

AN EVALUATION OF ‘ENGLISH FOR TODAY: FOR CLASSES 11-12’ AS A TEXTBOOK FOR BANGLADESH HIGHER SECONDARY EDUCATION (HSE)

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ABSTRACT

Evaluation of English Language Teaching (ELT) materials is an inevitable factor if the materials are aimed at assisting in the effective implementation of a language program. Blindly choosing or adopting, or even randomly designing a textbook, and then using it for a language program may not fulfil learners’ linguistic, functional and communicative needs. Using the McDonough & Shaw (2003) model, this research evaluates the ELT textbook: ‘English for Today: for classes 11-12’ of Bangladesh Higher Secondary Education (HSE) level ELT program. In doing so, both the external and the internal evaluation criteria are applied to the textbook in order to examine whether any inconsistencies exist between the external claims made for the textbook in relation to the goal of the national ELT curriculum and the overall internal organisation of the book. As for findings, the study indicates a mismatch between the overall goal of the HSE level ELT curriculum and the way the textbook has been designed. All the external claims made for the textbook are not consistent with the internal organisation of it (e.g. four language skills are not equally presented; materials are mainly inauthentic, etc.). Overall, the textbook needs to be revised and re-designed in order to meet learners’ linguistic and communicative needs.

Keywords: Materials Evaluation, External Evaluation, Internal Evaluation

Introduction

Although the debate is on-going as to whether or not textbooks are to be used in English language classrooms, most English language teaching (ELT) professionals believe today that without materials successful implementation of a language programme is not possible (see, for example, Harwood, 2005). In this research, I personally believe that ELT materials are important, and thus, they are unavoidable in ELT practice (see also, O’Neill, 1982). As we agree that ELT materials are unavoidable, it is also important that we evaluate them so that we can choose the right textbook- the one that is appropriate to the needs and wants

of the learners, and the one that fits in with the goal of the national ELT curriculum of a country. An exponential increase in the globally and locally produced ELT materials indicates that materials evaluation is an unavoidable reality (see also, Cunningsworth, 1995), especially when considering Brumfit's (1980, p.30 as cited in Sheldon, 1988, p. 237) claim that 'masses of rubbish is skilfully marketed'.

The overall aim of this paper is to evaluate the Bangladesh Higher Secondary Education (HSE) level ELT textbook: 'English for Today: for classes 11-12' (see appendix-1), written by Shahidullah, Islam, Majid & Shams (2001) and examine the extent to which the textbook can meet the goal of the national ELT curriculum. The goal of the Bangladesh national ELT curriculum is to develop the communicative competence of the learners by exposing them to textbooks that are designed based on the communicative language teaching (CLT) approaches. Hence, it is important for us to examine if the textbook, under review, addresses all the language skills, and thus, if it can meet learners' communicative and functional needs. Specifically, we investigate how the information provided with the preface to the textbook, table of content, and the introduction to the HSE level ELT teacher's guide (TG) for the textbook is in line with the philosophy of the national ELT curriculum. Eventually, we examine the extent to which the external claims are consistent with the internal organisation of the textbook. In this paper, I use the term, textbook and materials interchangeably.

Theoretical Background

Materials Evaluation

Evaluating ELT materials is essential to bring about innovation in a language programme (Forsyth, Joliffe & Stevens, 1999). Based on learners' needs materials should be evaluated regularly for the necessary changes. According to Sheldon (1988, p.238), 'when a textbook is imposed on both parties [teachers and learners] by a higher authority, and when there is no possibility of change or modification, the discontent is no less acute for being futile'.

In addition, materials evaluation is important to check whether there is any mismatch between the 'objectives' of the materials and those of the learners (Tomlinson, 1998, p. xi). Forsyth, Joliffe & Stevens (1999), suggest that all the language learning materials should be revised regularly 'at least once every two years' (p.57). Therefore, materials evaluation appears as an unavoidable phenomenon in a language teaching programme. We need to evaluate the materials to see whether they are appropriate to the needs of the learners, and whether they can be used effectively in teaching specific language skills. It is

also important that we examine if the objectives of a textbook are in line with those of the language teaching curriculum of a program.

Approaches to Materials Evaluation

ELT materials can be evaluated in two ways: the ‘macro’ and the ‘micro’ level evaluation (McGrath, 2002, p.14). Macro evaluation has also been termed as ‘external evaluation’ (McDonough & Shaw, 2003, p.61) and ‘impressionistic method’ (McGrath, 2002, p.25). McGrath (2002) claims ‘impressionistic analysis is concerned about obtaining a general impression of the material’ (p.25). Broadly speaking, this stage examines the claims that are made by the author(s), editor(s) and/or the publisher of an ELT textbook.

The second stage of evaluation is micro level evaluation. Micro level evaluation has also been termed as ‘internal evaluation’ (McDonough & Shaw, 2003, p.66) or, ‘in-depth evaluation’ (McGrath, 2002, p. 25). According to McDonough & Shaw (2003), ‘the essential issue at this stage is for us to analyse the extent to which the...factors in the external evaluation stage match up with the internal consistency and organisation of the materials as stated by the author/publisher...’ (pp. 66-67). Evaluation at this stage goes ‘beneath the publisher’s and author’s claims to look at, for example, the kind of language description, underlying assumptions about learning or values on which the materials are based or, in a broader sense, whether the materials seem likely to live up to the claims that are being made for them’ (McGrath, 2002, pp.27-28). For this study, McDonough & Shaw’s (2003) model is used. So, the approaches to materials evaluation suggested by McDonough & Shaw are discussed below.

McDonough & Shaw’s Model

As indicated earlier, McDonough & Shaw (2003) have suggested evaluation at two stages: an external evaluation and an internal evaluation. The external evaluation gives an initial ‘comprehensive, external overview of how the materials have been organised’ (McDonough & Shaw, 2003, p.62). The ways of examining ELT textbooks at the external stage are to look at:

- ‘the claims made on the cover of the teacher’s/student’s book’
- ‘the introduction and table of contents’

At the external evaluation stage, we need to examine ‘why the materials have been produced’ and ‘whether the objectives [that led to the production of the materials] have been clearly spelt out’ (McDonough & Shaw, p. 62). The result of the external evaluation should expose ‘the intended audience’, their ‘proficiency level’, ‘the context in which the materials are to be used’,

‘organisation of language into teachable units/lessons’, ‘the author’s views on language and methodology’, ‘availability of teacher’s book’, ‘representation of the minority group and/or women’ and other aspects (McDonough & Shaw, pp. 63-66).

The goal of internal evaluation is to see the extent to which the findings of the external evaluation ‘match up’ with the ‘internal consistency and organisation of the materials...’(McDonough & Shaw, 2003 p. 67). The result of the internal evaluation should expose, at least, the following factors:

- presentation of the language skills in the textbook
- the ‘grading and sequencing’ of contents in the textbook
- authenticity of tape for listening skill
- authenticity of materials for speaking skill practice

(McDonough & Shaw, 2003 pp.67-70)

At overall evaluation stage, McDonough & Shaw (2003) have suggested some criteria to be applied to a textbook in order to examine the extent of suitability of a textbook for a group of learners. First of all, we need to look at what McDonough & Shaw (2003, p. 70) call the ‘*usability factor*’. This will expose whether the materials can be used as ‘core’ or ‘supplementary’ materials, and whether the textbook can meet the overall goal and the objectives of an ELT programme.

The second criterion is the ‘*generalizability factor*’ (McDonough & Shaw, 2003, p. 70). This refers to the extent to which a textbook can be generally useful for a particular group of learners. In many cases, a textbook may be more useful for teaching a particular skill (e.g. reading) than it can be for teaching other language skills. Generally, a textbook cannot be claimed to be appropriate for all the learners; there is no denying that different learners have different needs.

The third criterion is the ‘*adaptability factor*’ (McDonough & Shaw, 2003, p. 70). This factor relates to the examination of the extent to which a textbook can be used in its present condition, and whether any parts need to be added to or left out from the textbook- a process known as materials ‘adaptation’ (p. 70).

Finally, the ‘*flexibility factor*’ (McDonough & Shaw, 2003) refers to the rigidity of the ‘sequencing and grading’ of the materials, and the various ways in which a textbook can be used (p.70).

Research Context

This research is based on the Bangladesh Higher Secondary Education (HSE) level ELT textbook: ‘English for Today: for Classes 11-12’. Hence, a brief focus is given on the HSE level ELT. ELT at HSE level is based on English for General Purposes (EGP). In the Higher Secondary English language program, the curriculum refers to the overall organisation and management of the program while the syllabus documents are stated in the national curriculum. The HSE level official ELT textbooks: ‘English for Today: for classes 11-12’ (also known as English paper-1) and ‘English Grammar and Composition: second paper for classes xi-xii’ (also known as English paper-2) are designed by the specialists of the National Curriculum and Textbook Board (NCTB) based on the curriculum guidelines. It should be noted that this research is solely drawn upon English paper-1, and hence, it does not relate to English paper-2. English paper-1 has been designed on the basis of a multi-layered syllabus (Islam, Majid, Shahidulla & Shams, 2001) in which, topics, skills, functions, grammar and vocabulary are integrated for the purpose of teaching the four language skills.

The HSE level English language curriculum nourishes the philosophy of a learner-centred language education with an objective of developing learners’ communicative competence. By the end of this level, students are expected to have an overall mastery over the four English language skills (i.e. reading, writing, listening and speaking) (National Curriculum). At HSE, it is expected that the learners will acquire the skills by direct practice and use of those skills (Islam, Majid, Shahidulla & Shams, 2001)

As for the HSE level English language syllabus, it has been suggested in the curriculum that the syllabus should be designed based on learners’ needs and the philosophy of ‘learner-centred’ language education. For the content of the syllabus, suggestions have been given in the curriculum not to choose any discrete grammatical items, but the language items are to be presented in meaningful real-world communicative contexts (National Curriculum). ‘Learning outcomes’ and ‘terminal competencies’ related to the four language skills are also outlined in the syllabus documents. Also, specific guidelines are given in the curriculum regarding the selection and grading of content (ibid.).

Research Questions

In this study, the following research questions are investigated:

1. To what extent does ‘English for Today: for classes 11 -12’ meet the goal of ELT at Bangladesh HSE level?
2. Do the objectives set down in the lessons of the textbook reflect the HSE level ELT curriculum goal?

Method

It is important that the research strategy is consistent with the research purposes (Saunders, Lewis & Thornhill, 2009). For this research, a non-survey research strategy is used. According to Brown (2001, p.2), it is important to examine the available ‘non-survey’ data before devising any ‘new-brand’ data collection instrument. ‘Non-survey’ data can be obtained through the ‘existing information’ tools which include ‘record analysis’, ‘literature review’, etc. (ibid. p.3). In this research, the non-survey data stem from the following instruments: HSE level ELT syllabus and curriculum documents, the HSE level ELT textbook and the HSE level TG.

McDonough & Shaw’s (2003) criteria are applied here to evaluate the textbook under review. The textbook is examined at two stages: external and internal. In order to examine the textbook externally, the preface to the textbook, table of contents and the introductory part of the TG for ‘English for Today: for classes 11-12’ are examined to observe the claims made for the textbook. The second stage- internal evaluation- examines the internal organisation of the textbook. In doing so, first of all, the bookmap is surveyed in order for a primary decision to be made on how the language skills are presented in the textbook. Later, the in-depth investigation examines the consistency between external claims and the internal organisation of the materials. Finally, an overall impression is made on the materials based on the findings of both the external and the internal evaluation.

Findings and discussion

In this section the findings of the external evaluation and internal evaluation are first presented. Then the discussion is focused on the two research questions of the study and ends with an overall impression about the textbook.

External Evaluation

Through an ‘impressionistic’ overview of the preface to the textbook, it can be observed that the textbook fosters the learner-centred philosophy suggested in the national ELT curriculum. For example, it has been claimed that the textbook is designed based on ‘principle of learning a language by actually practising it’ and that ‘[t]his practice, which is carried out through the four language skills of speaking, listening, reading and writing, usually in an interactive mode, underlies the communicative approach to language teaching’ (Kabir in Shahidullah, Islam, Majid & Shams, 2001, p. i). Also, it is stated in the HSE level TG for the textbook that one of the aims of HSE level English language programme is to ‘help develop the learners’ speaking, listening, reading and writing skills so that

they can communicate accurately and appropriately’ (Islam, Majid, Shahidullah & Shams, 2001, p.iv) using the ‘authentic language’ (ibid. p. iv).

According to Islam, Majid, Shahidullah & Shams (2001), ‘as the focus is on the communicative functions of language [in this case, English], the main aim of the textbook is to provide ample opportunities for students to use English for a variety of purposes in interesting situations’ (p. iv). The contents of the textbook are ‘not graded structurally; rather it [textbook] is organised according to learners’ needs and interests...’ (ibid. p.iii).

The textbook ‘has been developed on the basis of CLT [Communicative Language Teaching]’ and ‘it includes texts (both prepared and authentic), pictures, diagrams, exercises, tasks, etc’ (Islam, Majid, Shahidullah & Shams, 2001, p. i). The editor of the TG has claimed that the textbook ‘reflects an up-to date language designed to meet the needs and wants of Bangladeshi learners of English...’ (Rahman in Islam, Majid, Shahidullah & Shams, 2001, p. ii)’. It is furthermore claimed that the textbook ‘takes into account the diversity in our country [Bangladesh] and the learners’ range of social, cultural and educational backgrounds’ (Islam, Majid, Shahidullah & Shams, 2001, p. iii).

The intended audience of the textbook are the Bangladeshi learners of English at the HSE level (equivalent to British A level), and these learners are expected to have achieved an ‘intermediate’ level of language proficiency at the Secondary School Education (SSE) level (see, National Curriculum). The textbook is designed to be used as core teaching materials in the HSE level ELT classes in different colleges across the country. The contents of the textbook are various theme based topics such as ‘Families’, ‘English Around us’, ‘Personality Type’, ‘Environment’, etc. The contents are graded into twenty four units with twenty four different titles which again include one hundred and fifty six separate lessons under different headings. Each lesson includes materials and tasks on language skills. Finally, a TG has also been designed in order to help the teachers to adjust to the newly adopted methodology (i. e. CLT).

To summarise the main findings of the external evaluation, it has been observed that the philosophical approaches to the design of the textbook are in line with the goal of the national ELT curriculum. The claims that are made for the book are: (a) the aim of the textbook is to help learners develop communicative competence in English, (b) the book exposes the learners to the four language skills of listening, speaking, reading and writing, (c) learners are presented with authentic language, (d) learners are provided with various interesting situations/contexts for communicative tasks, (e) contents are not graded structurally, but rather they are graded as per learners’ needs and interest, (f) the

book presents both authentic and artificially created texts, tasks, images and diagrams, etc. and (g) it takes learners' socio-cultural diversity into account.

Internal Evaluation

Book Map: a survey

Before proceeding to examine the consistency between the claims of the authors, editor, publisher and the internal organisation of the textbook under investigation, this study surveys the book map of the textbook (pp. xi-xxxviii). The map gives a sketch of each lesson in the textbook showing how the four language skills are covered in a lesson.

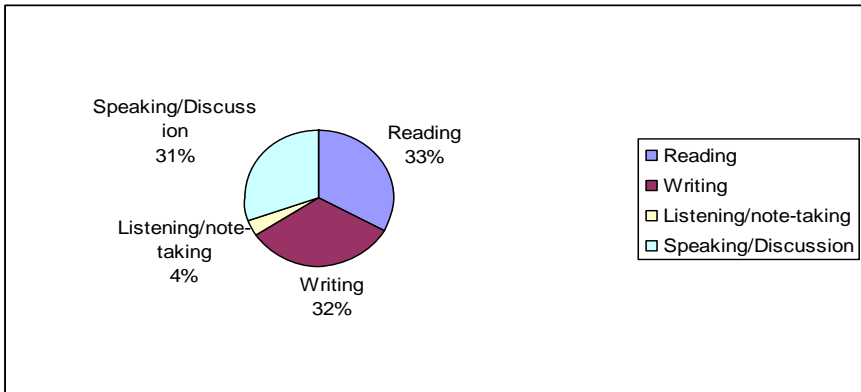


Figure 1: Language Skills in English for Today: for classes 11-12 book map

As exhibited in figure 1, listening is the least addressed language skill in the textbook. The book map shows that reading skill is presented in one hundred and forty three lessons (33%) in the textbook. Additionally, writing and speaking are addressed respectively in one hundred and forty lessons (32%), and one hundred and thirty two lessons (31%) under twenty four units in the textbook. Listening skill, on the other hand, has been presented in seventeen lessons (4%) only.

Internal Organisation

This section examines the organisation of the textbook, notably exposing whether the internal organisation of the textbook is consistent with the external claims made by the authors, editor and the publisher.

Language Skills

Carefully looking at the lessons in the textbook, it can be observed that different language skills are presented through an integrated approach. Also, the two important language components i.e. grammar and vocabulary are contextually

presented. The basic grammatical items such as voice, clauses, modals, etc. are presented in meaningful contexts.

Reading has been given the utmost priority in the textbook; almost all the lessons in the book include reading texts. The texts demand that the learners read them and answer the questions that follow the texts. Reading texts are integrated with speaking and writing activities. Writing skill has also been addressed to a large extent. Writing activities include writing letters, writing short passage, writing advertisements, writing story, writing paragraph, writing magazine articles, etc. However, the materials provide the learners with very little support in the writing tasks; although there are many writing tasks, in most cases, they are not guided with samples. Also, the writing activities are not process-based; they are rather based on traditional product approaches. As for speaking, the lessons include some activities related to the lesson topics (e.g. our family), and the learners are advised to discuss the topics in pairs and in groups. Sometimes, role-play situations are encouraged. Nonetheless, as in writing, in the speaking activities also learners are not scaffolded with the forms of language that are useful in learning functional speaking skill.

Listening skill, however, seems to be the most neglected language skill in the textbook. According to the book map, listening/note-taking activities have been presented in seventeen lessons. A careful examination of the seventeen lessons, however, reveals a rather surprising reality. Indeed, no tapes are provided with the textbook for the learners and the teachers for classroom practice. Sometimes, teachers are expected to read a text aloud which the learners are then expected to listen to. Interestingly, in that case, even the transcript is not provided with the text (see, e. g. Unit 1, Lessons 4 & 5). Even more interesting to note, though the book map shows that listening/note-taking activities are included in seventeen lessons, in reality, some of the lessons (out of seventeen) do not include any guided listening activities (See e.g. Unit 7, Lessons 3 & 6; Unit 12, Lesson 2; Unit 13, Lesson 2, etc. also see appendix-2 as an example).

Authenticity and learners' interests

Although the authority of the textbook has claimed the textbook is based on authentic language and tasks, in reality the language used in the book is created for pedagogical purposes. The textbook includes approximately one hundred and twenty six visual images; yet, only one image (0.79%) seems to be authentic. However, most pictures (99.21%) are drawn artificially.

The listening and speaking tasks do not appear to be authentic. As for speaking, learners are expected to work in pairs and groups to discuss such topics as marriage and family in Kenya, integrated skills development, Bonsai, etc. A

potential problem with these topics might be that these topics may not be interesting to the HSE level learners who are grown-ups. Contemporary topics (e.g. social media, Facebook, varsity campus, etc.) could be more interesting to the learners. Listening skill, as mentioned before, is the least addressed skill in this textbook. Even those few listening tasks that are given in the textbook are not authentic. No authentic recorded tape is provided with the textbook.

Learners' needs, wants and interests

Although it has been claimed that the textbook has been designed based on learners' needs, wants and interests, in designing the textbook, learners' needs and wants are not analysed, and that the syllabus and the materials are designed within a Top-down approach (Ali, 2010, Ali & Walker, 2014). The textbook has been designed by the specialists of the NCTB. HSE level Learners' needs are not analysed; they are perceived in terms of what the learners need to learn to communicate in meaningful social contexts.

Cultural diversity

Bangladesh is a multi-cultural country where people from different ethnic groups inhabit the various parts of the country. Although it has been claimed that the textbook is designed with an account of the cultural diversity in the country, in fact, the reality is different; most of the cultural backgrounds used here are based on the Bangladeshi national contexts. The minority cultural contexts (e. g. those of Chittagong hill-track area and others) are not well addressed in the textbook.

Answers to research questions

The findings of the research are discussed in relation to the research questions of this study.

- To what extent does 'English for Today: for classes 11-12' meet the goal of ELT at Bangladesh HSE level?

This research reveals that although the external claims are in line with the philosophy of the national ELT curriculum, the claims are not consistent with the internal organisation of the textbook. Therefore, there is a mismatch between the HSE level ELT textbook and the goal of the national ELT curriculum. Although 'English for Today: for classes 11-12' is expected in the curriculum to present the four English language skills based on the philosophy of a learner-centred education, in practice the philosophy is not truly reflected in the materials. All the four language skills of reading, writing, listening and speaking are not equally presented in the textbook. The textbook gives more emphasis on reading, writing and on speaking to some extent, but it focuses little on listening.

Even though it is suggested in the HSE curriculum that materials should be designed based on real-world activities, the textbook used for the HSE level ELT has been designed artificially for pedagogical purposes. The topics and the materials are created artificially and they are not authentic. The textbook provides the learners with little materials for listening and speaking skills that are needed in real communicative contexts.

- Do the objectives set down in the lessons of the textbook reflect the HSE level ELT curriculum goal?

The evaluation also reveals a mismatch between the overall objectives of the curriculum and the individual lesson objectives in the HSE English language textbook. As for ‘English for Today: for classes 11-12’, the objectives in each lesson are stated in terms of what the learners will do in a lesson instead of how the lesson relates to the overall aim of the language program and how learners may benefit from the lesson.

Overall, the external claims made for the textbook are not consistent with the internal organisation of the textbook. The textbook could be very useful for teaching reading and sometimes for teaching writing skills in that it includes many tasks on writing. In that case, reading and writing texts and tasks, however, need to be authentic. Writing tasks in particular need to be guided so that learners are somehow scaffolded. As for speaking and listening, the textbook does not seem to include any authentic materials; some artificial and created forms of language and tasks are given instead. The visuals in the textbook are also created. They are basically drawn pictures of different people, places and objects. The paper and print quality of the textbook is also not satisfactory.

At present, the textbook cannot meet the goal of the national ELT curriculum. In its present condition, the textbook may not be used as core materials for teaching all the four language skills in general. The textbook needs to be revised and re-designed with supplementary authentic listening and speaking materials.

Implications

With its current status, the textbook cannot really meet learners’ needs. After completing the HSE level, most of the learners are expected to enter a university for graduate degrees. Apart from reading, writing, pair and group discussion in English, these learners are also required to do academic presentations, writing academic essays/assignments, referencing, taking notes while listening to the teachers lecturing in English, undertaking projects, etc. during their study in a university. However after finishing the HSE, some students migrate overseas

(e.g. the UK, the USA, Australia, New Zealand, etc.) for higher education. In this case, these students have to both work to survive in those contexts and study to achieve their degrees. Another group of HSE level students seek work permit in the Middle Eastern countries to support their household. At present, having completed the HSE level education plus a nursing diploma, some students (especially females) migrate to Canada to serve as medical nurses. Hence, all these issues should be addressed in the textbook if it is meant to meet learners' needs and wants. Broadly speaking, in the light of the four issues identified above, it can be argued that English for general purposes (EGP) is not appropriate at HSE level.

Conclusion

Using McDonough & Shaw's (2003) materials evaluation model this paper has evaluated the Bangladesh Higher Secondary Education level national ELT textbook: 'English for Today: for classes 11-12'. The findings indicate a mismatch between what has been claimed in favour of the textbook in relation to the national ELT curriculum and the internal organisation of the textbook. It seems that the materials in the book focus more on reading, writing and speaking skills than they do on listening skills. An in-depth investigation, however, shows even writing tasks are presented without scaffolding the learners with samples of what they are to do.

In addition, the texts, tasks and images of the textbook are generally inauthentic. Most of the texts and images are drawn artificially; the language is also not authentic. Learners are expected in the textbook to work in pairs or groups on some topics that are not generally used in everyday conversation or in general communication. Besides, learners' needs and wants are not reflected in the textbook; the contents are chosen in a top-down way based on the perceived needs of the learners. The textbook also appears to be biased in that it seems to overlook the cultural diversity in the country.

The argument here is that the textbook cannot fully meet the ELT goal of the Bangladesh national curriculum, and that it cannot in reality meet learners' linguistic and communicative needs. The textbook is claimed to be designed based on the philosophy of the learner-centred ELT. However, in designing the textbook neither the learners nor the teachers are consulted, rather the specialists of NCTB of Bangladesh devise the syllabus and the textbook which are then prescribed for HSE level ELT programme (Hossain & Jahan, 2005; Ali, 2010). This research is in line with the implication of Ali (2010) that '...a conflict may appear in a language programme if the decisions stemming from different stakeholders are not integrated...' (p.293) in the design of materials. As

recommended earlier, the textbook needs to be revised and updated in relation to the goal of ELT at HSE and the needs and wants of the learners at this level. Also, the materials should include balanced samples of authentic four language skills so that learners are exposed to the forms of language that are used in real-life contexts.

Finally, this paper ends with a suggestion to reduce the size of the textbook to a maximum of 200 pages from its present 320 page volume. Also, the textbook at this stage of education will be more appropriate and interesting to the learners if it is designed based on the various needs of the HSE level learners as identified in this paper. In this case, a national level large scale needs analysis may also be conducted that include the learners, teachers, syllabus designers, materials developers, methodology experts and test designers as a way to establish collaboration among all the stakeholders.

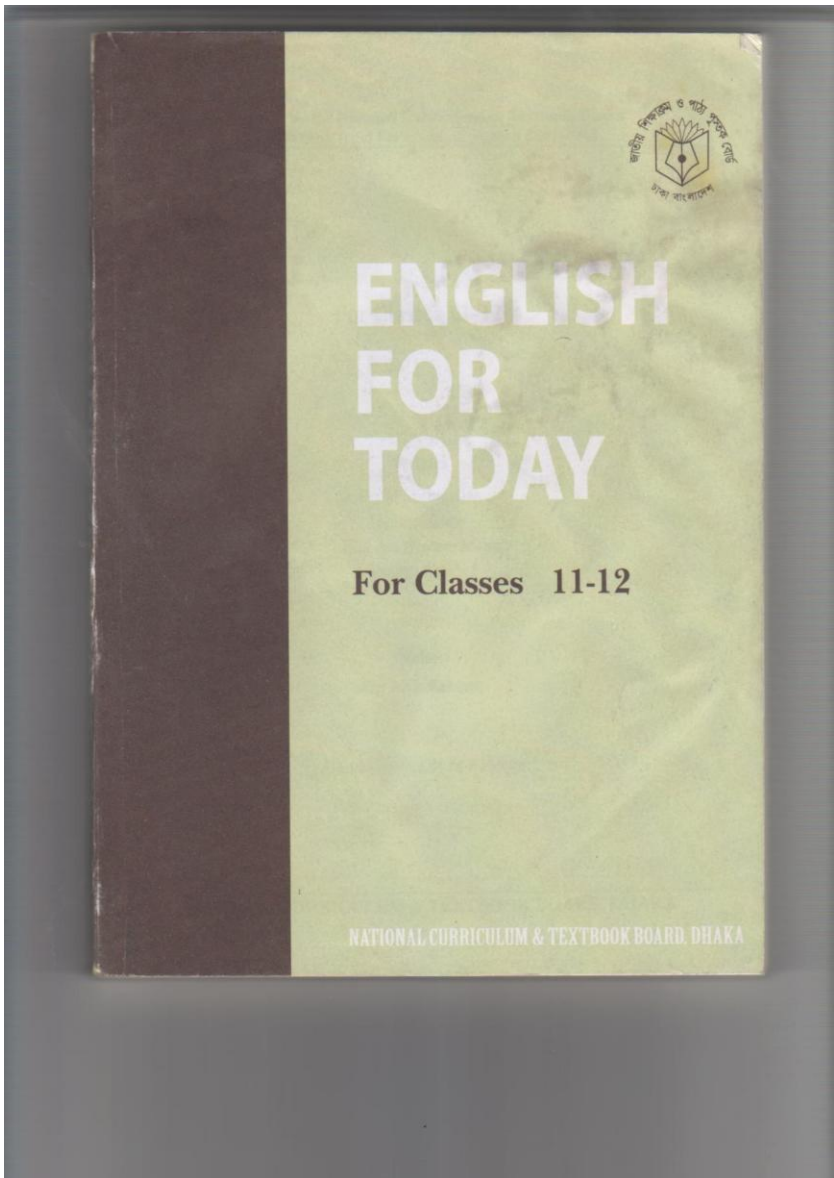
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Appendix-1: Cover page of ‘English for Today: for classes 11-12’



Unit Four: Pastimes		
Lesson	Title	Page
1	Things we enjoy doing	45
2	Some unusual pastimes	47
3	Through the lens	50
4	Plants for pleasure	52
5	Under the banyan tree	54
Unit Five: Personality Types		
1	What is he like!	57
2	Introverts and extroverts	59
3	Strange personalities	61
4	People I live with	64
5	How assertive are you	66
6	Jerry	69
Unit Six: Our Environment		
1	The environment and the ecosystem	71
2	How the environment is polluted	72
3	The world is getting warmer	73
4	Let's not be cruel to them	76
5	Beware of pollution	78
6	Forests should stay	79
7	How to manage waste	81
Unit Seven: Disasters We Live With		
1	A furious force	83
2	Grass fires	85
3	The parched earth	87
4	Erosion	89
5	The shake and the quake	91
6	'Under the greenwood tree'	92

Appendix-2: Example of mismatch between book map and internal organisation of the textbook

English For Today 87

Lesson 3

The parched earth

Objectives: By the end of the lesson you will have

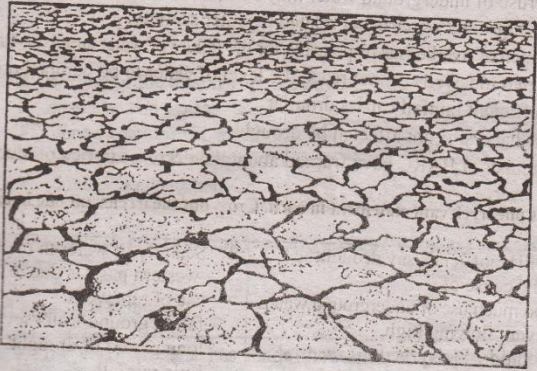
- read and discussed an extract from a newspaper
- prepared a set of questions
- done a True/False exercise
- done a multiple choice exercise

A Discuss with your partner and say what happens when the weather is very dry.

Look at the picture. What do you see?

Discuss the following questions in pairs.

1. What do you think is the cause?
2. What may it lead to?
3. Is there any way of preventing this?



B Now read this newspaper article.

Dry weather to persist

The Department of Public Health Engineering (DPHE) officials told the agency that excessive use of ground water, riverbed siltation, global warming, deforestation and a low flow from the upstream of major rivers during the dry season compounded the water crisis. Referring to the recent report on the serious scarcity of drinking and irrigation water in the northern, southern, and south,

western parts of the country, the DPHE officials attributed these phenomena to the cause of drought during the last several weeks.

Inadequate rainfall and inadequate flow from high areas during the dry season also caused a drought-like situation in the north where *tara pumps* have to be used now instead of hand pumps. A tara pump can draw water from a depth of 50 to 60 feet while a normal tubewell is able to draw water from 25 to 30 feet below only. "Prolonged drought may hamper irri-boro cultivation during this season," cautioned scientists from the Bangladesh Agricultural Research Council (BARC) adding that the boro harvest may fall to 7.7 million tons.

Read the text again and in pairs prepare at least five questions to get some information from it. e.g. *What is the source of the text?*

Now exchange your questions with another pair and write down the answers.

C Work in pairs and say which of the following statements are true and which are false by putting T/F against the statements.

- 1 Overuse of underground water may be a cause of shortage of water. ___
- 2 Use of ground water is not related to water scarcity. ___
- 3 Siltation of riverbeds is responsible for the failure of water supply to tubewells. ___
- 4 Normal tubewells cannot reach the level of water to be pumped out. ___
- 5 Insufficient rainfall causes drought. ___
- 6 Rice harvest is not affected by drought. ___
- 7 Scientists at BARC have warned about the decrease in rice production. ___

D There is one irrelevant statement in each. Cross out the irrelevant one in each section.

<p>1 DPHE officials say drought is the cause of</p> <ul style="list-style-type: none"> - too much use of underground water. - rivers flowing high. - siltation of riverbeds. - deforestation. 	<p>2 Scarcity of water in the south western parts is due to</p> <ul style="list-style-type: none"> - use of tubewells. - fall in ground water level. - long period of drought. - little rainfall.
<p>3 Tara pumps are</p> <ul style="list-style-type: none"> - used instead of hand pumps. - capable of drawing water from a depth of 50 to 60 feet. - used because they are manufactured locally. - used in areas where the water level has gone down. 	<p>4 BARC scientists warned that</p> <ul style="list-style-type: none"> - drought may - affect rice output. - occur in areas where irri-boro rice is cultivated - lead to fall in rice harvest. - affect the cultivation of rice.