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Journal of the English Textbook Currently
in Use in Bangladesh (Bengali Medium) in Bangladesh

A Dissertation submitted in Partial Fulfillment of the
Requirements for the Masters' of Arts in English
Language and Literature,

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Dedication

This work is dedicated to my parents, Md. Abul Hashem and Begum Hashem whose constant love and affection has helped me reach at this present level of Education.

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Preface

This thesis paper is concerned with the evaluation of English Textbook currently used for class VIII (Bengali Medium) of secondary Schools in Bangladesh. The study was conducted for the partial fulfillment of the requirement of the masters' of Arts in English Language and literature. It has tried to find out the strengths and weaknesses of the textbook and finally has given recommendation for the correction / modification of the weak aspects of it.

As our students' level of English proficiency is very poor in the secondary level especially in the class VIII, it is hoped that this study will go a long way in making our students of class eight (Bengali Medium) efficient in reading writing and speaking of English.

The study has been divided in to the following chapter.

Chapter-1: Introduction

Chapter-2 : Literature review

Chapter-3 : Theoretical framework of the study

Chapter-4 : Methodology

Chapter-5 : Result

Chapter-6 : Conclusion and Recommendation

CHAPTER 1

1.1 Introduction

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

Materials evaluation is an important area of ELT. In no way it is less significant than other areas of ELT, like material design, course design and syllabus design, their evaluation, teaching methodologies and tests. Materials contribute much to an effective teaching and learning. They encourage learners to learn and contain interesting texts, enjoyable activities which engage learners in learning process to use their existing knowledge and skills and help their language abilities develop further.

Effective materials are thus necessary for meaningful learning of language. There have been significant development in the theories of materials evaluation. A vast body of literature is now available on material evaluation. In the light of those developments, this study tries to examine the effectiveness in terms of strength and weaknesses in the English text book currently used for class viii in Bangladesh.

1.2 The problem statement

Since the independence of Bangladesh, English has been taught to students in the secondary level, one of the important levels of our education. For bringing excellence in

learning English. communicative English syllabus has also been introduced. But yet majority of the students can not use English effectively. One of the reasons may be the absence of effective materials in the textbook.

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

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

1.3 Purpose statement

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

1.4 Significance of the study

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

1.5 Objectives of the study

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

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

1.6 Delimitation

This study focuses on the evaluation of material of English text book of class VIII. Material evaluation is a broad area of ELT and it is related with other areas of ELT such as Material design and course design. But the researcher has limited the scope of the research due to time constraints and for the difficulties of gathering information for a

neutral result. The research will examine on material evaluation as it will be possible to find out vast body of literature on the characteristics and function of good materials.

1.7 Limitation

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

1.8 Operational Definition

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

$$i+1$$

Here i = the present level of the student

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

1.9 Conclusion

In this chapter we have discuss the various aspect of materials. And the significance of materials evaluation and the objective of the study in details. In the next chapter we will have a detailed overview of literature review which will through much light on the study topic.

CHAPTER: 2

Literature review

2.1 Introduction

This chapter discusses the ideas of various ELT specialists which are related to the study topic. Through this discussion, this chapter brings clarity and focus to the research problem and improve the researcher's methodology to be discussed in the next chapter.

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

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

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

Text book materials should correspond to learners needs. They should match the aims and objectives of language learning programs. Aims and objectives can reflect learners needs in terms of good language content and communicative abilities. It is important that text book should facilitate learners progress and take them forward as effectively as possible towards their goals. Consequently the content of the materials should correspond to what students need to learn in terms language items ,skills and communicative strategies (Cunningsworth 1995: 15)

The function of a good textbook is very important. We can relate this point to Cunningsworth's another statement on the function of a good textbook:

Coursebooks should reflect the uses (present or future) which learners will make use of the language. Select coursebooks will help to equip students to 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 pattern of language that are needed in real life of the learners for their practical purposes. This involves looking beyond the confinements of the classroom and fusing the use which individual learners will make of what they have learnt. (ibid)

Coursebooks should take account of students' needs as learners and should facilitate their learning progress, without dogmatically imposing a rigid " method". Textbook help learners to learn in a number of ways. The select the items to be learnt (grammar, functions, skills etc.), break them them down into manageable units and sequenced them

into a way which is designed to lead from the familiar to the unfamiliar and from easier to more difficult items of "learnability" (Cunningsworth 1995: 16)

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

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

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

2.2 Appealing materials have much influence in involving students' learning activities.

We can relate this point of appealing materials to Cunningsworth's statement- A textbook that is going to interest learner should contain something that he wants to learn about or wants to involve himself in quite apart from the language itself. English should come over as a means of conveying message of consequences and relevance as a means through ones experience is enriched and widened. It could well be presented as a " window on the world" (Cunningsworth, 1994: 50)

Visual materials have much contribution in promoting learning . Visual material includes **picture** in the course book. According to Cunningsworth (1984:14), Effective visual should be useable: it is possible to teach with them and without them. It is very important to distinguish between visuals which can be used for teaching an item such a new verb form(e.g.visuals depicting a series of actions in progress and then completed) And visuals which serves as illustrations, to make the page look more attractive, and do not form an integral part of teaching materials. It is usually easy to distinguish between the two as in the former case exercises and other activities will direct the students to the appropriate visuals and require a verbal response base on information provided visually.

In evaluation of an English textbook, it is very important to remember some principles.According to Cunningsworth, (1984:5-6) despite the various approaches and even the greater variety of teaching/ learning situations in which teachers students find themselves, there are certain general principles, based on good language teaching practice, which will help us in evaluating our course books:

2.3 Relate the teaching materials to your aims and objectives

It is very important that the teaching materials used should take the learners forward as directly as possible towards his objectives . The objectives should be decided first, in line

with the over all aim of the teaching programme and then materials should be sought which can be related to these objectives. The aims of the teaching programme should determine the course materials to be used and not vice-versa.

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

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

2.5 Keep your students' learning needs in mind

By learning needs I mean not so much the actual language to be learned as way in which it is selected, graded, presented and practiced. In order to learn effectively and efficiently, students should learn only small pieces of new language at one time, what we might call learning units. These learning units should be related to each other in such a way that learner can relate new language to what he already knows and can build up his knowledge of English by adding new learning units to his existing body of knowledge.

2.6 Consider the relationship between language, the learning process and the learner

Materials embody a view of the nature of language and learning. In writing materials you, as an author, are making all manner of statements about what you think language learning consists of. Materials should, therefore, truly reflect what you think and feel about the learning process. If you believe that people learn when their thinking capacities are engaged, don't write exercises which require little or no active thought. If you think learning is enhanced by intense experiences with language, don't provide texts which have been stripped of any human interest. If you think learning is helped by frequent reinforcement, make sure that items to be learnt are processed several times. (Hutchinson and Water, 1987:107)

Materials reflect the nature of the learning tasks. Actually language learning is a complex process involving many different kinds and levels of knowledge. In the heyday of structuralism, it was assumed that a knowledge of structures was the same as knowing a language and the repetition led to learning. Materials writing was a simple task of isolating the structure, writing a text to exemplify it and pattern drills to practise it. We must now take a more humble view and recognise that language learning is a very complex and little understood process. Materials should try to create a balanced outlook which both reflects the complexity of the task, yet makes it appear manageable. (Hutchinson and Water, 1987:108)

2.7 Qualities of good materials

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

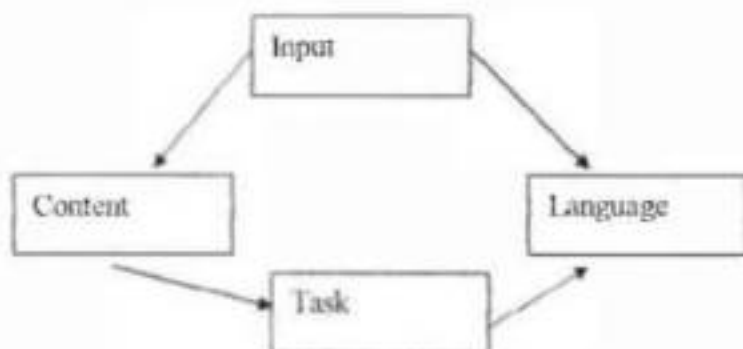
- a) **Input** : This may be text, dialogue, diagram or any piece of communication analysis. The input provides a number of things such as:
 - Stimulus materials for activities;
 - New language items;
 - Correct models of language use;
 - A topic for communication;
 - Opportunities for learners to use their information processing skills;
 - Opportunities for learners to use their existing knowledge both the language and the subject matter. (Tom and Alan 1987:108)

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

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

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

These four elements combine in the model that follows:



A materials design model

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

2.8 Authentic materials

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

According to Shahidullah (2000-20) Authentic text are often regarded as more interesting than text book materials i.e materials designed with specific purpose of teaching language, because they related with every days issues and activities. But what is authentic for native speakers is not authentic for nonnative speakers. Materials which are authentic for K.S.A, U.K, Canada, Australia and New Zealand, may prove problematic when they are used in other context.

Course book materials will be proved effective, if there are pictures, graphics or visuals in the course book. According to Cummingsworth, (1984: 5,6,8,20) to make course book more comprehensive, the materials should have interesting picture, graphics or visuals to make the book more attractive.

2.9 Materials should provide the learners with opportunities to use the target language to achieve communicative purposes

Most researchers seem to agree that learners should be given opportunities to use language for communication rather than just to practise it in situation controlled by the teacher and the materials. Using language for communication involves attempts to achieve a purpose in a situation in which the learners determine the content, strategies and expression of the interaction. Such attempts can enable the learners to 'check' the

effectiveness of their internal hypotheses, especially if the activities stimulate them into 'pushed output' (Swain 1985), which is slightly above their current proficiency. They also help the learners to automate their existing procedural knowledge (i.e. their knowledge of how the language is used) and to develop strategic competence (Canale and Swain 1980). This is especially so if the opportunities for use are interactive and encourage negotiation of meaning (Allwright 1984:157). In addition, communicative interaction can provide opportunities for learner output to become an informative source of input (Sharwood-Smith 1981). Ideally teaching materials should provide opportunities for such interaction in a variety of discourse modes ranging from planned to unplanned (Ellis 1990:191).

2.10 Materials should take into account that learners differ in learning styles

Different learners have different preferred styles. So, for example, those learners with a preference for studial learning are much more likely to gain from reading a story with a predominant grammatical feature (e.g. reported speech) than they from being taught that feature explicitly. This means that activities should be variable and should cater for all learning styles. An analysis of most current course books will reveal a tendency to favour learners with a preference for a studial learning and then apparent assumption that all learners are equally capable of benefiting from this style of learning. Likewise, an analysis of the teaching and testing of foreign languages in formal education system throughout the world will reveal that studial learners (who are actually in the minority) are at an advantage.

Styles of learning which need to be catered for in language learning materials include

- Visual (e.g. the learner prefers to see the language written down),

- Auditory (e.g. the learners prefers to hear the language).
- Kinesthetic (e.g. the learner prefers to do something physical, such as following instruction).
- Visual (e.g. the learner likes to pay to conscious attention to the linguistic features of the language and once to be correct).
- Experiential (e.g. the learner likes to use the language and is more concern with communication than with correctness).
- Analytic (e.g. the learner prefers to focus on discrete bits of the language and to learn them one by one).
- Global (e.g. the learner is happy to respond the whole chunks of language at a time and to pick up from them whatever language he/she can).
- Dependent (e.g. the learner prefer to learn from a teacher and from a book).
- Independent (e.g. the learner is happy to learn from their own experience of the language and to use autonomous learning strategies)

2.11 Materials should provide opportunities for out come feedback

Feedback which is focused first on the effectiveness of the out come rather than just on the accuracy of the output can lead to output becoming a profitable source of input. Or in other words, if the language that learner produces is evaluated in relation to the purpose for which it is used that language can become a powerful and informative source of information about language use. Thus, a learner who fails to achieve a particular communicative purpose (e.g. borrowing something instructing someone how to play a game, persuading someone to do something) is more likely to gain from negative feedback on the effectiveness of their use of language than a learner whose language is

corrected without reference to any non-linguistic outcome. It is very important, therefore, for materials developers to make sure that language production activities have intended outcomes other than just practising language.

2.12 Variety in the materials

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

2.13 Conclusion

In this chapter we have discussed details about the existing body of the literature related to the topic. At this we have come to know the role of a good and effective materials/ text book and its importance for a language teaching learning program especially in the context of Bangladesh. In the next chapter the researcher will try to provide a reflective discussion of the theoretical development in selecting, adopting, designing and evaluating materials.

CHAPTER 3

Theoretical framework of the study

2.1 Introduction

This chapter discusses the theoretical development in selecting, adapting, adopting, designing and evaluating language teaching materials with a view to developing a **framework** to evaluate in this study the effectiveness and weakness of the English text book currently used for class viii (Bengali Medium) in Bangladesh. There have been significant development in the theories and practices of materials developments and evaluation. Some of the important considerations for materials design and evaluation have been discussed in some detail are discussed in some detail in this chapter with reference to available literature in this field. The major considerations are :

3:2 Important aspects in material development Some important aspects of material development have been discussd below

3.2.1 Setting objectives

Setting objectives are very important for a course book. We can relate this point to **cunnings worth's** sayings. Cunnings worth says that one important task is to set clear **clear goods** for the materials. So, the objective should be decided first, in the light of **discussion** on what language means and what its learning involves and then materials **should** be selected, adapted, adopted or designed to reach those objectives.

3.2.2 Layout and Design

The layout and design of the materials must be appropriate for the students. It is also important whether the materials look attractive to them. This does not necessarily mean full color photograph e.g. for science student 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, 1991:279-283)

Harmer (2001:302) has given a few statements to check while evaluating the layout and design. They are: (1) the page should look clean and uncluttered, (2) the lesson sequence should be easy to follow, (3) The illustration should be attractive and appropriate for the age group and (4) instruction should be easy to read.

3.2.3 Subject Matter

A very important consideration is the content or the subject matter, of a course. What do the dialogue contain? What do the reading passage actually tell us? What does the practice material actually relate to in the real world. If we are to get away from the claustrophobic situation of using language for its own sake, we need to see that the materials which we adopt make use of the language in order to convey information, express opinion etc, which are of genuine intrinsic interest to learners. If through a reading passage the learners not only get exposure to English but also become interested in the subject matter, their motivation will be increased.

3.2.4 Activities and Task

Activities and task in the course book are very important to be taken into consideration. Because activities and task have much contribution in facilitating language learning. In this regard, we can mention Richard's and Rodgers (200:161) views in language learning.

These three views are known as three principles, which promote language learning. First, the activities that involve real communication promote learning. A second element is the task principle: Activities in which language is used for carrying out meaningful task promote learning (Johnson 1982). The third element is the meaningfulness principle: language that is meaningful to the learners supports the learning process. Learning activities are consequently selected according to how well they engage the learner in meaningful and authentic language use rather than merely mechanical practice of language patterns.

3.2.5 Grading and recycling

Grading and recycling is the grading of the language content steep, average or shallow? Is the **progressing** linear or cyclical? Is there adequate recycling of grammar and vocabulary? By reading we mean the speed with which the student progresses, how much new material is introduced in a given number of hours, how close together or how far apart new **grammatical** structures are in relation to each other, how much new vocabulary is introduced in each unit and so on. What is very important and here is the amount of practice material provided, in the form of exercises and other activities such as open dialogues and role-plays, after one new language item has been presented and before the next one is introduced.

If, for example, the present continuous is introduced in unit 4 of a course, the shall / will future in unit 5, the simple past in unit 6 and the present perfect in unit 7 and each new grammar item has four or five practice exercises attached to it, then the course would be considered to be steeply graded. Such a course would most probably not be intended for students learning these items for the first time but rather for false beginners, those who have **previously** learned English, perhaps at school, but, having either forgotten what

they learned or failed to learn effectively the first time, are re-learning the language and, with the advantage of some previous if imperfect knowledge of English, can make faster progress than true beginners. Regarding recycling we should remember an important point i.e. the difference between linear progression and cycling progression. A course with a linear progression, having adopted an order of presentation for each language item, then deal with each item exhaustively before passing on to the next item. The advantage of such an approach is obvious: each new item is thoroughly learned and forms a sure platform from which a learner can move to the next unfamiliar item. The disadvantage is perhaps less obvious: There is so much to learn in a language that the learner progressing in this fashion may need to spend a considerable amount of time, perhaps one or two years, before achieving any sort of communicative competence even in relatively uncomplicated situations.

A cycling course moves fairly quickly from one language item to another and then progressively returns to each item, once, twice or more times, later in the course. The effect of this is that the learner acquires a wider range of expressive possibility in the language at an earlier stage but has not learnt each item as thoroughly as in a linear course. So, although the learner may be less accurate, he has a better -developed ability to communicate. (Cunnings worth, 1984:26)

3.2.6 Krashen's view of language learning(i+1 theory)

Before teaching learners, their level of competence should be take into consideration. Lessons should be planned in that way so that they can easily comprehend the imparted

lesson. According to Stephen D. Krashen (1981:22) learning is available only as a "monitor". The monitor is the repository of conscious grammatical knowledge about a language that is learned through formal instruction and that is called upon in the editing of utterances produced through the acquired system. Krashen theory address the conditions necessary for the process of "acquisition" to takeplace. Krashen describes these in terms of input" the learner receives. The input must be comprehensible to learners and it must be slightly above the learner's present level of competences, interesting or relevant, not grammatically sequenced, in sufficient quantity and experienced in low-anxiety contexts

3.2.7 Focusing of form and meaning

Form and meaning are two important aspects of a course book. Hence, both should be given importance. Language form can not be entirely overlooked. Communication and meaning have definitely to be the major focus, but forms help communicate meaning. So, form should be provided in relation to meaning and their communicative functions.

(Cunningsworth,1984:15,16,17)

3.2.8 Presentation of grammar

Learning grammar is very important for learning a language : According to Cunningsworth, grammar is a major component of any general language course, whether it is acknowledged as such, or distinguished as something else. It is an understanding of and 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 as closely as possible.

Now it is mentionable here that grammar can be present either deductively (learning grammar by presentation and by analyzing of grammar rules). Grammar translation method, a very old method of approaching a language suffices to learn a language in this method. And inductive learning of grammar should be taught only after the students have practised the grammar in context. Direct method, a method invented in 19th century supports this system of learning grammar.

3.2.9 Presentation of vocabulary

Vocabulary is very important in learning a language. According to Cummingsworth (Cummingsworth, 1984:40) Vocabulary can occur in wordlist in association with visual and in a text (usually a reading passage although it can occur in a listening text).

Lists of words unless they are related words are difficult to learn because the words appear in isolation and lacking any context, do not appear to the learner to have any meaning. Meaning could possibly be supplied by translation, but this is often impracticable unless course material is designed with speakers of a particular language in mind. In any case, translation tends to give learners the false impression that there are exact one to one equivalents between words in English and in their native language. Many learners approach a foreign language believing that it is a coded versions of their own language and that all they need to do is to learn the words in the foreign language which correspond to those in their own language and then string them together in the same way. To base one's teaching on translation, unless it is done a very sophisticated way risks reinforcing this basic misconception about the relationship between languages.

Material should focus the four skills (Reading, writing, listening and speaking) and their sub skills in order to facilitate learning. Reading and listening skills are known as receptive skill set with specify sub skills. For example, reading,

3.2.10 The four skills and their sub-skills

and **listening** to confirm expectation, reading and listening to extract specify information, for **communicative tasks** for the general understanding for detailed comprehension and function and discourse (Harmer 1991:191-224)

The **other** two skills writing, speaking are known a productive skills. They have also some sub **skills**. For example, in writing there are special consideration to be taken into account which include the organizing sentences into paragraph, joining paragraph together, organizing ideas into a coherent pieces of discourse, drafting and editing the paragraph.

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

Chapter- 4

Methodology

4.1 Introduction :

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

4.2 Nature of the study:

This **research** study was an exploratory non-experimental and descriptive study to identify the **strength** and weakness of the materials used in the textbook of class viii(Bengali medium) in Bangladesh.

4.3 Setting :

The researcher conducted his study in the five schools near his residence . The researcher selected those schools because it was convenient on the part of the researcher to communicate with the students and the teachers. The researcher conducted his study on **80 students** and 20 teachers of those schools. The setting of the study was a formal one as the **researcher** conducted his study in the classrooms and in the teachers' rooms.

4.4 Research instruments

The researcher used questionnaires as research instrument to conduct his survey on both students and teachers. The formats of the questionnaires have been given in the Appendix (Appendix 1 & 2). In the beginning of the students' questionnaire there is a note for the students revealing the purpose of the study and affirming in keeping the secrecy of their participation in the survey. Their participation was also highly appreciated. The same was done for the teachers' questionnaire.

In the first section of the questionnaire, there is personal information of the students and also the signature of the student in the right side (a little below of the personal information). The same process was followed for the teachers' questionnaire. In the second part, there is an instruction containing a five point scale where 1= Entirely disagree, 2= Disagree, 3= Not sure, 5= Entirely agree. The items were furnished in the questionnaires in such a way that they would provide necessary information about the strong and weak points of the textbook of class viii (Bengali medium) in Bangladesh. The sequence of the items in the questionnaire was perfectly maintained i.e. there was a close relation of one question to another. As a result, it was easy for the respondents to follow the sequence and answer all the questions with much ease and comfort. Following the opening questions, the other questions were connected in a thread and run through one after another.

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

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

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Under layout and design, there are three items in the questionnaire – whether and how far the layout and design of the textbook attractive and appealing to the learners, how far the textbook is organized and the artworks and typefaces are functional, colourful and appealing.

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

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

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

'Subject and content' is the fifth area in the questionnaire which include six items - whether and how far the subject and content of the text book is relevant to the students' needs; the subject and content are good enough to motivate the learners; the subject and content are interesting; there is attempt of innovation in the subject and content; subject

and content have incorporated from real life situation; subjects and contents are not too difficult to understand.

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

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

4.5 Data collection procedure:

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

To collect data the questionnaires were given to the persons concerned with a request to answer the questions. The questionnaires were presented with exactly the same wording and **in** the same order to all respondents. The form of the question was multiple choice and **the** language was English.

4.6 Validity and Reliability of the questionnaires. The researcher was conscious about the **validity** and reliability of the questionnaires as he was knowledgeable about the definition of David Nunan (1992: 14) in which Nunan says validity as the extent to which a piece of research actually investigate what the researcher purports to investigate.

To **maintain** validity and reliability the researcher also followed Seliger and Shohamy's

question. Seliger and Shohamy (1989: 188) state that "validity refers to the extent to which the data collection procedure measures what it intends to measure". Both the content and construct validity of an instrument ensures that the data collected through them is purposeful and correct. Reliability refers to the consistency and accuracy of the data collection procedure (Seliger and Shohamy, 1989: 185). So, the researcher took into consideration the following aspects in designing the questionnaires in order to ensure the content validity and reliability:

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

4.7 Description of the checklist:

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

4.8 Scope of the study:

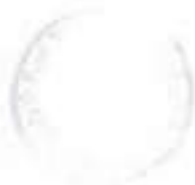
In order to collect data the researcher chose (1) Mothertek Abdul Aziz School, Mothertek, Sobujbag, Dhaka. (2) Bashaboo Girls' High School, Bashaboo, Dhaka. (3) Bashaboo Shahid Zia High school, Bashaboo, Dhaka. (4) Fairuz Raham Ideal Institute, South Banaree Project, Khulgaon, Dhaka (5) Kamalapur School & College, Mayakonan, Dhaka. The researcher chose these schools because all of these are Bangla medium schools which use the English textbook from class vi to class X prescribed by the National Curriculum Textbooks Board.#

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

4.9 Sampling:

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

Institution	Number of Teachers	Students	
		Class	No
Motherck Abdul AZIZ School, Shobujbag, Dhaka	5	VIII	20
Bashaboo Girls High School Bashaboo, Dhaka	4		15
Bashaboo Shahed Zia High School Bashaboo, Dhaka	3		15
Fazur Rahman Ideal Institute South Banasree Project, Khilgaon, Dhaka.	5		10
Kamlapur School & Collage, Mayskaman, Dhaka	3		20



4.10 Administering the Empirical study of the students:

The researcher administered the Empirical study by himself. The first school was Matherick Abdul Aziz School, Sobujbag, Dhaka. The researcher introduced himself to the **Headmaster** and told him the purpose of this research. The researcher sought his permission to conduct a questionnaire survey with the students of class viii and with the English teachers. The Headmaster was a learned gentleman. He instantly understood the significance of the study and arranged a classroom where 20 students and a senior English teachers were present to co-operate with the research study. The students showed much eagerness in filling up the questionnaire. They were also friendly and supportive towards the researcher. The researcher explained to students how to fill up the questionnaire. He requested them to put a number in a box out of five alternatives against each item which they thought most appropriate. From the 30 questionnaires filled up by the students, the researcher, selected 20 questionnaires for the analysis. For selecting all those questionnaires, the researcher adopted the random sampling technique.

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

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

The third school was Hashaboo Shahid Zila High School, Hashaboo, Dhaka. It is also famous school. The researcher went to the school. An informant teacher serving at that school was acquainted with the researcher. He took him to the Headmaster's room and introduced the researcher to him. The Headmaster was a little bit busy. He requested the researcher to sit down and to wait for a while. When the headmaster completed his work and was free, the researcher told him his purpose. The Headmaster requested the senior teacher of religion of Islam to take the researcher to class VIII. Being accompanied by the senior teacher, the researcher went to the class and met a senior teacher of English who was teaching English 1st Paper. There were thirty two students at the class. The researcher introduced himself to the teacher and to the students and explained to them the purpose of the study. The researcher requested them to take a single questionnaire from the questionnaires placed on the 1st bench. The students were very polite and gentle. Everyone took a questionnaire in a very well disciplined way. After that, the researcher explained to them both in English and Bengali the process of filling up the questionnaires. They felt much enthusiasm in filling up the questionnaires. From 32

questionnaires, the researcher picked up 15 questionnaires by the same process applied for the sampling of the first two schools.

The other two schools were Faizur Rahman ideal institute, South Dhanasree, Kihigaon, Dhaka and Kamalapur school & College, Mayakranth, Dhaka. From these two schools two separate sample sets of 10, 20 students were taken chronologically. For these two sets of samples the researcher adopted the same sampling procedure as were done for all the other sets of samples.

Administering the Empirical study of the teacher

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

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

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

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

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

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

Obstacles Encountered:

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

Conclusion: This chapter discusses the methodology of the study which include method of data collection, description of the questionnaire for the students and teachers,

sampling, collection of data and processing of data .The results found from the teachers' and students' questionnaires survey have been presented and analyzed in the next chapter.

Chapter 5 : Result

5.1 Introduction

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

5.2 Results as found from students' questionnaire survey:

Table : 1

No.	Statements	Entirely disagree	Disagree	Not sure	Agree	Entirely agree	Mean Score
Layout and Design							
1.	The layout and design of the text book is interesting and appealing to learners	15 15	30 60	20 24	7 35		2.68
2.	The textbook is organized	3 3	20 40	15 45	35 140	7 35	3.29
3.	The art work and type face are functional and colorful	22 22	40 80	10 30	6 24	2 10	2.08
language Type							
4.	The language used in the text book is authentic i.e like real life English	6 6	18 36	8 24	45 180	3 15	3.26
5.	The language level is just a little bit upper than the student's present level of language	5 5	15 30	10 30	45 180	5 25	3.35
6.	New language has been introduced in the text.	10 10	20 40	10 30	30 120	10 50	3.13
7.	There is difficult words in the text book which baffle the learners	17 17	20 40	12 30	28 92	8 40	2.68
8.	The language is interesting	8 8	20 40	15 45	25 100	12 60	3.16
9.	The language used in the textbook is just like a model which the students will likely to use	10 10	25 50	15 45	20 100	5 25	2.88

Subject and content							
10.	The subject and content of the text book is relevant to the student's needs	25	20	15	15	5	2.44
		25	40	45	60	25	
11.	The subject and content is good enough to motivate the learners	15	20	8	32	5	2.9
		15	40	24	128	25	
12.	The subject and content are interesting	12	18	15	25	10	3.04
		12	36	45	100	50	
13.	There is attempt of innovation in the subject and content	10	15	15	30	10	3.06
		10	20	45	120	50	
14.	The subject and content have incorporated from real life situation	10	15	15	35	5	2.88
		10	30	45	120	25	
15.	The subject and content are not too difficult to understand	12	10	20	35	3	3.08
		12	20	60	140	15	
Activities and task							
16.	The activities in the text are supportive of communicative activities	15	12	12	30	5	3.06
		15	24	36	144	25	
17.	The text book provides a balance of activities	10	10	25	30	5	3.13
		10	20	75	120	25	
18.	In the text, there is individual pair and group work activities	20	32	8	20	10	2.98
		20	64	24	80	50	
19.	Vocabulary and grammar points are introduced in the realistic contexts	15	25	5	25	10	2.88
		15	50	15	100	50	
20.	Activities are capable of motivating students	15	22	8	32	5	2.93
		13	44	24	128	25	
Skill							
21.	The activities in the text cover all the 4 language skills	30	20	10	15	5	2.31
		30	40	30	60	25	
22.	There is much attempt in the activities to cover all the sub skills	18	22	12	18	10	2.75
		18	44	36	72	50	
Grading and sequencing							
23.	The grading and sequencing are appropriate for the learners	15	18	10	30	10	3.10
		12	36	30	120	50	
24.	The progression of the language and vocabulary activities are cyclical	10	15	12	35	8	3.20
		10	30	36	140	40	
Overall view							
25.	The text book makes students curious in further English language study.	15	25	15	25	3	2.70

15	50	36	100	15
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For each item, the number of the total respondents was 80. The details of the results of students questionnaire survey have been given below :

Among the 80 respondents for item no.1, (The layout and design of the text book is appealing to the students, 15 students ticked 'entirely disagree', 30 students answered 'disagree', 8 students answered 'not sure', 20 students ticked 'agree'; and 7 students answered 'entirely agree'. The mean score is 2.68

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

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

For item no. 4, (The language used in the textbook is authentic i.e. like real life English) 6 students ticked 'entirely disagree' 18 students answered 'disagree'; 8 students ticked 'not sure', 45 students answered 'agree'; 3 students ticked 'entirely agree'. They mean score is 3.26

For item no. 5, (The language level is just a little bit upper than the students' present level of English, 5, students ticked 'entirely disagree' 15, students answered 'disagree'; 10 students ticked 'not sure' 45 students answered 'agree' and 5 students answered 'entirely agree'. The mean score is 3.35.

For item no. 6, 10 students ticked 'entirely disagree'; 20 students answered 'disagree'; 10 students ticked 'not sure'; 30 students answered 'agree'; 10 students ticked 'entirely agree'.

For item no.7, 12 students ticked 'entirely disagree'; 20 students answered 'disagree'; 12 students ticked 'not sure'; 28 students answered 'agree' 8 students ticked 'entirely agree'. The mean score is 2.68.

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

For item no. 9 (The language used in the text book is just like a model which the students will likely to use; 10 students answered 'entirely disagree'; 25 students ticked 'disagree'; 15 students answered 'not sure' 25 students ticked 'agree'; 5 students answered 'entirely agree'; The mean score is 2.88.

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

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

For the item no. 12 (The subject and content are interesting), 12 students answered 'entirely disagree'; 18 students ticked 'disagree'; 15 students answered 'not sure'; 25 students ticked 'agree'; 10 students ticked 'entirely agree'. The mean score is 3.04

For the item no. 13 (There is attempt of innovation in subject and content), 10 students answered 'entirely disagree', 15 students answered 'disagree', 15 students ticked 'not sure', 30 students answered 'agree', 10 students ticked 'entirely agree'. The mean score is 3.06

For the item 14 (The subject and content have been incorporated from the real life situation) 30 students answered 'entirely disagree', 15 students answered 'disagree', 15 students ticked 'not sure', 35 students answered 'agree', 5 students ticked 'entirely agree'. The mean score is 2.88

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

For the item no. 16, (The activities in the text are supportive of communicative activities) 15 students ticked 'entirely disagree', 12 students answered 'disagree', 12 students answered 'not sure', 36 students ticked 'agree', 5 students answered 'entirely agree'. The mean score is 3.05

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

For the item no. 18 (in the textbook, there is individual, pair and group work activities), 20 students answered 'entirely disagree', 32 students ticked 'disagree', 8 students answered 'not sure', 20 students answered 'agree' and 10 students ticked 'entirely agree'. The mean score is 2.98

For the item no. 19 (Vocabulary and grammar points are introduced in the realistic context), 15 students answered 'entirely disagree', 25 students ticked 'disagree', 5 students answered

For the item no. 19 (The activities are capable of motivating students), 25 students answered 'agree' and 10 students ticked 'agree'. The mean score is 2.88

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

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

For the item no. 22 (There is much attempt in the activities to cover all the sub-skills of the 4 main skills), 18 students answered 'entirely disagree'; 22 students answered 'disagree'; 12 students answered 'not sure'; 18 students ticked 'agree' and 10 students answered 'entirely agree'. The mean score is 2.75

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

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

For the item no. 25 (The textbook makes students curious in further English language study) 15 students answered 'entirely disagree'; 25 students ticked 'disagree'; 12 students answered

'not sure'; 25 students ticked 'agree' and 3 students answered 'entirely agree'. The mean score is 2.70

5.3 Result as found from Teachers Questioner Survey have been below

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

Entirely disagree = 1

Disagree = 2

Not sure = 3

Agree = 4

Entirely agree = 5

It should be mentioned here that the number on the top indicates the number of the scores and the number at the bottom indicates the scores after conversion into mathematical figure. The bottom scores are means scores of the top scores.

5.3 Results as found from Teachers' Questionnaire survey

Table: 2

No.	Statements	Entirely disagree	Disagree	Not sure	Agree	Entirely agree	Mean Score
Layout and Design							
1.	The layout and design of the text book is interesting and appealing to learners	5	10	0	4	1	
		5	20	0	16	3	2.90
2.	The textbook is organized	3	2	0	10	5	
3.	The art work and type face are functional and colorful	3	4	0	40	25	3.60
		10	5	0	3	2	
		10	10	0	12	10	1.60
language Type							
4.	The language used in the text book is authentic i.e like real life English	5	5	0	7	3	
		5	10	0	28	15	2.90

5.	The language level is just a little bit upper than the student's present level of language	3	2	0	13	2	
		3	10	0	52	10	3.75
6.	New language has been introduced in the text.	5	3	0	0	3	
		5	6	0	36	15	3.10
7.	There is bombasting words in the text books which baffle the learners	8	5	0	5	2	
		8	10	0	20	10	2.40
8.	The language is interesting	10	5	0	4	1	
		10	10	0	16	5	2.0
9.	The language used in the textbook is just like a model which the students will likely to use	8	5	0	5	2	
		8	10	0	20	10	2.40
Subject and content							
10.	The subject and content of the text book is relevant to the student's needs	2	3	0	10	5	
		2	6	0	40	25	3.65
11.	The subject and content is good to motivate the learners	8	4	0	6	2	
		8	8	0	24	10	2.50
12.	The subject and content are interesting	7	5	0	6	2	
		7	10	0	24	10	2.55
13.	There is attempt of innovation in the subject and content	5	3	0	8	4	
		5	6	0	32	20	3.15
14.	The subject and content have incorporated from real life situation	2	3	0	12	3	
		2	6	0	48	15	3.15
15.	The subject and content are not too difficult to understand	3	2	0	11	4	
		3	4	0	44	20	3.55
Activities and task							
16.	The activities in the text are supportive of communicative activities	5	7	0	7	1	
		5	14	0	28	5	2.60
17.	The text book provides a balance of activities	7	3	0	8	2	
		7	6	0	32	10	2.75
18.	In the text, there is individual pair and group task activities	8	5	0	5	2	
		8	10	0	20	10	2.40
19.	Vocabulary and grammar points are introduced in the realistic contexts	7	5	0	6	2	
		7	10	0	24	10	2.55
20.	Activities are capable of motivating students	10	2	0	6	2	
		10	4	0	24	10	2.40
Skill							
21.	The activities in the text cover all the 5	10	5	0	4	1	
		10	5	0	4	1	2.05

language skills.		10	10	0	16	5	
22.	There is much attempt in the activities to cover all the sub skills.	8	6	0	4	2	
		8	12	0	16	10	2.30
Grading and sequencing							
23.	The grading and sequencing are appropriate for the learners	2	4	0	12	2	
		2	8	0	28	16	3.40
24.	The progression of the language and vocabulary activities are cyclical	3	2	0	13	2	
		3	4	0	32	10	3.45
Overall view							
25.	The text book makes students curious in further English language study.	7	5	0	6	2	
		7	10	0	24	10	2.55

The details of the results of the teacher's questionnaire survey have been given below.

It is mentionable here that for each item the number of the total respondents was 20.

For item no. 1 5 teachers ticked 'entirely disagree'; 10 teachers answered 'disagree'; no teacher ticked 'not sure'; 4 teachers answered 'agree' and 1 teacher ticked 'entirely agree'. The mean score is 2.90.

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

For the item no. 3, 10 teachers answered 'entirely disagree'; 5 teachers answered 'disagree'; no teacher tick the box 'not sure'; 3 teachers ticked 'agree' and 2 teachers answered 'entirely agree'. The mean score is 1.60.

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

For the item no 5, 3 teachers answered 'entirely disagree'; 2 teachers ticked 'disagree' no teacher ticked at the box 'not sure' 13 teachers answered 'agree' and 2 teachers ticked at the 'entirely agree' the mean score is 3.75

For item no. 6, 5 teachers answered entirely 'disagree'; 3 teachers answered 'disagree'; 3 teachers answered 'disagree'; no teacher ticked at the box 'not sure'; 1 teachers answered 'agree' and 3 teachers answered entirely 'agree' The mean score is 3.10

For the item no. 7, 8 teachers answered 'entirely disagree'; 5 teachers ticked 'agree' and 2 teachers answered 'entirely agree'. The mean score is 2.40.

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

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

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

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

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

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

For the item no. 14, 2 teachers answered 'entirely disagree'; 3 teachers answered 'disagree'; no teacher ticked the box 'not sure'; 12 teachers answered 'agree' and 3 teachers answered 'entirely agree'. The mean score is 3.15

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

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

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

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

For the item no.12, 10 teachers answered 'entirely disagree'; 5 teachers answered 'disagree'; no teacher ticked the box 'not sure'; 4 teachers answered 'agree'; and 1 teacher answered 'entirely agree'. The mean score is 2.05.

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

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

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

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

5.4 details discussion of the students' Questionnaire Survey Results.

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

Before going to the details discussion, it is mentionable here that the interpretation key used for the discussion of the results is: 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 three items under the area layout and Design, for item no.3 students' attitude is satisfactory. But with items no. 1, 3 students express their dissatisfaction. For item no.2, the mean score is 3.29 which is indication of satisfaction of the students. For item 1, and 3 the mean score is 2.68 and 2.08 which are much below the line of satisfaction.

Among the six items under the 2 language type for the item no. 4, the mean score is 3.26 which match the satisfactory range of (3.01-3.75). For the item no. 5 the mean score is 3.38. Their mean score also matches the satisfactory range of (3.01-3.75). The students attitude to item no. 6 is satisfactory, because the mean score of this item is 3.13. This score is in the satisfactory range (3.01-3.75). For the item no.7, it is noticed that the mean score is 2.68 which is in the dissatisfactory range of 2.26-3.00. This mean score indicates that students are dissatisfied with this negative aspect of the book. For the item no. 8, the student's attitude is satisfactory because here the mean score is 3.16. For the item no. 9 (The language used in the textbook is just like a model which the students will likely to use) the students' attitude is dissatisfactory because here the mean score / average score is 2.88

Under subject and content there are 6 items. For the item no. 10 (the subject and content of the text is relevant to the students' needs). The students' attitude is negative because here the mean score is in the range of the negative (1.00-2.25). For item no. 11, the students have expressed their dissatisfaction, because here the mean score is 2.9. The students have expressed their satisfaction with the item no. 12, (The subject and content are interesting) because here the mean score 3.0. For the item no.13 (There is attempt of innovation in the subject and content), the students are satisfied, because here the mean score is 3.06. For the

item no. 14, it is certain that the students are dissatisfied with the book, because here the mean/average score is 2.88 for the item no.15, the students are satisfied with the book because for this item the mean score/average score less is 3.08.

Under activities and task, there are six items (from item no.16-item 20) for the item no.16, the students' attitude to the book is satisfactory because here the mean score is 3.05. for the item no.17, the students provides a balance of activities), the students have satisfaction to the book, because, here the mean score is 3.13. For the item no. 18 (in the text book there is individual and group work activities), the students have expressed their dissatisfaction because, here the mean score/average score is 2.98. For the item no. 19 (the vocabulary and grammar points are introduced in the realistic contexts), the students' attitude to the book is dissatisfactory, because here the mean score 2.88. For the item no. 20 activities are capable of motivation students) the students have expressed their dissatisfaction, because here, the mean score is 2.93.

Under skill, there are two items. In the item no. 21 (the activities in the text cover all the 4 language skills), the students have a 'not satisfactory' attitude, because here the mean score is 2.31. In the item no. 22 (there is much attempt in the activities to cover all the sub-skills), the students have a 'dissatisfactory' attitude to the book, because here the low mean score is (2.75) in the range score of (2.25-3.00).

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

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

Finally, it is noticed that for the items no. 1, 3, 7, 9, 10, 11, 14, 18, 19, 20, 21, 22, 25 the students have expressed their dissatisfaction. For the item no. 2, 4, 5, 6, 8, 12, 13, 15, 16, 17, 23, 24, the students' attitude to the book is satisfactory.

5.5 Details discussion of the Teachers' questionnaire survey results.

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

Here the interpretation key of teacher's 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.

Under the area layout and Design, there are items. For the first item (the layout and design of the book is interesting and appealing to learners), The teachers' attitude is not satisfactory. Here, the mean score is 2.90. For the item no. 2, the teachers' attitude to the book is satisfactory. Here, the mean /average score is 3.60. For the item 3 (the artwork and typeface is functional, and colorful), the teacher attitude is not satisfactory. Here, the mean / average score is 1.60

Under language type, there are six items. For the item no. 5 (the language level is just a little bit upper than the students' present level of language), 6 (new language has been introduced in the text) the teachers have expressed their satisfaction. For the other items, no 4 (Language used in the textbook is authentic) items no.7 (there is difficult words in the textbook which

baffle the learners), items no.8 (the language is interesting) item no.9 (the language used in the textbook is just like a model which the students will likely to use), the teachers have expressed their dissatisfaction.

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

Under activities and tasks, there are 5 items. For all of the items i.e. items no.16 (the activities in the book are supported of communicative activities), item no.18 (the book there is individual, pair and group-work activities), item no.19 (vocabulary and grammar points are introduced in the realistic contexts); item no.20 (activities are capable of motivating students) the teachers have expressed their dissatisfaction.

Under skill, there are 2 items. For the item no.21 (the activities in the textbook cover all the 4 language skills), item no.22 (there is much attempt in the activities to cover all the sub skills) the teacher have expressed their dissatisfaction to the book.

Under grading and sequencing, there are 2 items. For the items no.23 (the grading and sequencing are appropriate for the vocabulary activities are cyclical), the teachers have expressed their satisfaction.

Under overall view the items are, the textbook makes the students curious in further English language study. For this item, the teachers have expressed their dissatisfaction.

5.6 Researchers own evaluation using the checklist.

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

Layout and Design:

Under this area of evaluation for the item no.1, the researcher thinks that the layout and design of the textbook is not interesting appealing to the learners. Though there are several colours in the cover page, there are not very attractive. Item no.2, in checklist (whether the textbook is organized) the researcher thinks that the organization of the textbook is good. It provides clear, and coherent unit structure. For the item no.3 (The art work and typeface are functional and colourful), the researcher thinks that the artwork of the book is not good. All the sceneries and pictures in the book are in white colours. For example, in page no. 11 of the book, the pictures of the black smiths working in their smithy are in white colour which seems to be deem and such a picture do not have attraction to the students. The typeface is also not good and appealing.

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

For the item no.7, the researcher opinion is that in the book, there is not much difficult words which may haffle the students and discourage them in continuing their study. For the item no. 8, the researcher thinks that in the majority of lessons in the book the language is interesting. It is so because, the content /subject matters have been taken from real life situation. For the item no.9, the researcher thinks that the language in the textbook can not be accepted as a model which the students are like to use.

Under the area subject and content, for the first element the researcher think that the subject and content is not so relevant to the student's needs, because in some lessons, such as in lesson no.9, 'The Story Ghost' is not from real life situation. From such a story, there is no scope of the learners being practical or realistic. For the item 11, the researcher think that the subject and content of the textbook is good enough in motivating the students. For the item no.12 the researcher thinks that the subject and content are not much interesting, because in some lessons as 'The Accident', 'Who Stole The Eggplant'. The subjects and contents are not interesting.

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

About the item no. 21 under skill, the researcher think the activities in the book does not cover all the 4 language skills. For the item no.22, the researcher that there is not much attempt to cover all the sub skills. Because, as the exercises does not cover 4 language skills, so obviously the exercises lack all the sub skills.

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

5.7 Conclusion.

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

Chapter 6 : Conclusion and Recommendation

6.1 Introduction

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

6.2 Conclusion

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

Layout and Design

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

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

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

Under skill, the teacher's and the researcher's evaluation for items no. 21, 22 is not satisfactory. Students' survey shows the same result. Under grading and sequencing the teacher's and the

researcher's evaluation go in favour of the item no. 23, 24. The students evaluation is also the same. The students', teachers' and the researcher's overall view is same i.e. dissatisfactory.

6.3 Recommendations

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

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Appendices

Appendix : 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
Layout and Design						
1	The layout and design of the text book is interesting and appealing to learners	1	2	3	4	5
2	The textbook is organized					
3	The art work and type face are functional and colorful	1	2	3	4	5
Language Type						
4	The language used in the text book is authentic i.e like real life English	1	2	3	4	5
5	The language level is just a little bit upper than the student's present level of language	1	2	3	4	5
6	New language has been introduced in the text.	1	2	3	4	5
7	There is bombasting words in the text book which baffles the learners	1	2	3	4	5
8	The language is interesting	1	2	3	4	5
9	The language used in the textbook is just like a model which the students will likely to use	1	2	3	4	5
Subject and content						
10	The subject and content of the text book is relevant to the student's needs	1	2	3	4	5
11	The subject and content is good enough to	1	2	3	4	5

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

Appendices

Appendix : 2

Questionnaire for the students

A note for the teachers' :

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

Section A : Personal Information

1. Name
2. Teaching Experience
3. Teaching institution

Signature _____

Section B: Instruction

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

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

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

Appendix -J

Checklist used by the researcher

Layout and Design :

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

Language Type :

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

Subject and Content :

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

Appendix :4

Tabulation of Students' Questionnaire Survey

Respondent No.	Items																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	1	4	2	4	4	5	2	4	4	1	5	4	4	5	4	4	3	5	1	4	1	1	2	4	1
2	3	3	1	2	3	2	4	2	3	3	1	3	2	4	3	1	4	1	2	1	4	4	1	2	3
3	4	2	3	3	1	3	1	4	1	5	2	1	3	4	1	4	1	4	1	4	3	3	2	1	2
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5	4	5	1	4	4	1	2	4	3	2	4	4	1	4	1	4	3	2	3	4	2	2	5	2	4
6	2	4	2	2	5	4	5	3	4	4	4	1	4	1	3	5	4	1	2	1	1	5	4	3	1
7	1	2	2	5	4	4	1	4	4	4	1	5	2	3	4	3	2	2	4	2	1	1	4	4	5
8	4	1	4	4	4	2	4	1	2	1	4	2	5	2	4	4	4	1	2	4	2	2	1	3	4
9	2	4	2	3	4	4	1	2	4	4	2	3	4	4	2	4	5	3	4	2	1	4	1	5	1
10	1	3	1	4	2	4	4	3	2	3	2	1	2	3	4	2	3	4	2	5	2	2	3	1	2
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13	2	3	2	1	4	2	4	2	4	3	1	2	1	4	4	3	1	2	1	2	4	3	1	4	2

13	2	3	2	1	4	2	4	2	4	3	1	2	1	4	4	3	1	2	1	2	4	3	1	4	2
Respondent No.	Items																								
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15	1	2	2	4	2	4	3	3	4	1	2	3	5	3	4	4	1	4	5	1	4	4	2	4	4
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18	3	3	2	4	4	1	2	3	2	2	1	2	5	4	3	2	3	4	2	4	1	1	4	2	2
19	4	4	1	4	2	2	4	4	1	1	5	2	3	2	1	4	4	2	1	2	2	2	1	2	1
20	2	5	2	4	3	4	4	2	3	3	4	1	2	4	4	1	3	1	5	4	4	4	1	2	4
21	4	4	4	1	4	3	2	3	2	4	3	3	2	3	4	4	1	2	4	2	5	5	2	3	2
22	2	2	1	2	5	4	1	4	2	1	4	1	4	4	2	3	4	3	2	3	4	4	3	5	2
23	4	4	2	4	2	4	3	4	1	4	1	5	1	2	4	3	3	2	4	1	5	2	5	1	3
24	2	4	3	3	4	5	2	4	5	2	4	2	3	1	4	1	5	1	2	5	1	1	4	4	4
25	4	2	1	4	3	2	3	4	1	3	2	3	4	3	1	2	3	4	2	1	1	4	1	5	1

26	1	3	2	4	4	5	1	2	2	4	4	4	2	5	4	4	4	5	4	4	3	3	4	3	4
Respondent No.	Items																								
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30	3	4	3	3	4	2	5	1	2	2	1	3	4	4	2	3	4	2	1	4	5	5	2	4	2
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32	1	2	2	4	4	5	2	3	4	3	2	4	4	1	3	2	3	4	5	4	2	2	4	4	4
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35	4	2	2	4	3	4	3	4	2	2	4	5	2	3	4	3	3	4	2	4	1	1	4	4	4
36	1	4	1	2	4	1	2	3	2	4	1	4	3	2	4	1	2	5	4	4	3	3	2	5	1
37	4	3	2	4	4	3	5	2	5	1	4	4	4	4	2	4	5	3	3	1	4	4	3	4	2
38	2	4	3	4	5	2	4	1	2	4	2	3	5	2	4	2	4	2	4	5	3	3	1	2	3

39	3	4	1	3	4	4	1	4	4	5	5	4	4	5	1	4	1	4	5	4	1	1	5	1	4
Respondent No.	Items																								
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41	5	2	2	4	2	2	4	2	3	3	2	3	4	5	3	5	3	5	2	3	4	4	4	5	4
42	4	4	5	2	4	4	1	5	1	2	4	4	4	4	2	3	4	1	2	4	1	5	4	3	1
43	5	2	1	4	4	1	3	2	4	1	1	5	1	3	4	4	2	4	5	1	1	1	2	4	3
44	2	4	2	4	3	4	4	3	4	1	4	2	4	1	3	4	4	3	2	4	3	3	5	3	2
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46	1	4	1	1	2	2	3	4	3	4	1	4	3	5	2	4	3	4	1	4	2	4	4	4	2
47	3	2	2	4	4	5	2	1	4	4	2	4	3	4	3	4	1	4	1	4	2	3	4	2	4
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51	1	4	2	4	4	3	4	2	4	1	1	2	1	2	3	3	4	1	2	3	1	1	5	1	4

52	4	2	4	3	2	4	2	5	3	2	4	3	4	4	4	1	4	2	1	2	1	2	4	4	1
Respondent No.	Items																								
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54	3	3	1	4	4	5	5	3	4	3	2	4	5	3	4	1	4	2	3	1	2	2	1	4	3
55	2	5	2	4	3	4	2	2	5	1	3	2	4	1	3	5	3	4	1	2	4	4	2	3	4
56	1	4	3	5	4	5	3	4	2	2	2	3	2	4	2	4	4	1	2	4	3	3	4	5	2
57	4	2	2	4	5	2	4	5	3	1	4	1	4	4	5	4	1	2	5	4	2	2	3	2	4
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59	5	3	2	3	2	4	2	4	2	4	1	1	4	4	4	2	4	5	4	4	2	2	4	1	4
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61	4	2	1	4	4	4	2	2	1	4	4	5	4	3	4	3	3	2	1	3	4	4	2	3	2
62	1	1	2	2	4	3	4	2	4	2	2	4	3	4	2	4	4	1	2	4	2	5	4	2	3
63	4	4	2	4	4	4	3	4	3	4	1	2	4	2	1	4	4	1	4	4	1	3	5	4	2
64	2	3	5	4	1	2	4	2	4	4	4	4	2	4	3	4	2	4	2	1	2	2	3	4	4

65	5	4	2	4	4	1	4	5	2	1	1	3	4	3	4	1	3	2	5	4	2	2	4	2	2
Respondent No.	Items																								
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66	5	2	2	2	4	4	1	2	4	2	3	4	4	1	4	4	1	3	4	2	2	5	2	4	4
67	2	4	3	4	2	4	4	3	2	3	2	4	3	4	4	3	4	2	4	1	2	4	4	1	3
68	4	4	1	4	2	4	4	3	2	3	2	1	3	1	3	4	3	1	2	4	1	1	4	1	3
69	2	3	2	2	3	2	4	2	1	5	1	2	1	2	4	1	2	2	4	1	5	5	2	4	1
70	1	4	3	4	4	3	2	4	3	2	4	5	3	2	1	2	3	4	2	5	1	1	5	3	2
71	2	1	2	3	4	1	3	5	4	1	2	1	2	3	2	3	4	3	4	3	1	4	4	4	4
72	3	2	4	2	2	4	5	4	2	3	1	2	1	4	5	4	3	1	2	2	3	3	1	2	1
73	2	4	2	5	1	2	4	1	5	2	5	4	4	1	4	3	3	4	1	4	1	1	4	5	2
74	4	3	2	4	4	5	2	4	3	4	2	3	4	3	3	5	1	5	4	2	4	4	2	1	2
75	1	2	3	2	5	4	1	4	2	4	4	5	3	5	4	1	4	2	1	4	4	5	4	4	5
76	2	4	1	4	3	2	4	2	2	3	1	5	4	3	3	2	1	2	3	1	1	3	2	3	2
77	5	4	2	1	4	1	3	5	2	1	2	1	4	2	1	2	5	5	4	2	1	2	5	3	2

78	4	2	4	2	4	3	2	3	3	2	1	2	2	4	2	4	4	3	1	4	1	1	2	3	2
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Respondent No.	Items																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
79	2	4	2	4	2	4	1	2	4	3	4	4	2	4	3	1	3	4	4	2	3	3	4	2	3
80	1	3	2	4	4	2	5	4	2	1	4	3	5	3	4	4	4	1	2	4	1	1	3	4	1

Appendix 5
Tabulation of Teachers' Questionnaire Survey

Respondant 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
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2	4	1	2	1	4	4	1	2	1	5	2	1	2	2	1	2	4	4	1	4	1	2	4	4	1
3	2	5	2	1	2	4	5	4	4	1	4	2	4	4	4	2	1	1	2	1	5	1	1	2	4
4	2	4	1	4	4	1	2	1	1	5	1	4	4	4	4	1	2	2	1	4	1	2	2	4	4
5	1	2	5	1	4	4	1	2	4	1	4	1	2	1	4	4	1	1	4	1	4	1	4	4	1
6	2	1	1	4	1	2	4	1	1	2	1	2	1	4	4	2	4	2	1	4	1	2	1	2	5
7	2	2	1	2	4	2	1	4	2	2	2	1	4	5	2	1	4	1	2	1	4	1	4	1	4
8	1	4	5	1	4	1	2	1	1	4	1	4	2	2	1	2	1	2	1	2	1	4	2	4	2
9	2	4	1	4	1	4	4	2	1	4	2	1	4	4	5	4	2	4	5	1	2	2	4	1	2
10	2	1	2	1	4	4	1	4	2	4	1	4	4	4	4	1	4	1	2	1	4	1	4	4	1
11	1	5	4	4	4	1	2	1	5	2	1	2	1	2	1	2	1	2	1	4	1	2	4	4	1
12	2	4	1	4	2	2	1	2	1	4	4	1	4	4	4	1	5	1	4	1	2	1	2	5	2
13	4	5	6	2	4	4	2	1	4	4	1	5	5	4	4	4	1	2	1	4	1	4	4	4	1
14	1	4	1	4	4	1	4	1	2	4	2	1	4	5	5	2	4	4	1	4	1	4	5	1	2
15	5	5	2	4	5	4	2	1	2	5	4	4	1	4	4	4	1	1	4	1	2	1	4	4	1
16	2	4	1	2	4	4	1	2	1	4	1	5	4	4	4	4	4	4	5	1	2	1	4	4	2
17	4	4	2	5	4	5	4	1	4	5	4	1	5	5	4	2	4	5	2	2	1	4	4	4	1
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19	4	4	1	2	4	5	4	1	4	5	5	2	5	4	5	5	5	4	4	5	1	5	5	4	4
20	2	4	4	5	5	4	1	5	5	4	5	4	5	4	5	4	4	5	4	5	1	5	4	4	4