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Investigating Communicative Language Teaching (CLT) Approach's Implementation into Textbook: An Evaluation of the Bangladeshi Higher Secondary English Textbook 'English For Today' for Classes XI-XII in Relation to the CLT Curriculum

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Investigating Communicative Language Teaching (CLT) Approach's Implementation into Textbook: An Evaluation of the Bangladeshi Higher Secondary English Textbook 'English For Today' for Classes XI-XII

in Relation to the CLT Curriculum

by

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ABSTRACT

This research aims at evaluating the extent to which a Communicative Language Teaching (CLT) approach can be realised in the use of classroom textbooks. To pursue this inquiry, the research focuses upon the teaching of English in Bangladesh where a CLT approach has been adopted at national level and implemented through reforms of the syllabus, curriculum and textbooks. Of particular interest are the characteristics of the textbook, the extent to which the activities and exercises of the book are aligned with the aims and objectives of the CLT curriculum. It also attempts to find out the teachers' perceptions of whether the activities are fulfilling learners' needs and whether the book is facilitating CLT approach. For this, the researcher has chosen the higher secondary *National Curriculum for English for classes Eleven and Twelve, 2012 Bangladesh* which is adhered to CLT and the textbook *English For Today* for *Classes XI-XII* in the higher secondary level. A qualitative research approach is adopted to carry out the study. Two documents, the *National Curriculum for English for classes Eleven and Twelve, 2012* and the textbook *English For Today* for *Classes XI-XII* are analysed and semi-structured interviews with six teachers from three different higher secondary schools (locally called college) are conducted to obtain data for the research. For evaluating the textbook's CLT characteristics, the researcher has constructed an evaluation framework based on the 2012 higher secondary English curriculum's aims and objectives and the guidelines for writing the textbook.

Some of the findings regarding the practical difficulties of delivering the communicative activities reinforce previous research. However, the data shows that, while a CLT approach can be enacted in a textbook, the effectiveness of doing so can be seriously compromised where a misalignment exists between the curriculum, textbook and assessment system. The interview data highlights that this misalignment causes both teachers and learners to avoid the communicative activities of the textbook. As a result, the teachers perceive that the book is meeting the learners' short-term needs in helping them to pass the examination. Additionally, they also believe that the book fails to achieve learners' long-term needs as it

is unable to improve their communicative competence which is the main goal of the higher secondary English Language Teaching (ELT) programme.

In conclusion, this study provides insight into the challenges of enacting a CLT approach through a textbook-centred pedagogy and suggests some lessons that can be learned by others who are tasked with designing textbook and teaching materials for CLT-based language learning.

ACKNOWLEDGEMENT

DEDICATION

To the love of my life

My two daughters Aleena and Adreena,

my husband,

and my parents

The people who always believe in me more than I believe in myself

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LIST OF ABBREVIATIONS

ADB	Asian Development Bank
AERA	American Educational Research Association
BERA	British Educational Research Association
CLT	Communicative Language Teaching
DfID	Department for International Development
EFL	English as a Foreign Language
EFT	English For Today
EIA	English in Action
ELTIP	English Language Teaching Improvement Project
ESL	English as a Second Language
ELT	English Language Teaching
GCSE	General Certificate of School Education
GTM	Grammar Translation Method
HSC	Higher Secondary Certificate
JSC	Junior School Certificate
L2	Second Language
MoE	Ministry of Education
NCCC	National Curriculum Co-ordination Committee
NCTB	National Curriculum and Textbook Board
PSC	Primary School Certificate

SERA	Scottish Educational Research Association
SESDP	Secondary Education Sector Development Project
SSC	Secondary School Certificate
UK	United Kingdom

CHAPTER 1: INTRODUCTION

1.1 Introduction

This chapter portrays a general introduction to the research project. It presents the background and context of the study along with the research aim, objectives, research questions, rationale and significance. It also sheds light on the general education system in Bangladesh and the various changes that took place in the English Language Teaching (ELT) in the country. The chapter ends with an overview of the whole thesis.

1.2 Historical background and context of the study

Bangladesh is largely a monolingual country. Although 38 languages are used in the country, 98% of the people speak Bengali, and it is the official language of the country (Pinon and Haydon, 2010). Despite the strong dominance of Bengali, English is extensively used by the government bodies and in the financial sectors. It is the unofficial Second Language (L2) which is spoken and understood mostly by the minority elite people (largely educated in private English-medium schools and universities) or for international communication. This legacy of English in Bangladesh dates back to 1757-1947 during which period the country was colonised by the British empire, followed by the period 1947-1971 when the country existed as East Pakistan. During both periods, the English language was used to run the government offices. As a result, people were bound to learn English for practical purposes. Even under these circumstances, English language skill was confined to the few elite and upper middle-class society. Bangladesh got its independence from Pakistan in 1971. The newly born country's government and the nation felt obliged to pay homage to the Bengali language because of the emotional feeling related to the Language Movement and the sacrifice of the martyrs in that movement in 1952. As a result, the importance of English was reduced and Bengali was placed in all levels of administration, education, bureaucracy and judiciary (Banu and Sussex, 2001a; Hamid, 2006; Thompson 2007). This resulted in the

change of the status of English from English as a Second Language (ESL) to English as a Foreign Language (EFL). However, the government soon realised the importance of English education and tried to promote English language learning among the people of the country.

With a view to promoting ELT in Bangladesh, numerous changes have taken place over the years regarding the ELT curriculum, syllabus, teaching method, textbooks etc. (Hamid and Baldauf, 2008). As a result, in 1986 English was made a core and compulsory subject from the primary grade 1 (class 1 to 5) up to the last grade of the higher secondary education for both the state and private schools (Pinon and Haydon, 2010). In Bangladesh the secondary education is split into junior secondary (classes 6 to 8), secondary (classes 9-10) and higher secondary levels (classes 11-12). From primary grade 1 to higher secondary grade 12, English was taught following the Grammar Translation Method (GTM) before 1996. However, with the reformation of the ELT curriculum in the 1990s, Communicative Language Teaching (CLT) was introduced in all levels of education from 2001 in order to enable the learners to communicate locally and globally (Hasan and Akand, 2009; Mondal, 2012a). A series of CLT based textbooks called *English For Today* was also introduced by National Curriculum and Textbook Board (NCTB) under the direction of Ministry of Education (MoE) in line with the new curriculum from classes 6-12 in 2001. These textbooks were prepared by the Bangladeshi and international ELT experts so that the books could facilitate the learners in achieving communicative competence (Islam, 2016). The present study aims at evaluating the new textbook *English For Today* for *classes XI-XII* (hereafter EFT) for the higher secondary level (students aged between 17-19 years old) introduced in 2015 replacing the previous *English For Today* used for the same level from 2001 to 2014 (see Appendix 6 for the front cover of the book).

It is worth mentioning here that there are three different types of school systems in Bangladesh: (i) the mainstream Bengali-medium school where English is taught as a compulsory subject but other subjects are taught in Bengali and all the interaction takes place in Bengali; (ii) English-medium schools where English is used as a medium of instruction for all subjects and Bengali is used for informal social interaction; these schools follow the

United Kingdom (UK) education system where the students can achieve O-Level (equivalent to the GCSE in the UK) and A-level qualification; (iii) Madrasah which are the Islam-based religious schools where both Bengali and Arabic are used as medium of instruction. Moreover, some mainstream Bengali medium schools in the big cities provide the English-version education system along with the Bengali version maintaining the national curriculum. In these English-version schools, all the textbooks provided by the National Curriculum and Textbook Boards (NCTB) are translated into English and used instead of the Bengali medium books. The textbook under evaluation is used in the secondary level of this state-run or private mainstream Bengali medium schools and English-version schools as well as Madrasah Alim classes (equivalent to the higher secondary level) where CLT is the prescribed method by the NCTB to teach the book. This mainstream education system holds several public examinations to assess students' learning, for example, at the end of grade 5 (Primary School Certificate or PSC), grade 8 (Junior School Certificate or JSC), grade 10 (Secondary School Certificate or SSC) and grade 12 (Higher Secondary Certificate or HSC) where English as a subject plays a crucial role (National Education Policy, 2010). The higher secondary learners who are taught English following the CLT based syllabus, curriculum and textbook for two years are evaluated of their English skills in the HSC exam where English carries 200 marks (presented as Paper One and Paper Two) out of total 1100 marks.

1.3 Research aim, objectives and research questions

Nearly two decades have passed since the introduction of CLT in English language teaching in Bangladesh. But there is no remarkable change in the learners' achievement of communicative competence which is the ultimate goal of CLT (Canale and Swain, 1980). Although the National Curriculum for English has emphasized the communicative use of the language in all educational levels, it appears that this has not been effectively implemented. The researchers of Bangladesh have expressed widespread concern about the ability of students to communicate in English even after spending 12 years of studying English in the academic setting (see, for example, Chowdhury and Ha, 2008; Hamid and Baldauf, 2008; Hamid et al., 2009; Hasan and Akhand, 2009). There are many reasons behind this. The

effectiveness of the textbook is one of them. The other reasons are the educational context and assessment system.

The most recent change in ELT in Bangladesh is the introduction of the new English curriculum for the higher secondary level in 2012 and the new EFT textbook for the same level in 2015. This 2012 curriculum has accommodated the same series of the textbooks *English for Today*. However, the content of the book has been changed in order to teach the learners according to updated information of the world. In the preface of the new EFT, it is mentioned that the book focuses on "the communicative functions of language" and the aim of the book "is to provide ample opportunities for students to use English for a variety of purposes in interesting situations" (*English For Today* for *classes XI-XII*: Preface, p iii; also see Appendix 13).

EFT for classes XI-XII plays an important role since this is the only compulsory textbook in teaching and learning English in the higher secondary level in Bangladesh. The use of textbooks in the ELT classrooms can be presented through the view of Hutchinson (1987) who stated that textbooks are not just the simple everyday tools used by the language teachers rather they act as the manifestation of the aims, values and methods of the specific teaching and learning context. Similarly, Sheldon (1988, p237) asserts that "whether we like it or not", textbooks "represent for both students and teachers the visible heart of any ELT programme". However, numerous research all over the world have shown that appropriate communicative textbooks are a quite challenging part for CLT realization which is discussed elaborately in section 2.3.7.2. Therefore, the aim of this study is to find out the extent to which the CLT features can be realised in the use of classroom textbooks, in particular, the CLT features stated in the curriculum.

Several objectives will be pursued to meet this aim: (i) to understand how the EFT textbook has presented different types of communicative activities; (ii) to evaluate the textbook EFT by investigating the CLT curriculum 2012 and its implementation into the book. In doing so, the research will investigate to what extent these activities are aligned with the CLT characteristics reflected in the curriculum; (iii) to determine whether the book is helping the learners to enhance their communicative competence.

In accordance with the aim and objectives of the study, the following research questions are devised:

1. To what extent do the activities and exercises of the textbook EFT reflect the aims and objectives of the CLT curriculum?
2. How does the textbook EFT present the communicative activities and exercises to engage learners' participation?
3. What are the teachers' perceptions of these activities in relation to their learners' needs?
4. What are the teachers' perceptions of the potential of the textbook to facilitate the CLT approach advocated in the curriculum?

1.4 Rationale

Although the standard of English in Bangladesh is not high, and it is still an urban, elite language, yet due to the emergence of satellite television, FM radio, the growth of the IT industry, increased business communication in garments manufacturing industry, pharmaceuticals and other free trades, Bangladesh is being exposed to English as never before. English has become an essential part of the country's economic and socio-cultural life because of its wide use in education and research, commerce and international communication (Roshid, 2014; Chowdhury and Farooqui, 2011; Chowdhury and Ha, 2008; Chowdhury, 2003; Banu and Sussex, 2001b). Therefore, English proficiency plays a crucial role in the country's economy due to globalisation and the rapid expansion of economic world. English proficiency is essential for the individuals to secure a better job with higher salary. According to Pinon and Haydon (2010), there is a salary gap of 5%-15% between the people who can communicate in English and who cannot. Not only this, English is needed for higher education as well because like the private universities, the public universities also teach majority of their courses in English. Moreover, the huge number of students who intend to go abroad for higher study needs the ability to communicate in English. Karim's (2004) words are literally true that English language proficiency is a vital element to access global economy and education. Hence, the higher secondary English syllabus, curriculum and

textbook are vested with the responsibility of equipping the learners with all the necessary communicative skills in English.

The higher secondary English curriculum (2012) is presented by the MoE to make the learners able to communicate in English locally and globally at intermediate level. With this aim in mind, the EFT textbook is designed and distributed in the higher secondary level. Therefore, it is crucial to examine what communicative activities are included in the textbook and to what extent the curriculum guidelines are followed to develop it as this is the prescribed textbook to teach English to the higher secondary learners. The evaluation can help determine whether the book is helping the learners to enhance their communicative competence so that they become fit for the national and global world of education, technology, science, commerce and industry, and informal social interactions.

1.5 Significance of the study

Many types of research have been carried out on textbook evaluation all over the world (see chapter 3). Compared to that, an insignificant number of studies have been conducted on the textbook evaluation in Bangladesh. It is noteworthy that no research has been carried out on evaluating the new EFT textbook for the higher secondary level in Bangladesh. Furthermore, although plenty of research has been conducted on CLT, policy, curriculum and textbook evaluation (see Chapter 2 and 3), no research has been conducted to date to investigate the textbook based on CLT curriculum's implementation into it. Moreover, it has been found that the implementation of CLT policy in textbooks is not successful in many countries (see 2.3.7.2). Therefore, I am trying to find out whether it is the same case in Bangladesh. Additionally, by evaluating the textbook, the strengths and weaknesses of the book can also be determined which would lead to decide whether the book needs to be supplemented or revised or continued without any change.

Finally, as no research study is available on the present textbook, the result of this study may help the NCTB, textbook writers, policy makers, curriculum designers, ELT professionals,

MoE and other stakeholders to take any decision for further development in the CLT based textbooks in future. They may also consider the findings of this study while developing English textbooks for other levels (junior secondary or secondary) as the context and background are same and the learners' needs are more or less similar.

1.6 Outline of the study

This dissertation consists of five chapters. Chapter 1 is the Introduction that illustrates the background and context of the study as well as the research aim, objectives, research questions, rationale, significance and outline of the study.

Chapter 2 is the Literature Review which is the theoretical framework of the research. It explains the English policy and curriculum in Bangladesh, outlines the main literature related to CLT, it's characteristics, CLT realization into textbooks, problems of implementing CLT globally and in the context of Bangladesh.

Chapter 3 is the Methodology which provides detailed information on how the research is designed and why the particular methods have been selected. Following that it discusses document analysis, textbook evaluation, approaches and criteria for textbook evaluation as a pedagogical process and the importance of conducting the post-use evaluation of textbooks supported by the relevant literature. Then it presents the self-constructed evaluation framework for CLT textbooks based on the curriculum followed by interview, participants, how the data is collected and analysed, validity and reliability, strengths and limitations of the research approach taken and a summary.

Chapter 4 is the Findings, Analysis and Discussion that analyses and discusses the data found from the study with relevant literature and a summary of the key aspects.

Chapter 5 is the Conclusion of the study where the research questions are answered and the limitations of the study and recommendations are presented.

CHAPTER 2: LITERATURE REVIEW

In order to investigate the challenges identified in Chapter 1, this chapter will explore relevant literature relating to the implementation of the CLT approach to English teaching through textbook-based materials. It begins with a brief literature review on education policy, curriculum, emergence of the new secondary curriculum followed by a discussion of the higher secondary English curriculum in Bangladesh. After that, it analyses the literature on the CLT approach to investigate its origin, characteristics, challenges for its implementation globally and in the context of Bangladesh. It also presents a review of the literature on the importance of textbooks in general and CLT based textbooks in particular.

2.1 Education policy in Bangladesh

English has been widely recognised as having enormous potential for individuals and societies in the globalized world as it is needed to access the global economy and market. As a result, many Asian countries have adopted ELT in their education policies to address the realities of global connectivity (Chowdhury and Kabir, 2014). For instance, in China the government has made English a compulsory subject from class 3 in the elementary schools and English is compulsorily used as the main teaching language for technology and business-related subjects in all public colleges and universities (Nunan, 2003a). This English language policy has brought a huge change for the country as it opened up the country's access to the English-speaking world in relation to trade and commerce, education and training, politics and development etc. Similarly, the government of Bangladesh recognised the need for education and especially, English education and initiated educational reforms which have been articulated in seven Education Commission reports and a series of 5-year plans since the independence of the country in 1971, although all of them were not disseminated or adopted for implementation (Rahman et al., 2010). The Bangladesh government's most recent goal is the introduction of the National Education Policy (2010) which is the "first unified and codified policy for all levels and streams of education" (Independent Evaluation ADB, 2015, p4). It gives emphasis on English, mathematics, science and information and

communicative technologies to align the secondary education (junior secondary, secondary and higher secondary) in response to the needs of the globalised world.

2.2 Curriculum

To evaluate the textbook as a fulfillment of the CLT characteristics in relation to the curriculum, it is necessary to investigate what the curriculum is. Many different opinions on the definition of the curriculum can be found in the literature. Goodson (1994, p11) defined curriculum as a 'multifaceted concept' which is 'constructed, negotiated and renegotiated' at different levels and in various arenas. Likewise, Moore (2015) referred and updated Stenhouse (1975), and asserted that curriculum can be defined in four ways: (i) curriculum as product which refers to the use of curriculum as a standard of teaching practices; (ii) curriculum as process which is related to the development and change of curriculum after it is used in the classes; (iii) curriculum as praxis which focuses on teachers' implementation of the curriculum; and (iv) curriculum as context which refers to the curriculum's relationship with the outside world. Kelly (2009, p7) rightfully stated that the term curriculum is used 'for many different kinds of programme of teaching and instruction.' According to Pratt (1994), curriculum is a plan for teaching and learning processes and a guideline for how the instructional acts of the teaching and learning process should be conducted. While planning an ELT curriculum, the curriculum developers should consider the objectives of the ELT programme to promote efficient and effective teaching and learning processes (Brown,1995). Sowell (1996) stated that the term 'instruction' describes the process of delivering the curriculum to a particular group of students. It also describes how the teachers use various teaching strategies and resources to achieve the objectives stated by the policy makers by assisting the students to gain the learning outcomes. Therefore, Sowell (1996) suggested that curriculum and instruction are systematically connected where instructional strategies are utilized to achieve the theoretical features of the curriculum. Given the above view in light of the context outlined in Chapter 1, it is essential to evaluate the newly introduced textbook EFT which was written following the curriculum specification and CLT instructional strategy, and assess the extent to which the 'curriculum' and 'instruction' align.

2.2.1 Introduction of the 2012 Secondary Curriculum in Bangladesh

The government of Bangladesh has made three attempts to reform the secondary curriculum over the last 25 years: (i) the curriculum revision during 1993-1995, (ii) development of the uni-track curriculum during 1999-2006 and (iii) development of the new multi-track curriculum during 2006-2013 (Independent Evaluation ADB, 2015). The new government elected in 2008 decided to revise the curriculum but keep the existing multi-track framework. Since NCTB is responsible for developing curriculum, publishing and distributing all textbooks to the students, NCTB was given the task of looking afresh at the curriculum and developing a skill-based curriculum for grades 6-8, 9-10 and 11-12. The implementation of curriculum reforms was a six-year curriculum development plan from 2008 to 2013 in association with the Secondary Education Sector Development Project (SESDP) and the Asian Development Bank (ADB) aided project. First, a curriculum review and needs-assessment study were conducted followed by deciding about the curriculum framework. After getting a framework in place, the curriculum development was quickened in 2010. NCTB and MoE approved the curriculum after a series of review workshops and revisions. The curriculum then got the final approval from the National Curriculum Co-ordination Committee (NCCC) and was recognised as the National Curriculum 2012 (Independent Evaluation ADB, 2015).

2.2.2 Higher Secondary English Curriculum

An investigation of the Higher Secondary English Curriculum in Bangladesh provides an opportunity to know what components are present there and in what ways they are reflected in the textbook EFT. Furthermore, the English language learning objectives and learning outcomes at the higher secondary level are stated in the curriculum based on which the textbook was developed. Hence it is important to have a look into the curriculum before examining the textbook.

The adaptation of the new National Education Policy 2010 produced a new English curriculum for the higher secondary level (classes11 and 12) following the CLT approach. The "English Curriculum for Eleven and Twelve, 2012" was developed in line with the curriculums for classes 1-10 (Primary and secondary level) regarding content focus and pedagogic approach. The National Education Policy 2010 upholds the need for learning English for communicative purposes to prepare the learners for the competitive global world. As a result, the new curriculum focuses on implementing the communicative language teaching approach with a view to equipping learners with the essential English language skills for the 21st century local and globalized world (English Curriculum for Eleven and Twelve, 2012). According to the curriculum document, the key aims of this approach are:

- practicing all four skills of English language in the classrooms
- practicing the four skills in an integrated manner
- practicing the skills in a meaningful context, more specifically, practicing them using the language that goes beyond the textbook and incorporates real-life situations.
- carrying out interactive activities between teacher and student, and more importantly, between student and student.
- teaching grammar through the communicative approach in order to strengthen learners' accurate use of English.

<div align="center">(English Curriculum for Eleven and Twelve, 2012)</div>

The curriculum states that grammar will be taught in contexts, that is, they will be integrated into the text materials. It also suggests the provision of additional reading materials to increase learners' reading skills.

The curriculum document states its objectives as follows:

1. To acquire competence in four language skills, i.e. listening, speaking, reading and writing.
2. To use the competence for effective communication in real life situations locally and globally at intermediate level.
3. To acquire necessary grammar competence in English language for better accuracy.

4. To use English literary pieces for enjoyment and language learning.
5. To develop creativity and critical thinking through English language.
6. To become independent learners of English by using reference skills.
7. To use language skills for higher studies and technical education.
8. To be skilled in inter-cultural communications for better access to the globalized world.
9. To use English language skills for lifelong learning where necessary.

(English Curriculum for Eleven and Twelve, 2012, p25)

Finally, the curriculum lists 19 guidelines for the textbook writers (for Paper One and Paper Two) and adds two extra guidelines for the Paper Two textbook writers (see Appendix 5: Guidelines for textbook writers).

2.3 Communicative Language Teaching (CLT)

It is essential now to turn our attention in this literature review to CLT. This field of literature is relevant to the present study for two reasons. Firstly, the Bangladeshi National curriculum for English suggests that the teachers will teach the prescribed textbook provided by NCTB following the CLT approach. Secondly, the textbook is claimed to be a CLT based textbook as the aim of the book is to enhance learners' communicative competence which is the ultimate goal of CLT.

2.3.1 Origin of CLT

The CLT approach was originally developed throughout the 70s of the twentieth century in both Europe and America (Savignon, 2008). It originated as a result of the dissatisfaction of the linguists and educators with the existing methods (grammar translation and audiolingual method) for they had failed to make learners able to communicate in real-life situations (Hossen, 2008). CLT flourishes on the logic that learning the language structurally does not make the learners able to communicate in real-life (Stelma, 2010). It aims, therefore, at fostering communicative competence in learners through authentic language in meaningful

contexts instead of focusing on abstract skills. Therefore, linguists have started looking at language as 'a tool for expressing meaning' rather than a set of lexical, phonological or grammatical rules (Nunan 2003b, p6). Richards and Rodgers (2014) stated that the origin of CLT lies in the changing practices of the British language teaching tradition dating back to the late 1960s. The method was further developed by Hymes' (1967, 1972) introduction of the term 'communicative competence' in response to Chomsky's (1957, 1965) rejection of social factors in the linguistic realm. This concept was later promoted by Canale and Swain (1980), who identified its connection with language teaching. Besides this, the Council of Europe designed a communicative language syllabus based on Wilkin's (1976) book *Notional Syllabuses* which was a milestone in the development of communicative language programme and textbooks in Europe (Richards and Rodgers, 2014). CLT owes its development to the British applied linguists (Wilkins, Widdowson, Candlin, Christopher Brumfit, Keith Johnson and others) who provided the theoretical basis for a communicative or functional approach to language teaching. In addition, its development was further facilitated by textbook writers who implemented these ideas in the textbook, as well as the curriculum development centres and the government who held a positive attitude towards it (Richards and Rodgers, 2014). CLT is still popular as is evident in the huge numbers of coursebooks and teaching resources that are based on it. Many countries have embraced CLT as a teaching method despite some criticism from researchers regarding its use in Hong Kong, Korea and Japan (Hasan and Akhand, 2009).

2.3.2 Definition of CLT

It is quite difficult to give an explicit definition of CLT as the term embraces various methods and approaches for teaching L2 communicatively (Wong, 2012). CLT is best described as an approach rather than a method (Richards and Rodgers, 2014) that emphasizes 'communicative competence' (Hymes, 1972) which is the ultimate goal of teaching a language. CLT aims at developing ways of teaching the four skills of a language (listening, speaking, reading and writing) that recognise the interdependence between language and communication (Richard and Rodgers, 2014; Littlewood, 1981; Larsen-Freeman, 2000;

Nunan, 1989; Richard, 2006; Brown, 2001). Littlewood (1981) upholds that CLT emphasizes both functional and structural views of language but the structural aspect never overshadows the functional aspect. Functional effectiveness is more important than the structural accuracy (Littlewood, 1981; Larsen-Freeman, 2000). Widdowson (1978) also recognises the relationship between the linguistic forms and their communicative values in text and discourse. He focuses on the communicative acts underlying the capability of using language for various purposes. In short, Widdowson's (1978) focus is practical rather than philosophical that addresses the use of speech acts or functions of the learners for communicative purposes.

Howatt (1984), on the other hand, presents two versions of CLT: the *strong* and the *weak* version. The *weak version* asserts that learners should be given the opportunities to use the language for communication and thus activities that facilitate communication are integrated into the language teaching programme. The *strong version* of CLT claims that the language is acquired through communication. Therefore, providing the opportunities to practice the knowledge of the language is not enough, rather, it is important to stimulate the development of the language system itself. In a word, the *weak version* of CLT is 'learning to use' English, whereas, the *strong version* is 'using English to learn it' (Howatt, 1984, p279). These definitions of CLT seem different from each other. It appears that the researchers have accumulated multiple perspectives under the umbrella of the CLT approach. Therefore, Harmer (2001) and Thornbury (2006) call CLT an 'umbrella term'.

2.3.3 Basic principles and characteristics of CLT

Richard and Rodgers (2014, pp89-90) list five characteristics of the communicative view of language:

1. Language is a system for the expression of meaning.
2. The primary function of language is to allow interaction and communication.
3. The structure of language reflects its functional and communicative uses.
4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

5. Communicative competence entails knowing how to use language for a range of different purposes and functions…

In addition to the above dimensions, they assert that communicative competence also requires the following language knowledge:

- Knowing how to vary the use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)
- Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)
- Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies).

(Richard and Rodgers, 2014, p90)

Richards (2006) asserts that communicative competence is the goal of CLT. Developing the capabilities to deal with the language that occur naturally in the context is the aim of CLT (Widdowson, 2003; Li and Song, 2007). Larsen-Freeman (2000) states that all the activities in a CLT classroom have a communicative intent. Moreover, Li (1998) adds that CLT uses authentic materials. CLT provides learners the opportunities to experiment and try out their existing knowledge of the language. In CLT, learners' errors are not checked frequently rather they are tolerated while the fluency-based activities are carried on. Errors are viewed as the typical result of the development of communicative competence (Littlewood, 1981; Richards and Rodgers, 2014; Richards, 2006; Larsen-Freeman, 2000; Nunan, 1989). Richards (2006) further postulates that learners should be given the opportunity to develop fluency and accuracy and they should be allowed to discover grammar rules. He also emphasises that and different skills of language should be linked in the way they occur in the real world.

Larsen–Freeman (2000) considers interaction as the prerequisite to language learning. According to her, students learn a language through various communicative activities. Language games, such as, card game, scrambled sentences, information gap or problem-solving tasks, picture strip story, and role play activities, using the language to share and

process information match the principles of communicative approach that are integrated in a CLT classroom (Larsen–Freeman, 2000; Nunan, 1989; Littlewood; 1981). Richards and Rodgers (2014) summarise the CLT activities into seven broad categories. These are: jig-saw activities, task completion activities, information-gathering activities, opinion sharing activities, information transfer activities, reasoning gap activities and role plays. In CLT approach, activities are carried out in groups or pairs which promotes positive relationship among learners and between learner and teacher. The various activities related to real life are intended to motivate the learners to communicate with others in the target language. Language is used as a tool for social interaction in CLT (Larsen-Freeman, 2000; Littlewood, 1981; Hasan and Akand, 2009; Richards and Rodgers, 2014). CLT aims at going beyond the teaching of grammatical rules of the target language. Developing learners' communicative competence with the target language in a meaningful way is central to CLT.

2.3.4 Role of teachers and learners in CLT

All the proponents of CLT uphold that CLT is a learner-centred approach where the teacher acts as an interlocutor and a facilitator (Breen and Candlin, 1980; Richard and Rodgers, 2014; Littlewood, 1981; Larsen-Freeman, 2000; Nunan, 1989; Brown, 2001; Brown 2006; Walia, 2012). According to Littlewood (1981), during the group or pair activities, the teacher can walk around to keep an eye and observe the learners' strengths and weaknesses. They can take notes which can be addressed unobtrusively in the more controlled pre-communicative activities in the next lesson. By doing this, they can connect the pre-communicative and communicative activities. However, if the learners struggle to communicate while doing the activities, the teachers can aid them with essential language tools so that they may carry on the activity. In short, the teachers are always ready and reachable for guidance and support and this is a vital psychological boost for many learners. The teachers should refrain the learners from using their mother tongue even in time of difficulty during activity. If they find some specific error which is crucial, they should immediately intervene and fix it so that it is not embedded in the learners' speech. The teachers act as stimuli rather than a direct controlling figure (Littlewood, 1981, Larsen-Freeman, 2000). Other than these roles, the

teachers also act as needs analysts, counsellor and group process manager (Richards and Rodgers, 2014).

In CLT learners are the active participants in the language classroom. So, Brown (2001) highlights that students in a communicative class should use the receptive and productive skills of language in unrehearsed contexts outside the classroom. Therefore, the classroom activities should provide students all the skills that are essential for communication in those contexts. In CLT learners take the responsibility of their own learning (Ullah, 2013). They learn the language through various communicative activities (Littlewood, 1981). Breen and Candlin (1980) state that learners negotiate between the self and the learning process and the object of learning in a CLT classroom. They act as negotiator within the group, the classroom procedures and the activities the group performs. The learners have to contribute as much as they learn and in this way, they can learn the language in an interdependent way. So, learners have to participate in the classroom activities which are co-operative rather than individualistic in nature. Savignon (1991) emphasizes that in CLT learners go through an experience of learning the language through various communicative activities. These communicative activities help them to acquire communicative competence. While practicing different skills, students use the target language freely to communicate without thinking a lot about the grammatical correctness. Being able to communicate in the target language is the first priority in this approach irrespective of some mistakes. Teachers do not correct the mistakes frequently thereby encouraging the learners to communicate uninterruptedly (Larsen-Freeman, 2000).

2.3.5 Pair and group work in CLT

Group work, pair work, role play are the primary interactive strategies employed to achieve the goal of CLT. CLT promotes collaborative and cooperative learning through pair work and group work. Larsen-Freeman (2000) places special emphasis on the small size of the group for performing the activities in the CLT class. In a small group, students can negotiate for meaning and interact in a better way. Teachers can also monitor the activities when the

groups are small in size. Celce-Murica (1991) also recognises the effective role of group and pair work in developing learners' communicative competence since these activities may enable learners to transfer meaning in situations where one person has the knowledge that others do not have. Students can negotiate meaning between themselves within the pair and group work where they need to interact with each other (Mondal, 2012b). Similarly, Brown (2006) considers pair and group work as the key characteristics of CLT. On the contrary, Thompson (1996) expresses his concern that learners are still dominated by the teacher to some extent during pair and group work activities.

2.3.6 Role of grammar in CLT

According to Nunan (1989), the position of the grammar in the curriculum was undetermined for some time after CLT was introduced. Some linguists believed that grammar was no longer essential in teaching L2. But later it was widely acknowledged that grammar is an integral part of using language communicatively to convey the meaning accurately (Nunan, 1989; Littlewood, 1981). Ahmed (2013) asserts that CLT does not ignore grammar but offers different techniques to practice it. Thompson (1996, p10) argues that, '…the exclusion of explicit attention to grammar was never a necessary part of CLT.' He views grammar teaching in CLT as 'learners *discovering* grammar' rather than 'teacher *covering* grammar' (Thompson, 1996, p11). He continues that the new language should be presented to learners in a comprehensible context so that they can understand its function and meaning. After that, their attention can be directed at examining the grammatical forms which are used to convey the meaning.

CLT encourages the inductive way of teaching grammar-rules. Nunan (2003b) has devised an innovative technique of combining both the inductive and deductive approaches of teaching grammar. While Corder (1967) and Krashen (1981) reject the role of grammar in language acquisition, Hinkel and Fotos (2001) argue that grammar teaching may help learners to gain explicit knowledge of grammar. However, Hinkel and Fotos (2001) also mention that grammar instruction may not be effective if the learners are immature. Ellis (1992) argues that explicit grammar teaching may not lead instantly to learning but it will

promote learning later when the learner is ready to process the new information about the language internally. Similarly, Chung (2005) states that communicative competence may be acquired after attaining sufficient linguistic knowledge. In her analysis of textbooks from Malaysia and Taiwan, Chung (2005) highlights that the CLT principles are absent from the grammatical presentation. According to her, although many textbooks are written to reflect communicative activities, most of them do not have sufficient focus on grammar. She puts emphasis on teaching and learning grammar in the context rather than in isolation as found in the textbooks she evaluated.

2.3.7 Textbook and CLT
2.3.7.1 Important role of textbook

Sheldon (1987) refers to a textbook in an ESL context as a published material which is especially designed to support the language learners in their development of linguistics and communicative skills. Textbooks not only serve the purpose of being just a language learning tool but also as a teaching tool (O'Neil, 1982; Ur, 1996). Textbooks are crucial in any ELT programme (Litz, 2005; Sheldon, 1988) and they are widely used materials in the ELT classrooms (Hutchinson and Torres, 1994). Many ELT professionals believe that successful implementation of a language programme is impossible without supporting materials (Harwood, 2005; O'Neil, 1982). O'Neil (1982) believes that textbooks are unavoidable in the ELT practice. He brings forth some justifications for the use of coursebooks. For example, textbooks meet the needs of learners even if they are not specifically designed for them, allow them to look ahead or look back to the past lessons and help them prepare before the lesson and thus removing any elements of surprise. In addition, textbooks provide materials which are well-presented and inexpensive in the value for money. Finally, well designed and well-organised textbooks allow for improvisation and adaptation by the teachers and empowering the learners to facilitate meaningful interaction in the classroom. Similarly, Pan (2013) states that textbooks are the most convenient resources that help teachers to access different activities and ideas to provide instruction and promote communication among learners.

Cunningsworth (1995) points out that a coursebook should closely meet the needs of the students, and the beliefs and approach of the teachers. Like Cunningsworth (1995), many other ELT practitioners believe that textbooks are specifically useful in providing support and security for new teachers who are less confident in conducting lessons in a communicative way (Mares, 2003; Tomlinson, 2008; Ur, 1996; Edge and Wharton, 1998). A good textbook can perform a highly important role in situations where it is difficult to compile interesting and motivating authentic materials in an organized manner (McDonough and Shaw, 2003). Moreover, a textbook can protect learners from the incompetency and deficiency of teachers.

2.3.7.2 CLT based textbook

Jung and Norton (2002) have argued that finding and employing appropriate teaching materials or textbooks is the most difficult part for CLT realization. Huang (2016) carried on saying that in Taiwan and many Asian countries, textbooks written following CLT policy have a similar pattern, starting with a set of CLT-featured guidelines prescribed by the Ministry of Education, followed by a description of how the publishers compiled and revised the textbooks accordingly. Notably, the teachers' position is usually at the end of this procedure. In some cases, they are given the opportunity to choose among these licensed textbooks. In other cases, they are compelled to use the textbook selected by school authorities who are usually not English teachers (Richards, 1993). Huang (2016) found that the English books for junior and senior high school levels were mostly text-oriented and didn't meet the EFL teachers' needs; the textbooks did not reflect enough CLT characteristics although the underlying approach was supposed to be CLT. Similarly, Zohrabi et al., (2012) conducted a study on evaluating the English textbook taught in Iranian first-grade high school and found that the book fails to meet the Iranian students' and teachers' needs and wants. The book is structure-based and has not paid attention to the communicative role of language. Not only that, Diallo (2014) mentions that the lack of authentic communicative teaching materials or textbooks is one of the reasons among other contextual challenges CLT faces in Senegal. Furthermore, Dang (2018) investigated Vietnamese Primary English textbook and found that the book does not compile different varieties of English (British English,

American English, Singaporean English and Malaysian English) in order to make learners communicate well with native and non-native speakers of English as stated in Kachru's (2006) 'World Englishes'. He also highlighted that metalinguistic awareness of different varieties of English should have been adapted in the textbook design to facilitate long-term global communication.

On the contrary, Torki and Chalak (2017) found that 80 percent of CLT principles were employed in the Iranian high school English textbooks. They evaluated the textbooks which are claimed to have been developed based on the components of a CLT approach. They also suggested that some changes might improve the quality of these English textbooks. Similarly, Criado and Sánchez (2009) evaluated several ELT textbooks used in Spain's educational settings which were written in line with the officially prescribed CLT approach. They identified that all the textbooks except for one reflected the nature of communicative activities fairly well. Since the main goal of CLT is to develop learners' communicative competence, CLT based textbooks should include all the CLT activities like role plays, task-completion, information gathering, opinion-sharing, information-transfer, reasoning-gap and so on.

2.3.8 Challenges of implementing CLT

Researchers have found that the implementation of CLT is conflicting and contradictory in different EFL/ESL situations (Karavas-Doukas, 1996; Burnaby and Sun, 1989; Fox, 1993; Rollman, 1994; Sato and Kleinsasser, 1999). CLT encounters different challenges when it is implemented in different contexts, indeed, Bax (2003) and Swan (1985) assert that CLT may not be suitable in every context. For instance, some have argued that Asian students do not like group work or Polish students prefer grammar over other activities (Thornbury, 2006) or Turkish students are reluctant to take responsibility for their own learning (Karakas, 2013). These claims seem partially true as CLT is not completely successful in several Asian countries. For example, in Vietnam, the existence of contextual conflicts, like large class sizes, traditional examination, students' low motivation, teachers' and students' perceptions

of their roles etc., contribute to the failure of CLT in the country (Hiep, 2007; Iwashita and Ngoc, 2012). Similarly, Jung and Norton (2002) noticed that the lack of CLT based materials and large class sizes were the hindrances to CLT activities in Korea. Aldred and Miller (2000) pointed out a sociocultural clash between CLT principles and the tradition of Hong Kong where learners are expected to be silent and abstain from making mistakes by not answering or asking any questions also hinder the successful application of CLT.

Some argue that CLT is a popular teaching approach all over the world while others express that CLT is not acceptable due to its failure in some countries. Pan (2013) holds the claim that CLT is one of the mainstream teaching approaches. Jin et al., (2005 cited in West, 2016) noted positive outcomes of applying CLT approach in China. Based on the students' feedback and examination results, they asserted that CLT approach was beneficial, stimulated the interest of the learners in learning English and promoted learners' autonomy. West (2016) cited several studies in Thailand (for example, Owyatchara, 2011; Kamonwan, 2008; Sripathum, 2008; Kittaya, 2011) which showed the effectiveness of CLT activities in improving learners' communicative skills.

Contrary to this view, Li (2001) notices that CLT fails to be proved as an effective teaching method in some EFL countries, like Japan, China, South Korea, Hong Kong, Saudi Arabia, Egypt, the Philippines, Pakistan, Singapore, and the United Arab Emirates. The study of Li (1998) and Sato and Kleinsasser (1999) revealed that many constraints caused by teachers, students, educational system and CLT itself impact negatively on the implementation of CLT. The teacher related challenges of implementing CLT include deficiency in spoken English, lack of training in CLT, misconceptions about CLT, low strategic and sociolinguistic competence and lack of expertise in CLT material development. The student-related challenges are lack of motivation to improve communicative competence and low proficiency in English. The educational system-related challenges to implement CLT are large class sizes, grammar-based examinations, insufficient funding and limited support from schools. Finally, the challenges associated with the CLT approach itself are CLT's

insufficient account of teaching English in the EFL contexts and the lack of effective assessment instrument. As a result, the implementation of CLT becomes inconsistent although these challenges are not the same in all ESL/EFL contexts.

2.3.9 CLT in Bangladesh

Bangladesh is no exception in the scenario discussed in the preceding section. In Bangladesh, English language had been taught mostly using GTM which focuses mainly on the reading and writing skills without paying attention to speaking and listening skills. Then, with the realization of increased needs of English language, the MoE in Bangladesh introduced CLT in the junior secondary level in 1996, secondary level in 1999 and higher secondary level in 2001 (Podder 2013; Mazumder 2013).

The English Language Teaching Improvement Project (ELTIP), a collaborative programme of the MoE of Bangladesh and the UK government's Department for International Development (DfID) worked in tandem with the NTCB in Bangladesh with a view to making the change from GTM to CLT successful (Mondal, 2012c, Rahman, 2015a). ELTIP was initiated in 1997 and continued working until 2009 (Hamid and Baldauf, 2008). This programme provided teachers' training, textbooks, teaching materials, classroom techniques and syllabus in line with the principles of CLT (Das et al, 2014). However, researchers have questioned the project's effectiveness in terms of implementation of CLT in practice and the learners' acquiring of communicative competence (Hamid and Baldauf, 2008; Imam, 2005; Rahman, 2009). Following ELTIP, the government of Bangladesh introduced a nine-year project (2008-17) named English in Action (EIA) funded by the DfID of the UK. The aim of this project is to "contribute to the economic growth of Bangladesh by providing English language as a tool for better access to the world economy" (EIA, 2008, cited in Kirkwood, 2013, p867). The EFT textbook which is the focus of the present study was developed by the writers who were trained in the UK under this project.

However, researchers have identified a lot of challenges and problems exist in applying CLT at different levels of education in Bangladesh (Ahmed, 2016; Farhad, 2013; Chowdhury and

Mustaque, 2014). The main challenges are the lack of trained teachers, inadequate facilities and learning materials, large size class, students' shyness and teachers' reluctance in employing CLT (Abedin, 2013; Rahman and Karim, 2015; Huq, 2014; Hamid, 2010; Rahman, 2015a; Hasan and Akand, 2009; Haider and Chowdhury 2012). According to Hamid and Baldauf (2008, p17), "although the introduction of CLT marked a significant shift in Bangladeshi ELT in theory, there is little evidence to suggest that the policy brought about any significant changes in teaching practice at the school level." In fact, GTM still exists in the disguise of CLT in the ELT in Bangladesh (Rahman and Karim, 2015, Abedin, 2013). Rahman (2015b) emphasizes that the present situation of ELT in Bangladesh is not satisfactory, and many stakeholders are expressing their concerns on the current status of CLT in Bangladesh.

2.4 Summary

The enactment of CLT is challenging in many countries including Bangladesh. The use of textbooks is a way that the governments try to exert control over the CLT implementation and thus improve students' communicative skills in English. However, the literature suggests that the implementation of CLT requires a complex shift in pedagogical approach. Some researchers argue that the use of textbooks can help to achieve this, others say they are largely ineffective. This research hopes to further this debate with reference to the situation in Bangladesh where a CLT based textbook is introduced in the higher secondary level with a view to improving students' communicative competence.

CHAPTER 3: METHODOLOGY

3.1 Introduction

This chapter explores the research methodology of the dissertation project. It consists of research aims and questions, research approach, ethical considerations and methods of collecting data. In the methods of collecting data section, I shed light on textbook evaluation, approaches and criteria for textbook evaluation, construction of an evaluation framework, document analysis, interviews, participant selection, recording and transcription of data and data analysis. The validity and reliability of the research are also examined along with the strengths and limitations of the approach taken for the research and a summary of the whole chapter.

3.2 Research approach

The research approach plays a pivotal role in any social science research project as the validity and reliability of the research depend on it. Selecting the most appropriate research methodology for the investigation of the study to answer the research questions determines the success of the research. The research questions for this study are exploratory in nature and attempt to achieve a better understanding of how a CLT based curriculum can be supported by a textbook. Therefore, collecting data is necessary to delve deeper into the key areas outlined in the research questions. For this reason, a qualitative approach which is inductive in nature is more suitable for the present study as this approach endeavors to understand human beings' specific behaviour and see things through their eyes (Cohen et al., 2011). Rubin and Rubin (2005) uphold that social scientists employ qualitative research for collecting a detailed description of human beliefs and behaviour in order to understand them thoroughly within the contexts they take place. Check and Schutt (2012) and Merriam and Tisdell (2016) present the similar view by expressing that the qualitative research concentrates on meaning and understanding, interpreting human experiences, actions and perspectives. In terms of epistemology, the positivist theory is not appropriate to answer the present research questions for it considers "human behaviour as passive, essentially

determined and controlled, thereby ignoring intention, individualism and freedom" (Cohen et al., 2011, p15). Silverman (2001) states that quantitative research is more fascinated by official statistics or surveys. According to him, "quantitative study excludes the behavior of everyday situations" (Silverman, 2001, p39).

As noted above, this study aimed to examine the higher secondary English curriculum, textbook and identify the CLT curriculum's implementation into the textbook. It also aimed to investigate the teachers' perceptions of the CLT activities in the book in terms of fulfilling their learners' needs and their opinions about the book. Considering all these aspects and the research questions, it was decided that qualitative methods seemed to be the most appropriate for this dissertation project; in particular the qualitative approach allowed the development of a descriptive analysis of the aims, objectives and the learning outcomes of the higher secondary English curriculum, the tasks and activities presented in the textbook and the teachers' perceptions of these tasks and activities.

3.3 Ethical considerations

Teddlie and Tashakkori (2009) stated that if research engages human participants, the researcher should follow ethical guidance rigorously. They stressed that the participants' well-being during the interview should be an essential concern. Cohen et al. (2011) assert the importance of maintaining a high standard of ethical consideration if the study includes interviews since interviews are considered to be an intrusion into the private lives of the participants. The three research associations The British Educational Research Association (BERA), the Scottish Educational Research Association (SERA) and The American Educational Research Association (AERA) share two guiding principles as a basis for research. These are respecting the people involved in the research as well as having responsibilities to participants, sponsors, clients, stakeholders and the community of educational research (BERA, 2018). In particular, this means paying special attention to issues of confidentiality and consent.

For gaining the consent of the participants and the Principals of their schools, the researcher sent the information sheet and the consent form to the participants and the principal via e-mail outlining full details of the aims and objectives of the study (Appendix 2 and 3). The researcher's and supervisor's contact details were provided in the information sheet so that the participants could make any queries and concerns before taking the decision to participate in the research. All the participants were made aware through the information sheet and consent form that their participation is voluntary and they have the right to withdraw from the study anytime without any consequences and also, they have the right to choose not to answer specific questions if they do not wish to. No incentives were offered to the participants to take part in the research. Furthermore, the researcher did not have any specific relationship with the potential participants that might cause undue influence to participate in the research, and there was no relationship of authority.

Following the anonymity and confidentiality strategies suggested by Frankfort-Nachmias and Nachmias (1992), the researcher assured the participants that neither their identities nor that of their institutions would be disclosed to any third parties, and all attempts would be made to obscure identities in the dissertation. All the information and data gathered from the participants would be treated with high confidentiality. The researcher informed and assured the participants that they would be given pseudonyms and their institutions would be allocated certain codes by the researcher to maintain their anonymity. The researcher made it clear to the participants that excerpts from their interviews might be cited in writing the dissertation, but no individual names or institutions' names would be mentioned. Moreover, the researcher informed that the interview would be audio recorded and transcribed as a data collection procedure. All these data would be stored electronically in a password protected computer. The data would be kept secured for five years by the School Manager at the School of Social Sciences, Education and Social Work after the completion of the research according to the data protection law of Queens University Belfast. After this period, the data will be destroyed.

The participants' information letters and consent forms were sent to the Ethics Committee of Queen's University Belfast before initiating data collection. The Ethics Committee approval is attached in Appendix 1.

3.4 Data collection methods

3.4.1 Document analysis

Document analysis refers to the systematic procedure for reviewing or evaluating printed or electronic documents. According to Strauss and Corbin (2008), in document analysis data are examined and interpreted to elicit meaning, build up understanding and improve empirical knowledge. Documents accommodate text and images which are included there without any intervention from the researcher. The main reason for document analysis in qualitative research is to evaluate and classify the characteristics of the document content, such as, themes, meanings, phrases and eventually link and compare the categories (Ary et al., 2010; Basit, 2010). Bowen (2009) puts forward five arguments in favour of document analysis: (i) documents provide background information to the researcher to understand particular issues that influence the phenomena being investigated; (ii) the information provided in documents can produce questions that need to be asked and situations that need to be observed as part of the research; (iii) information accommodated in the document can offer supplementary research data; (iv) documents can be a means of comparing and identifying change and development; (v) documents can be analysed to validate findings or prove evidence from other sources. Although documents are a rich source of data and they serve a strong basis for the study in understanding the research phenomena (Ary et al., 2010), the researcher should be critical in selecting and analyzing data that are relevant to the research purpose. Documents analysed in the present study are the English Curriculum for Eleven and Twelve, 2012 (National curriculum for English) and the textbook EFT for the same classes. The document analysis was completed before conducting the interviews in order to: (i) identify the communicative features in the curriculum and construct the evaluation framework; (ii) identify the communicative features in the textbook; and (iii) formulate the relevant interview questions.

3.4.2 Textbook evaluation

It is generally agreed that textbooks play a significant role in the ELT classrooms. Therefore, it is necessary to evaluate them to find out if they are appropriate for the ELT programme's goal. Such evaluation may be conducted by teachers when selecting a book to support their pupils' learning. Alternatively, textbook evaluation may involve analysis of the book by researchers to determine its pedagogical value. In this study, it is the latter form of textbook evaluation that will be used. Textbook evaluation of this kind is essential as Litz (2005) and Tomlinson (2008) state that many textbooks are not positively contributing to students' improvement in language acquisition, rather, they lead the learners to become unsuccessful in acquiring the language and in the worst case, they carry practical shortcomings and pedagogical flaws. Sheldon (1988) argues that when the textbook is imposed on students and teachers by the higher authority, as happens in the case of Bangladeshi higher secondary teachers and students, and when there is no chance of changing or modifying the book, it may create quite acute dissatisfaction among the users of the book for being incapable of bringing any change. Textbook evaluation, however, enables the evaluator to move beyond impressionistic assessments and get accurate, useful, contextual and systematic insights into the material's overall characteristics (Cunningsworth, 1995; Ellis, 1997).

3.4.2.1 Approaches and criteria for textbook evaluation as a pedagogical process

According to Sheldon (1988, p245), "coursebook assessment is fundamentally a subjective, rule-of-thumb activity, and that no neat formula, grid, or system will ever provide a definitive yardstick." Many useful checklists and approaches for evaluating textbooks are provided by experts, for example, Ellis (1997), McDonough and Shaw (2003), McGrath (2002), Tomlinson (2003), Cunnigsworth (1995), Littlejohn (1998), Williams (1983), Daoud and Celce- Murcia (1979) and many more. These checklists vary according to the specific ELT contexts. Therefore, evaluators may choose from the available checklists for their evaluation or alternatively, they may build their own criteria based on the priorities of the specific teaching and learning contexts.

Researchers are found to have different opinions on when to evaluate a textbook (Ellis, 1997; Grant, 1987; Mukundan, 2007; Daoud and Celce-Murcia, 1979). Textbooks are generally evaluated at three different stages. Evaluation can take place before using the book, during using the book or after using the book which are called pre-use, whilst-use and post-use evaluation respectively. McGrath (2002) argues that each stage of evaluation carries its own importance. According to Tomlinson (2003, p23), a pre-use evaluation is "impressionistic and consists of a teacher flicking through a book to gain a quick impression of its potential value". Whilst-use evaluation textbook, according to Tomlinson (2003), involves evaluating the material in use. It helps to investigate the suitability of the material while using it or by observing how it is being used (Mukundan, 2007; Tomlinson, 2003). Finally, the post-use evaluation can help to determine the short-term and long-term implications of using the textbook. Tomlinson's (2003) pre-use and post-use evaluation are similar to Ellis's (1997) predictive and retrospective evaluation. According to Ellis (1997), predictive evaluation is carried out before the textbook is introduced in the programme to determine whether it is suitable for the purpose of the programme. The retrospective evaluation is done after the material is used to investigate whether the material is working for the learners. However, no matter what framework is adapted to evaluate a textbook or at what stage it is evaluated, the process of textbook evaluation is subjective because the criteria can be changed to meet the requirements of different teaching and learning contexts. The present study involves the post-use evaluation of the EFT textbook since the teachers have already used it for over three years and they are able to look back and reflect on its value.

3.4.2.2 The importance of conducting post-use evaluation of textbooks

Post-use evaluation of a textbook is not very common in the textbook evaluation literature compared to pre-use evaluation (Ellis,1997 and 1998; Litzs, 2005; McGrath, 2002). It is the least administered type of evaluation (Ellis 1998; Tomlinson, 2003). Most of the literature concentrates heavily on pre-use evaluation. The reason for the scarcity of the literature on

post-use evaluation is that it is quite difficult to carry out (Ellis, 1997 and 1998; McGrath, 2002; Harmer, 2001). However, Tomlinson (2003) emphasizes that the post-use evaluation of a book may be the most effective evaluation for it can measure the short-term as well as the long-term outcomes of using the book. Ellis (1998) supports this view of Tomlinson (2003) and postulates that post-use evaluation is highly desirable. Furthermore, some proponents of pre-use evaluations also recognize the value of post-use evaluation (see Grant, 1987; Daoud and Celce-Murcia, 1979; Harmer, 2001; Skierso,1991). They suggest that the same pre-use evaluation framework (mostly a checklist) can be used for the post-use evaluation to get an in-depth information about the appropriateness of the textbook. Sheldon (1988, p245) argues in favour of post-use evaluation of a textbook and asserts that the success and failure of a textbook is "determined during and after its period of classroom use." Similarly, Daoud and Celce-Murcia (1979) declare that the final evaluation of a textbook comes with its actual use in the classroom. Therefore, I, as an evaluator, am conducting a post-use evaluation of EFT because the teachers have used the textbook to teach the learners for the last three years.

3.4.2.3 The construction of evaluation framework for CLT based textbook

There is no universal framework for ELT textbook evaluation because every teaching and learning process is influenced by numerous variables. So, it is essential to modify the existing evaluation criteria for accommodating the specific needs as Sheldon (1988, p242) mentions that "global lists of criteria can never really apply in most local environments, without considerable modification". The existing criteria can be too general and unspecific, or they can be too abstract and complex which can be very difficult to be applied to the actual evaluation (McGrath, 2002; Sheldon, 1988). For example, Mukundan (2007) argues about Skierso's (1991) checklist that the evaluation criteria are very unrealistic and difficult to respond to. Littlejohn (1998) also suggests that using 'off-the-shelf checklist' oblige the evaluator to make an impressionistic judgement and present an 'unguided' evaluation result. Therefore, it is essential for the evaluators to construct their own criteria so that they can

evaluate the textbook effectively to see whether it is suitable for the particular group of learners (McGrath, 2002; Tomlinson, 2003).

As the selection and preparation of a textbook is an integral part of the implementation of a curriculum (Richards, 2001), the first area that should be examined is the textbook's fitness with the curriculum (Byrd, 2001). Evaluating the fitness of the textbook with the curriculum is essential because textbooks can directly influence the teaching and learning process as well as classroom instruction (Johnson,1989). Dudley-Evans and St. John (1998, cited in Richards, 2001) have emphasized the importance of evaluating textbooks to find out the extent to which they reflect the learning objectives. Johnson (1989) considers the curriculum objectives mostly utopian in nature but still stresses the importance of evaluating materials to illustrate how a curriculum programme has been implemented in them.

Considering the above view, it was essential to construct an evaluation framework to evaluate the newly introduced textbook EFT textbook (which was written in line with the curriculum specification and with the recommended CLT instructional strategy) to investigate the implementation of the CLT curriculum features in the book. According to Lawrence (2011), the curriculum acts as a compass and guides the evaluators to recognize the important evaluation criteria that need to be addressed. Additionally, Richards (2001) mentions that if the evaluation focuses on a particular aspect, it makes the textbook evaluation process easier and more practical. Furthermore, Skierso (1991) suggests establishing a basis of comparison before starting an evaluation process. The official curriculum can serve as the basis for comparison. The various aims and objectives of the English Curriculum for Eleven and Twelve (2012) and the guidelines for the textbook writers stated in the curriculum were carefully examined to extract the items related to CLT to formulate the evaluation criteria. These items were then categorized into four broad sections, namely, presentation of text, presentation of language skills, presentation of communicative activities and presentation of grammar, vocabulary and pronunciation. Following that, evaluative questions were formed

on each criterion to delve deeper into the analysis of the CLT features of the book (see Table 1). This framework was utilized to guide the researcher through the evaluation process. Using the evaluation framework, the researcher assessed the pedagogical value of the textbook by comparing the CLT characteristics suggested by the curriculum to those implemented in the textbook.

Table 1: Evaluation Framework for CLT based textbook

Evaluation criteria based on the curriculum's CLT related aims, objectives and guidelines for textbook writers	Evaluative questions
Presentation of text	• Does the book contain authentic texts? • Are the topics interesting, realistic and suitable for the learners' age and cognitive level?
Presentation of language skills	• Does the book present the four language skills? • Are the skills presented in meaningful contexts? • Are the skills presented in an integrated manner or in isolation? • Does the textbook include a variety of activities to provide adequate exercises on four language skills?
Presentation of communicative activities	• What communicative or interactive activities are presented in the book? • Do these activities promote interaction between teachers-students and students-students?

	• Do these activities help developing learners' creativity and critical thinking through English language? • Does the textbook provide opportunities for learners to learn and practice social interactions through dialogues, conversations, etc.? • Does the book present some language games, puzzles, mini-dialogues as exercises for developing language skills through fun and entertainment?
Presentation of grammar, vocabulary and pronunciation	• How is grammar presented in the book? Is grammar presented in a systematic and graded way? • How is the new vocabulary presented in the book? • How does the book introduce pronunciation? • Does the book present pronunciation practice through listening texts with tasks?

3.4.3 Interview

Interviews are a relatively flexible and well-known tool to collect data (Cohen et al., 2011; Mason, 2002). Interviews facilitate a holistic snapshot (Alshenqeeti, 2014) and involve the participants discussing and interpreting the world they live from their own point of view (Cohen et al., 2011). In addition to that, qualitative interviews produce 'fairer' and 'fuller' accounts of the participant's perceptions and attitudes (Mason, 2002). Oppenheim (1992) points out some advantages of collecting data through interviews. He argues that interviews

have a better response rate compared to questionnaires. Not only this, the interviewer can provide explanations if any problems emerge, prevent any misunderstanding and has control over the order of the questions. He asserts that interviews are more worth than the 'little tick in the boxes returned by you-know-not-who' (Oppenheim, 1992: p82). On the contrary, Cohen et al. (2011) and Brown (2001) present some disadvantages of interviews, such as, interviews are time-intensive, they are exposed to interviewer bias, they can be inconvenient for the participants and the participants' anonymity can be difficult to ensure. Being aware of these difficulties, I attempted to minimize them by employing no more than 14 questions (Appendix 4), conducting interviews at times suitable to the participants using online means and following University guidelines in relation to confidentiality and anonymity.

3.4.3.1 Semi-structured interview

The specific interview technique used in this study was semi-structured interviews. A semi-structured interview is a compromise between two extreme types of interviews which are structured interview and unstructured interview. A set of open-ended questions are prepared in the semi-structured interviews and the interviewee is encouraged to respond in an exploratory manner during the interview (Dörnyei, 2007; Berg, 2007). The interviewer acts as a guide and director who follows up interesting and new developments during the interview and encourages the participant to supply detailed information on particular issues. The semi-structured interviews are suitable for the cases where the researcher holds some knowledge of the study domain in question. The knowledge aids the researcher to devise some general questions on the topic prior to the interview as well as eliminate the questions that may restrict the breadth and depth of the responses (Dörnyei, 2007). In the semi-structured interview, although the same questions are asked to the participants, they are not asked in the same order or wording and in asking the questions different probes are added to the main questions.

Despite some negatives of interviews mentioned in the previous section (3.4.3), the researcher considered all the benefits of the semi-structured interviews and chose this method

to collect data for the study. Harell and Bradley (2009) state that semi-structured interviews are often employed in policy research. The study is also examining the curriculum policy and its enactment in the textbook; hence, semi-structured interviews would help the researcher to cover the relevant issues to be investigated. Moreover, since the evaluation of EFT is a post-use evaluation and since the researcher has not used it to teach students, it is essential to get the opinions of the teachers who have already used it.

3.4.3.2 Skype interview

The interviews were carried out electronically through Skype because the participants were based in Bangladesh while the researcher was in the UK. Iakono et al. (2016) state that by conquering distance Skype and other video-call technologies enable qualitative research to add an international representation of participants which was quite difficult before the introduction of these technologies. However, there exists some challenges of conducting interviews through Skype or other video-call technologies. Sullivan (2012) argues that some people may not have the access or will to embrace the technology.

3.4.3.3 Participant selection

The researcher adapted a purposive sampling procedure to conduct the research. Purposive sampling is a key characteristic of the qualitative research (Cohen et al., 2011). In purposive sampling, the researcher hand-picks the samples that are suitable for her research purpose (Cohen et al., 2011). According to Teddlie and Yu (2007), purposive sampling (a non-probability sample) provides more depth but less breadth to the study than probability sampling.

The samples or participants in this research are six higher secondary (locally called college) English teachers from three colleges in Bangladesh. Considering the factors like time and accessibility (Cohen et al., 2011) the sample size was kept to six. This number seems small

but it is important to keep the data collection and analysis manageable, especially considering that the interviews are only part of a wider study that involves textbook analysis. The English teachers who had longer teaching experience (at least three years) and who used the textbook EFT for teaching English in higher secondary classes for last three years were chosen from three different colleges of the same city. In this regard, Ball (1990) recommends that purposive sampling is adopted to reach the people who have thorough knowledge on the specific topic because of their 'professional role, power, access to networks, expertise or experience' (cited in Cohen et al., 2011, p157). Among six participants, five were male and one was female. The demographic information of the participants is presented below:

Table 2: Information about participants

Name (pseudonym)	Educational institution (code)	Educational qualification	Teaching experience	Sex
Azad	A	MA in English Literature	15 years	Male
Arian	B	MA in English Literature	15 years	Male
Bipul	B	MA in English Literature	5 years	Male
Saif	B	MA in English Literature	19 years	Male
Afroza	C	MA in English Literature	15 years	Female
Kiron	C	MA in English Linguistics	5years	Male

3.4.3.4 Recording and transcription

The Skype interviews were audio-recorded to get all the nuances. The interviews were approximately 25 to 30 minutes except for one which was over 60 minutes. A voice recorder was used to record the interviews. Later these recordings were saved in the computer as MP3 files. Following that, all the interviews were transcribed to facilitate the in-depth data analysis. Five interviews were conducted in English and one was partly in English and partly in Bengali. The Bengali part of the interview was translated into English by the researcher while she was transcribing it.

3.4.3.5 Data analysis

Data analysis is a significant part of any research project. According to Cohen et al. (2011, p537), "Qualitative data analysis involves organising, accounting for and explaining the data." The data collected from the document analysis and the semi-structured interview were analysed using thematic analysis and combined to answer the research questions. Thematic analysis is considered to be the most relevant means of analyzing data for any study that looks for findings through the use of interpretation (Boyatzis,1998). Clarke and Braun (2013) highlighted that thematic analysis is used to identify and analyse patterns in qualitative data. The six phases of thematic analysis stated by Braun and Clarke (2006) were followed in the present study to analyse the data. These six phases are:

- **Familiarisation with the data**: the researcher must become intimately familiar with their data, read and re-read the data and listen to audio-recorded data.
- **Coding**: The researcher selects data and codes every data item. Finally, they collate all codes and relevant data extracts.
- **Searching for themes**: Searching for themes is carried out to categorise data that are already coded to identify similarity in the data. This phase is ended up by collating all the coded data relevant to each theme.
- **Reviewing themes**: In this phase, the researcher reflects on whether the themes convey 'a convincing and compelling' story about the data and defines the nature of each individual theme and the relationship among the themes. The researcher may need to collapse two themes together or split one theme into two or more than themes.

- **Defining and naming themes**: The researcher conducts and write a detailed analysis of each theme, identify the 'essence' of every theme and give a name to each theme.
- **Writing up**: This final phase involves writing-up the data as an analytical narrative to convey the reader a coherent and convincing story about the data and contextualizing it with the existing literature.

3.5 Validity and reliability

Validity is an important feature to effective research (Cohen et al., 2011). A research bears no value if it is invalid. Therefore, Cohen et al. (2011) assert the importance of validity for both qualitative and quantitative research. Some researchers hold the view that validity is difficult to be applied in qualitative research, while others maintained their own concepts of validity for qualitative research. Winter (2000, cited in Cohen et al., 2011) argues that qualitative research addresses validity through honesty, depth, richness and the scope of the data obtained. Guba (1981) puts forward the two alternative standards credibility and transferability to assess the validity of the qualitative research. He describes credibility as parallel to internal validity and transferability to external validity. Credibility (parallel to internal validity) refers to how congruent the findings of the research are with the observation. The credibility of the research was established by collecting sufficient data from the participants and documents like the curriculum and the textbook. Furthermore, the key findings were explained transparently to maintain the credibility of the research. Transferability (parallel to the external validity) is pertinent to generalizability which is not a characteristic of qualitative method. Qualitative research is concerned with understanding individual/group experiences through detailed, rich or thick description of information that enables readers to judge whether the findings are possible to transfer to other settings that they are familiar with. To address this criterion, the researcher conducted the semi structured interview with the individual English teachers who used the textbook.

Like validity, reliability is also difficult to achieve in a qualitative study. However, Merriam and Tisdall (2016), proposed the term 'consistency' to refer to reliability in qualitative research. Similarly, Guba (1981) presents two alternatives to reliability for the qualitative

research. These are dependability which is the alternative of reliability and confirmability which is the alternative to objectivity. Dependability (alternative to reliability) is the sufficient accounts of the data and the analysis which the study achieved by keeping the complete records of all the research process for example, problem formulation, method documentation, participant selection, interview transcription and data analysis. Confirmability (alternative to objectivity) of the study was attained by excluding the researcher's own values, theoretical inclination, assumptions and biases. The researcher strictly followed the curriculum to construct the evaluation framework and in analysing the textbook, she relied on what was presented in there rather than assume anything. For conducting the interview, she had chosen samples who she did not have any personal relation to avoid any sort of bias or power exercise.

3.6 Strengths and limitations

Although qualitative methods seemed to be the most appropriate approach for the present research, it should be mentioned here that the method has some limitations. Griffin (2004) highlights that the small numbers of participants in the qualitative research and the absence of numerical and statistical data to show exact numbers and proportions make it less serious to some researchers, practitioners and policy makers. The method is criticized due to the lack of techniques to assure rigour, reliability and validity (Cohen et al., 2011). However, as stated in section 3.5, Guba (1981) puts forward some alternative standards which act as parallel to validity and reliability. These alternative standards (credibility, transferability, dependability and confirmability) are used to assess the quality of the qualitative research.

The other methodological challenges were the recruitment of participants from a distant land, conducting the interview through electronic media (Skype) and the difference of time between the UK and Bangladesh which is six hours (GMT + 6). The last challenge was the transcription and manual coding which were time consuming.

3.7 Summary

Despite the drawbacks and challenges of the qualitative research method, it seemed to serve the purpose of the research of evaluating the textbook to find out the CLT features presented in it. The methodology leads the researcher to collect data through analysing the documents (national curriculum and the textbook) and conduct the interviews. Therefore, it helped her to investigate deeper and systematically into the research domain.

CHAPTER 4: FINDINGS, ANALYSIS AND DISCUSSION

This chapter presents the findings of the collected data and discussion with support from the relevant literature. The data were collected from the textbook EFT for classes XI-XII, the English Curriculum for Eleven and Twelve, 2012, and the interview with the teachers. The self-constructed Evaluation Framework for CLT based textbook (see Table 1 in Chapter 3) was employed to gather data from the textbook. All the collected data were analysed by categorising them under main themes and sub-themes along with discussions. The following were identified as core themes in the data analysis process:

- Text characteristics
- Misalignment
- Communicative activities

4.1 Text characteristics

During the analysis of the data gathered from the textbook using the evaluation framework and the interviews, the theme of 'text characteristics' emerged as an umbrella theme which encompassed key issues of authenticity and suitability.

The textbook EFT has 15 units on various themes where each unit has a title and consists of several lessons (at least two to five lessons) on different topics related to the theme of the unit. The book has 57 lessons in total each of which also has a separate title (see Appendix 7: Table of contents). However, the aims and the learning outcomes of the units or lessons are not stated anywhere in EFT.

4.1.1 Authenticity of the text

Regarding the authenticity of the text, Li (1998) suggests that the teaching materials for CLT should be authentic so that the learners may get a chance to practice and experiment with

their existing knowledge of language. Since language is used as a tool for social interaction in CLT (Larsen-Freeman, 2000; Littlewood, 1981; Richards and Rodgers, 2014) the textbook used in CLT approach should contain authentic, interesting, familiar and real-life related texts so that they may promote learners' communicative competence in the target language. In this regard Zohrabi et al., (2012, p21) mentioned that the material should be "practical, applicable, and tangible for students". They should be 'as complete as possible' to meet the learners' needs. Tomlinson and Masuhara (2013) emphasized that the textbook should prioritize affective and cognitive engagement, scope for localization and authentic communication.

All the teachers expressed their views in the interview that the texts presented in the book are authentic. They found that the learners are more interested in the fiction, for example, stories and poems rather than the non-fiction material. Azad said that the students "enjoy reading poems and reading short stories". However, four teachers (Arian, Saif, Bipul and Afroza) thought that more topics should be included related to real-life situations. They believe that the topics should be based on the culture of Bangladesh, religion and everyday activities. Saif upholds that the "topics should be familiar, topics should be on the social context of Bangladesh……the religion topics should be presented in an interesting way". He also thinks that the foreign topics may be excluded from the book as the students do not find any interest in them.

From the analysis of the book it is evident that the book presents texts on diverse topics and themes from a wide range of fields. These texts are introduced through contexts like, historical events and speech, newspaper reports, articles on national problems, excerpts from the declarations of Human rights, scientific inventions and technologies, true inspirational stories, poems, short stories etc. (see Appendix 7: Table of contents). The writers of the book have accumulated these wide-ranging topics with a view to attract a broad range of learners' interest. According to (Gómez-Rodríguez, 2010, p332) the textbook must contain 'authentic language activities set in meaningful communicative situations' to facilitate learners'

communicative competence. Different types of authentic texts found in the book are categorized by the researcher and presented below:

Table 3: Different types of authentic texts presented in the textbook EFT

Types of text	Examples of text	Units and lessons
Non-fiction	Article from news agency and newspapers	Unit 1 (Lesson 1)
	Historic speech	Unit 1 (Lesson 2), Unit 10 (Lesson 3)
	Articles on national issues	Unit 2 (Lesson 1, 2), Unit 3 (Lesson 1), Unit 5 (Lesson 2, 4), Unit 8 (Lesson 2, 5, 4), Unit 11 (Lesson 1, 2, 3, 4), Unit 14 (Lesson 2, 3)
	Articles on international issues	Unit 7 (Lesson 1), Unit 8 (Lesson 3)
	Articles on self-development and awareness	Unit 4 (Lesson1), Unit 5 (lesson 1)
	Articles on higher education	Unit 6 (Lesson 1, 2, 3)
	Excerpts from the Declaration of Human Rights	Unit 7 (Lesson 2, 3)
	Articles on abstract ideas	Unit 10 (Lesson 1), Unit 12 (Lesson 2), Unit 12 (Lesson 5),
	Articles on science and technology	Unit 13 (Lesson 1, 2, 3, 4)

Fiction	Poems	Unit 2 (Lesson 3), Unit 4 (Lesson 2), Unit 5 (Lesson 3), Unit 7 (Lesson 5), Unit 9 (Lesson 1), Unit 10 (Lesson 2), Unit 12 (Lesson 1), Unit 12 (Lesson 3), Unit 14 (Lesson 1)
	Short stories	Unit 3 (Lesson 2), Unit 4 (Lesson 3), Unit 8 (Lesson 1), Unit 12 (Lesson 4), Unit 15 (Lesson 1, 2, 3, 4)
	True stories	Unit 1 (Lesson 3), Unit 5 (Lesson 5), Unit 7 (Lesson 4)
	Short passage about a film	Unit 2 (Lesson 4)
	National myth	Unit 9 (Lesson 3)
	Greek myth	Unit 9 (Lesson 2, 4)

The analysis of the topics in the textbook highlights that 14 lesson topics out of 57 are related to the social and cultural aspects of Bangladesh addressing the real-life situation and everyday activities. However, there is no lesson found which is associated with religion or national festival. The social and cultural topics found in EFT are presented in Table 4:

Table 4: Topics related to the social and cultural aspects of Bangladesh found in the textbook EFT

No.	Name of the topics	Units (Lessons)
1.	The Unforgettable History	Unit 1(Lesson 2)

2.	Traffic Capital of the World	Unit2 (Lesson 2)
3.	Food Adulteration Reaches New Height	Unit 3 (Lesson1)
4.	Adolescence and Some (Related) Problems in Bangladesh	Unit 5 (Lesson 2)
5.	The Story of Shilpi	Unit 5 (Lesson 4)
6.	Access to Higher Education in Bangladesh	Unit 6 (Lesson 2)
7.	The Hakaluki Haor	Unit 8 (Lesson 2)
8.	Threats to Tigers of Mangrove Forest	Unit 8 (Lesson 4)
9.	Kuakata: Daughter of the Sea	Unit 8 (Lesson 5)
10.	Bengal's Face	Unit 9 (Lesson 1)
11.	The Legend of Gazi	Unit 9 (Lesson 3)
12.	Folk Music	Unit 14 (Lesson 2)
13.	Crafts in Our Time	Unit 14 (Lesson 3)
14.	Travelling to a Village in Bangladesh	Unit 15 (Lesson 1)

Therefore, it can be seen that the present textbook is very much related to local cultures but not overburdened with it and the book presents local culture through different texts as seen in Table 4. Other than these social, cultural and real-life oriented authentic texts, there are authentic pictures, charts, graphs and tables included in the book to help the learners with visual clues and additional information about the text.

Regarding the visual aids to support the texts in the book Hutchinson and Waters (1987, p8) suggested that, "Textbooks are physical artefacts, and the author needs to recognise that layout, format, typography, and graphics are essential for a successful textbook". Zohrabi et al., (2012) in their study on Iranian textbooks have found that the learners emphasise the importance of beautiful pictures and attractive content in a textbook. However, the pictures of the textbook under evaluation are of poor quality and very few in number. They are presented in black and white and some of them are not clearly visible. Some illustrations have very small writing in them which is hardly legible (see Appendix 8). Therefore, they fail to meet the purpose of providing clues and extra information to the students. It seems

that the NCTB was under economic pressure like some of the commercial ELT material publishers (Tomlinson and Masuhara, 2013) that compelled it to reduce the number and size of the illustrations.

4.1.2 Suitability of the text

The National Educational Policy 2010 stated that the textbooks should be written following the guidelines of the curriculum. According to the National Educational Policy (2010, p69):

> "While preparing the textbooks, it will be kept in mind that real education must
> be related to real life… and further facilitate the development of thinking ability,
> imaginative capability, inquisitiveness and creativity of the learners."

Although the textbook has accommodated the themes suggested by the curriculum (see Appendix 9), it has been found from the teachers' interviews that some texts of the book are not suitable for the English skill level of the higher secondary students of Bangladesh. All of the teachers believe that the level of the book is higher than the English level of the students. They believe that when the writers wrote the book they did not consider students' English skill level. The teachers felt that the book is suitable for the students whose mother tongue is English but not for the students who use Bengali for all the time, at home and at school. According to Saif, "Our mother tongue is Bangla and the book is designed in such a way that the learners have their mother tongue in English." The teachers mentioned that if the lessons were a little lower level the students might be more interested in the book. Azad gave examples of the texts "Diaspora" (Unit 11, Lesson 1). According to him,

> "The students do not know the meaning of diaspora. Many teachers even do not know
> what diaspora is. The designers of the book were not very careful about it. They did
> not think about the level of the students, whether the students are familiar with these
> terms or not." (Azad)

Not only this, Arian, Azad, Saif and Afroza expressed their views that the textbook has been designed primarily with global content. According to them, the writers thought that the

student would learn novel ideas through the book. For example, *Nelson Mandela, from Apartheid Fighter to President* (Unit 1, Lesson 1*), "An Eastern University" by Rabindranath Tagore* (Unit 6, Lesson 1), *What is Beauty?* (Unit 14, Lesson 1) etc. They expressed that the contents of the texts are quite incomprehensible for the learners, especially for those from the rural areas. Moreover, the teachers found that some words and terms used in certain lessons on the achievement of science and technology (Unit 13, Lesson 1, 2, 3, 4) are really very difficult for the students, especially for those students from Arts, Humanities and Business studies. These texts are the least interesting to their students and are beyond their cognitive levels. They are unable to express their ideas about the topic in English. Saif also mentioned that the book is unsuitable not only for the students but also for the teachers from the rural areas. According to him,

> "To speak frankly, in the rural areas most of the teachers have difficulties in understanding the texts in some cases. Then how can they make it understand interestingly to the learners?" (Saif)

Saif's opinion regarding the teachers of the rural areas who face difficulties in understanding the texts can be supported by Rahman et. al. (2018) who asserted that the quality of the English language teachers was always considered a key problem in the ELT context of Bangladesh. Hamid also (2010) identified the existence of low-quality English teachers who lack pedagogical knowledge. The reason behind the teachers' low quality is the insufficient professional support, lack of training in CLT and the absence of training on how to utilize the textbook to facilitate CLT.

Cunnigsworth (1995) rightfully argued that the students will lose their interest in the lesson, even if the book is pedagogically sound, if the contents are uninteresting and dull to them. Learners' disliking of topics of the textbooks may cause boredom in the lessons (Ur, 1996; Lee, 1997). Brunfaut and Green (2017) conducted a baseline study regarding the continuous assessment of speaking and listening in the higher secondary level in Bangladesh where they identified similar findings that many texts of the EFT were above the students' English language ability and they suspected that in some cases the texts were above the students'

conceptual awareness levels. They found that 82% of the participating teachers translated the text sentence by sentence or some parts which were crucial to understand the text. They also identified that the students seemed to understand those texts easily which were based on the subjects familiar to them, for example, The Unforgettable History (Unit 1, Lesson 2).

4.2 Misalignment

The theme of 'misalignment' came through strongly while analyzing the data from curriculum, textbook and interviews. In particular, misalignment was identified in relation to learning outcomes, assessment, language skills and linguistic components.

4.2.1 Learning outcome stated in the curriculum

The higher secondary English curriculum's aims and objectives (see section 2.2.2) are reflected in some learning outcomes for preparing the students for the competitive global world of 21st century. These learning outcomes show that the students will acquire all four skills through various activities for different communicative purposes. The learning outcomes of higher secondary English education stated in the English Curriculum for Eleven and Twelve, 2012 are presented below:

Table 5: English language learning outcomes for Higher Secondary Education found in the curriculum

No.	Learning outcome of the students	Skills
1.	follow and give instructions, directions, requests, announcements and respond accordingly in social situations	Listening, Speaking
2.	follow lectures and take notes	Listening, writing
3.	describe people, places, and different cultures	Listening, Speaking, Writing
4.	narrate incidents and events in a logical sequence	Speaking, Writing

5.	ask for and give suggestions/opinions	Speaking, listening, writing
6.	participate in conversations, discussions, and debates	Speaking and Listening
7.	read, tell and analyse stories	Reading, Speaking, Listening
8.	recognize and use English sounds, stress and intonation appropriately while listening and speaking	Listening, Speaking
9.	listen for specific information on radio, television, and other announcements	Listening
10.	read, understand, enjoy, interpret and critically appreciate stories, short plays, poems, and other literary pieces	Reading, Writing, Speaking, Listening
11.	read, understand and critically appreciate nonfiction works	Reading, Writing, Speaking
12.	read, understand and follow authentic texts and signs i.e. instructions, directions, signposts and notices	Reading, Listening
13.	surf the net	Reading, Writing
14.	describe a process	Speaking, Writing
15.	read and write formal and informal letters, CVs/resumes, emails	Reading, Writing
16.	use references in writing and making bibliography	Reading, Writing
17.	read, and understand maps, charts, graphs etc.	Reading, Writing, Speaking, Listening
18.	carry out study/ survey/project, write reports, and present the findings orally and in writing	Speaking, Writing
19.	write formal, informal, academic, professional and other genres of texts e.g. descriptive, narrative, argumentative	Writing
20.	speak, read, and write English accurately in all aspects of communication	Speaking, Reading, Writing

Table 5 shows that nine of the learning outcomes are involved with reading skill, 13 with writing, 11 with listening and 13 with speaking skill. It is also worth noting that 18 of the learning outcomes target more than one language skill and often combine the four language skills together.

4.2.1.1 Language assessment found in the curriculum

The important part of the curriculum is the stipulation of the two compulsory examination papers (Paper One and Paper Two) with the information of their content focus and the distribution of marks on each section. Both Paper One and Two carry 100 marks each as stated in chapter 1. The distribution of marks for Paper One is Listening 10, Speaking 10, Reading 40 and Writing 40. The distribution of marks for paper Two is grammar 60 and composition 40. There is no assessment of listening and speaking skills in Paper Two (see Appendix 10: Test items and marks distribution for English Paper One and Paper Two). It is notable that listening and speaking assessment is given the least priority, namely 10% of each in the Paper One exam in contrast to the 40% reading and writing each. It is also stated in the curriculum that the listening and speaking skills will be assessed through continuous assessment developed by the teachers themselves whereas reading and writing skills are tested in the HSC examination. At the same time, the curriculum also declares that for the time being 60 marks will be allocated for reading until listening and speaking tests are introduced.

In the interview all the teachers mentioned about the misalignment of the curriculum and assessment system. According to Arian,

> "The curriculum suggested that 10 marks should be allotted to speaking and 10
> marks to listening but in reality, there is no marks in listening and speaking in the
> HSC exam." (Arian)

All the teachers emphasized that most of the students are not interested in speaking and listening skills as they are not tested in the examination. Azad upholds,

> "Due to our assessment system the skills only needed for passing the exams are emphasized. That's why sometimes both our students and teachers avoid those skills intentionally." (Azad)

In this regard, Huq (2014) asserted that listening and speaking skills are not treated as seriously as the other skills because they are not assessed in the exam. According to Hoque (2016), since only reading and writing skills are tested and most of the test items are grammar based (see Appendix 10), the teachers follow a hidden syllabus within the prescribed syllabus and narrow down their teaching contents to the items most likely to be tested in the exam, completely ignoring listening and speaking components. This misalignment causes a 'washback' effect (see Alderson and Wall, 1993; Baily, 1999; Cheng, 1997; Hoque, 2016) on teachers and students who become demotivated and reluctant in teaching and learning these two skills. This misalignment seems to be one of the major causes of failure to achieve the aims and objectives of the CLT curriculum through the textbook. However, in the baseline study Brunfaut and Green (2017) found that the higher secondary teachers, learners, schools and their facilities are not ready to carry on the continuous assessment of speaking and listening.

4.2.3 Language skills found in the textbook EFT

All the lessons in the textbook follow a general format of starting up with the warming up activities, such as, discussion in groups and pairs or discussion as a whole class to share knowledge about the topic. These warm up activities are followed by fiction or non-fiction reading texts which are succeeded by various language activities. The analysis of the activities and tasks of the whole book is presented in Appendix 11. The types of language skills found in the book are presented with examples in the following table:

Table 6: Language skills found in the textbook EFT

Types of language skills	Examples of activities and tasks
Reading	- reading the text - reading comprehensions - reading for answering true/false or yes/no questions - reading for matching activities (paragraphs with headings) - reading the text and filling the gaps with /without clues - reading the jumbled text and rearranging into a cohesive paragraph - reading for completing sentences - reading for completing flow chart
Writing	- summarizing texts - completing stories - writing poems - completing sentences - identifying different genre of literature and interpreting the theme and content - writing informal letters/e-mails - writing paragraphs, essays - writing report - poster making - completing flow chart - making fact file
Speaking	- analysing maps/graphs/charts - discussion with groups/pairs/whole class - role play

	• debate
	• poster presentation
	• singing song
	• presenting project work
	• survey data presentation
	• checking understanding with partners
	• compare and contrast ideas with partners

The activities in Table 6 and the analysis of the activities and tasks of the whole book (Appendix 11) reveal that the listening skill related activities and exercises are completely missing from EFT. Not only this, it has also been found that the book gives more importance to reading and writing skills than speaking skills. Compared to reading and writing skills, there are not sufficient speaking activities for the students to practice. For example, the very first lesson *Nelson Mandela, from Apartheid Fighter to President* (Unit1, Lesson 1) has only one activity related to speaking skill, presented as warm-up activity to perform with pairs (see Appendix 12). Out of eight activities in this lesson, seven are associated with reading and writing skills where two activities on writing skill are presented in isolation and the other five are presented combining reading and writing skills.

The nature of the language skill related activities in Table 6 suggests that the book is learner-centered which is one of the main characteristics of CLT (Richards and Rodgers, 2014; Larsen-Freeman, 2000; Brown 2001, 2006; Nunan 1989; Breen and Candlin, 1980). Plenty of personalisation are prevalent in the book. According to Cunningsworth (1995), adaptation and personalisation of textbooks is necessary in order to address specific needs and interests of the students. The book requires students to think, talk about their personal experiences, relate the topics to these experiences and write down their own opinions and views.

The analysis of the activities suggest that the tasks and activities cover more than one language skill. Littlewood (1981) emphasises that one of the major components of CLT is to instruct the skills in an integrated manner rather than in isolation for the successful language learning to occur. In this respect, Richards (2006) also insisted that different language skills should be linked and presented as they happen in the real world.

The interview data also revealed that the book emphasises more on reading and writing than speaking and listening skills. Arian believes that there is hardly any scope of developing speaking ability through the textbook. The teachers expressed their dissatisfaction that the speaking activities throughout the book are not very useful for real-life context. Regarding the absence of the listening activity in the book Azad pointed out that,

> "I don't know whether the listening activities are skipped intentionally or not, but in my understanding, the aims and objectives of the national curriculum for the English textbook and the reality of the textbook are different." (Azad)

The teachers are also not happy with the writing activities presented in the book. They think that the writing activities do not help the acquisition of language. Azad suggested that the book should have included some other writing activities for example writing dialogues, writing conversations etc. that would help students' language acquisition. Arian puts forward his opinion that, "students as well as the teachers feel difficulties in writing items." Most of the teachers found difficulties in doing the writing activities as there are no relevant guidelines are provided. As for the reading skill, all the teachers complained that the reading texts are very lengthy which make their learners feeling bored and all of them do not aim at preparing the students for real life situations. Regarding the imbalance of the presentation of the four language skills in EFT, Gower et al. (2005) can be cited. They believed that the varieties of language skills should be presented in a balanced way. By ignoring listening activities, the book has disregarded the principles of CLT and the principles of the book itself as stated in the Preface (see Appendix 13). The Preface declares that the book is based on the principle of learning a language by actually practicing it. This practice is carried out through

four language skills of speaking, listening, reading and writing in an interactive way which underlies the communicative approach to language learning.

Since the textbook does not contain any listening activities, there is no audio CD or DVD provided with the book as additional materials. The use of audio-visual teaching materials can help removing learners' boredom and increasing their attention rates. Walklin (1994) noticed that it is difficult to keep learners' attention more than fifteen minutes longer without involving them in active participation. However, listening skills can be practiced while the teachers read aloud from the text for the whole class, ask questions to the students, students listening to each other during pair work, group work, discussion or students doing rote repetition of words, phrases or sentences after the teachers (Brunfaut and Green, 2017). Although listening skills may be practiced in this way, activities like gist listening, information gap, listening for specific purpose, dictation (Nunan, 2003b, Larsen-Freeman, 2000; Richards and Rodgers, 2014) are absent from the book which could improve learners' listening skills and thus help them achieve the 11 listening learning outcomes stated in the curriculum (see Table 5).

4.2.4 Linguistic components (grammar, vocabulary and pronunciation) presented in the textbook EFT

Like the four language skills (speaking, listening, reading and writing), grammar, vocabulary and pronunciation are also important components for CLT realization in the textbook. An analysis of tasks and activities of the textbook EFT (see Appendix 11) has shown that there are no pronunciation activities in the book. Grammar and vocabulary items found in the textbook are presented with examples in the following table:

Table 7: Grammar and vocabulary activities presented in the textbook EFT

Name of activities	Examples of activities
Grammar	• gap filling with clues

	• cloze test without clues
	• rearranging sentences to the correct form
	• completing sentences by matching them from different columns
	• sentence completion with/without clues
	• making sentence with different types of words
	• antonyms and synonyms
	• finding different types of words (verb, adjective) in the context
	• finding noun forms of the adjectives from the context
	• finding adjectives of the given words from the text
Vocabulary	• guessing word meaning from contexts
	• matching activities (words with definition in the context)
	• describing words to convey meaning
	• making sentences with words/phrases from the text
	• finding root words
	• antonym/synonym

The curriculum addresses the concerns of blending formal grammar with communicative language practices. To implement the curriculum's aims and objectives the book intends to teach grammar implicitly to inspire the students to discover by themselves about how English is used. In line with the curriculum's aims and objectives, the book has presented grammar and vocabulary in the context (see Appendix 14). Presenting grammar in context is one of the main characteristics of CLT as it intends to go beyond the teaching of grammatical rules (Richards and Rodgers, 2014; Littlewood, 1981; Larsen-Freeman, 2000; Brown 2001, 2006; Nunan 1989). Thompson (1996) highlighted the role of grammar in CLT and suggested that the new language must be introduced to the learners in a comprehensible context in order to make them understand its function and meaning. Most of the teachers agreed that EFT has presented grammar in context. Kiron finds the book very interesting and useful for teaching

grammar in context. However, Arian, Afroza and Bipul think that grammar is given very little importance in the book. Moreover, Arian and Bipul mention that the book does not specify any grammatical items at the beginning of the lesson. Both of them gave examples from the previous textbook (taught from 2001 to 2014) where the lesson objectives and the grammatical items were clearly presented in the beginning of every lesson. Bipul said that he finds problem in teaching the book as there is no lesson objectives and lesson outcomes stated in the beginning of the lesson. The CLT based textbooks of Malaysia, Taiwan and Hong Kong were found to give less emphasis on grammar and presented in the traditional way rather than in context (see Chung, 2005; Ko, 2014). On the contrary, the textbook EFT presents grammar conforming to the principles of CLT. Montgomery and Eisenstein (1985) asserted that learners can improve better in accent, vocabulary, grammar and comprehension if grammar is taught to them through communicative activities.

Like grammar, the textbook EFT presents vocabulary in the context and contains various vocabulary activities as seen in Table 7 (also see Appendix 11). Almost all the teachers agreed that the textbook has created an ample scope for the learners to learn vocabulary in the context. In this regard, McCarthy (1990, p viii) suggested that,

 "No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way."

The findings from the textbook and interview demonstrated that the book has met the CLT characteristics of presenting grammar and vocabulary in context and it has not ignored the importance of grammar teaching as found in Singapore where grammar teaching was marginalized even though there was an entire chapter on grammar teaching included in the syllabus (Zhang, 2006).

Data from the interview and analysis of the book (Appendix 11) also provide evidence that there are no pronunciation activities included in the book although the curriculum upholds

that "The textbooks will create opportunities for sound and pronunciation practice through listening texts with tasks" (English Curriculum for Eleven and Twelve, 2012, p35). The curriculum also specifies that the sound symbol chart will be presented and explained in the 'Teacher's Guide' and the Chairman of the NCTB Bangladesh also reassured in the 'Preface' of the book that a 'Teacher's Guide' would be provided to facilitate the teaching of the book (see Appendix 13). But the interviews revealed that even after three years of introducing the book, the 'Teacher's Guide' is still unavailable to them. The teachers also expressed their dissatisfaction that the book does not have any audio CD for practicing pronunciation. This finding highlights the fact that the CLT curriculum's aims and objectives are not reflected in the textbook in relation to teaching pronunciation.

4.3 Communicative activities

Inevitably, given the focus of this research 'communication' was a key theme and as a result of data analysis it was possible to identify sub-themes of challenges of teaching communicative activities and meeting learners' needs from teachers' perspectives. Before addressing these, however, it is important to outline the extent of the communicative activities presented in the textbook identified by using the textbook analysis framework.

4.3.1 Communicative activities presented in the textbook

Plenty of communicative activities are found in the textbook. These activities are helpful to promote interaction between teacher-student and student-student which is one of the salient features of the CLT based textbooks. The communicative activities found in EFT are presented below:

Table 8: Communicative activities found in the textbook EFT

Type of activities	Examples	Units (Lessons)
Pair work	discussing pictures	1 (1, 2); 5 (1, 2); 8 (3)
	comparing findings from the text with partner	1 (3)
	discussing on a topic and making list of ideas	3 (1)

	completing questions, and asking and answering with partner	1 (3)
	predicting information in the text with partner	8 (2)
	discussing in pairs and presenting to the whole class	12 (5)
	sharing ideas	13 (3)
	discussing questions related to the text topic	8 (4, 5); 9 (2); 10 (1); 12 (5); 13 (1, 2); 15 (2)
	discussing questions followed by writing essay	15 (2)
Group work	discussion on topic from the text/related to the text	1 (3); 2 (4); 3 (1, 2); 4 (1, 3); 5 (5); 6 (1); 7 (3, 5); 9 (1, 2); 11 (1, 2,); 14 (1); 15 (1, 4)
	discussing the topic and relating it to personal experience	2 (1, 2, 3); 5 (3)
	presenting ideas	1 (2),
	making a fact file	1 (2)
	retelling the story	4 (3)
	discussing graph	5 (4)
	discussing pictures	7 (1, 4)
	presentation	8 (1); 9 (1, 3, 4); 10 (2, 3); 11 (1, 2, 3)
	surveying locality	8 (1)
	survey followed by mini-presentation	8 (4)
	making a leaflet	8 (5)
	making poster	8 (3)
Whole class discussion	discussion on international topics and relate it to national context	1 (3)

	discussion related to the topics on national context	2 (1)
	Discussing text topics/ topics related to the text	2 (3); 6 (2); 9 (1, 3, 4); 10 (1); 11 (2, 3); 14 (3); 15 (3)
	discussing picture	10 (3)
	discussion on the facts and figures used in the text	11 (4)
	discussing questions	14 (2)
Debate	whole class debate on a statement from the text.	2 (2)
	whole class debate on a given statement related to the topic	13 (2, 4)
Role play	talking with partner about a given topic related to the text.	8 (3)
Brainstorming	brainstorming and writing on the topic related to the text	4 (2)
	brainstorming and jotting down the ideas	6 (3); 12 (1, 4)
	brainstorming and writing down information; sharing and talking about them in pairs	8 (4)
	brainstorming on the features of poetry and taking notes	12 (3)
Individual work	individual talk on the topic	14 (2)
	singing a folk song (voluntary)	14 (2)

These activities presented in Table 8 are communicative in nature and are used for the successful teaching and learning the target language through CLT. All the teachers agreed that the textbook is full of different communicative activities to promote interaction between teachers-students and students-students. They also agreed that the lessons encourage the students' critical thinking and creativity. According to Arian,

"The activities have been selected in a good way and they promote interaction between teachers-students and student-students. They also encourage students to think critically and creatively." (Arian)

However, the findings from the teachers' interview shed light on some challenges to teach these activities in the classroom (will be discussed in the following section 4.3.2). Nevertheless, all of them try to conduct group or pair work and other communicative activities as found in the book.

These activities support the one of the main principles of CLT that the learners would learn language through different communicative activities (Larsen–Freeman, 2000; Nunan, 1989; Littlewood, 1981). The book has created the opportunity for the learners to use language as a tool to interact with each other and with the teacher through various activities like discussion, debate, roleplay etc. in groups, pairs, individually or in whole class (see Chapter 2, section 2.3.3 for different types of communicative activities). Rahman's (2014) study suggests that Bangladeshi college students perceived that group work and pair work is beneficial for them. Groupwork and pair work help learners to get support from each other. They feel comfortable in working with peers as they can ask any questions they do not understand without any hesitation. Working in groups or pairs promotes learning, and develops communication ability and co-operative skills.

According to Long et al (1976, cited in Lightbown and Spada, 1999), students can produce more speech of various quality and types in group work comparing to teacher-centered activities. While engaged in communicative activities, learners speak spontaneously and they use language for diverse functions, such as, requesting, clarifying, hypothesizing, disagreeing, defining and so on. Carless (2008) emphasizes that group work creates a suitable atmosphere for students to communicate and provide them preparation time before speaking.

The various communicative activities presented in the book aim at understanding and expressing meaning rather than focusing on the form. Lightbown and Spada (1999) believe that if the learners are given the opportunity to perform meaningful activities they will certainly 'negotiate for meaning'. Negotiation assists learners to learn the language forms (vocabulary and grammatical structures) 'which carry the meaning they are attending to' (Lightbown and Spada, 1999, p122). EFT provides opportunities to communicate and negotiate for meaning through various lessons to complete the task successfully. The above findings and analysis reveal that the textbook has numerous communicative activities and exercises to engage learners' participation and develop their communicative competence which is the ultimate target of CLT.

4.3.2 Challenges of teaching the communicative activities
The interview data revealed that almost all the teachers experienced difficulties in teaching the activities in the book. The teachers highlighted that since a lot of reading texts are beyond the students' cognitive level, group work, pair work or discussion related to those texts are very difficult for the students to perform, especially for those from the rural areas. As a result, those lessons do not promote learners' creativity or critical thinking.

Moreover, most of the teachers highlighted that the students do not have any interest to speak in English despite the encouragement from the teachers. Five teachers except for Azad presented the fact that nearly all the learners in their class communicate mostly in Bengali, only very few of them are really motivated to speak in English. If the teachers put emphasis on interacting in English most of the students remain silent. They stop taking part in any conversation at all. On the contrary, Azad reported that 90% of the students interact in English in his class. They often ask questions and answer their teacher in English.

The teachers encourage their students to speak in English but switch back to the mother tongue when the students encounter difficulties in expressing their ideas. A similar finding

is evident in Lo and Macaro (2012). Not only this, Lo and Macaro (2012) have presented that in Hong Kong secondary schools from grade 10 onward, the lessons tend to become more teacher-centred and less opportunities for negotiation and scaffolding from grade 10 onward as English is used as the medium of instruction. The scenario of the CLT classroom in Bangladesh where EFT is taught is quite similar as the students do not like to take part in the lesson and remain silent if they are asked to communicate in English which makes the lesson a teacher-centred one. The teacher-centred lesson and the passive learners which are contradictory to CLT are also found in Hamid & Baldauf (2008) and Ahmed (2016).

However, all the teachers highlighted that the book has the potential to promote interaction between teacher-student and student-student but the examination system does not encourage them to develop these skills. According to Saif,

> "Learners are very much interested in the items that are important for the exam. If we concentrate on all the activities the whole year will be gone and we will not prepare our student for the exam." (Saif)

Saif also postulated, "A student without attending a single class may get good result by going through the guidebooks or private tuition." As those guidebooks accommodate the predictable questions and answers, students memorize them without understanding and obtain good grade in the exam. They do not need to improve their communicative competence to pass the examination. Saif's words regarding private tuition support the findings of Hamid and Baldauf (2008) and Hamid et al. (2009) that private tutoring plays a major role in learning English as well as passing exams. Hoque (2016) had the similar finding on students' dependency on guidebooks available in the market. Islam (2016) also identified that the writing composition topics, for example, paragraph, essay, letter etc. are predictable in the examination questions. The learners do not practice them in the class rather they practice those at home with the help of private tutor or guidebooks.

Furthermore, the National Education Policy (2010) stated that the class size will be reduced to 1:30 by 2017 and The English Curriculum for classes Eleven and Twelve (2012) mentioned that English First Paper and Second Paper will be taught in 140 classes for each in total. The First Paper will be taught in three classes per week in the first year and two classes per week in the second year, and vice versa for the Second Paper. However, the interview data presents that all the teachers run a large class of 150 -200 students and the classes take place only once in a week for 45 to 50 minutes. According to Arian,

> "There are 200 students in my class. Then how is it possible for me to arrange discussions and group work in 45 minutes? …It is not impossible but it is very tough." (Arian)

Due to the large class size, some teachers use microphone to conduct the lesson so that the students can hear them. However, they also pointed out that the all the colleges do not have this type of classroom facilities. Saif added,

> "The activities presented in the textbook can enhance learners' communicative skills but the classroom is not well-equipped to teach them in a communicative way." (Saif)

Brunfaut and Green (2017) reported that the size and the nature of the classroom environment and facilities can make it impossible for all students to actively participate in the class as they are unable to hear the teacher or other students talking and see if anything is written on the board. The duration of class and the size of the class make it difficult for the teachers to run and monitor pair work, group work, whole class discussion, presentation, debate, and give feedback. Large class size impedes the implementation of CLT not only in Bangladesh, but also in some other Asian countries like Thailand. Saengboon (2002) highlighted that in Thailand the school administrative policy sometimes impedes CLT by accommodating a large number of students (up to 100) with heterogeneous levels of English proficiency in a class (cited in Huang, 2016).

Moreover, many classrooms suffer from inadequate facilities which impede the teaching of the book. Most of the classes do not have microphone or sound system for the students to listen to their teacher. The higher secondary students are dissatisfied about the lack of modern technological aids and equipment, such as, computer or laptop, overhead power point projector, multimedia and CD/DVD which they perceive are highly necessary for teaching and learning in CLT classroom (Ahmed, 2016).When Larsen-Freeman (2000) highlighted the small size of group for performing the CLT activities, Bangladeshi higher secondary classroom with 150-200 students does not provide the environment for teaching the book or promoting CLT irrespective of the book's CLT characteristics. Despite the large class size, the teachers expressed that they work as facilitators to create a communicative environment (Nunan, 1989) in the classroom in order to promote communication in English. However, Azad mentioned that some of the teachers are not efficient and well trained in CLT. These teachers also fail to teach the communicative activities in the textbook. Hamid's (2010) study revealed that the incompetency of the teachers along with their lack of experience, sincerity and commitment contribute to the unexpected outcome of CLT in Bangladesh. This finding partially supports Azad's comment on the existence of the less experienced teachers who fail to teach the communicative activities in the book. Haider & Chowdhury (2012, p20) also noticed that the ''lack of trained and competent teachers, faulty assessment system, and shortage of supplementary and bridging materials have made the whole process hard to reach.''

Additionally, the teachers complained about the long lessons with plenty of activities are impossible to finish in one class. Afroza said, "It takes two or three classes to finish one lesson from the book." Afroza, Saif and Azad highlighted that when the teachers try to recap the previous lesson to continue the present lesson the students cannot remember their previous learning to relate the present one and the teachers had to spend a lot of time for that. According to Saif, "We have short time long syllabus; we are always in a hurry."

Teachers are in a hurry to finish the lesson which is a reason they avoid discussion or other communicative activities which is against the characteristics of CLT. CLT promotes

interaction which is abandoned in the classroom because of the too lengthy lessons in the textbook. The previous book was also lengthy as reported by Ali (2014). The reasons why the previous textbook was changed (for example, lengthy texts, long lessons, beyond learners' English skill level and so on), however, are still present in the new textbook.

Therefore, although the textbook EFT contains plenty of communicative activities to engage learners' participation with a view to improving their communicative competence, learners are unable to communicate orally in English; they are unable to acquire all language skills equally. So, it can be inferred that the book fails to promote CLT approach in relation to the curriculum as it is not suitable for the teaching and learning context of Bangladesh.

4.3.3 Communicative activities meeting learners' needs

All the teachers except for Azad remarked that the book fails to meet any long-term needs of the learners as it is not promoting learners' communicative competence. Only Azad believes that there are some global (for example, *Peace and Conflict*, *Giant Panda*, *Etiquette and Manners* etc.) and local issues (for example, *Traffic Education, Path to Higher Education*, *Adolescence* etc.) dealt in some lessons which fulfill the learner' long-term needs to some extent. Azad thinks that these issues can widen the horizon of the learners' knowledge, make them conscious and help them becoming good human beings in the long run.

All the teachers believed that by giving more emphasis on reading and writing skill (see section 4.2.3; also see appendix 12), the textbook EFT is meeting learners' short-term needs of passing examination as only these two skills are assessed in the HSC examination (see section 4.2.1.1)**.** They also believed that the textbook is ignoring learners' long-term needs of improving communicative competence in English by giving less importance to speaking and listening skills (see section 4.2.3). According to Arian, "The textbook only meets the learners short-term learning needs, passing the exam." Similarly, Afroza, Bipul, Saif and Kiron expressed their opinions that the book is meeting learners' short-term learning needs because they are doing well in the examination, securing good grades but most of them are

unable to think and express their ideas in English. The concern about learners' inability to communicate in English is expressed by researchers in various studies (see Kirkwood and Rae, 2011; Chowdhury and Ha, 2008; Hamid and Baldauf, 2008; Hamid et al., 2009). The teachers furthermore asserted that the difficulties related to the delivery of the activities (see section 4.3.2) in the classroom also play a significant role for the failure of achieving learners' long-term needs of communicative competence. As a result, the book is a failing to promote the characteristics of the CLT approach as well.

The students need to pass the examination as well as become a proficient user of English language. In this way, the aims and objectives of the ELT programme in the higher secondary level in Bangladesh can be achieved. However, both teachers and students of the higher secondary level omit the communicative activities of the textbook and carry on only those activities which are essential for the students to achieve good grades in the exam (see section 4.3.2). In Taiwan, Su (2006) also reported that most teachers neglected the communicative activities compiled in the textbooks. They adhere to the traditional GTM for convenience and immediate learning outcome.

The lessons and activities in the textbook EFT give the impression that the book is written following the 'strong version' of CLT (Howatt, 1984: p279) which is 'using English to learn it' so that the students can acquire English skill by actually practicing it (see 2.3.2 and also Appendix 13: Preface of EFT). However, the interview results and existing literature support that the students' English skill level is lower than required to utilize the textbook. As a result, the students fail to improve their English skill by using the book. Tomlinson (2008) can be cited in this regard that the textbook writers depend on their intuition and develop materials that they think would be the best for the intended learners rather than considering on how learners could actually get benefitted from the book. The teachers' opinion is quite justified in relation to the textbook EFT writers' failure to consider Bangladeshi ELT context while writing the textbook (see section 4.3.2).

CLT tends to increase learners' communicative competence in various social contexts through diverse activities (Canale and Swain, 1980; Canale, 1983; Larsen-Freeman, 2000; Nunan, 1989; Littlewood, 1981; Richards and Rodgers, 2014). However, the interview data and the analysis of the communicative activities in the book (see Table 8) reveal that the textbook does not have enough language games, puzzles or mini dialogues. For this, the teachers believed that the textbook fails to provide sufficient opportunities for the learners to practice and learn social interactions. Additionally, they believed that the textbook lacks the potentiality to make the CLT approach a success in the teaching-learning context of Bangladesh. They all think that the previous textbook was much better than the present one.

4.4 Summary

This chapter presents the core ideas to answer the research questions in the next chapter. The themes and the sub-themes highlighted some aspects which directly contribute to answering the research questions as well as the CLT realization into the textbook in relation to the curriculum. For example, authenticity and suitability of the text, the misalignment among the curriculum, textbook and the HSC assessment, lack of integration of skills presented in the book, omission of listening and pronunciation activities, the challenges of teaching the communicative activities in the present context of the higher secondary level and the teachers' perceptions of the textbook in meeting their learners' needs and promoting CLT.

CHAPTER 5: CONCLUSION

This chapter concludes the study that evaluated the Bangladeshi higher secondary English textbook EFT in relation to the CLT curriculum as a means of investigating the CLT approach's realization into it. In doing so, the researcher had to construct an evaluation framework based on the curriculum's CLT features to examine the extent of their implementation into the book. The study also inquired into the pedagogical fitness of the book's activities and exercises in relation to engaging learners' participation, meeting their needs and promoting CLT as perceived by the teachers. Some conclusions have already been revealed in Chapter 4. However, I am drawing the conclusion here from the previous findings, analysis and discussion and thereby directly answering the four research questions presented in Chapter 1, section 1.3. The chapter is also presenting the limitations of the study, recommendations, future research direction and a summary.

5.1 Research question 1: To what extent do the activities and exercises of the textbook EFT reflect the aims and objectives of the CLT curriculum?

The EFT textbook meets the CLT curriculum's aims and objectives in presenting the activities and exercises through authentic texts (fiction and non-fiction) which are related to real-life situations. It has also addressed the CLT characteristics in presenting grammar and vocabulary in the context. Moreover, it has not ignored the importance of grammar teaching as found in Singapore where grammar teaching was marginalized even though there was an entire chapter on grammar teaching included in the syllabus (Zhang, 2006).

However, the textbook fails to reflect the aims and objectives of the curriculum (see section 2.2.2) related to the listening activities. Although the curriculum stipulated that the "textbooks should include a variety of activities to provide adequate exercises on four language skills" (English Curriculum for Eleven and Twelve, 2012, p34; also see Appendix 5), the textbook EFT ignores listening activities. EFT also abandons pronunciation activities despite the curriculum suggests that the "textbooks will create opportunities for sound and pronunciation practice through listening texts with tasks" (English Curriculum for Eleven

and Twelve, 2012, p35; also see Appendix 5). The absence of the listening and pronunciation activities reveals that the guidelines for writing the text as stated in the curriculum has not been followed strictly. This misalignment between the curriculum and the textbook regarding the presentation of the language skills and pronunciation also lead to decide that the aims and objectives of the CLT curriculum is not fully reflected in the textbook. Although the curriculum advocates CLT, neither the textbook nor the assessment system (see 4.2.2) is CLT based.

5.2 Research question 2: How does the textbook EFT present the communicative activities and exercises to engage learners' participation?

The activities of the textbook should be harmonized with its objectives. Muñoz & Álvarez (2010) argue that setting the objectives and devising the activities accordingly to attain them are crucial for successful learning. The activities and exercises of the textbook EFT are designed with a view to improve learners' communicative competence through various activities on reading, writing, speaking, grammar and vocabulary. According to Gómez-Rodríguez (2010, p327) communicative texts "offer opportunities to communicate, interact and negotiate meaning." The activities presented in the textbook require the skill of discussing, guessing, predicting, listing or presenting ideas in the class in group or pair or as a whole class on the text topic or something related to the text. The different types of activities and exercises enable the students with the opportunity to explore and develop reading, writing and speaking skills. The exploration of diverse activities also makes the students familiar with various reading genre and writing conventions.

However, some practical issues are impeding the delivery of these activities. For example, large class sizes, less frequent and short duration classes make it difficult for the teachers to conduct pair work, group work or whole class discussion properly. As a result, although the activities require the learners' active participation the lessons are mainly teacher-centred which completely opposes the principles of CLT. Ahmed (2016, p100) also found that "the teaching-learning activities are teacher oriented and teacher dominates the students and works as a controller in the classroom."

5.3 Research question 3: What are the teachers' perceptions of these activities in relation to their learners' needs?

A single textbook cannot fulfill the needs of different learners, individual learning styles and the demands of different classrooms in different contexts (Tomlinson, 2003; Ur, 1996; Cunningsworth, 1995). Although the textbook EFT is the core material for the higher secondary ELT programme in Bangladesh, it cannot cater for every need and requirement of the learners.

However, the teachers perceive that the English level required for doing the activities of the textbook EFT is higher than the learners' English level which causes them to withdraw from participating in the activities, remain silent or use mother tongue in the class. This inhibits interaction between teacher-students and students-students. The teachers also believe that while designing the lessons and activities the writers did not think about the English skill level of the learners. In this regard, Allwright (1981) expressed that textbooks are inflexible and usually portray the pedagogic, psychological and linguistic choices of the authors. Brunfaut and Green (2017, p34) found that "many students seemed to struggle with on both linguistic and occasionally on conceptual levels" while having lessons using the textbook. Therefore, the level of the contents of the textbook must not be very high or very low from the students' language level.

The teachers believe that the textbook EFT fails to enable learners to communicate in English and acquire all language skills equally. The misalignment between the curriculum, textbook and the HSC examination causes the communicative activities in the book to suffer a negative 'washback' which is confirmed by the interview findings as both teachers and students tend to avoid those activities. The students are interested in the activities related to reading and writing as they are necessary to pass and secure good marks in the HSC examination. This avoidance of doing the communicative activities result in the textbook's failure to meet the learners' long-term needs which is promoting their communicative competence. Haider & Chowdhury (2012) also found the similar misalignment between the aims and objectives of CLT approach and the secondary level assessment system in Bangladesh.

However, the teachers think that the EFT textbook is fulfilling the learners' short-term needs as the reading, writing, grammar and vocabulary items of the book help them to prepare, pass and obtain good marks in the HSC examination. They also believe that privately published guide books and suggestion books, as well as private tuitions contribute hugely in passing the HSC examination. The students take help of the private tutors to select items from these books which are likely to be found in the examination papers and memorize those items to prepare for the examination.

5.4 Research question 4: What are the teachers' perceptions of the potential of the textbook to facilitate the CLT approach advocated in the curriculum?

The textbook EFT pays attention to both functional and structural aspects of language which is one of the major characteristics of CLT (Littlewood, 1981). Despite the absence of the listening and pronunciation activities, language games, mini dialogues and puzzles the teachers believe that the book still has some potential to promote CLT approach advocated in the curriculum. However, they also asserted that the infrastructure of the educational setting of the country (see section 4.3.2), factors related to teachers and learners (see section 4.3.2) and the misalignment between the curriculum, textbook and the assessment system (see sections 4.2.1; 4.2.1.1; 4.2.3) are responsible for the textbook's failure to facilitate CLT in the higher secondary level. Therefore, it can be concluded that even though the CLT features are realized into the textbook EFT to some extent, it fails to promote CLT approach fully in the context of Bangladesh.

To sum up, previous research also identified some factors related to teachers (lack of CLT knowledge and training, unwilling to do CLT activities, preference of GTM over CLT), learners (unwilling to take active participation in CLT activities), educational settings (large class size, mixed ability students in one class, pressure to complete syllabus), assessment systems (traditional GTM assessment) and teaching materials (textbooks' lack of CLT characteristics) that hinder the implementation of CLT approach in the classroom globally

and in the context of Bangladesh (see sections 2.3.8 and 2.3.9). However, the current research has not only strengthened the previous research findings but also unfolded the fact that CLT based textbooks should be aligned with learners' conceptual and English skill level to make them participate in the tasks and activities. Moreover, this study has highlighted that the CLT based textbooks must be appropriate for the specific teaching and learning contexts. Finally, it reveals that the CLT based textbooks would be unable to achieve its aim of improving learners' communicative competence if the assessment system is not aligned with the curriculum and the textbook itself.

5.5 Limitations of the study

The study has some limitations which must be considered when examining results as the conclusions of this small-scale study may not be readily generalizable (Cohen et al., 2011). A potential limitation of this study is that it included only six participants from three different colleges of the main education stream (see section 1.2) in the same city (also see section 3.4.3.3 and Table 2). If more teachers were included from both urban and rural areas and from different streams (see section 1.2), diverse perspectives could be revealed on the book's role as meeting the learners' needs and facilitating CLT approach. Moreover, if the researcher could involve the students from different stream and from both city and country side more useful information could be gathered to reveal how they feel about the book in meeting their needs. Finally, if the researcher could observe some lessons in the classroom, more insightful information could be gained related to the delivery of the communicative activities and learners' participation in those activities.

5.6 Recommendations

The study has tried to investigate the CLT realisation into the textbook by evaluating EFT which was written following the CLT curriculum. Therefore, the recommendations proposed below are general to the CLT textbooks and specific to the textbook EFT:

- The CLT textbooks must be compatible with learners' English skill level. The lengthy and non-fictional reading texts should be avoided. Rather, short texts of both fiction and non-fiction which are suitable for the learners' cognitive capacity should be included in the book to increase the teachers' and learners' participation into the communicative activities.

- While writing the CLT textbooks, teachers should be consulted and their opinions should be considered. The writers should also consider the teaching-learning contexts in which the textbooks will be used.

- The textbooks should be supplemented with Teacher's Guide, Students' Workbook, CDs and DVDs. Teacher's Guide may help the teachers to have ideas on how each and every lesson can be taught. It can also be very helpful for the inexperienced and new teachers. Students' Workbook may accommodate activities on all four skills. CDs and DVDs can help improving learners' listening and pronunciation skills.

- The textbook should be made attractive to the learners by adding colourful pictures, graphs, charts which are legible.

- For improving Bangladeshi higher secondary students' communicative competence, the textbook EFT needs to be revised. Listening and pronunciation activities should be included in the textbook and activities on all four language skills should be presented equally. Listening and speaking skills should be included in the assessment system so that these two skills are practiced with the same importance like reading and writing skills.

- While revising the textbook EFT, the learning objectives along with target grammar items should be presented in the beginning of each lesson so that the teachers may know what they are going to teach and the learners may know what they are going to learn.

- Finally, the MoE and policy makers should take immediate steps to address the practical barriers (see chapter 4 section 4.3.2) of implementing CLT in the educational settings in Bangladesh.

5.7 Future research direction

The present study generated ideas for further research. Future research can be conducted to investigate the CLT textbook meeting learners needs by including teachers and students of both private and state-run mainstream and English version colleges, and Madrasahs from different rural and urban locations. Future study may yield more generalized results by accommodating a large sample size within a mixed method (both qualitative and quantitative method). Along with teachers and students all the other stakeholders, such as, the writers of the books, the NCTB officials, the policy makers can be invited to take part in the study. The current study only investigated the CLT realisation into the textbook EFT for higher secondary levels. Further research can be conducted in evaluating the junior secondary and secondary levels' EFT textbooks (see section 1.2) to examine the CLT realisation into them and meeting learners' needs. Results from further research may guide the policy makers to introduce CLT textbooks which are suitable for the teaching and learning contexts of Bangladesh.

5.8 Summary

CLT may be a great idea for promoting learners' communicative competence but the study revealed that it should be carefully implemented from theory to curriculum, textbook, and assessment system. Moreover, the teaching and learning contexts in which the lessons will take place should be taken into consideration. All these constituents must be aligned. Otherwise, no matter how great the CLT approach is, how good the textbook is, how perfect the CLT based curriculum is, the aims and objectives of any ELT programme will be highly difficult to achieve.

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APPENDICES

Appendix 1: Ethics approval memorandum

QUEEN'S UNIVERSITY BELFAST

School of Social Sciences,
Education and Social Work
69/71 University Street
Belfast
BT7 1HL
TEL: +44 (0) 28 9097 3041/5906
www.qub.ac.uk

Memorandum

To   Gulnahar Begum

From   Dirk Schubotz, SREC Chair

Date   16 July 2018

Distribution   James Nelson, Supervisor
                File

Subject: Ethics Review – 'Analysing the textbook "English For Today" for teaching and learning English as a foreign language (EFL) for classes XI and XII: The Bangladeshi higher secondary teachers' perception about the book'

The School of Social Sciences, Education and Social Work Ethics Committee has reviewed your proposed study and has granted approval for you to proceed.

- It is important to ensure that you follow the procedures outlined in your submission. Any departure from these may require additional ethical approval.

  Note for the principal investigator: it is the responsibility of the investigator to add any research projects involving human participants, their material or data, to the University's Human Subjects Database for insurance purposes. (The Human Subjects Database is accessible through QOL under 'My Research').

  The Committee wishes you every success with your research.

Dirk Schubotz
Chair, SSESW SREC

Appendix 2: Letter to the Principal and consent form

Dear Sir/Madam,

I am currently undertaking a Masters in Teaching English to the Speakers of Other Languages (TESOL) within the School of Social Sciences, Education and Social Works at Queen's University Belfast in Northern Ireland. As part of my study, I am required to complete a research dissertation. I have decided to analyse the English textbook "English For Today" for classes XI and XII to find out the strength and weakness of the book as a teaching material.

I am writing to ask your permission for English teachers in your college to take part in this research. Before you decide to let your English teachers take part in the research it is important that you fully understand what the research is about. Please read the following information carefully. If you would like me to explain anything or provide further information before you decide to let your English teachers participate in the research please do not hesitate to contact me or my supervisor Dr. James Nelson (J.Nelson@qub.ac.uk).

This research will involve an interview with individual English teachers of classes XI and XII of two colleges in Bangladesh. You are being requested to agree with the English teachers' participation in the study because the teachers are teaching English in your college in classes XI and XII using the above-mentioned textbook. Your decision is completely voluntary. The teachers will have the right to withdraw from the project anytime, for any or no reason during the interview. I will conduct an interview (approx. an hour) with the teachers to discuss the aims and objectives of the book, their teaching practices using the book, whether the book meets their learners' needs, whether they suggest the book to be revised or supplemented etc.

There will be 6-8 college English teachers from two different colleges who will take part in the interview individually. The interview will be conducted electronically by Skype. The interview will be audio recorded and for the research purpose it will be transcribed as a part of data analysis and will be cleansed of all identifiers. The data will be stored secured in a

password protected computer. All the data will be kept secured for five years by the School Manager at the School of Social Sciences, Education and Social Work after the completion of the research according to the data protection law of Queens University Belfast. After this period, the data will be destroyed.

Your name, your English teachers' names or your institution's name will not be identifiable in the final dissertation, or in any publications, reports or presentations deriving from the research. No information will be divulged to a third party at any time. The dissertation may be held in the library of the Queens University Belfast.

This research has been approved by the Ethics Committee of the School of Social Sciences, Education and Social Works at Queen's University Belfast.

If you have any questions please do not hesitate to contact me by email or phone.

Yours faithfully,

Gulnahar Begum

MSc in Teaching English to the Speakers of Other Languages (TESOL)

School of Social Sciences, Education and Social Works

Queens University Belfast

Northern Ireland

United Kingdom

E-mail: gbegum01@qub.ac.uk

Mobile Phone: +44 (0)77 9424 5059

Please read and tick (✓) in the YES or NO boxes below, to indicate the extent of your participation. Thank you.

Declaration of Consent to Participate in Research

	Yes	No
I have read and understood the information above and had the chance to think about the information and ask all the questions I want.		
I confirm that I have had the purpose and nature of the above study clearly explained to me.		
I understand that the participation of the English teachers in my college is voluntary and they are free to withdraw anytime during the interview without giving a reason and without any consequences.		
I understand that the information given by the teachers during the interview will be audio recorded and the record will be transcribed for the purpose of data analysis of the study.		
I understand that the records of conversation and the transcription files will be kept secured in a password protected computer. All the unique identifiers will be removed at the point of transcribing the interviews. I am assured that the teachers will be given a pseudonym and my institution will be given a code number.		
I understand that information and quotes by the teachers from the interview will be used in reports and presentations and that my name, the participating teachers' names or my school's name will not be identified in any way.		
I agree that the English teachers in my college participate in the interview.		

Name (please print) _____

Signature _____ Date _____

Appendix 3: Participant's information sheet and consent form

Dear English teacher,

I am currently undertaking a Masters in Teaching English to the Speakers of Other Languages (TESOL) within the School of Social Sciences, Education and Social Works at Queen's University Belfast in Northern Ireland. As part of my study, I am required to complete a research dissertation. I have decided to analyse the English textbook "English For Today" for classes XI and XII to find out the strength and weakness of the book as a teaching material.

Before you decide to take part in the research it is important that you fully understand what the research is about. Please read the following information carefully. If you would like me to explain anything or provide further information before you decide to take part please do not hesitate to contact me or my supervisor Dr. James Nelson (J.Nelson@qub.ac.uk).

This research will involve an interview with the researcher and individual English teachers of classes XI and XII of two colleges in Bangladesh. You are being asked to participate because you are an English language teacher in a college who is teaching in classes XI and XII using the above-mentioned textbook.

Your participation in the study is completely voluntary. **You do not have to take part in this study if you do not wish to.** If you decide to take part in this study you will have the right to withdraw from the project, for any or no reason during the interview and the data collected from you will be destroyed. I will conduct an interview (approx. an hour) with you to discuss the aims and objectives of the book, your teaching practices using the book, whether the book meets your learners' needs, whether you suggest the book to be revised or supplemented etc.

There will be 6-8 college English teachers who will take part in the interview individually. The interview will be conducted electronically by Skype. The interview will be audio recorded and for the research purpose it will be transcribed as a part of data analysis and will

be cleansed of all identifiers. The data will be stored secured in a password protected computer. All the data will be kept secured for five years by the School Manager at the School of Social Sciences, Education and Social Work after the completion of the research according to the data protection law of Queens University Belfast. After this period, the data will be destroyed.

Your name or your institution's name will not be identifiable in the final dissertation, or in any publications, reports or presentations deriving from the research. No information will be divulged to a third party at any time. The dissertation may be held in the library of the Queens University of Belfast.

As your participation in the study is completely voluntary, your decision to participate or not will not affect you in any way. You are under no obligation to answer any of the questions you do not wish to and you can withdraw from the research at any time without any consequences.

This research has been approved by the Ethics Committee of the School of Social Sciences, Education and Social Works at Queen's University Belfast.

If you have any questions please do not hesitate to contact me by email or phone.

Yours faithfully,

Gulnahar Begum

MSc in Teaching English to the Speakers of Other Languages (TESOL)

School of Social Sciences, Education and Social Works

Queens University Belfast

Northern Ireland

United Kingdom

E-mail: gbegum01@qub.ac.uk

Mobile Phone: +44 (0)77 9424 5059

Please read and tick (✓) in the YES or NO boxes below, to indicate the extent of your participation. Thank you.

Declaration of Consent to Participate in Research

	Yes	No
I have read and understood the information above and had the chance to think about the information and ask all the questions I want.		
I confirm that I have had the purpose and nature of the above study clearly explained to me.		
I understand that my participation is voluntary and that I am free to withdraw from the research anytime during the interview without giving a reason and without any consequences.		
I understand that the information given during the interview will be audio recorded and the record will be transcribed for the purpose of data analysis of the study.		
I understand that the records of conversation and the transcription files will be kept secured in a password protected computer. All the unique identifiers will be removed at the point of transcribing the interviews. I am assured that I will be given a pseudonym and my institution will be given a code number.		
I understand that information and quotes from the study will be used in reports and presentations and that my name or my school's name will not be identified in any way.		
I agree to take part in the above study.		

Name (please print) _____

Signature _____ Date _____

Appendix 4: Semi-structured interview questions

1. Could you please tell me something about yourself? For example, your educational background, how long you are teaching English in the higher secondary classes etc.

2. In your opinion, do the aims of the coursebook correspond closely with the aims of the teaching program? Why?

3. Bearing in mind the course aims and syllabus requirements, do you think that the textbook covers all four skills adequately? Do you think that the skills presented in meaningful contexts and in an integrated manner? Why?

4. Do you think that the activities presented in the textbook promote interaction between teachers-students and students-students? Why or why not?

5. Do the activities help to develop your learners' creativity and critical thinking through English language? Why?

6. Do you think that the textbook provides ample opportunities for learners to learn and practice social interactions through dialogues, conversations, language games, mini dialogues, puzzles, etc.? Why?

7. What level of active learner involvement are expected by the textbook?

8. What are you as a teacher expected to do to help your learners work successfully through the materials?

9. What techniques are used for presenting/practicing new language items? How are they suitable for your learners?

10. What subject-matter (topics, themes, ideas) in the materials is likely to be interesting and relevant to your learners?

11. How is grammar, vocabulary and pronunciation presented in the book?

12. Do you think that the textbook is meeting your learners' short-term and long-term learning needs?

13. Are you as a teacher enjoy teaching the book? Why or why not?

14. What is your opinion about the potential of the textbook to facilitate the CLT approach advocated in the curriculum?

Appendix 5: Guidelines for textbook writers as stated in the curriculum

1. Textbooks should reflect social and moral values and the spirits of our Liberation War. Materials should be sensitive to issues on gender, cultures, colour, race, religion, ethnic groups etc.

2. Topics and themes should be interesting, realistic, and suitable for learners' age and cognitive level. See Section 4.1: Themes.

3. Topics/activities should be chosen to achieve the main objectives and learning outcomes of the curriculum.

4. Topics should properly address all learning domains (cognitive, affective and psychomotor).

5. The textbooks should contain authentic texts as needed, and language appropriate to different contexts and cultures.

6. Instructions should be brief and written in simple English.

7. The textbooks should include a variety of activities to provide adequate exercises on four language skills.

8. The textbooks should provide opportunities for learners to learn and practice social interactions through dialogues, conversations, etc.

9. Some language games, puzzles, mini dialogues may be used as exercises for developing language skills through fun and entertainment.

10. Grammar items should be provided in context in a systematic and graded way.

11. At each level new vocabulary should be introduced. Vocabulary introduced in previous classes should be revised.

12. Stress and intonation marks should be shown in the examples and sample texts.

13. The textbooks should be attractive and colourful. Illustrations (charts, maps, photos, drawings, diagrams etc.) should be relevant to the contexts/topics.

14. The sound symbol chart should be provided in the Teacher's Guide.

15. A section on sample classroom instructions (such as for greetings, starting a lesson, common Wh/Yes-No question, monitoring students' activities, checking answers, simple social English) should be provided in the Teacher's Guide.

16. The textbooks will create opportunities for sound and pronunciation practice through listening texts with tasks.

17. Phonetic symbols are not to be used in the textbooks for learners but should be given and explained in the Teacher's Guide.

18. Writers must acknowledge the sources of their collected or adapted materials.

19. Literary pieces e.g. short stories, short plays, poems, and other authentic texts should be used for enjoyment, appreciation, creative and critical thinking, and language learning.

Note: Guidelines 1–19 are mainly for the Paper One textbook writers. But they may also provide the writers of the Paper Two book with useful information. However, the following guidelines are specifically intended for the Paper Two book writers.

20. Grammar items should be contextualized as far as possible. The language points focused in the lessons of Paper One book, *English for Today*, should be used for grammar-practice activities.

21. The process and style of writing letters, CVs, paragraphs and other compositions etc. should be clearly exemplified and explained.

(Source: National Curriculum for English for classes Eleven and Twelve, 2012, pp34-35)

Appendix 6: Front cover of *English For Today* for *Classes XI-XII*

English For Today

Classes XI-XII And Alim

NATIONAL CURRICULUM & TEXTBOOK BOARD, BANGLADESH
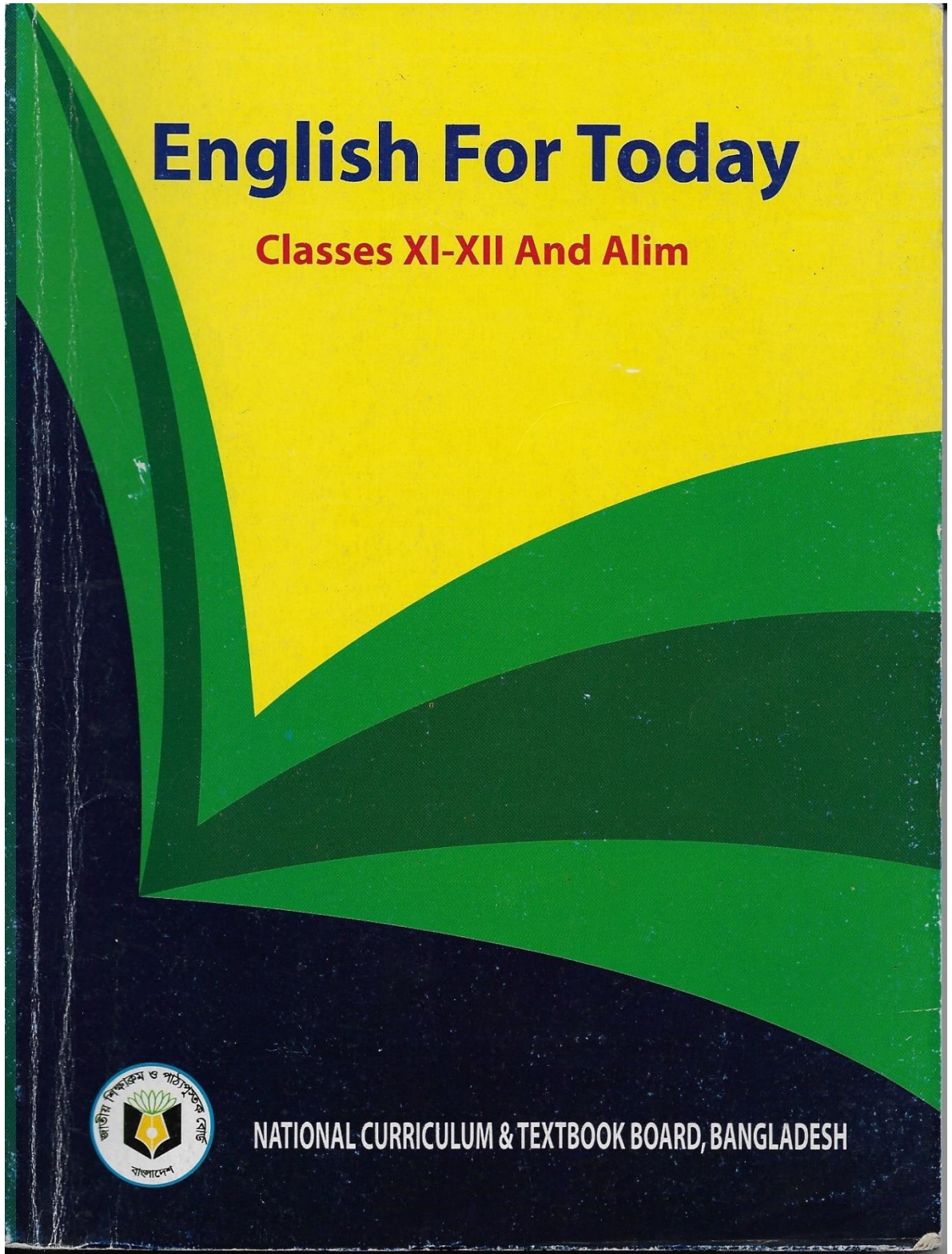
Appendix 7: Table of contents of *English For Today* for *Classes XI-XII*

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Table of Contents

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Appendix 8: Examples of images from *English For Today* for *Classes XI-XII*

Unit Three: Food Adulteration
Lesson 1
Food Adulteration Reaches New Height

1. Warm up activity:

❑ **Share the following questions with your friend.**
   a. What is food adulteration?
   b. Have you heard the name of a pesticide called *formalin* which is used as a preservative?
   c. Who, do you think, uses chemical pesticides on food/fruits?

2. Read the following feature item published in a Dhaka daily.

Unsafe levels of pesticides are present in around half of the vegetables and more than a quarter of fruits sold in the capital's markets, a recent survey has found. A 15-member team of the National Food Safety Laboratory, with support from the Food and Agriculture Organisation (FAO), came up with the findings after collecting and testing food samples from the capital's Gulshan, Karwanbazar and Mohakhali markets.
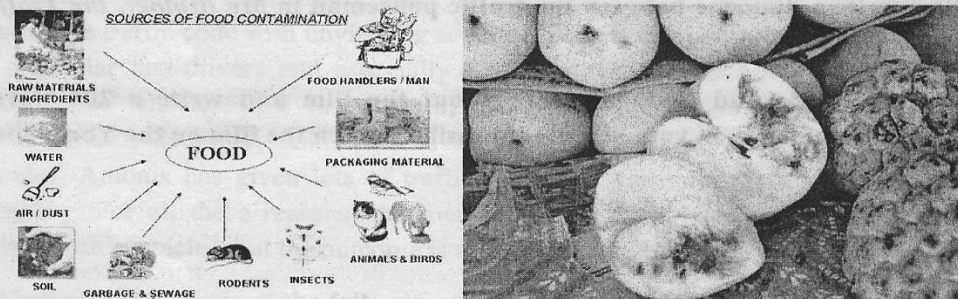
The survey report, a copy of which was acquired by the *Dhaka Tribune*, read that nearly 40% of 82 samples of milk, milk products, fish, fruits and vegetables contained banned pesticides such as DDT, Aldrin, Chlordane and Heptachlor. The amounts of pesticide in these samples were found to be 3 to 20 times greater than the limits set by the European Union. Around 50% vegetables and 35% fruits were found to be contaminated with unsafe level of pesticides.

Unit 3: Lesson 1 Food Adulteration Reaches New Height, p28

Causes and Types of Conflict

According to an American psychologist, conflicts are basically of three types arising out of three different causes:

a. **Economic conflict:** Resources are limited, and so groups or individuals come into conflict with each other to possess as much of these resources as possible, thus bringing forth hostile behaviors among those involved.

b. **Value conflict:** It is concerned with the varied preferences and ideologies that people have as their principles. Conflicts driven by this factor are demonstrated in wars wherein separate parties have their separate sets of beliefs that they assert in an aggressive manner.

c. **Power conflict:** It occurs when the parties involved intend to maximize what influence they have in the social setting. Such a situation can happen among individuals, groups or even nations.

Conflicts are also classified into the four following types:

a. **Interpersonal conflict:** This type of conflict refers to a conflict between two individuals. This occurs typically because of differences among people. Apparently, it is a natural occurrence which can eventually help in personal growth or developing our relationships with others.

Figure 16.2 Types of Conflict
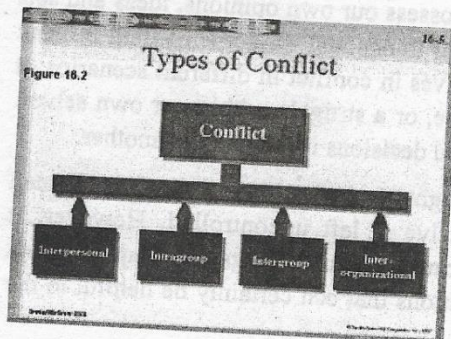
b. **Intrapersonal conflict:** It occurs within an individual. The experience takes place in the person's mind. Hence, it is a type of conflict that is psychological involving the individual's thoughts, values, principles and emotions.

Unit 12: Lesson 2 What is Conflict, p150

Appendix 9: Themes for the textbook suggested in the Curriculum

List of themes suggested by the English curriculum for Eleven and Twelve, 2012

- Adolescence
- travels and tourism
- human achievements in science and technology
- myths and literature
- traffic education
- human rights, peace and conflict
- people or institutions that made history
- jobs and careers
- diaspora
- manners and etiquettes
- human relationships
- environment
- cultures around
- dreams
- music and painting
- future challenges
- path to higher education
- global English
- natural disasters
- adulteration of food.

Appendix 10: Test items and marks distribution for English as stated in the curriculum

Test items and marks distribution for English Paper One

Skills	Total Marks	Test Items	Notes
Listening	10	MCQ	Test items must be developed by question setters on their own.
		Gap filling	
		Matching	
Speaking	10	describing/narrating	five to ten sentences used coherently with acceptable English acceptable English with understandable pronunciation
		answering questions 5X1=5 based on everyday familiar topics/events/situations such as family, school, home city/village, books, games and sports, movie/TV show, recent events and incidents etc.	
Reading	40 (for the time being 60, until listening and speaking tests are introduced)	**For text materials:**	
		MCQ (guessing meaning from context)	05
		Comprehension questions (open ended questions relating to analysis, synthesis, evaluation)	10
		Cloze test with clues	05
		Cloze test without clues	10
		Flow chart	10
		Rearranging	10
		Summarizing	10
		For supplementary reading materials:	

		Answering questions	
		Summarizing	
Writing	40	Writing paragraph answering questions	07
		Completing a story	07
		Writing informal letters/emails	08
		Analysing maps/graphs/charts	10
		Appreciating short stories/poems (identifying genre, theme, subject matter, and interpreting the content)	08

(Source: English Curriculum for Eleven and Twelve, 2012, p36)

Test items for Paper Two and distributions of marks

Total marks 100

Grammar 60

Composition 40

Grammar test items

- gap filling activities without clues (for articles)
- gap filling activities without clues (for propositions)
- gap filling with clues (special uses: *was born, have to/ has to, would rather, had better,*

   let alone, what if, as if, as soon as, what's ….like, what does….look like,

introductory

   'there' or 'it')

- completing sentences (use of conditionals, phrase, and clause)
- use of verbs (right form of verbs and subject verb agreement as per context)
- changing sentences (change of voice, sentence types, degrees)
- narrative style (direct to indirect and vice versa)

- completing sentences (Sentences will have a context and related to one another. It can be

  a dialogue, interview or a narration of something.)
- use of modifiers
- use of sentence connectors
- use of synonym and antonym
- punctuation

Note: Question setters will use all items from the above list and make questions of 5 marks for

each question item. Test items must have contexts. Sentences which are isolated and out of context cannot be given as questions. Question setters will prepare the test items. No questions

will be set from the textbook or/and any help books.

Composition test items Marks

- formal letter/emails (8 marks)
- report writing (for newspapers) (8 marks)
- paragraphs (based on one of the paragraph types: listing, narration, comparison and contrast, cause and effect) (10 marks)
- free writing: descriptive, narrative, persuasive/argumentative, imaginative and creative writing of 200-250 words based on personal experience, everyday problems, familiar topics, recent events and incidents etc. (14 marks)

(Source: English Curriculum for Eleven and Twelve, 2012, p37)

Appendix 11: The analysis of the activities and tasks of the whole book

Unit 1: People or Institutions Making History	
Lessons	**Activities and tasks**
Lesson 1: Nelson Mandela, from Apartheid Fighter to President	• Pair work- discussing pictures • Reading the text • Vocabulary exercises: finding word meaning from the context • Answering questions from the context • Filling gaps with the right choice of verbs • Rearranging sentences into a cohesive paragraph • Filling gaps with clues • Filling gaps without clues
Lesson 2: The Unforgettable History	• Pair work- discussing pictures • Reading the text • Answering questions from the text • Finding the pronoun reference from the context • Completing flow chart • Completing sentences (cause/effect) • Writing paragraph • Project work: (i) Presenting ideas (ii) Making a fact file.
Lesson 3: Two Women	• Reading the text • Vocabulary exercises: describing words to establish meaning • Completing sentences using the text • Group work: discussion on the topic from the text

	• Pair work: comparing findings from the text with a partner
	• Completing questions and asking and answering with partners
	• Whole class discussion: relating the international topic national context
	• Identifying similarities and dissimilarities
	• Writing a paragraph on a topic chosen from the text

Unit 2: Traffic Education	
Lessons	**Activities and tasks**
Lesson 1: How Your Brain Negotiates Traffic	• Small group work: discussing the topic (brain storming), relating the topic to personal experience
	• Reading the text
	• Vocabulary exercises: finding word meaning from the context
	• Answering questions from the text
	• Writing essay
	• Making sentences with provided vocabulary
	• Whole class discussion on local traffic
Lesson 2: Traffic Capital of the World	• Small group work: discussing the topic (brain storming), relating the topic to personal experience
	• Reading the text
	• Identifying True/false
	• Answering questions from the text
	• Vocabulary activities: matching words with meaning

	• Whole class debate on a statement from the text.
	• Writing an essay suggesting solutions of *Traffic Jams* in Bangladesh
Lesson 3: The Traffic Police	• Small group discussion
	• Reading the poem
	• Answering questions
	• Whole class discussion on Rhyming in poems
	• Writing a poem
	• Making sentences with provided vocabulary
Lesson 4: From Filippos Fylaktos' Film "My Brother, the Traffic Policeman	• Small Group work: discussing on the topic
	• Reading the text
	• Whole class activity: guessing the meaning from the context
	• Answering questions from the text
	• Dictionary work: finding the meaning of words followed by making sentences
	• Writing dialogues
	• Research: using googles to get information followed by writing essay

Unit 3: Food Adulteration	
Lessons	**Activities and tasks**
Lesson 1: Food Adulteration Reaches New Height	• Group discussion
	• Reading activity
	• Multiple choice questions
	• Reading comprehension
	• Pair work: discussing and making list

	• Writing a letter to the Newspaper editor pointing out food adulteration problem in the locality
	• Vocabulary exercises: matching words with meanings
Lesson 2: Eating Habit and Hazards	• Group discussion the topic
	• Reading the text
	• Finding the meaning of the idioms from the context
	• Reading comprehension
	• Filling the blanks with appropriate prepositions Identifying adjectives from the context and making sentences with them

Unit 4: Human Relationships	
Lessons	**Activities and tasks**
Lesson 1: Etiquette and Manners	• Group discussion on the topic and writing down the findings
	• Reading the text
	• Vocabulary activities: finding word meaning from the context and making sentences
	• Finding antonyms
	• Writing essay
Lesson 2: Love and Friendship	• Brain storming and writing down the benefits of better human relationship
	• Reading the lyric of the song Answering the questions
	• Writing a summary of the song
	• Finding instances of personalization in the song

	• Finding the rhyming pattern of the song Parts of speech: finding nouns and adjectives from the context and making sentences
Lesson 3: Photograph	• Group discussion on the topic • Reading the text • Answering the questions • Vocabulary exercise: making sentences • Finding information from internet on chosen flowers from the text and writing about them • Group activity: retelling the story • Writing paragraph

Unit 5: Adolescence	
Lessons	**Activities and tasks**
Lesson 1: The Storm and Stress of Adolescence	• Pair work: discussing a picture • Reading the text • Matching paragraph heading • Vocabulary exercise: matching words with meaning • Reading comprehension • Writing paragraph Dictionary work (finding the meaning of words)
Lesson 2: Adolescence and Some (Related) Problems in Bangladesh	• Discussing the pictures in pairs • Reading the text • Identifying true/false; if false correcting them • Matching sentences: cause/effect • Dictionary work • Matching paragraph heading

Lesson 3: Why Does a Child Hate School?	- Reading the text - Group work: discussing the topic and relating to personal experience - Reading the poem - Answering the questions - Dictionary work - Finding metaphors from the poem - Writing a passage
Lesson 4: The Story of Shilpi	- Writing a passage on the topic - Reading the text Answering questions - Small group work: discussing a graph - Filling gaps with clue - Quiz on health - Dictionary work
Lesson 5: Amazing Children and Teens Who Have Changed the World	- Group discussion on the famous young people in the national context - Reading the text - Answering the questions - Discussion in pairs - Dictionary work - Finding adjectives from the text and making sentences - Vocabulary exercises: matching words with meanings

Unit 6: Path to Higher Education	
Lessons	**Activities and tasks**

Lesson 1: "An Eastern University" by Rabindranath Tagore	- Group discussion on the topic - Reading the text - Answering questions - Vocabulary exercises: finding meanings from the context - Identifying true/false - Identifying parts of speech
Lesson 2: Access to Higher Education in Bangladesh	- Whole class discussion on the topic - Reading the text - Vocabulary exercise: finding meaning from the context - Making sentences - Writing a paragraph
Lesson 3: 21st Century Higher Education	- Brain storming and noting down the ideas - Reading the text - Vocabulary exercise: finding meaning from the context - Reading comprehension - Writing a summary of the text - Writing short composition on the topic

Unit 7: Human Rights	
Lessons	**Activities and tasks**
Lesson 1: Are We Aware of These Rights?- I	- Group work: discussing pictures - Reading the text - Reading comprehension questions - Filling gaps with clue - Matching sentences

	Writing argumentative essay
Lesson 2: Are We Aware of These Rights? -II	• Summarizing a newspaper article on the violation of human (newspaper from the day of the lesson) • Vocabulary exercise: matching words with meaning • Writing a passage on freedom of expression and freedom of assembly • Writing paragraph of ethnic groups in Bangladesh
Lesson 3: Rights to Health and Education	• Small group discussion on the topic • Reading the text • Writing down personal opinion • Searching information in the web • Writing an essay
Lesson 4: Amerigo, a Street Child	• Group work: discussing pictures • Reading the text • Answering questions • Personification: compare and contrast the learners' own life with that of the context • Writing paragraph • Converting texts into indirect speech • Summarising the text
Lesson 5: Human Rights	• Group discussion on the topic • Reading the poem • Answering the questions • Vocabulary exercise: finding the meaning from the context

Unit 8: Environment and Nature	
Lessons	**Activities and tasks**

Lesson 1: Water, Water Everywhere…	• Group presentation • Group work: surveying locality • Reading the text • Answering the questions • Collecting information on the lesson topic from the newspaper, magazine and summarizing the main points • Group writing: report
Lesson 2: The Hakaluki Haor	• Guessing information from the pictures • Discussing in pairs • Reading the text • Answering the questions • Writing an article • Vocabulary exercise: matching words with meaning • Dictionary work (Thesaurus): finding antonyms and synonyms
Lesson 3: The Giant Panda	• Pair work: discussing picture • Reading the text • Answering questions • Matching words: synonym • Determining true/false • Role play • Poster making
Lesson 4: Threats to Tigers of Mangrove Forest	• Brainstorming: writing down information; sharing and talking about them in pairs • Reading the text • Identifying true/false

	• Vocabulary exercise: matching words with meanings
	• Discussion in pairs
	• Group work: survey followed by mini presentation
Lesson 5: Kuakata: Daughter of the Sea	• Pair work: discussing the topic
	• Reading the text
	• Answering questions
	• Transferring adjectives to nouns
	• Vocabulary activity: finding meaning from the context
	• Project: making a leaflet

Unit 9: Myths and Literature	
Lesson 1: Bengal's Face	• Using dictionary/Google search to find meaning of words
	• Whole class discussion
	• Reading the poem
	• Guessing meaning of words from the context
	• Using dictionary to check
	• Group work: discussing the questions
	• Finding true/false
	• Identifying part of speech from the context
	• Writing down questions' answers
	• Group presentation about the poet
Lesson 2: Orpheus	• Whole class discussion
	• Filling gaps (guided)
	• Answering questions
	• Pair work: discussion on given topics

	• Writing paragraph
	• Matching words
Lesson 3: The Great Legend of Gazi	• Whole class discussion on the topic
	• Reading the text
	• Vocabulary activity: finding meaning from the context
	• Answering questions
	• Exercise on cohesion and cohesive devices
	• Identifying true/false
	• Writing paragraph
	• Group presentation
Lesson 4: Hercules	• Whole class discussion
	• Reading the text
	• Writing the meaning of the phrases and making sentences with them
	• Answering questions from the text
	• Finding true/false
	• Writing paragraph
	• Finding preposition in the context
	Group presentation

Unit 10: Dreams	
Lessons	**Activities and tasks**
Lesson 1: What is a Dream?	• Dictionary work
	• Pair work: discussion related to the topic
	• Filling gaps (guided)
	• Reading the text
	• Making sentences

	• Personification: whole class discussion
	• Writing paragraph
	• Writing summary of the topic
Lesson 2: Dream Poems	• Using Wikipedia to get information about the poets
	• Presentation in groups
	• Reading the poems
	• Answering the questions
	• Vocabulary exercise: words and phrases
	• Finding parts of speech
	• Writing the summary of the poems
Lesson 3: I have a Dream	• Whole class activity: discussing picture
	• Writing sentences about the picture
	• Reading comprehension
	• Vocabulary activity: guessing meaning from the context
	• Identifying true/false
	• Completing sentences
	• Project work in groups

Unit 11: Diaspora	
Lessons	**Activities and tasks**
Lesson 1: What is Diaspora?	• Dictionary work
	• Group work: discussing the topic
	• Vocabulary activity: matching the word with meaning
	• Answering the questions
	• Making sentences
	• Writing paragraph

	• Group presentation
Lesson 2: 'Banglatown' in East London	• Whole class discussion • Vocabulary activity: guessing the meaning from the context • Dictionary work/searching in google to check the meaning • Group discussion • Identifying true/false • Answering questions • Group presentation
Lesson 3: Bangladeshis in Italy	• Whole class discussion on the topic • Reading the text • Matching words with meaning • Answering questions • Identifying true/false • Finding the meaning of idioms and phrases from the context • Activities on tense • Group presentation
Lesson 4: Bangladeshi Community in the UK	• Reading the text • Guessing word meaning from the context • Answering questions • Identifying the characteristics of academic writing • Whole class discussion on the facts and figures used in the text • Finding parts of speech and making sentences with them

Unit 12: Peace and Conflict	
Lessons	**Activities and tasks**
Lesson 1: Definition, Causes and Types of Conflict	• Brainstorming about the topic • Reading the poems • Answering questions • Writing summary of the poems Finding the meaning of the words from the context
Lesson 2: What is Conflict	• Reading the text • Answering the questions • Identifying parts of speech and making sentences • Filling gaps (with clue)
Lesson 3: Cruelties of Conflict	• Brain storming on the features of poetry and taking notes • Reading the poem • Guessing meaning from the context • Answering questions
Lesson 4: "The Old Man at the Bridge" by Ernest Hemingway	• Brainstorming and taking notes • Reading the text • Guessing meaning from the context • Answering the questions • Writing summary • Dictionary work
Lesson 5: The Peace Movement	• Discussing the topic in pairs • Reading the text • Parts of speech • Making sentences • Answering questions • Discussion in pairs and presenting to the class

Writing an article

Unit 13: Greatest Scientific Achievements	
Lessons	**Activities and tasks**
Lesson 1: Some of the Greatest Scientific Achievements of the Last 50 Years	• Discussing the topic in pairs • Reading the text • Answering questions • Completing the table • Finding the meaning of the words from the context • Making sentences • Completing sentences with clue
Lesson 2: Science and Technology Against an Age-old Disease	• Discussion in pairs • Reading the text • Answering the questions • Debate • Finding the meaning from the context • Parts of speech • Rewriting sentences in active voice • Joining sentences
Lesson 3: Scientific Breakthroughs We Are Waiting For-I	• Working in pairs: sharing ideas • Reading the text • Writing short essay • Matching sentences (gerunds/gerund phrases) • Finding word meaning from the context
Lesson 4: Scientific Breakthroughs We Are Waiting For-II	• Debate • Reading the text • Matching statements • Writing paragraph

	• Making sentences
	• Matching sentences (gerund/gerund phrases)
	• Finding the meaning from the context
	• Changing sentences (degree)

Unit 14: Art and Music	
Lessons	**Activities and tasks**
Lesson 1: What is Beauty?	• Group discussion on the topic • Reading the poems • Answering questions • Matching words with meaning
Lesson 2: Folk Music	• Inviting individual talk on the topic (voluntary) • Inviting individual to sing a folk song (voluntary) • Reading the text • Answering questions • Dictionary work • Whole class activity: discussing questions • Parts of speech (finding the noun forms of the given verbs) • Finding adjectives from the context and making sentences with them
Lesson 3: Crafts in Our Time	• Whole class activity: discussing the topic • Reading the text • Answering the questions • Writing a passage • Finding word meaning from the context and making sentences with them • Parts of speech (noun, verb, adjectives)

Unit 15: Tours and Travels	
Lessons	**Activities and tasks**
Lesson 1: Travelling to a Village in Bangladesh	• Group discussion • Reading the text • Identifying true/false • Answering the questions • Writing paragraph • Finding the meaning of the phrases • Finding antonym • Joining two sentences
Lesson 2: Arriving in the Orient	• Discussing questions in pairs followed by writing essay • Reading the text • Answering the questions • Identifying true/false • Discussing questions in pairs • Filling gaps with clue • Finding synonyms
Lesson 3: Imaginary Travel	• Whole class discussion • Reading the text • Answering questions • Punctuation activity • Finding word meaning from the context • Finding parts of speech (nouns and adjectives) and making sentences
Lesson 4: The Wonders of Vilayet	• Group discussion • Reading the text • Answering the questions

	• Using google to find the pictures of flowers and fruits mentioned in the text followed by writing description of them • Finding word meaning from the context • Finding antonyms

Appendix 12: Sample lesson from the textbook to find out the presence of the language skills

Unit One: People or Institutions Making History

Lesson 1

Nelson Mandela, from Apartheid Fighter to President

1. Warm up activity:

Work in pairs.

❑ Who are the people in the pictures? Why are they famous?

❑ Make a list of some famous people that you have heard about and write about their contribution in their fields.

2. Read the text.

REUTERS

15 December 2013

JOHANNESBURG (Reuters)–Nelson Mandela guided South Africa from the shackles of apartheid to a multi-racial democracy, as an icon of peace and reconciliation who came to embody the struggle for justice around the world.

Imprisoned for nearly three decades for his fight against white minority rule,   5
Mandela never lost his resolve to fight for his people's emancipation. He was determined to bring down apartheid while avoiding a civil war. His prestige and charisma helped him win the support of the world.

"I hate race discrimination most intensely and in all its manifestations. I have fought it all during my life; I will fight it now, and will do so until the end of my days," Mandela said in his acceptance speech on becoming South Africa's first black president in 1994, … "The time for the healing of the wounds has come. The moment to bridge the chasms that divide us has come."

"We have, at last, achieved our political emancipation."

In 1993, Mandela was awarded the Nobel Peace Prize, an honor he shared with F.W. de Klerk, the white African leader who had freed him from prison three years earlier and negotiated the end of apartheid.

Mandela went on to play a prominent role on the world stage as an advocate of human dignity in the face of challenges ranging from political repression to AIDS.

He formally left public life in June 2004 before his 86th birthday, telling his adoring countrymen: "Don't call me. I'll call you." But he remained one of the world's most revered public figures, combining celebrity sparkle with an unwavering message of freedom, respect and human rights.

"He is at the epicenter of our time, ours in South Africa, and yours, wherever you are," Nadine Gordimer, the South African writer and Nobel Laureate for Literature, once remarked.

The years Mandela spent behind bars made him the world's most celebrated political prisoner and a leader of mythic stature for millions of black South Africans and other oppressed people far beyond his country's borders.

Charged with capital offences in the 1963 Rivonia Trial, his statement from the dock was his political testimony.

"During my lifetime I have dedicated myself to this struggle of the African people. I have fought against white domination, and I have fought against black domination.

"I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities," he told the court.

"It is an ideal I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die."

Friends adored Mandela and fondly called him "Madiba," the clan name by which he was known. People lauded his humanity, kindness and dignity.

3. **Each of the following questions has a word with four alternative meanings. Choose the word which is closest in meaning in the context that has been used in the text.**

    i. What does *apartheid* refer to in the title?
      a. apart
      b. distance
      c. discrimination
      d. dialogue

    ii. The word *icon* in the text means (line 3)
      a. portrait
      b. image
      c. symbol
      d. idol

    iii. What does *shackles* refer to (line 3)?
      a. restraints
      b. sick
      c. stigma
      d. spur

    iv. *race discrimination* (line 9) refers to
      a. differences on the basis of caste, creed and colour
      b. competition among the members of a race
      c. demoralization of people
      d. domination of others

    v. The word *manifestation* (line 9) means
      a. presentation
      b. right
      c. change
      d. sign

    vi. The word *healing* (line 12) means
      a. curing
      b. heating
      c. soothing
      d. ailing

vii. The word *chasm* (line 13) refers to

   a. cleft

   b. top

   c. hatred

   d. border

viii. The word *emancipation* (line 13) is

   a. participation

   b. encouragement

   c. expectation

   d. liberation

4. Answer the following questions:

   a. The text is a report prepared by a news agency. A newspaper here is interested to publish it in a shortened form. Write a summary of the report for the newspaper.

   b. What do the following dates refer to?

      1963   1993   1994   2004

   c. Why did Nadine Gordimer remark that "He (Mandela) is at the epicenter of our time, ours in South Africa, and yours, wherever you are."?

   d. What emancipation did Mandela hint at by saying "We have, at last, achieved our political emancipation."?

   e. Mandela is quoted in the report as saying, "It is an ideal I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die." What ideal is he talking about? Do you support his ideal?

5. Read the text below and fill in the gaps with the right use of verbs:

Mandela ………..(be) among the first to advocate armed resistance to apartheid, going underground in 1961 to form the ANC's armed wing. He ………. (leave) South Africa and………. (travel) the continent and Europe, studying guerrilla warfare and building support for the ANC.

Branded a terrorist by his enemies, Mandela ………….(sentence) to life imprisonment in 1964, isolated from millions of his countrymen as they …………(suffer) oppression, violence and forced resettlement under the apartheid regime of racial segregation. He ……….(imprison) on Robben Island, a penal colony of Cape Town, where he …………..(spend) the next 18 years before being moved to mainland prisons.

6. Read the jumbled text and rearrange it into a cohesive paragraph.

In his later years in prison, he met President P.W. Botha and his successor de Klerk. He was behind bars when an uprising broke out in the huge township of Soweto in 1976 and when others erupted in violence in the 1980s. "As I finally walked through those gates ... I felt even at the age of 71 that my life was beginning anew. My 10,000 days of imprisonment were at last over," Mandela wrote of that day. When he was released on 11 February 1990, walking away from the Victor Verster prison hand-in-hand with his wife Winnie, the event was watched live by millions of television viewers across the world. But when the regime realized it was time to negotiate, it was Mandela to whom it turned.

7. Now read the text below and fill in the gaps with the clues given in the box. There is one extra word than is necessary.

tuberculosis	renew	to	for	be	damage
September	of	remained		do	the

But prison and old age took their toll on his health.

Mandela was treated in the 1980s for .... and later required an operation to repair the .... to his eyes as well as treatment .... prostate cancer in 2001. His spirit, however, ... strong.

"If cancer wins I will still .... the better winner," he told reporters in .... of that year. "When I go .... the next world, the first thing I will .... is look for an ANC office to .... my membership."

Most South Africans are proud ..... their post-apartheid multi-racial 'Rainbow Nation'.

8. Now fill in the gaps in the text below using suitable words.

Mandela's last major appearance on the .... stage was in 2010 when he .... a cap in the South African .... and rode on a golf cart, ... to an exuberant crowd of 90,000 .... the soccer World Cup final, one .... the biggest events in the country's .... apartheid history.

"I leave it to .... public to decide how they should .... me," he said on South African .... before his retirement.

"But I should .... to be remembered as an ordinary .... African who together with others has .... his humble contribution."

[The text on Mandela is written by Andrew Quinn and Jon Herskovitz; Edited by Pascal Fletcher and Angus MacSwan, Source: http://tv.yahoo.com/news/nelson-mandela-apartheid-fighter-president-unifier-105117261.html, accessed on 14/02/2014]

Appendix 13: Preface of *English For Today* for *Classes XI-XII*

PREFACE

This new English Textbook has been developed for classes 11 & 12 according to the National Curriculum 2012. A team of experienced writers and editors have worked hard to complete the writing and editing of the Textbook. The process of rational evaluation of the manuscript was carried out by a group of educationists, teacher educators, experts of pedagogy, class-room teachers and NGO representatives under the guidance of NCTB.
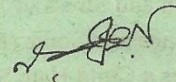
The book is based on the principle that has guided the writing of the *English For Today* books from class 6 onwards- the principle of learning a language by actually practising it. This practice, which is carried out through the four language skills of speaking, listening, reading and writing, usually in an interactive mode, underlies the communicative approach to language learning.

As the focus is on the communicative functions of language, the main aim of the Textbook is to provide ample opportunities for students to use English for a variety of purposes in interesting situations. The book is divided into units. Each unit, based on a theme, has several lessons that contain reading texts and a range of tasks and activities designed to enable students to practise the different skills, sometimes individually and sometimes in pairs or groups. Some literary texts have also been included. However, the emphasis in such cases is not just on content but on the exploitation of the texts to trigger a variety of language activities.

The emphasis on the communicative approach, however, does not disregard the role of grammar. Instead of treating grammar as a set of rules to be memorised in isolation, the book has integrated grammar items into the activities allowing grammar to assume a more meaningful role in the learning of English. Thus students develop their language skills by *practising* language activities and not merely by *knowing* the rules of the language.

This communicative approach to learning English is familiar to the students of classes 11 & 12 who have already used the *English For Today* Textbooks from class 6. A Teacher's Guide will be written to facilitate the teaching of this new book.

It is expected that the new Textbook will be an effective resource for the learning of English at this level.
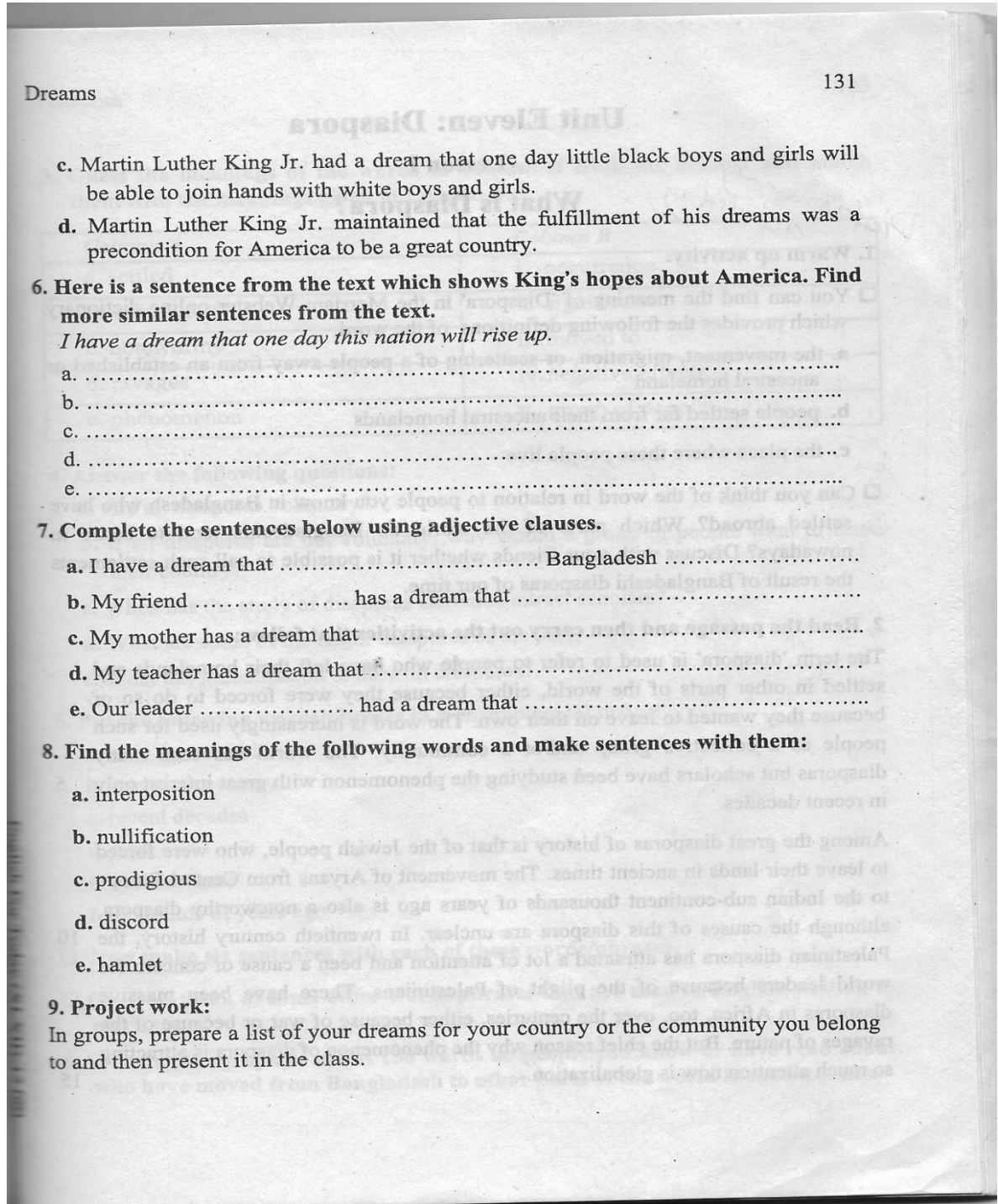
(Professor Narayan Chandra Saha)
Chairman
National Curriculum & Textbook Board, Bangladesh

Appendix 14: Sample lesson from the textbook to find out the presentation of grammar and vocabulary

c. Martin Luther King Jr. had a dream that one day little black boys and girls will be able to join hands with white boys and girls.

d. Martin Luther King Jr. maintained that the fulfillment of his dreams was a precondition for America to be a great country.

6. Here is a sentence from the text which shows King's hopes about America. Find more similar sentences from the text.

I have a dream that one day this nation will rise up.

a. ....

b. ....

c. ....

d. ....

e. ....

7. Complete the sentences below using adjective clauses.

a. I have a dream that .... Bangladesh ....

b. My friend .... has a dream that ....

c. My mother has a dream that ....

d. My teacher has a dream that ....

e. Our leader .... had a dream that ....

8. Find the meanings of the following words and make sentences with them:

a. interposition

b. nullification

c. prodigious

d. discord

e. hamlet

9. Project work:

In groups, prepare a list of your dreams for your country or the community you belong to and then present it in the class.

Unit 10: Lesson 3 I Have a Dream, p131

7. Answer the following:

   a. 'origin' (line 2) is used in the passage as a noun; what would be its verb form?

   b. Is 'especially' (line 3) used as an adjective or an adverb?

   c. 'best-selling novel' (line 8) is a phrase where 'best-selling' is used as an ----- to modify 'novel'.

   d. 'advertise' (line14) is a verb; its noun would be-----.

   e. 'animated' (line 21) is used as an adjective; what would its adverb form be?

8. Follow up activity: Group Presentation

Make a presentation on the history of diasporas, mentioning some of the most famous diasporas that have been recorded in history, religion and culture, such as the Palestinian diaspora.

Unit 11: Lesson 2 'Banglatown' in East London, p138

The work is very hard, and they live frugally. So they are able to save some money which they send home.

One seller in Venice said he can save up to Euro 1000 a month, but only if a lot of conditions are met (e.g. he has to sell an average of 50 euros' worth daily; his food expenses cannot exceed Euro 80/month, etc.)

I was inspired by their entrepreneurship and touched by their generosity and hope their Diaspora comees true soon.

Here is a stall at the mini-flea market outside Tiburtina:

3. **Guess the meanings of the words in *Column A* from the context and match them with the meanings given in *Column B*:**

Column A	Column B
amazing	hard to believe
chain of stores	surprising
protestation	a set of shops
incredible	economically
frugally	complaints
entrepreneurship	owning business
generosity	go beyond
exceed	a market set out dress that sells second hand or cheap goods
the market	kindness

Unit 11: Lesson 3 Bangladeshis in Italy, p140