	5
3.	The textbook is organized effectively.	1	2	3	4	5
4.	The artworks and typefaces are functional, colourful and appealing.	1	2	3	4	5
<b>B. Activities and Tasks</b>						
5.	The textbook provides a balance of activities (Ex. There is an even distribution of free Vs. control exercises and task that focus on both fluent and accurate production).	1	2	3	4	5
6.	The activities encourage sufficient communicative and meaningful practice.	1	2	3	4	5
7.	The activities incorporate individual, pair and group works.	1	2	3	4	5

8.	The grammar points and vocabulary items are introduced in motivating and realistic contexts.	1	2	3	4	5
9.	The activities promote creative, original and independent responses.	1	2	3	4	5
10.	The exercises are varied and challenging.	1	2	3	4	5
<b>C. Skills</b>						
11.	The materials include and focus on the skills that the students need to practice.	1	2	3	4	5
12.	The materials provide an appropriate balance of the four language skills.	1	2	3	4	5
13.	The textbook pays attention to sub-skills – i.e. listing for gist, note taking, skimming for information, etc.	1	2	3	4	5
14.	The practice of individual skills is integrated into the practice of other skills.	1	2	3	4	5
<b>D. Language Type</b>						
15.	The language used in the textbook is authentic- i.e. like real-life English.	1	2	3	4	5
16.	The language used is at the right level for the students' current English ability.	1	2	3	4	5
17.	New language is introduced in motivating and realistic context and the progression of 'new' language is appropriate for the students.	1	2	3	4	5
18.	The language functions exemplify English that the students will be likely to use.	1	2	3	4	5
19.	The textbook teaches formal and informal styles and appropriate use of language in different social situations.	1	2	3	4	5
<b>E. Grading and Sequencing</b>						
20.	The grading and sequencing suitable for the learners.	1	2	3	4	5
21.	The progression of the language and vocabulary activities is cyclical.	1	2	3	4	5
<b>F. Subject and Content</b>						
22.	The subject and content of the textbook is relevant to the students' needs.	1	2	3	4	5
23.	The subject and content of the textbook is generally realistic.	1	2	3	4	5
24.	The subject and content of the textbook is interesting, challenging and motivating.	1	2	3	4	5
25.	There is sufficient variety in the subject and content of the textbook.	1	2	3	4	5
26.	The textbook will contribute to expanding learners awareness and enriching their experience.	1	2	3	4	5
27.	There is nothing which is culturally and religiously inappropriate, negative and offensive.	1	2	3	4	5
<b>G. Overall View</b>						
28.	The textbook raises the students' interest in further English language study.	1	2	3	4	5

## Appendix: III

### Checklist for the Researcher

#### **A. Layout and Design**

1. Is the layout and design of the textbook is appropriate, clear and attractive?
2. Are the textbook's objectives clearly stated for both the teacher and the student?
3. Is the textbook organized effectively?
4. Are the artwork and typefaces functional, colorful and appealing?

#### **B. Activities and Tasks**

5. Does the textbook provide a balance of activities (Ex. there is an even distribution of free vs. control exercises and tasks that focus on both fluent and accurate production)?
6. Do the activities encourage sufficient communicative and meaningful practice?
7. Do the activities incorporate individual, pair and group works?
8. Are the grammar points and vocabulary items introduced in motivating and realistic contexts?
9. Do the activities promote creative, original and independent responses?
10. Are the exercises varied and challenging?

#### **C. Skills**

11. Do the materials include and focus on the skills that the learners need to practice?
12. Do the materials provide an appropriate balance of the four language skills (i.e. listening, speaking, reading and writing)?
13. Does the textbook pay attention to sub-skills – i.e. listing for gist, note taking, skimming for information, etc?

14. Is the practice of individual skills integrated into the practice of other skills?

#### **D. Language Type**

15. Is the language in the classroom authentic – i.e. like real life English?

16. Is the language used at the right level for the learners' current English ability?

17. Is the new language introduced in motivating and realistic context and is the progression of 'new' language appropriate for the learners?

18. Do the language functions exemplify English that the learners will be likely to use?

19. Does the textbook teach formal and informal styles and appropriate use of language in different social situations?

#### **E. Grading and Sequencing**

20. Is the grading and sequencing suitable for the learners?

21. Is the progression of the language and vocabulary activities is cyclical?

#### **F. Subject and Content**

22. Is the subject and content of the textbook is relevant to the learners needs?

23. Is the subject and content of the textbook generally realistic?

24. Is the subject and content of the textbook is interesting, challenging and motivating?

25. Is there sufficient variety in the subject and content of the textbook?

26. Will the textbook contribute to expanding learners' awareness and enriching their experience?

27. Is there anything which is culturally and religiously inappropriate, negative and offensive?

#### **Overall View**

28. Does the textbook raise learners' interest in the further English language study?



Que No.	Items																											
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
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## Tabulation Sheet 2

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Que No.	Items																										
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### Tabulation Sheet 4

Que No.	Items																										
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## Tabulation Sheet 5

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