

**An Evaluation of Teachers' Use of Class 9-10 *English for Today* Book and Supplementary
Guidebooks**



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Guidebooks**

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CERTIFICATE OF APPROVAL

I hereby declare that this thesis is the student's own work and effort. All sources of information incorporated here have been duly acknowledged. This thesis has been submitted with my approval.



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DECLARATION

This thesis is a presentation of my original research work. Wherever contributions of others are involved, every effort is made to indicate this clearly, with due reference to the literature, and acknowledgment of collaborative research and discussions.

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Dedication (optional)

The author dedicated this dissertation to her parents for their support and encouragement throughout her academic journey.

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Abstract

This qualitative study aims to evaluate the textbook *English for Today (Classes 9-10)* prescribed by the National Curriculum and Textbook Board (NCTB) and the locally produced selected guidebooks used as an alternative of *EfT* to see their effectiveness for English language practice. The National Curriculum (NC) (2012) has adopted Communicative Language Teaching (CLT) approach to develop learners' English language proficiency and the (NCTB) has reformed the textbook according to the criteria of NC (2012). The study intends to look at how the use of guidebooks besides *EFT (Classes 9-10)* is helping to fulfill the purpose of learning the language. The study has selected McDonough, Shaw, and Masuhara's (2013) material evaluation model criteria to evaluate the prescribed textbook and selected guidebooks and also conducted a short interview of five experienced English language teachers from five different Bangla medium schools in Dhaka to fulfill the purpose of the study. The findings of the study based on textbook and guidebook evaluation and interviews reveal that the materials are not adequate in terms of content, teaching context, and not effective for language learning instead of passing the exam. There is an inconsistency between the goals of NC (2012), the adopted methodology for the textbook and the classroom teaching and the existing testing system. Therefore, the study concludes by stating the necessity of establishing interconnection among the teaching-learning materials of classes 9-10, the board testing system, and the teaching methodology used in the classroom for an effective outcome of language learning.

Keywords: English for Today (Classes 9-10), guidebooks, National Curriculum and Textbook Board (NCTB), National Curriculum (NC), Communicative Language Teaching (CLT), communicative competence.

Chapter 1

Introduction

1.1. Introduction

The English language has become a common tool for communication worldwide. It is the language of science, computers and technology, trade and commerce, and higher education. Due to its significance in gaining local and global prosperity, non-native English-speaking countries have incorporated the English Language Teaching curriculum into their education system. English Language Teaching, also known as ELT, refers to teaching English to non-native speakers of English. Richards and Rodgers (2014) stated that “the history of ELT shows the emergence of various types of approaches and methodologies as a response to the demands of English language teaching and learning”. Alghamdi, Alghamdi, and Alsolami (2019) mention in their study of the traditional teaching approach that the ELT instructors focused on translation and memorization of second language norms and patterns without exposing learners to real-life situations. This method has failed to improve English language learners' (ELLs') ability to communicate in the target language in a variety of contexts and failed to achieve the ultimate goal of language communication (p.271). As a result, the traditional method has switched to modern approaches that encourage learners to use the language in real-life contexts (Richards & Rodgers, 2014; Wright, 2010). This evolution of ELT has raised English language teachers' awareness of how various techniques and strategies have changed over time and helped them make the best teaching choices necessary (Alghamdi, Alghamdi, and Alsolami, 2019, 271).

In addition, the previous literary works on ELT indicate that every year hundreds of journals and thousands of books dealing with various elements of language teaching and learning are published worldwide " (Pishghadam, 2011, p.10). All of these resources are designed to expand

the understanding of language teaching and learning and to broaden the view of the reality of the field (Pishghadam, 2011, p.10). Therefore, ELT makes it easier for teachers and students to effectively teach and learn the second language. Thus, these requirements have made ELT a separate academic discipline of study for many researchers. Moreover, ELT practitioners look into the methods and materials used for language teaching and try to suggest using effective methods and developing authentic materials for fruitful language learning.

Materials are the key tools for language learning. Therefore, it is necessary to ensure the chosen materials can meet the learners' needs and the objectives of language learning. Tomlinson (2012) refers to materials as "anything which can be used to facilitate the learning of a language, including coursebooks, videos, graded readers, flashcards, games, websites, and mobile phone interactions" (p. 143). The textbook is considered the main material for learning the language because it provides systematic and clear guidelines. Therefore, local and global ELT textbooks have grabbed the attention of researchers to investigate whether those materials are effectively able to help learners in language learning or not. The ELT practitioners evaluate the teaching methods and materials and give proper suggestions to improve or modify the materials and methods to make language learning fruitful. In this regard, the author of the paper intends to explore the locally produced ELT guidebooks in addition to the prescribed textbook *English for Today (Classes 9-10)* to see their effectiveness in terms of English language teaching and learning in academics in the context of Bangladesh from teachers' point of view.

1.2. The Use of ELT Textbooks for Successful Language Teaching

Materials are an essential tool for language teaching and learning. English language textbooks are considered primary resources for teaching and learning a language as they provide knowledge about the target language and systematic guidelines for its implementation in academic and real-

life contexts. ELT textbooks prescribed in the education system are considered to be the most meaningful and reliable resources for learning the English language globally (Gholami et al., 2017). Since textbooks are the only reliable materials used in language classrooms, researchers now emphasize the use of authentic materials for language teaching and learning. Authentic materials help to develop proper skills and knowledge about language and its implementation in different situations.

1.3. Scenario of using ELT textbook in Bangladesh

In the context of Bangladesh, *English for Today (EfT)* is the only locally produced ELT textbook authorized by the National Curriculum and is considered the only core instructional ELT material on which both the teacher and the students depend for language practice (Uddin, 2021, p. 84). This book is taught from the secondary level to the higher secondary level in the mainstream of education. The book has brought changes to the curriculum by shifting from the traditional Grammar Translation Method (GTM) to Communicative Language Teaching (CLT). The curriculum aims to give equal emphasis to four language learning skills; for this, it has brought changes to the contents and activities of the textbook. The unplanned Language Planning Policy for English has become a hindrance to the proper implication of practice communication in the classroom. The textbook is used to prepare the students for appearing in an examination rather than use the language in real-life situations. The teachers and students are both comfortable practicing the language in the traditional GTM method since they aim to do well in the examination. The students practice more reading and writing skills, memorize vocabulary and grammatical rules, and skip practicing listening and speaking skills.

1.4. ELT guidebooks and their use

In the context of Bangladesh, the bookshops across the country are filled with guidebooks with enticing titles produced by both well-known and lesser-known publishing houses, promising favorable outcomes in public exams. These bookshops are filled with guidebooks published by Panjeree, Jupiter, Lecture, Anupam, and many other publications (Alamgir, 2018). Those guidebooks are available for all academic subjects mentioned in the curriculum. Besides using the NCTB-provided textbooks, the teachers and students use the guidebooks of those publications to practice their academic subjects. These guidebooks design the activities according to the pattern of the broad examination, which helps the students practice and prepare themselves for the exam. Those guidebooks provide a separate solution for the questions to make the work easy for the students.

The Bangladeshi newspaper, *New Age*, reports on teachers' claims about using guidebooks that the students who depend on guidebooks that contain major errors can never overcome their mistakes (Alamgir, 2018). The guidebooks are used as shortcuts for exam preparation and good grades. Though the article report did not specifically mention using the guidebooks for learning English, it can be assumed that those guidebooks are also available for English since it is also incorporated into academics as a compulsory subject in the curriculum (Sultana, 2018). The students depend on the guidebooks for practicing English; they fill their huge demand, like other subjects, by providing notes to pass the exam with a good grade.

1.5. The importance of material evaluation

Due to the emergence of ELT as a particular field of study, material evaluation by researchers has become a common phenomenon, especially in this era. Material evaluation is necessary to see whether the prescribed textbooks fulfill the intended objectives of the language teaching

curriculum or not. ELT material evaluation is essential as it helps to make the right choice of textbook for effective language teaching and learning.

“The ability to evaluate English language teaching materials effectively is an essential professional skill for all teachers of “English as a Foreign Language (EFL)” (McDonough, Shaw, and Masuhara, 2013). According to McDonough, Shaw, and Masuhara (2013), the characteristics of the evaluation process differ according to the situation. Sometimes, teachers may have access to a huge number of teaching resources from which they can select a particular resource through consultation with their colleagues. In other cases, teachers may have minimal or no options, and this situation is also applicable to teachers who are required to work with resources provided by the ministry that they feel are restrictive. In this case, teachers need to understand why the materials were produced in a certain way and how effectively they can adapt these resources to meet the needs of their particular context, especially in situations where “integrating stimulating, authentic content” is difficult (p.52).

Moreover, every year, a large number of ELF materials are commercially released in abundance, and more options are highly needed for evaluation before making a decision (p. 51). Therefore, the importance of material evaluation cannot be neglected.

1.6. Research Context

This research is based on the use of guidebooks besides the NCTB textbook at the secondary level, particularly for English language teaching-learning in classes 9-10 from teachers' perspectives. The locally produced ELT guidebooks are considered an alternative to the prescribed textbook, *English for Today (Classes-9-10)*. According to the study by Amin and Greenwood (2018), because of a significant gap between “policy and practice”, students in mainstream education explicitly depend on teachers and guidebooks for academic English practice and to

prepare for examinations. The teacher survey, in the study of Amin and Greenwood (2018), reflects that the majority of the teachers agreed that they remain under pressure from school principals, parents, and especially students, to teach in a way that would lead to good exam results. Therefore, teachers are bound to teach according to the structure of the public exam.

Thus, taking teachers' opinions into consideration, the author aims to evaluate the selected guidebooks to see whether they complement the NCTB textbook *EfT (Classes 9-10)* and meet the aims and objectives in language practice as proposed in the National Curriculum (2012).

Chapter 2

Literature Review

The study primarily focuses on how the locally produced supplementary materials complement the prescribed textbook in accordance with the National Curriculum and help the students in language learning. This section discusses the existing research on English language textbook evaluation in both local and global contexts. This chapter is going to describe the inclusion of English language teaching in the curriculum from a historical perspective. Moreover, it is going to discuss the use of ELT materials and the existing literature on material evaluation from both local and global perspectives.

2.1. Emergence of ELT in Bangladesh

The linguistic history of Bangladesh showed three different linguistic situations during three different historical phenomena. During the British colonization, the British rulers replaced the Bangla language with the English language as a medium of instruction in important domains like administration, law, courts, and education (Banu, 2002, p.307). For political reasons and power, during the Pakistani ruling period, an unstable linguistic situation occurred with the involvement of three different languages: Bangla, English, and Urdu (Banu, 2002, p.310). Banu (2002) claimed that the Pakistani rulers failed to differentiate between the functions of the three different languages (p.312). After independence and till the present, both Bangla and the English language were and are still used in different H and L domains (Banu, 2002, p.314). Since the British colonial period, English has been regarded as a prestigious language in Bangladesh, and its importance has increased because it is the global language. Thus, realizing the significance of English, the language education policy and curriculum incorporated English into academics.

The researchers found that language policies, requirements, and practices always have important consequences in all social contexts. Since its relatively recent independence in 1971, a total of seven national education commissions have been formed, all of which have placed various degrees of emphasis on the planning, pedagogy, and learning of English in Bangladesh. Although the first Education Commission in 1974 aimed to "decolonize" the education system and effectively exile English from the country, the English language has always remained a top priority in the school curriculum of Bangladesh. Despite the backdrop of persistent nationalistic favoritism of the Bangla language, English has been widely seen as an area-specific language confined to academia, and English education has been seen as a pure instrumentalist endeavor. However, it always remained important as a symbol of elitism and prestige. Such mixed, often incongruous positions had been reflected in the way successive National Education Policies had interacted with Commissions, which some critics had pointed out were formed by various regimes to advance their political agenda and ideology rather than to further the country's pragmatic needs and achieve well-articulated and time-sensitive policy outcomes. Education policy has been enacted through four decades of reformation and how English has played out in the education system in a developing country is fast emerging as a rich ground for alternative educational research.

2.2. English Language Teaching Methodology in a Bangladeshi Context

The language education policy of Bangladesh incorporated English as a mandatory subject in academics. Therefore, the students studying in mainstream education had been learning English only as a subject from their very primary level of education. *English for Today* is a locally produced ELT textbook authorized by NCTB and taught in the secondary (6-10) and higher secondary (11-12) levels of education in both urban and rural areas. In the early stages, English was taught in schools following the traditional Grammar Translation Method (GTM), where students used to

memorize the contents and grammatical rules to learn the language, which later on proved to be unproductive and demotivating for them to learn the language. According to Rahman et al. (2019), the Ministry of Education replaced GTM with CLT (Communicative Language Teaching approach) in the mid-nineties to emphasize communication and reformed the NCTB curriculum, the *EfT* textbook, teaching methodology, and assessment process to make language learning effective for all students across the country (Rahman et al., 2019). Though the national curriculum adopted the most effective language learning method CLT in recent times, the school teachers, as well as the learners of Bangladesh, are still found to be more comfortable using traditional GTM in the classroom. Therefore, it failed to fulfill the purpose of learning the language because of unclear and unplanned language policies and planning for English (Rahman et al., 2019).

The lack of proper teacher training, resources, materials, inappropriate assessment techniques and some other key issues are responsible for the successful implementation of the CLT approach for ELT in the context of Bangladesh. Besides using the *EfT* textbook, the students were found following some locally produced, renowned additional guidebooks or workbooks to practice the language skills and to prepare themselves to perform better in the standardized academic tests. The researchers observed another scenario of learning the English language in the context of Bangladesh, which they had taken into account for their study.

Despite studying the English language for 12 years in academics, the learners could not become competent users of English and they struggled to use the language in their higher studies, workplace, and other necessary sectors as well. Saha (2013) reported in his study how a group of people use the English language for material profit, targeting a particular group of language learners. They offer different types of language courses along with some guidebooks where some specific vocabulary and sentences are translated from English into Bangla. These courses and

notebooks claim to make the learners fluent speakers of English within a specific timeframe, like one to three months. They advertise their content in such a way that the target audience gets influenced, gets enrolled in their courses, and buys their books to learn English. From the findings of the study, it can be said that these guidebooks don't have any connection with language learning except for business purposes (Saha, 2013, p.145). In the end, Saha (2013) emphasized the importance of justifying the appropriateness of ELT materials in Bangladesh as a crucial area that needs attention for more scholarly investigation (p.147).

2.3. The Use of English Language Teaching Materials in the Bangladeshi Context

Richards and Schmidt (2002) defined the term "material" as “anything which facilitates language teaching and learning”. The material has been used as the key element to facilitate foreign language teaching-learning in the classroom. Traditionally, an ELT coursebook has been considered the essential tool for teaching and learning the language since it provides systematic and clear instructions for language learners and instructors. However, it should meet the requirements and purpose of the language learners to make their learning meaningful.

English For Today is a locally produced ELT textbook in Bangladesh, authorized by the National Curriculum and Textbook Board (NCTB) and taught in mainstream education from secondary to higher secondary levels (Siddiqie, 2011). Uddin (2021) stated in his study that the NC (2012) incorporated the views and recommendations of prominent educators and relevant stakeholders to integrate the CLT approach into *EfT* after following a series of seminars and workshops on ELT. Then the curriculum clearly stated the goals and objectives of ELT for secondary and higher secondary levels and suggested guidelines for material developers. Then, NCTB modified the existing *English for Today* textbook series to reflect the curriculum documents' proposals in the *EfT* using the CLT approach.

In Bangladesh's mainstream education, *English for Today* has always remained the only core instructional material and the teachers are almost dependent on it (Uddin, 2021, 84) and it has a dominant role in the classrooms due to the lack of reliable supplementary materials (e.g., Grant, 1987; Hutchinson & Torres, 1994). After all, "No textbook or set of materials is likely to be perfect" (McDonough, Shaw, & Masuhara 2013, p.52). Due to this fact, Cunningsworth (1995) stated that "textbook evaluation is crucial because it allows teachers to move beyond impressionistic assessments and gain accurate, useful, systematic, and contextual insight into the overall nature of textbook materials" (p. 86). Evaluation is likely the only way to determine the textbook's suitability by identifying its notable features and areas that need improvement (Uddin, 2021). Furthermore, textbook evaluation helps to see if the appropriate methodology and content have been developed considering the particular learning context (Uddin, 2021, p.86).

2.4. English Language Teaching Materials Evaluation: Existing Research and the Scenario of Bangladesh

One of the most critical decisions in an ELT course is to choose the right or correct ELT textbook. This is because an appropriate textbook with the right set of language learning activities could ensure effective language learning takes place. Therefore, to choose the correct textbook to make learning more effective, material evaluation is crucial. Tomlinson (2003) defined material evaluation as a 'systematic procedure or method to determine the potential value(s) of materials on learners in relation to their goals. Therefore, material evaluation has been considered a significant matter in ELT practice as it helps to determine the adequacy of materials and make decisions to introduce the necessary changes in the ELT framework according to the learning objectives and learners' needs (Ali, 2014). Moreover, material evaluation helps to choose the appropriate textbook, adapt materials, and add supplementary materials according to the learners'

purpose of learning the target language. It also reveals the alignment between the objectives of the textbooks and the goals of the language teaching curriculum (Ali, 2014, p. 3).

The local ELT researchers in Bangladesh took an interest in studying and evaluating the *EfT* textbook in order to see whether it matched the new National Language Policy for English and met the requirements of the NCTB curriculum. Therefore, several studies were found on *EfT* textbook evaluation in the context of Bangladesh. The national ELT curriculum in Bangladesh aims to improve learners' communicative skills through their exposure to the textbook designed using the CLT approach. In this regard, Ali (2014) conducted a study on the *EfT* textbook evaluation of higher secondary level (11–12) classes using the Macdonough, Shaw, and Masuhara (2013) evaluation model criteria in order to check the consistency between the external assertions and internal structure of the textbook by exploring whether the textbook covered all language skills and, as a result, whether it could meet the communicative and functional demands of students (p.2).

Similarly, Uddin (2021) evaluated the secondary level (9-10) classes following the "while-use" approach and using the checklist of McDonough, Shaw, and Masuhara (2013) to examine the strengths and weaknesses of the NCTB prescribed book. Ali (2014) and Uddin (2021) both discovered an inconsistency between the external claims according to the national ELT curriculum and preface of the book and the internal organization of the text contents. The outcome of both studies revealed that the book needs internal and external modifications to enhance learning outcomes and achieve curriculum objectives. (Uddin, 2021).

2.5. Theoretical Frameworks for Material Evaluation

Scholars have developed various approaches and methods for ELT textbook material evaluation. The most followed and used approaches or methods are described henceforth. McGrath

(2002) described three basic methods for textbook evaluation: (a) The impressionistic method, (b) The checklist method, and (c) The in-depth method. The impressionistic method analyzes the overall impression of a textbook, such as content organization, layout, topic presentation, illustrations, and so forth. This method is not that reliable, but its integration with another approach could help to gain specific information from the analyzed textbook. The checklist method provides a list of criteria to compare, among materials. Then identify or verify their adequacy and rate their quality on the basis of given criteria. The in-depth method helps to assess a particular unit or chapter in terms of content, activities, and language through critical examination. This method helps to identify the learners' needs and their motivation for learning (Gholami et al., 2017).

Tomlinson (1998) and Cunningsworth (1995) categorized material evaluation into three types: pre-use, while-use, and post-use evaluations. The pre-use evaluation helps to predict the potential value of a material that will be used, whereas the while-use evaluation focuses on cognizance as well as defining students' interactions with the materials. Lastly, post-use evaluation helps to determine what occurred as a result of using the instructional materials (Tomlinson, 1998). Gholami, et al. (2017) asserted that post-use evaluation helps to identify the merits and demerits of a textbook and is also useful for determining whether or not the evaluated textbook is suitable for future use (p.86).

Another type of material evaluation known as the “Benchmarks-Based Approach” is a qualitative method. In the initial stage, this method tries to understand the learning goal, which helps to decide whether a certain textbook is suitable to achieve that goal or not. According to this approach, the easiest way to determine the quality of the textbook is to look at its advantages and drawbacks on the basis of a few learning objectives rather than numerous objectives (Gholami, et al, 2017, p. 86-87).

McDonough, Shaw, and Masuhara (2013) suggested evaluating the materials in two stages: external evaluation and internal evaluation. The external evaluation examines the organization of the ELT materials by looking at

- “the 'blurb', or the claims made on the cover of the teacher's or students' book”
- "the introduction and table of contents" "(McDonough, Shaw, and Masuhara, 2013, p.54).

At this stage, the researcher examines “why a particular material had been produced and whether the objectives had been clearly spelt out or not” (McDonough, Shaw, and Masuhara, 2013, p. 54). The external evaluation should reveal mainly “the intended audience,” “their 'proficiency level,” “the context in which the materials are to be used,” “the organization of language into teachable units/lessons,” and “the author's views on language and methodology”, and “the availability of the teacher's book” (Ali, 2014, p. 2-3).

Ali (2014) cited McDonough, Shaw, and Masuhara (2013) in his article, which stated the aim of the internal evaluation is to check “to what extent the findings of the external evaluation match up with the internal consistency and organization of the materials” (p. 59). At this stage, they suggested evaluating the materials on the basis of the following criteria: the treatment and presentation of the skills; the sequencing and grading of the materials; the type of reading, listening, speaking, and writing materials contained in the materials; the appropriacy of tests and exercises; self-study provision; and teacher-learner "balance" in the use of the materials (McDonough, Shaw, and Masuhara, 2013, p. 60). The internal evaluation should be able to the presentation of the language skills in the materials, grading, and sequencing of the contents, the relationship of tests and exercises to learner needs, and what is taught by the course material” (McDonough, Shaw, and Masuhara, 2014, p. 59-60).

Ali (2014, p.4) described the overall evaluation stage suggested by McDonough, Shaw, and Masuhara (2013). This stage consists of four criteria. McDonough, Shaw, and Masuhara (2013, p. 60–61) denoted that “the usability factor determines whether the resources can be used as primary or supplementary materials, or whether the textbook can fit the ELT program's overall purpose and objective.” The generalizability factor determines to what extent a textbook, in general, is useful for a particular group of learners. The adaptability factor refers to material adaptation, which means it examines to what extent a textbook can be used in its given state, as well as whether any parts of the textbook need to be added or removed to make it suitable for the present use. Finally, the flexibility factor relates to the rigidity with which materials are sequenced and graded, as well as the different ways in which a textbook might be used” (e.g., Ali, 2014, p.4).

2.5. ELT Textbook Evaluation in Global Context

The widespread use of English across the globe produced multilingual users of English from different territories, and as a result, it gave rise to English Language Teaching (ELT) as a separate discipline (Nguyen, et al., 2020). Therefore, different speakers of English had given rise to varieties of English, and it no longer remained the only language of its native speakers. Non-native English-speaking countries started to produce local ELT textbooks to become proficient users of English since it is the only means of communication among different language-speaking countries. Nguyen et al. (2020) suggested that now it has become mandatory to learn English as an international language, or EIL, to avoid miscommunication among different cultures. In this regard, the Vietnamese ELT curriculum chose to incorporate theme-based content in their locally produced language textbook to make the learners competent users of English in intercultural settings by increasing their own cultural and diverse cultural awareness (Nguyen, et al., 2020). The findings of the study reported that the curriculum used a monocultural model, which means it used

only the native English speakers' cultural content in the name of raising intercultural awareness. Instead, the textbook should have provided knowledge about how to handle multilingual and multicultural communication in intercultural settings (p.197). They suggested that the textbook should adopt a reflective approach to make the learners aware of and challenge the ideologies incorporated into the textbook (Nguyen et al., 2020).

On the other hand, the study by Azizifar, et al. (2010) carried out an evaluation on two series of locally produced EFL textbooks used in the Iranian academic curriculum to see whether these materials are adequate to use for a communicative purpose. The analysis of the study showed that the textbooks were not adequate in content and language since they lacked authentic or real-life content. They only gave emphasis on practicing structural form and ignored the communicative aspect of the language. Thus, these textbooks did not match the learners' need to use the language for communication (Azizifar, et al., 2010, p.140).

The study by Sadeghi and Sepahi (2017) analyzed the teachers' and learners' preferred cultural themes of three popular EFL textbooks: *Top Notch*, *Summit*, and *Passage*. Language is the carrier of its culture and it plays a vital role in communication in intercultural settings. Therefore, to avoid miscommunication and misunderstanding and make the learners tolerant of another culture, it is necessary for the material developers to choose diverse and appropriate cultural contexts in the EFL textbooks. The study suggested incorporating both learners' and teachers' preferred cultural content rather than incorporating native English speakers' culture only. Another study by Samadikhah and Shahrokhi (2015) analyzed gender representation in *Top Notch* and *Summit*. The study reported that there was an unequal distribution of male and female characters according to their roles in both textbooks. Although one of the selected books was balanced, another completely reflected the male-dominant culture through the contents and

activities of the textbook. The language of the textbooks somehow represented the male-dominant culture of Iran. The author noted that one of the principles of developing the ELT textbook is a balanced representation of gender to avoid biases (Samadikhah and Shahrokhi, 2015). Thus, ELT textbook evaluation is necessary for the material developers and policymakers to choose appropriate linguistic and cultural components in the textbooks (Sadeghi and Sepahi, 2017, p.16).

2.6. ELT Textbook Evaluation in the Bangladeshi Context

Language textbooks are an essential tool since they play a key role in learning the language. In Bangladesh, *English for Today (EfT)* is the only locally produced ELT textbook used in the academic curriculum and has grabbed the attention of many researchers as a field of study. Therefore, several pieces of research have been conducted on *EfT* textbook evaluation to see if there is alignment between the objectives of the National Curriculum and the *EfT* textbook. “Textbook evaluation has a direct association with curriculum implementation” (Islam, et al. 2021, p.3).

The *EfT* textbook has been modified by replacing the GTM method with the CLT approach to give emphasis to communicative competence. Though a significant number of changes have been made in the textbook, there are still many shortcomings found in the application of the CLT approach in the textbook, teaching methodology, and assessment technique. Islam, et al. (2021) mentioned in their study that in Bangladesh "the pedagogical practice of the English language is similar to science, geography, and mathematics, which means the language is taught only as an academic subject to prepare students for academic tests rather than build proficiency and real-life skills'. On the other hand, Islam et al. (2021) and Uddin (2021) both mentioned in their studies regarding the lessons and activities of *EfT* that the textbook mostly emphasized reading and writing skills with the inclusion of only a few listening and speaking activities, where the principle of CLT

gives equal importance to four language skills and the purpose of the approach is to develop learners' communicative competence in real-life settings. The study showed that the “textbook is not suitable for building communicative competence because of its low quality of activities specifically for communication; and the national curriculum also failed in its purpose since it couldn't properly integrate its goals and objectives into the textbook (Islam, et al., 2021, p.5). Therefore, material evaluation helped the researchers understand whether the textbooks were developed according to the core issues and principles of ELT to make the language teaching-learning process more effective and meaningful or not. It also enabled them to provide their opinions and suggestions, which could be used as a guiding tool for the material developers in the future to build authentic ELT materials for effective learning.

2.7. Research Gap

The review of the literature above showed that both the global and local ELT materials shared a similarity in terms of oral skills. Though the national and international curricula aimed to teach English to develop oral proficiency, they could not produce adequate textbooks for the learners to make them competent users of the language in real-life contexts or in intercultural settings. All these textbooks' activities mostly emphasized the practice of language structure rather than developing communication skills.

The author of the paper explored the previous works of literature and found that the amount of research in this field was not enough. The researcher searched for the ELT material evaluation in Bangladesh on sites like ResearchGate, Google Scholar, and JStor and found that most of the studies were done by evaluating only the textbooks *English for Today* of secondary (classes 9-10) and higher secondary (classes 11-12) levels. Therefore, she could not find any articles on locally produced additional guide books of various publications for ELT practice other than this particular

work. It showed that there still remained a gap in this area of how these ELT guidebooks are helping the students in language learning, which is also needed to be considered for the study.

In this regard, this research aimed to investigate whether the guidebooks or additional ELT materials for classes 9–10 under the national curriculum were developed following the principles of the ELT framework and to what extent they are helpful for the learners to achieve the goals and objectives (Islam et al., 2021) of learning the English language from the school teachers' perspective.

Chapter 3

Methodology

3.1. Introduction

This chapter discusses the selected methodology, data collection procedure, and the analysis of collected data for the study. This section briefly discusses the research design along with the open-ended questions that the researcher has used for data collection and data analysis to interpret the possible outcomes of the study. At the end of the chapter, the author briefly talks about the ethical considerations that have been made to conduct the study and the limitations the researcher has found while conducting it.

3.2. The Qualitative Paradigm and Subjective way of philosophical assumption

The study has adopted a qualitative research methodology to conduct the research. In qualitative research methodology, the author interprets the conducted research from a personal point of view. The author collects data through interviews, open-ended questions, observations, and textual or visual representations. The author will evaluate the selected materials to see how much the *EfT (Classes 9–10)* textbook and selected guidebooks match the principles of the National Curriculum (2012) for ELT and how those guidebooks as substitute material for *EfT* help students learn English. Then the outcome of the study will be discussed from the authors' perspective based on the relevant data analysis and the previous literature reviews will be used to justify the outcome of the research.

3.3. Research Questions

The gap found from the review of the existing research works related to this area of study in ELT in the context of Bangladesh helped the author formulate the following research questions. The research questions that guided this study are:

1. What influences English language teachers' decision to use *EfT (Classes 9–10)* textbooks and guidebooks for teaching at the secondary level?
2. How do the *EfT (Classes 9–10)* textbook and ELT guidebooks compare within the material evaluation framework?
3. What are the implications of the curriculum, assessment, and materials on the language development of learners at the secondary level?

The study aimed to find the answer to these questions, which have been presented thematically and discussed in the forthcoming chapters of this paper.

3.4. Research Design

A research design is a way to examine a researcher by following which a researcher can complete the study in a certain manner (Creswell, 2012). The author has used a qualitative approach to conduct the study. She has used the previous literature reviews and included the research questions that she intends to explore in the study. She has collected data to evaluate the additional guidebooks in language learning that complement the NCTB-authorized textbook *English for Today (Classes 9–10) (EfT)* at the secondary level. In order to collect the data, the author has designed open-ended questions for interviews and used them for analysis. The study intends to find out the effectiveness of using additional guidebooks of certain publications, which are used as a complementary resource in addition to the NCTB-authorized textbook *English for Today (EfT)*. The researcher used McDonough, Shaw, and Masuhara's (2013) material evaluation criteria model to evaluate the selected guidebooks and conducted interviews with five teachers from five different schools to meet the objective of the study.

3.5. Data Collection and Procedure

The data is collected using open-ended questions through interviews. The interviews of four participants were conducted physically, and one over a phone call by taking their proper consent and also ensuring the security of the interview environments along with the participants' identity. The *English for Today (Classes 9-10)* and guidebooks Neptune and Tutor have been selected for evaluation. Moreover, the author has used pseudonyms like Neptune and Tutor for the guidebooks which have been selected based on teachers' interview.

3.5.1. Using Open-Ended Questions

The author of the paper has prepared a set of open-ended questions to conduct the interview, which will help with the analysis.

3.5.2. Using a Material Evaluation Checklist

The author of the paper has adopted McDonough, Shaw, and Masuhara's (2013) material evaluation checklist to evaluate the selected guidebooks Neptune and Tutor and *English for Today (Classes 9-10)* in order to see their effectiveness in language learning.

3.6. Participants

Since the study has been conducted from the teachers' point of view, they have been selected as the participants in this study. The author has interviewed five professional teachers from five different Bangla-medium schools in Dhaka who teach classes 9–10, from which the collected data has been analyzed to fulfill the objective of the study. Moreover, the author has used pseudonyms for the participants, for example, Aziz, Islam, Hossain, Sultana, and Ahmed, to address them in the study.

3.7. Data Analysis Procedure

The collected data has been evaluated using McDonough, Shaw, and Masuhara's (2013) evaluation model. The selected guidebooks Neptune and Tutor following *Eft (Classes 9–10)* have been evaluated based on their suggested external, internal, and overall evaluation criteria. Furthermore, the collected data has been analyzed using the participants' opinions and experiences. Then the findings of the study have been described based on the outcome of the material evaluation and the interview.

3.8. Ethical Considerations

The information used to conduct the study has been collected from authentic sources. The teachers are the instructors of Bangla medium schools in Dhaka. The paper has assured to keep the participants' names and information discreet by not revealing their names and identity, and staying within the ethical bounds. The teachers have been given all the information about the context and purpose of the study. Then the interview has been conducted after taking their proper consent.

3.9. Limitations:

Due to a shortage of time and some unavoidable circumstances, only five teachers have been selected to participate in the interviews from five different schools inside Dhaka. The data collection would have become enriched if it were possible to collect from the schools in rural areas as well. Therefore, the comparison of additional ELT materials used in urban and rural areas would have helped to reach a better conclusion.

Chapter 4

Secondary Level English Language Teachers' Choice of Guidebook Selection

4.1. Secondary Level (Class 9–10) English Teachers' Opinions Regarding the *EfT* Textbook

The participants shared their opinion regarding the secondary *EfT* (Classes 9-10) textbook by saying that the content seems uninteresting to the students. For instance, Aziz and Hossain think that the chosen topics are uninteresting. Aziz says that they do not have any connection with the social system because it has not included any content on social, moral, or ethical values. He thinks that not every topic is suitable for language learning. The textbook should consist of topics that the students can relate to their real-life situations. Whereas Islam says, though the contents are nice and interesting, and students can learn from their real-life situations, not all the contents and all the topics are essential for them. Some contents are lower case and some contents are upper case. These are not designed normally. The national evaluation textbook committee needs to revise the textbook for classes 9–10 and make the necessary changes wherever it is required.

Unlike Islam, Ahmed also thinks that all the contents are not relevant for language learning. Regarding the language, Aziz and Hossain think that the language used in the *EfT* for classes 9-10 is not adequate for the learner's level. Aziz thinks the language and vocabulary are quite difficult for the students; they struggle to make sentences on their own and they cannot solve all the types of examples given in the book. Hossain suggests that language structure should be flat with an easy structure for secondary level students (Classes 9-10). On the other hand, Ahmed says, the language level according to grades 9–10 is not properly planned. The same sentence structure and vocabulary have been repeated, which degrades the language. Regarding the language skills, Islam says, the materials in the textbook do not effectively focus on the four language skills that the

learners need to practice. The textbook for classes 9–10 does not provide the balance of four major skills. Reading and writing are the dominant skills throughout the book, and listening and speaking are neglected. The teachers' and students' questionnaire survey results show that the material satisfactorily includes and focuses on the skills that the learners need to practice. Only reading and writing are the dominant parts going forward, and the students are assessed based on those two skills on school and board exams. Islam thinks the listening and speaking content should be removed from the textbook because they are not given any tests, exercises, or board exams regarding these two skills.

Similarly, Sultana says, the listening texts given in the textbook have been included without providing any materials. However, Hossain also thinks that the *EfT* of classes 9–10 in our context is not as influential as we expect in achieving all the skills of the English language. Though it has a design to learn English to implement in the communicative approach, our teaching-learning strategies are going to complete a particular syllabus prescribed by the individual institution to overcome or pass the classes and board exam (SSC) successfully to secure a certificate as a criterion to apply for various job opportunities. Sultana provides a contradictory opinion from the rest of the participants regarding the *EfT* textbook for classes 9–10. The book is enriched; topics are given in a significant manner, and there are no changes needed to be made to the textbook.

Consequently, the participants have provided their views regarding the development of the *EfT* textbook. Regarding developing the textbook, Aziz suggested that teachers at the secondary level (classes 9–10) from both rural and urban areas should get the opportunity to choose the topics for the book. Whereas Islam says the *EfT* book is written by the university teachers, whereas the book is taught by the school teachers at the root level. Many skilled teachers teaching at the secondary level in both government and non-government sectors are also skilled in content writing,

but they are not allowed to write content for *EfT* (classes 9-10). Unlike Aziz and Islam, Ahmed also thinks teachers from the grassroots level must be involved in developing *EfT* for classes 9-10 and also thinks there might be some teachers involved in this field of which he is not aware. However, Hossain says that the NCTB develops the curriculum and sets the topics according to various age levels of students, whereas Sultana only says the book is based on the CLT approach using four language skills.

All the participants face difficulty while teaching *EfT* in the classroom. Aziz and Sultana face problems in large classroom management as the number of students is high. They both emphasize using the CLT approach for classroom instruction. However, Islam first faced some difficulties at the beginning of teaching because the examination syllabus and *EfT* textbook are not relevant in the same way, being different types. The students are taught in a way and given the test another way, for this reason, he faced a problem. He also adds that though reading, speaking, listening, and writing is available in the *EFT* book, we are not taking all the topics on our examination system, and that's the defective side. He prefers teaching using the GTM method because most of the students are not interested in CLT; they want to learn basic grammar. If he wants to teach his students properly, then he has to follow the old method, and it is easy for them to learn the main topic.

Like Islam, Hossain also faces difficulty. He says though the *EfT* is designed using the CLT approach, it is difficult to teach using only the CLT method due to a lack of teaching aids, and classroom arrangements. He mixes both GTM and CLT as there are various levels of learners available in the classroom. On the other hand, Ahmed says the instruction should not be given in the first language while teaching the target language. Therefore, he uses the target language in the

class. He spends 2-3 months starting from the very beginning level of teaching four language skills. After discussing all the techniques, he deals with the textbook.

4.2. Teachers' opinion on the use of Guidebooks as complementary texts

The participants provided their views on using and not using guidebooks of certain publications. Aziz prefers Neptune, Peony, Lotus, Tutor, Joy, as these publications have good business and they directly contact the teachers. These publications analyze different questions to prepare new questionnaires. Islam also prefers the Neptune, Tutor, and Delta series, claiming these guidebooks as the leading publications which are used openly. They are more competitive, and their marketing is good with adequate manpower and they are spread across the country. They reach out to the teachers in the schools and motivate them to refer their publications to the learners. They provide specimen copies for the teachers. The teacher refers to the best publications for learning. Then again, the topics included are not found in the textbook, he makes notes by himself for the students. Unlike Aziz and Islam, Hossain also prefers the Neptune, Tutor, Joy, and Delta series, which are good because they are experienced and provide vast amounts of practice exercises. They have many quality authors with a dynamic team of editors and compilers. They provide need-based guidelines for different types of learners. Sultana doesn't use any guide books but prefers using test papers from Neptune publications because it provides board questions and test questions from renowned schools across the country more systematically with answers than any other publication. Ahmed does not prefer using any guidebooks or any publications to teach the English language.

Among the five participants, Aziz, Islam, and Hossain agreed that their colleagues, including themselves, use guidebooks, except Sultana and Ahmed. A similar response is found from Aziz and Islam, which is that they take help from guidebooks to prepare exam questions as

it lessens their time and they do not get any ready-made question papers from *Eft* books. They only know the question pattern and without the help of the guidebooks the teachers cannot set up the question for their students. Islam adds that most of the guidebooks are written by experienced teachers, and the guidebooks cover our syllabus, reducing teachers' time. The topics of the syllabus are available on our guidebooks, so they depend on them. The main advantage of using these guidebooks is that everything is ready-made to provide for the students, and all the items they can teach at any time from there. Hossain says they get very limited time to be with their students, and many of them are not quick learners. Furthermore, *Eft* does not provide enough practice exercises for NCTB assessment patterns, which is why it is important to refer to some reference books which is selected by the teachers' unanimous decision. Sultana says teachers use test papers to follow the board questions. However, Ahmed does not prefer using any guidebooks, though he agreed that his colleagues do. If he is given the responsibility to prepare question, he spends sufficient time preparing the question paper at his own thinking level, taking the objectives from the NCTB pattern. Sometimes he uses test papers as a guiding tool.

4.2.1. The usefulness of *Eft* and guidebooks on exam preparation and English language learning

All the participants agreed that guidebooks help to prepare for passing the school and public exams only, not language development. Aziz says it provides extra sample questions for the students to practice and also helps them get familiar with questions given on the board exam. However, Islam says our students are interested in getting better results in their exams, so they depend on the guidebook. He also thinks the textbook and guidebook help the students complete the syllabus as every guidebook is written on the basis of the full contents of the textbook. These guidebooks elaborately discuss all the topics for the students. Hossain says students learn writing

skills to some extent as the perspective of the NCTB question pattern tests the reading and writing skills of the students and it is mostly focused on exam preparation. Therefore, existing guidebooks may have a big impact on exam preparation. Although the development of language proficiency and self-dependency for learning is still lacking among students. Sultana says that only *EfT* helps to develop language skills and guidebooks help to face the exam. A student can know the board question from the test paper. Ahmed says that students are not learning the language, they are memorizing to complete the syllabus to obtain marks in the exam. Therefore, these guidebooks are not effective in language learning.

4.2.2. The impact of the existing test/assessment system on using guidebooks

All the participants agreed that the existing board testing system affects students and teachers using such guidebooks. Aziz says the *EfT (Classes 9-10)* textbook itself is a guidebook dependent. It does not provide enough practice exercises for the NCTB question pattern. The testing system is only reading and writing focused, and guidebooks provide a huge number of model questions for practice to appear on the board exams and secure good grades. On the other hand, Islam thinks the guidebooks are written to gain high scores in the exam and that they cover the full syllabus for preparing for the exam. The guidebooks are effective for our existing exam system. It has positive aspects. Everything is ready-made; the students pick from those resources and memorize and answer on the exam. It helps to find common questions in the exams and pass the exams as well. Similarly, Hossain says the board exam preparation is suggested and practice sheet based. In this aspect, the guidebooks with their proficient editorial team members can provide a vast number of practice sheets and qualitative suggestions that are most desired by the board examinees. Thus, the test system affects the students' or teachers' preference for using certain guidebooks. Sultana said the existing test system guidebooks might ensure grades. Unlike Islam,

Ahmed agrees that guidebooks are common sources, and they try to find out the common questions and memorize them to get good grades on the exam. He also adds that the NCTB board exam assesses only writing skills, which are also produced from memorization from the guidebooks.

4.2.3. Guidebooks as alternative material for *EfT*

The participants provided mixed opinions on using guidebooks in addition to *EfT* (class 9-10). Aziz, Islam, and Hossain think that local ELT guidebooks are effective in teaching English in addition to all the prescribed ELT books. Aziz says the guidebooks are developed based on the *EfT* contents and NCTB question pattern with a sufficient number of exercises, which the textbook does not contain. Guidebooks allow students to learn more about the topics through practicing the exercises. He thinks local guides are effective in teaching English, in addition to all the prescribed ELT books by NCTB. Though *EFT* has included four language skills, it has not provided any materials, particularly for listening and speaking, because we do not have all the items in our examination criteria, and some guidebooks like Neptune and Tutor try to cover all the items, and some other companies give all the four skills in their guidebooks, whether the students use them or not. Sometimes they provide CDs inside the guidebooks so the students can practice listening at home. Unlike Aziz, Hossain also says the number of practice exercises is not sufficient in the *EfT*. The prescribed guidelines of the NCTB cannot be implemented in the classroom because of an imbalance between teacher-student ratios and insufficient teaching aids in the classroom. On the contrary, Sultana says that depending on the textbook is effective in English language learning. Ahmed thinks these guidebooks are not produced based on ELT patterns, and so, they are not effective for language learning. NCTB sets up the question pattern and the guidebooks produce some questions and make a question bank according to it. The teacher and students take help from

there. He thinks effective use of the *Eft (Classes 9-10)* textbook in the classroom can bring a fruitful outcome in English language learning.

4.2.4. Teachers' views on students' writing answers from guidebooks

The participants have different views on allowing the students to write direct answers from guidebooks. Aziz, Islam, and Hossain say teachers do not prefer students to write answers directly from guidebooks, and most of the teachers want their students to write in their own words, neither from the *Eft* nor guidebooks. Yet the students prefer to learn answers from guidebooks as these are easy to memorize before exams and to write for them. Aziz and Islam agreed that they had to support this indirectly. Whereas, Sultana and Ahmed both emphasize free handwriting and try to encourage them to be creative and self-dependent to answer in the exam.

4.2.5. Teachers' views on students' perceptions of using guidebooks

The participants provided their opinions about the students' views on using guidebooks. Aziz says the students do not want to read the textbook because of the uninteresting topics and the board testing system. They want their teachers to provide suggestions for the important topics from guidebooks to practice and prepare for the exam, and teachers also recommend specific model questions for practice that seem important for the exam. As Islam says, our students positively think about the use of these local ELT guidebooks, and they use the guidebooks spontaneously because they get all the ready-made topics there. Most of our students talk to us regarding the use of these guidebooks. They want to know which one will be better for them, and the teachers cordially provide them with information on which one will be suitable for them. As Hossain says, there are two categories of students we find: slow learners and fast learners. The slow learners directly depend on the guidebooks, and the fast learners compare and contrast one guidebook to another. Finally, they check and recheck with their concerned teachers to finalize their creative

answers to get the maximum benefit. Sultana says she tries to encourage the students to depend on *EfT* and does not prefer to suggest any particular guidebook. Sometimes the students and guardians alike ask for the best guidebook suggestions, and Ahmed refuses them.

4.3. Guidebooks in developing learners' English language proficiency

All the participants shared that guidebook are helpful for passing the school and board exams only and they are not effective for language learning. Aziz and Islam indicate that guidebooks are developed for writing skills only and help to complete the NCTB syllabus. Islam adds that guidebooks particularly focus on writing skills because there are some topics like paragraphs, emails, stories, and dialogue that most of the guidebooks write about properly so the students get high marks in the exam, and the students also need a high score in the exam. They also tend memorization. *EfT* textbooks and guidebooks have huge differences in practice activities because the textbook is only designed to gather the content, while guidebooks are designed to sit for the exam. Similarly, Hossain said, the English language guidebook helps to be insightful with the NCTB syllabus but it cannot fulfill the need to develop the English language skills. However, Sultana says reading guidebooks or test papers will never help to develop English language skills. They only help to pass the exam. Ahmed says guidebooks do not follow any language skills. They copy, especially the composition section, from similar kinds of other sources. There is no new kind of vocabulary. One can find similarities among the guidebooks. All the guide books available on the market are designed on the NCTB question pattern and do not help develop English language proficiency.

All the participants provided a negative feedback on developing proficiency in the English language using guidebooks. Aziz says students are not developing their creativity, critical thinking abilities, and free handwriting skills. Similarly, Islam says, in the long run, students cannot

improve their proficiency because they use the guidebooks to achieve better results only, and so they cannot improve their proficiency in the English language. Hossain and Sultana say that guidebooks only help to pass the exam. They only follow board questions to pass the exam, and they do not give any emphasis on four language skills; they do not practice free handwriting and speaking, and so they cannot speak fluently. Ahmed says that students only gain marks in the exam and can produce common vocabulary and common sentence patterns. Their proficiency is very low.

After conducting the interview, it was found that most of the teachers preferred Neptune and Tutor among various publications of these supplementary materials, which complement *EfT* (Classes 9-10). Therefore, the author has chosen to evaluate the Neptune and Tutor series along with the *EfT* and National Curriculum to find out the possible outcomes based on the research questions to fulfill the purpose of the study.

Chapter 5

Material Evaluation of the EFT Textbook, Supporting Guidebooks, and the Curriculum

5.1 Similarities and Dissimilarities Between *EfT* and Guidebook

The guidebooks, Neptune and Tutor, are complementary resources for the *EfT* (Classes 9-10) textbook. The *EfT* and selected guidebooks Neptune and Tutor are similar in terms of the table of contents, selected texts, and the tasks included in the NCTB question paper, such as filling in the blanks with or without clues, true/false, question answers, and some other items. The *EfT* does not provide enough practice exercises, whereas Neptune and Tutor help to fulfill the demands. Although the *EfT* book is developed based on the CLT approach, Neptune and Tutor are written in GTM. The *EfT* contents are chosen by the content writers of the book. Neptune and Tutor do not choose any content on their own; they use *EfT* text lessons to design their activities according to the NCTB question pattern. There are certain activities in EFT which are not done in the classrooms nor given in the public exams. Neptune and Tutor only include the activities according to the NCTB question pattern to make it an easily understandable and easy way of exam preparation for the learners. The *EfT* and selected guidebooks are both written by experienced teachers, though the language of the textbook is quite difficult. Neptune and Tutor have made the textbook easily understandable by providing a Bangla translation. The *EfT* is not properly graded and sequenced. Neptune and Tutor are structurally developed following *EfT* texts and NCTB question patterns. They provide ready-made samples for the composition section included in the NCTB syllabus, but *EfT* has not provided samples on those topics.

5.1.1. External Evaluation of *EfT* and Guidebooks

The NCTB-prescribed book *English for Today* (Class 9–10) provides a table of contents. The table of contents represents the units, titles, and page numbers in the textbook. There are

fourteen units in the book with theme-based topics (Ali, 2014). The table of contents matches the inside contents in terms of unit titles and page numbers. For example, the table of content shows that unit three talks about Events and Festivals from pages 32-43. The chapter has provided five lessons on two national and three national events and festivals; Lesson 1: Mother's Day, Lesson 2: May Day, Lessons 3 and 4: International Mother's Language Day, and Lesson 5: Independence Day, with materials and activities within given page numbers, which match with the inside contents. The table of content of Neptune and Tutor mention the presented materials inside the guidebook. The lessons of *EfT* are presented accordingly with numbers and exercises, and they match the inside contents. The tutor also provides the table of contents of *EfT (Classes 9-10)*.

The textbook expects the learners to achieve a pre-intermediate level of proficiency (Ali, 2014 and NC, 2012). The content of the textbook is developed using various "theme-based topics" (Ali, 2014), for example, "Pastimes, Events and Festivals, Unconventional Jobs, Dreams" and many others (*EfT Classes 9-10, 2022*). The students are expected to learn four language skills and develop their critical thinking ability from the chosen content. The National Curriculum (2012) for classes 9-10 aims at making learners competent users of English by gaining knowledge about "cultures and values" and developing positive attitudes through their prescribed textbook. The table of content shows that the chosen topics are appropriate to provide both local and global cultural knowledge, which is suitable for the learners' proficiency and cognitive level. Neptune and Tutor are developed based on *EfT* and NCTB question patterns for classes 9-10. These supplementary materials do not aim to reach a specific proficiency level. They try to maintain parallelism while designing the activities to match the different proficiency levels of the target learners.

The blurb written at the back of the page of *EfT* does not match the internal contents of the book. It has used a phrase to provide a message and a national hotline number for any social problems its target learners may face. Neptune attracts the audience with an enticing slogan and its web address, which does not match the inside content. The tutor has mentioned in the blurb the included contents like exam preparation, model questions, board exam questions, and listening and speaking tests, which match the inside contents. It also shows they have used an icon named “Tutor” inside the book to grab the learners' attention for important lessons, passages, vocabulary and composition. They have also provided information about their mobile app, digital question bank for practice and audiobook, QR CODE, and web address for the PC version to take an online test, which reflects their marketing strategy to reach their target audience.

The intended audience of the book is the secondary-level students of classes 9-10. The ultimate purpose of the textbook and NC (2012) is to help the learners gain communicative competence. According to the objective of NC (2012) and the preface of *EfT (Classes 9-10)*, the book is designed to give a sound knowledge of both spoken and written English with various types of interesting and enjoyable tasks and activities that are reflected in the contents of the textbook. Neptune and Tutor are developed for students in classes 9-10 who are going to appear for the SSC exam. These guidebooks provide a sufficient number of model questions based on *EfT* topics in accordance with the NCTB question pattern for the SSC examination, supplementary materials, board questions (2018-2020), test questions of renowned schools across the country, and a special model test with answers to give the students enough scope for practice.

The contents of the book have provided 14 units with 14 different titles, which consist of 72 lessons with different headings and various types of activities (Ali, 2014). For example, Unit 4 consists of five lessons. At the beginning of the unit, it mentions the learning outcomes from the

lessons. Then it gradually moves towards the lessons and activities. All the lessons are designed around reading texts, with activities covering the other three language skills. The number of lessons and tasks is organized well. The model questions of Neptune and Tutor present the exercises by dividing them into two sections. Part A is for reading comprehension based on *EfT* lessons and answering questions, and Part B is for the writing section according to the NCTB question pattern (2018). The model questions of the guidebooks have provided separate practice exercises based on each lesson of *EfT* and also ready-made compositions for part B in another section following the NCTB question pattern.

The *EfT (classes 9–10)* (2022) is written, edited, and re-revised by the famous educators of Bangladesh. The book reflects the authors' intention behind choosing content topics that closely resemble the objectives of the national curriculum. The book is designed by adopting the Communicative Learning Approach (CLT) based on the four fundamental language skills: reading, writing, listening and speaking, national and international. The NCTB curriculum (2012) looks at English as a skill-based teaching-learning subject so the students can fluently use the language in real-life settings. The language structure has been developed to enable learners to acquire pre-intermediate proficiency before entering the higher-secondary level (*EfT Classes 9–10*, 2022; and National Curriculum, 2012). The book has designed activities to create real-life situations focusing on language skills to ensure effective learning through practice. The writers of Neptune and Tutor are also prominent educators in the country who have designed these guidebooks using the Grammar Translation Method. Neptune presents the *EfT* reading texts with Bangla translation (example, Neptune page 393), whereas Tutor provides the English pronunciation in Bangla along with a Bangla translation of the *EfT* lessons (example, Tutor, page 290-291).

The *English for Today (Class 9-10)* (2022) is a locally produced English Language Teaching textbook in Bangladesh. It is prescribed by the National Curriculum and Textbook Board as a core coursebook to be taught from secondary (classes 6-10) to higher-secondary (classes 11-12) levels in mainstream education to develop communicative competence in English. Teachers and learners depend on this book for teaching and learning the English language. Neptune and Tutor are locally produced guidebooks that are developed based on the revised contents of *English for Today (Class 9-10)* (2022) and the National Curriculum and Textbook Board question pattern for the Secondary School Certificate (SSC) examination. These guidebooks provide a sufficient number of model questions, according to the units and lessons of *EfT (Classes 9-10)*, along with previous years' board questions and test questions from renowned schools across the country with answers. These guidebooks are used to practice sample questions for exam preparation. These guidebooks are used as supplementary books in *English for Today (Class 9-10)* by teachers and students. Neptune and Tutor are used as supplementary books in *EfT*. They design their practice exercises according to the NCTB question pattern based on the lessons of *EfT*.

There is no separate vocabulary index. The learners are expected to learn grammar and vocabulary from the context. There is a type of activity in some lessons where the learners are asked to match the word's meaning with the word used in the context. Neptune and Tutor both have a vocabulary index. Neptune presents difficult words from the reading passage with pronunciation, Bangla meaning, synonym, and antonym (example, p. 441), whereas Tutor presents the words with English meaning, synonym, and antonym (example, page 291).

According to Levin's (1981) illustration typology, the textbook contains decorative, and representational visual materials. Decorative visuals simply decorate the page and have no influence on the text content. The most common type of visual is representational visuals, which

reflect portions or all of the written content (Carney and Levin, 2002, p.7). The cover of the textbook has used decoration and illustrations with the title *English for Today (Class 9-10)* to grab the attention of the readers, and inside the book, some units have used decoration illustrations, which are not completely connected with the text but related to the theme to some extent. Almost every unit has used representational visuals, which connect with the texts and activities. There are also graphs and charts provided in the books which the students learn to interpret. Neptune does not have any visuals. The tutor has included some selective representational visuals which are connected to the reading text.

The writers of *EfT (Class 9-10)* have implemented the idea of ‘glocal subjectivity’ (Khan and Rahman, 2019) by choosing both national and international cultural content to introduce the learners to different cultures to gain knowledge and become aware of different cultures to become effective communicators in intercultural settings, which also resembles the purpose of the NCTB (2012). For example, in unit 7, four famous figures from national and international contexts are presented, renowned for their contributions in different fields like art, humanity, and technology. Therefore, the book reflects neutrality in terms of choosing cultural content. Neptune and Tutor are designed with exercises according to the topics of *EfT*.

Bangladesh is a multicultural country, with people of many ethnic groups living in different parts of the country (Ali, 2014). Although the preface of *EfT (Classes 9-10)* (2022) mentions that the textbook's contents and presentations are based on the moral and ethical values of Bengali tradition and culture, as well as the spirit of the Liberation War of 1971, which ensured equal dignity for everyone, regardless of caste, ethnicity, religion, or national origin, the book has not included any content on the ethnicity group of Bangladesh. The ethnic or minority group remained

unaddressed in the textbook. Neptune and Tutor are designed with exercises according to the topics of *EfT*.

The book has provided different types of interesting and enjoyable activities for the learners, which can be helpful for them to learn the functional use of language, but it has not provided any test to assess their learning. At the end of the book, there is a sample of SSC board questions from 2018. Neptune has 72 model questions and Tutor has 64 model questions along with supplementary practice and board questions from 2018 to 2020 according to the *EfT* lessons and NCTB question pattern.

The NCTB prescribed book *English for Today* and the guidebooks Neptune and Tutor have passed the external evaluation phase.

5.1.2. Internal Evaluation of EfT and EfT Guidebooks

The *EfT* (*Classes 9-10*) is developed based on the CLT approach using four language skills: listening, speaking, reading, and writing. All the skills are incorporated into the lesson using the CLT approach without providing any guidelines or supplementary materials. The speaking tasks involve artificial discussion like question-answer discussion, picture description, debate on the chosen topics, and so on, which is not connected with the nature of real-life communication. The listening tasks are given artificially without providing any supporting materials. The writing tasks rarely provide examples of the technique or examples for a summary, newspaper letters to the editorial, or paragraphs included in the textbook. The book intends to teach vocabulary according to the and the activity is also designed according to it where learners are asked to match the meaning with the chosen words from the context. Then again, the learners might face difficulty guessing the meanings of certain words from context. An example can be given from Unit 3, Lesson 1, where the activities have discretely included four language skills. The unit has

mentioned the learning outcomes at the beginning of the lessons. Neptune is developed focusing on reading and writing skills based on *EfT* lessons, as the NCTB only assesses these two skills in the exam. Tutor has integrated reading and writing skills following the *EfT* and NCTB question patterns, along with an audiobook for listening and speaking practice. They also provide grammatical rules and vocabulary with meaning, synonyms, and antonyms.

The grading and sequencing of materials in *EfT (Class 9–10)* are not properly maintained. Though the preface of the textbook mentions that the curriculum (NC, 2012) explicitly states the language will be adapted to the level of learners and the content will reflect real-life situations, as the purpose is to use the language for communication. The language used in the textbook is almost the same for each lesson. The language structure and vocabulary of reading text are almost the same and are different from regular spoken English (Ali, 2014, p. 10). The contents are not graded systematically, rather they are presented thematically according to the authors' choice. The emphasis is given to learning the skills rather than developing the skills and learning to use them for different purposes and situations. (McDonough, Shaw, and Masuhara, 2013). Neptune and Tutor follow *EfT* to design the questions for academic purposes. Therefore, they had to follow the sequence of *EfT*. In terms of grading, the writers of the guidebooks try to maintain language level while designing activities based on the NCTB question patterns to make them fit for individual learners.

Reading skills are given the topmost priority, which is evident in every lesson of *EfT (Classes 9-10)*. Reading text is combined with speaking and writing activities (Ali, 2014). Though the curriculum states that the content of the textbook will expose the learners to real-life situations, most of the reading materials are based on national contexts or achievements, and international content on famous figures, places, heritage, and so on (Ali, 2014). The reading materials are

prepared only to gain information on different topics. They do not reflect real-life situations with which the learners could feel connected. For example, in Unit 2, Lesson 2 has selected a reading text on two world-famous athletes' achievements in the Olympics that is informative. The learners will obtain information without being able to create any connection with it. The reading materials of Neptune and Tutor complement *EfT*. They do not provide any reading materials of their own; instead, they design the model questions based on the lessons of *EfT* according to the NCTB question pattern.

The *EfT* book only provides a limited number of exercises that match the NCTB testing pattern. There are many exercises that are not included in the testing system but are used in the book to fulfill the criteria of the CLT approach. For example, activities like group projects, debates, and classroom surveys are not included in the board testing system. Neptune and Tutor designed exercises according to the NCTB testing system, taking texts from *EfT*. These guidebooks provide ready-made exercises for reading and writing skills separately. The exercises in the guidebooks resemble those in our testing system.

The materials are not suitable for different learning styles. The instructions of the textbook and the NCTB question pattern do not seem to match up with each other. The texts are not developed for self-study, and the learners are dependent on the teacher's instruction to use the materials. Neptune and Tutor are suitable for different learning styles. The learners can use them at home to learn on their own, as they explicitly provide the necessary guidelines for each of the tasks along with solutions.

The content writers have developed the *EfT (Class 9-10)* book for academic purposes rather than for learners' needs and goals. The contents are quite heavy, and the learners rely on teachers for instruction. NCTB did not provide any teacher's guide (TG) to follow a certain technique for

teaching. Neptune and Tutor are developed both for teachers and students. During the interview, a participant said that due to the NCTB assessment system, the teachers and learners have to equally depend on the guidebooks.

The *EfT (Classes 9-10)* has not passed the internal evaluation phase, whereas the guidebooks, Neptune and Tutor have passed the internal evaluation phase.

5.1.3. Overall Evaluation of *EfT* and *EfT* Guidebook

5.1.3.1. The usability factor

The *EfT (Classes 9-10)* is prescribed by the NCTB. The book has been developed according to the principles and objectives of the National Curriculum (2012). The book helps to fulfill the requirements of the NCTB syllabus. The guidebooks are designed according to the NCTB syllabus for *EfT (Classes 9-10)*.

5.1.3.2. Generalizability factor

The *EfT (Classes 9-10)* and guidebooks, Neptune and Tutor based on *EfT* are written for a specialized purpose and not for any general purpose. They are taught to get entrance into the higher secondary level of education along with acquiring competency in the English language. There are certain texts and activities in the *EfT* which are not suitable for the learning context, board assessment pattern, and target learners, though they resemble the principles of the National Curriculum (2012). Therefore, those tasks may not create any interest among the learners to get involved in them.

5.1.3.3. Adaptability factor

The scope of adapting the *EfT* book and the guidebooks, Neptune and Tutor are limited. This is because the four sub-skills of the English language are integrated into the material and no supplementary materials to practice listening and speaking are provided. Due to this, teachers need

to apply different techniques to build a scope for practicing and testing listening and speaking skills. The teacher can simplify the language of the reading texts for learners' better understanding and provide necessary guidelines or materials to teach the basic skills of reading and writing from their own account. The supplementary books of *EfT*, do not need any adaptation. They are structurally organized according to the textbook and NCTB question pattern.

5.1.3.4. The flexibility factor

The grading and sequencing of the *EfT* texts in terms of content and language are not provided structurally. Therefore, there is flexibility in terms of grading and sequencing the materials. In the same manner, Neptune and Tutor do not require grading and sequencing. The *EfT (Classes 9-10)* has not passed the overall evaluation phase, although the guidebooks have passed.

5.2. Teachers' Opinion Regarding *EfT* and Guidebook

The *EfT (Classes 9-10)* and guidebooks are analyzed according to the teachers' perspectives for which they were interviewed. The outcome of the evaluation of the *EfT (Classes 9-10)* and guidebooks matches the opinions of the teachers given during the interview.

One of the participants said the textbook is overloaded with content instead of a sufficient number of practice tasks related to the NCTB testing system. On the other hand, another participant said though the textbook contents fulfill the criteria of NC (2012), relying only on the book is not enough for exam preparation. The textbook is designed around the 4 skills of language, but the public test is given on reading, specifically the writing skills. The textbook provided listening tasks without any supplementary material or inauthentic speaking tasks, and also there is no public test for listening and speaking. The students are dependent on their teachers for their guidelines to understand the text. Therefore, guidebooks are helpful for students to prepare for their school and public examinations. Another participant mentions that though the book has included various

interesting tasks, it is not possible to engage the learners in those tasks due to the large size of the classroom, time limitations, and testing patterns.

The supplementary guidebooks reduce both teachers' and students' time. It directly helps the students to practice the topics that are included in the examination. They structurally provide a huge number of exercises and necessary guidelines for the students to make them able to use the book on their own. Students usually prefer guidebooks rather than textbooks.

5.3. Coherence of *EfT* and Guidebook with Secondary Level Curriculum and Syllabus

According to the collected data and its analysis, guidebooks Neptune and Tutor are developed to support the *EfT* (Class 9–10) as the book does not provide enough samples and practice exercises according to the NCTB question pattern for the SSC examination. The exam is given based on the *EfT* textbook, and the guidebooks, Neptune and Tutor provide enough sample materials based on *EfT* lessons and NCTB question patterns. The book has included many writing tasks, for example, letter writing for the newspaper editorial, summary writing, and paragraph writing without giving any examples or guidelines. There are also certain topics, like short story writing and unseen comprehension, which are included in the NCTB test syllabus but not included as samples in the textbook. Neptune and Tutor provide ready-made answers on those topics for the students to make it easier for their exam preparation. These guidebooks help the students to read the *EfT* easily by providing a Bangla translation for each of the reading passages and vocabulary from the text. Therefore, the *EfT*, guidebooks; Neptune and Tutor, and NCTB question patterns are coherent.

Chapter 6

Findings

The findings of the study reveal an inconsistency among the goals of the National Curriculum for the English language, the contents and overall objectives of the lessons of the *English for Today (Classes 9-10)* textbook, and the public examination system of the Secondary School Certificate (SSC). The external evaluation of the *EfT (Classes 9-10)* textbooks shows that the book closely resembles the National Curriculum (2012) for ELT. Despite integrating the CLT approach and fulfilling the criteria of NC (2012), the book has failed to pass the internal and overall evaluation criteria because of providing inadequate learning content for the target learners. On the other hand, Neptune and Tutor guidebooks, which complement the prescribed textbook, have passed all the evaluation criteria provided by McDonough, Shaw, and Masuhara (2013). Though the NC (2012) clearly states the purpose is to expose the learners to real-life situations through the language learning process with the help of *EfT*, the chosen texts have failed to fulfil the purpose. According to internal evaluation criteria, the chosen theme-based texts, which are mostly based on national and international contexts, only provide information instead of exposing them to real-life situations. According to the interview, due to the uninteresting topics, the students tend to avoid the language textbook for language.

Moreover, Sultana (2018) states the SSC English examination is divided into two parts; “English First Paper and English Second Paper.” The first paper assesses two skills: reading and writing. The test structure is divided into two sections; part A for reading and part B for writing. The reading section includes “MCQ, answering questions based on passages, matching, gap filling, information transfer, rearranging, and summarizing, whereas the writing part includes “paragraph, completing a story, writing informal letters, describing graphs, and dialogue writing” (Sultana,

2018, p.3). The book only provides a limited number of activities for those items included in the NCTB question pattern and is not sufficient for the learners' practice. Therefore, they completely rely on guidebooks like Neptune and Tutor for exam preparation, as these guidebooks help to fulfill the demands of the learners by providing a huge number of ready-made exercises with extra samples that fulfill the students' demands. According to the interview, the Neptune and Tutor guidebooks are not helpful for language learning and developing proficiency; rather, they only help the learners secure grades for exams.

The overall outcome of the study reveals that effective language learning is not taking place either using the prescribed textbook or by using guidebooks.

Chapter 7

Discussion and Conclusion

7.1. Discussion

In Bangladesh, Communicative Language Teaching (CLT) was successfully implemented into the curriculum in 2012 to improve quality education that emphasizes creativity, critical thinking, and lifelong learning (National Curriculum, 2012). A new curriculum was launched in 1996, and a revised curriculum was introduced in 2012 to emphasize equally the four skills of listening, speaking, reading, and writing. The goal of this policy change was to help students improve their conversational skills. Even though English has been taught in Bangladeshi schools for the past 10 years, several studies have shown that the majority of students are unable to speak effectively in oral communication and find it difficult to manage in real-life settings (Arafat and Mehnaaz, 2020). The testing system is another factor for not developing competency in English. Although the National Curriculum (2012) adopted CLT, giving the importance of teaching and testing all four language skills, only reading and writing are examined in the public examination (Sultana, 2018). The testing system also affects teaching to some extent.

In this regard, Arafat and Mehnaaz (2020) mention in their study that there is still a huge gap between the curriculum's objective and English teaching practice in the field. The teaching scenario in the classroom is ineffective. In our country, students learn English by memorizing words with meanings; they also do it from “low-quality guidebooks” (Arafat and Mehnaaz, 2020) that provide a Bangla translation of each text. The model test questions and ready-made compositions are what students are most interested in “solving, practicing, and memorizing” (Arafat and Mehnaaz, 2020), and the teachers are also found to suggest the students practice from guidebooks. Their goal is to find the familiar questions that appeared on the board exam to get a

decent grade, not to build communicative competence. As a result, many students receive outstanding grades in English, but their test scores do not reflect their true English proficiency levels (Arafat and Mehnaaz, 2020). The majority of students are not proficient in any of the major skills of reading, writing, speaking, or listening (Arafat and Mehnaaz, 2020). The findings in Sultana's (2018) study further assert that the SSC English exam, according to the National Curriculum (2012) for ELT, aims at evaluating students' creativity and their ability to use English in their context, and the preface of *EfT* (classes 9-10) also gives emphasis to using the language in the context. It means it emphasizes teaching and assessing four language skills. Regarding the testing system, Lado (1961) said, "Does a test measure what it is supposed to measure? If it does, it is valid" (p. 32).

Though the NC (2012) gave equal importance to assessing four language skills, the SSC examination is given only to reading and writing skills, and listening and speaking skills are completely excluded from the testing system previously mentioned above. Therefore, the SSC examination is lacking validity (Sultana, 2018), since there is a large gap between what is "intended to be taught and what is measured" (Das, et al., 2014, p. 330). The CLT-based curriculum is one of the most widely used English language teaching methods today. On the other hand, in the context of Bangladesh, integrating CLT into the curriculum needs thoughtful planning as the CLT approach competes with the GTM, or traditional language teaching and learning culture. As a result, policymakers in Bangladesh should reconsider the efficacy of the CLT approach in the curriculum. Furthermore, textbooks, teaching resources, and assessment systems should match the CLT curriculum's objectives (Rahman et al., 2019).

7.2. Conclusion

In a developing country like Bangladesh, learning the English language has become crucial for people to cope with the demands of the new era to attain better education and achieve economic enhancement. Although, the National Curriculum (2012) aims to teach English to build learners' communicative competency for individual and national development through their exposure to *EfT* (Class 9–10) books, however, evaluating the textbook using the adopted evaluation criteria from McDonough, Shaw, and Masuhara (2013) shows that despite adopting the CLT approach to design the contents, the *EFT* has only passed the external claims made in the NC (2012). The textbook could not pass the internal and overall evaluation criteria. Surprisingly, however, the selected guidebooks used as complementary books have completed all the evaluation criteria. Though *EfT* (Classes 9-10) is the core material, students are reluctant to use it for language practice as the contents lack authenticity and fail to fulfill their needs. Instead of using the textbook, they rely on the guidebooks, which are only helpful for passing the exam. The students adhere to rote learning, memorizing the content of the guidebooks and writing it on the exam. Likewise, the teachers assess their performance based on the language of the guidebooks. This is how students fail to develop language proficiency according to their level.

The study based on teachers' opinions, the outcome of materials evaluation and national curriculum evaluation have revealed that the guidebooks Neptune and Tutor are not effective for learning the target language, as students are failing to improve their overall English language proficiency. In other words, the guidebooks like Neptune and Tutor are only contributing to the students' effort to achieve higher test scores or better exam results. Although the new English curriculum (2012) emphasizes practicing four language skills to develop competency, there is still a significant disparity between policy and practice, especially in terms of assessing listening and

speaking skills at the secondary level. Moreover, the nature of the assessment and the pressure to get good results are identified as constraints to implementing the curriculum's aims (Classes 9-10) (Amin and Greenwood, 2018).

Thus, this study concludes by stating that there exists a crucial need to establish a cohesive alignment between the materials used to teach English in Classes 9-10, the testing system, and the way the English language is taught in the classrooms. The English language teachers, how they teach in the classroom, and what they use to teach the students in the classroom should (prescribed materials and supplementary materials, guidebooks) by all means, contribute to the development of the language proficiency of the students and not just achieve higher test scores. It is because only then will the language proficiency of students studying under the National Curriculum (2012) reach the level it is supposed to. Hence, a redevelopment of the materials, guidebooks, and training of the teachers is imperative for the future scenario of English language teaching at the secondary level.

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Appendix

Appendix 1

- 1 What is your opinion about the ELT textbook used under the National Curriculum? Are there any necessary changes that need to be made to the EfT textbook?
2. Do you know how the *EfT* textbook was developed?
3. To what extent is the *EfT* textbook compatible with the syllabus followed at the institution?
Share your opinion.
4. Do you face any difficulties while teaching the EfT textbook?
5. Do you use any locally produced guidebooks which complement the *EfT* textbook? Why do you prefer to use this particular guidebook? Why don't you use guidebooks from any other publisher?
6. Do these English-language teaching guide books focus on English language skill development?
7. Do your colleagues (other English language teachers) use such guidebooks too? What factors, do you think influence English language teachers' decisions to select/use certain guidebooks?
8. Does the EfT textbook and guidebook only help students to complete the syllabus and prepare for the examination? Or do they help students learn the English language as well? What is your opinion?
9. Does the existing test/assessment system affect students' and teachers' preferences for using such guidebooks?
10. Do you think that local ELT guidebooks are effective in teaching English in addition to the prescribed ELT book to teach?
11. When taking their test, do you allow students to directly write answers they learned from guidebooks, or are they allowed to write in their own words?

12. Are the guidebooks helping students' English language proficiency in the long run? What do you think?

13. What do your students think about the use of these local ELT guidebooks at home and school?

Did they talk to you about the use of guidebooks?

Appendix 2

Marks distribution for English First Paper (Classes 9-10)

Total Marks 100

• Reading (Marks 50)	Scores of items
Seen Passage-1	
Multiple Choice Questions (MCQ).....	07
Answering open-ended questions	10
Seen Passage-2	
Fill in the blanks without clues.....	05
Unseen Passage	
Information Transfer.....	05
Summarizing.....	10
Matching.....	05
Rearranging.....	08
• Writing (Marks 50)	
Paragraph writing from given questions.....	10
Completing story.....	10
Describing graphs/charts.....	10
Writing informal letter/email.....	10
Dialogue Writing.....	10