




An empirical appraisal of the HSC level English textbook: A Bangladesh perspective



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ABSTRACT

Article History

Received: 4 September 2024

Revised: 31 October 2024

Accepted: 13 November 2024

Published: 3 December 2024

Keywords

Content analysis
Curriculum objectives
English textbook
HSC level
Language skills
Tasks and activities.

This study aimed to critically evaluate the effectiveness and suitability of the textbook *English for Today* designed to instill English language skills and communicative competence into Higher Secondary Certificate (HSC) level students in Bangladesh. To carry out the research, a mixed methods approach was followed. The researchers used an adapted content analysis framework, surveyed 28 teachers and 530 students with two separate structured questionnaires, and interviewed 10 teachers to analyze the English textbook in context. The findings of this study revealed that the textbook *English for Today* has mixed criteria, i.e. though it fulfills several criteria of a standard English textbook, it has many shortcomings that need to be addressed. The textbook has focused much on reading and in some cases on writing skills, but the focus on listening and speaking skills is poor and paltry. The units and lessons have less clearly stated objectives in line with the curriculum, and the materials and support provided to develop language skills and communicative competence are not sufficient. The findings of this study are expected to support the teachers, textbook board authorities, syllabus designers, and writers while planning to teach or design English textbooks in English as a second language (ESL) or English as a foreign language (EFL) contexts.

Contribution/ Originality: The suitability of an English textbook is a prerequisite to ensure the quality of EFL education. So, this research tried to analyze the suitability and effectiveness of the English textbook by using multiple research tools, e.g. content analysis, questionnaires, and interviews which made the research reliable and unique.

1. INTRODUCTION

Textbooks are used in formal educational institutions as part of actualizing the educational curriculums of a country. To uphold and ensure quality teaching, usually, the national education system or authority of every country suggests and designs unified textbooks for different levels of instruction which are supervised by that particular country's specific education ministry. Textbooks play a pivotal role in disseminating the curriculum objectives to the learners (Gak, 2011). These books are easily accessible and available to students. Moreover, classroom teaching, class assessment, and testing are usually conducted based on textbooks (Jeon & Hahn, 2006). Like textbooks of other subjects, English textbooks are used worldwide for teaching and learning English. Good English textbooks are written following the curriculum and syllabus keeping in mind the necessity and capacity of the particular country or students intended for and before writing any English textbook, it is necessary to make

sure that all the skills, activities, exercises, and competence have got sufficient focus, or else success will not come i.e., the students will not be able to acquire or develop the skills and competence they need to develop to be proficient in English. So, in keeping with the multi-purpose demands for this most used lingua franca of the world of this time, the curriculum developers, syllabus designers, and textbook writers always try to add all the necessary skills, activities, competence, and other issues to the textbooks as well as try to make sure that the objective-based activities are applicable and manageable in the context of the existing infrastructure facilities, available materials, teaching-learning setups, teachers' training, etc.

Though materials designers or other concerned authorities carefully and consciously adapt time-befitting contents, the published textbooks still need to be brought under regular scrutinizing process to measure the practical impacts these are having on learners. In this regard, content analysis is an important tool to get a deeper insight into the text and the communication skills included in it. This technique is widely practiced in the field of English language teaching to assess, evaluate, or analyze the contents of textbooks to bring out the strengths, weaknesses, or suitability of the textbooks. This process is an effective measuring stick not only for analyzing the good sides or shortcomings of textbook contents but also for providing corrective feedback necessary for reshuffling or modifying the contents based on teaching-learning needs (Okeeffe, 2013; Rahmawati, 2018). In keeping with this motto, our book in question *English for Today* for classes eleven and twelve, for content analysis was written and edited by a board of scholars according to the National Curriculum 2012 developed by the National Curriculum and Textbook Board (NCTB), Bangladesh. The main mottos of the National Curriculum 2012 are: to make learners competent in all basic four language skills along with grammar; to make them able to effectively communicate in real-life situations; as well as to make them confident in developing creative and critical thinking skills to become independent learners, etc. (National Curriculum & Textbook Board Bangladesh, 2012).

The objective of this study is to analyze the contents of the HSC English textbook *English for Today* for classes XI and XII to see whether the contents are aligned with the curriculum goals. To reach the goal of the objective, this study aims to seek answers to three specific research questions:

1. How suitable is the English textbook for the HSC level students in Bangladesh?
2. What skills and competence are covered in the textbook?
3. How much does the textbook comply with the curriculum objectives?

This study has tried to assess and analyze various aspects of the HSC English textbook *English for Today* using an adapted framework, teachers' interviews, and questionnaire surveys of the students and teachers of ten colleges.

2. LITERATURE REVIEW

The ample set of existing research in the EFL world conducted on textbook content analysis from different angles vividly represents educators' and researchers' awareness of and liability to mold up the education system. For example, Bohara (2022); Zhang, Li, and Chang (2022); Sihombing and Nguyen (2022); Astiandani and Purwati (2021); Sulistiyo, Wulan, Al Arif, Efriza, and Anwar (2021); Akbar, Akib, and Burhanuddin (2020); Baleghizadeh and Amiri Shayesteh (2020); Abdul Rahim and Daghigh (2020) and Faris (2014) focused on the cultural representation of the textbook contents. At the same time, Akhmad, Saleh, and Pakaya (2022); Nguyen, Marlina, and Cao (2021); Fatimah (2020); Asakereh, Yousofi, and Weisi (2019); Cahyono, Suparno, and Kristiandi (2019); Dilla and Hati (2017); Haque, Ifadah, and Mulyadi (2018); Fuyudloturromaniyyah (2015) and Deuri (2012) tried to put focus on overall content analysis. On the other hand, Ernawati (2021); Alshumaimeri and Alzyadi (2015) examined teachers' views of textbook contents. Putri, Herawati, and Rahmah (2021) and Arifah, Santosa, and Ngadiso (2018) etc. analyzed the reflection of the objectives of the national curriculum on textbook contents and Behlol and Nasab (2016) paid special attention to the grammatical structures and language skills of the contents.

In Indonesia, Arifah et al. (2018) analyzed the tenth-grade English textbook titled 'Bahasa Inggris' published by the Ministry of Education and Culture. The aim of this qualitative content analysis-based study was to evaluate whether 'the book reflected the competences and approach of 2013 Curriculum' as well as to observe the 'pattern attribution of competences and scientific approach in the textbook'. James Spradley's model was followed in this study which examined the contents of the textbook based on domain, taxonomic, componential, and theme analysis processes. The findings revealed that this textbook was an ideal format that comprises compatible materials for achieving the required competencies. This study also found that this textbook represents an implicit scientific approach that creates difficulties for novice teachers. The researchers believed that to reach all competencies of the curriculum, teachers' concerns for integrating spiritual and social attitudes also need to be ensured.

Magar (2021) analyzed teachers' perceptions of the seventh-grade English textbook in Nepal. This quantitative research tried to find out answers to two research questions. To examine some specific aspects of the textbook like design, use of language, language skills, cultural awareness, activities, etc., the researcher followed the criteria of a good textbook proposed by Jeremy Harmer and the model proposed by Jo McDonough, Christopher Shaw, and Hitomi Mashuhara. Using a close-ended questionnaire, data were collected from forty English teachers from different schools. The teacher participants mentioned both the good sides and drawbacks of the textbook. The participants thought that activities and the use of vocabulary were at the right level of the learners' ability. In developing learners' proficiency, there was a good combination of individual, pair as well as group task-based well-designed activities. On the other hand, drawbacks mentioned by the participants covered particular issues like four language skills are not equally addressed; cultural differences were not adequately explained, etc. The researcher believed that the concerned body should give attention to the design and layout of the textbook. This study also suggested the inclusion of more authentic tasks to develop pronunciation skills and well-designed detailed content for enriching the grammar knowledge of the learners.

Zhang et al. (2022) conducted their research in China to evaluate the cultural representation of the textbooks. At first, a pilot study was conducted to examine the different series of school and college levels textbooks. This pilot study worked as a basement for the present study which aimed to examine three series of English textbooks used in senior high schools. The findings exposed that in comparison to other international cultures, the dominance of American and British cultures is observable in the contents of these textbooks. At the same time, it was also found that in two series of textbooks, Chinese culture had more coverage than American or British culture. The researchers felt the necessity of including the varieties of the world's cultures in balanced forms. They thought that the different cultures of the world should be incorporated in such a way that can widen learners' knowledge regarding the social values and norms of those particular cultures. This study also stated that a country's materials designers should consciously select or choose materials from different cultures considering the ultimate impacts and functions these contents may have on their students' personal and social lives.

Notable researchers from Bangladesh (Hoque, 2021; Islam, Stapa, & Rahman, 2021; Trina, 2021) for example) have also tried to analyze the English textbooks. Islam et al. (2021) conducted a qualitative study to evaluate the higher secondary-level English textbook used in Bangladesh. This research attempted to find out whether the textbook aligns with the objectives of the national curriculum; whether it presents the holistic view of the curriculum; and whether it helps learners develop their language skills. First of all, a document analysis technique was adopted for collecting data. To enrich the data collection process, an email-based interview was also conducted with a curriculum specialist. The researchers analyzed the textbook from multi-layered angles e.g., from layout to printing quality, level of language, coverage of skills, etc. The best side of the text found in this study was the contents. Careful attention was given to the content selection process and thus the text became successful in mingling the local and global issues proportionately. At the same time, the textbook lacks aspects like the standard layout, equal attention to all four language skills, appropriate assessment systems, levels of language that suit the

learners' proficiency, etc. The study found that to improve the quality of the textbook, it is necessary to be careful about the print and paper quality. More authentic materials and workable tasks for listening-speaking skills as well as more well-designed writing tasks should be incorporated. The researchers also felt that formative classroom-based assessment should also be included on a priority basis to ensure the overall quality of the textbook.

Like Islam et al. (2021) another research was conducted by Hoque (2021) to evaluate the quality of the NCTB-prescribed textbook titled *English for Today* used for the 11-12 class students of all colleges and *madrasas* in Bangladesh. The researcher attempted four research questions for this qualitative study. Data were collected through a modified version of the American Council on the Teaching of Foreign Languages (ACTFL) proposed textbook analysis checklist and interviews with field-related experts. This study exposed that the textbook is 'well written with authentic materials covering contents of cultural, educational, historical, scientific matters' (n. p.). Though the overall findings divulged the relevance of this textbook's contents to the 2012 National Curriculum objectives, limitations like the big size of the book, different ambiguous words and phrases, limited scopes of audio-visual materials for listening activities, etc. were also brought to light to grab the attention of the material designers.

All these remarkable researches on content analysis in EFL contexts explore its importance in the English language teaching (ELT) research paradigm. Though like other EFL contexts, research on textbook content analysis is also available in Bangladesh, this research used a modified format of a new and well-designed framework proposed by Lawrence (2011) to measure every possible segment of the textbook that must be addressed to consider a text as a standard one. This research is also very unique in this context as it not only used a document analysis framework and expert interviews but also collected both teachers' and students' perceptions to evaluate the quality of the textbook in authentic and convincing ways. In that sense, this research possesses the quality of being able to unearth the content-specific features in more practical and well-formatted ways. Thus, the findings of this study are expected to enrich the research area and assist educators during materials evaluation and adaptation.

3. METHODS

3.1. Data Collection and Data Analysis Procedures

The textbook *English for Today* was prescribed by the NCTB for classes XI-XII and Alim from the academic session 2015-2016 in keeping with the National Curriculum 2012. To analyze the contents of the textbook (revised version, 2021), Lawrence (2011) 'Textbook Evaluation: A Framework for Evaluating the Fitness of the Hong Kong New Secondary (NSS) Curriculum' was adapted (see Appendix A).

Apart from using an adapted framework for textbook analysis, 530 students and 28 teachers in rural, town, and city areas of different colleges in Khulna Division, Bangladesh were surveyed with structured five-point Likert scale questionnaires to know the teachers' and students' overall perceptions of different aspects of the textbook. Moreover, 10 teachers were interviewed for their opinions on the present English textbook. They were requested to comment on its suitability, weaknesses of the book, and the changes they thought were necessary to bring in the textbook, etc. The survey data were processed using Statistical Packages for Social Science (SPSS) 25 and MS Office. These quantitative data were analyzed and presented in terms of percentages. The qualitative content analysis technique was followed to analyze the contents of the textbook and the thematic analysis technique was used to analyze the qualitative data collected from teachers' interviews.

3.2. Validity and Reliability

This study incorporated some strategies to ensure the validity and reliability factors. For example, this study used the mixed methods approach which helped to collect detailed data on the targeted topic. A well-structured format for analyzing the contents of the textbook was adapted to achieve reliable and trustworthy outputs. At the

same time, field experts' and other colleagues' suggestions were also taken into consideration during the phases of questionnaire designing and textbook content analysis. Both the teachers and students participants were assured regarding the confidentiality of their data which also helped to collect reliable and authentic information. Moreover, related literature was also consulted and used for formatting the research in convincing ways.

4. RESULTS AND DISCUSSIONS

4.1. Framework-Based Content Analysis

The textbook was divided into 13 units and 50 lessons that contained reading texts based on the unit theme. The modified or adapted content analysis framework (of Lawrence (2011)) with unit-wise information has been appended to the end of this paper. The findings of the content analysis have been discussed below.

4.1.1. General Features

4.1.1.1. Lesson Objectives

At the beginning and end of each unit and lesson of the textbook, there were no unit or lesson objectives though every unit and lesson of the textbook was supposed to have its specific objectives. Only in the preface of the textbook, the chairman of the NCTB described the overall objectives of the book but the textbook did not include the unit or lesson-wise objectives. Though lesson-wise text, tasks, and activities might imply the objectives, the implicit objectives might not be clear to all the learners and teachers.

4.1.1.2. Communicative Competence

Communicative competence refers to the ability to use a language correctly and appropriately in different authentic social situations to make successful communication. The four aspects of communicative competence namely linguistic competence or proper use of words and grammar rules, sociolinguistic competence or social rules of language use, discourse competence or cohesion and coherence, and strategic competence or overcoming language gaps and achieving conversational fluency (Canale & Swain, 1980) were brought under scrutiny. Though it is not very easy to assess the communicative competence of the learners, it was found that all the units and lessons contained the elements to develop the communicative competence of the students either implicitly or explicitly. The textbook, in many units and lessons, included reading texts on social and cultural issues, information gaps, using appropriate forms of words, pair work, group and role-play activities, letter writing, note-taking and summarizing activities, etc. All these tasks and activities are supposed to help the students develop their communicative competence in English.

4.1.2. Task, Activities, and Instructions

There were different tasks and activities in every lesson. It was found that the tasks and activities in every lesson were picked and arranged in such a way that could encourage group work or pair work and could help the students apply suitable questioning techniques to stimulate thinking. Moreover, the tasks and activities could give opportunities for the students to give their views, and they had a balanced progression and comprehensive coverage of learning targets (though the targets were not explicitly stated in the lessons). In addition to these, the tasks could introduce the students to a variety of different text types (e.g., informational, persuasive, etc.). Furthermore, the tasks and activities could stimulate the learner's imagination and could encourage students' creative use of English. It was also revealed that the exercises in the lessons were devoted to different stages of a task (i.e., pre-task, while-task, and post-task). The findings of this study exposed that there were instructions at the beginning of every lesson before the reading text. Besides, there were instructions about various tasks and activities after the reading text as well.

4.1.3. Learning Grammar in Context

Though sufficient language support was not given to the learners in the textbook to carry out different tasks and these were not integrated into the textbook as well as the textbook did not provide the learners with enough exercises that could help them master the target structures and items effectively, ample opportunities were given to learners to apply their knowledge of grammar in line with the preface of the textbook that “the book has integrated grammar items into the activities allowing grammar to assume a more meaningful role in the learning of English” (Alam et al., 2021).

4.1.4. Skills (Integrated Skills)

The activities in the textbook of a language course are supposed to encourage the learners to learn and exercise integrated use of skills for authentic purposeful communication. Materials to develop these skills i.e., listening, speaking, reading, and writing were more or less found (other than audio text) in almost all the units. Skill-wise findings are as follows:

4.1.4.1. Listening

Though the textbook materials are supposed to offer a broad range of listening texts, very limited numbers of audio or listening texts were provided.

For this reason, it was difficult to know how much the activities could help the students develop different listening skills (e.g., skills of anticipation, understanding, instructions, or an idea).

4.1.4.2. Speaking

Language activities of an ideal textbook are supposed to help the learners acquire a range of speaking skills. There were no explicit instructions or activities that could help the learners develop speaking skills i.e., accuracy, fluency, appropriateness, cohesion, coherence, and interaction strategies. However, there were activities (discussion) in all the units of the text that could help the learners develop the ability to present information and feelings clearly and coherently and to interact effectively.

4.1.4.3. Reading

All the units in the textbook provided the students with reading activities (pre-reading, while-reading, and post-reading, for example) and a wide range of reading texts that could motivate the learners to read the contents and to participate in diverse learning tasks actively and efficiently. Besides, there were reading materials that could help the learners relate their English language learning to daily life.

4.1.4.4. Writing

The textbook did not explicitly provide the activities that could help the learners develop writing skills at various stages of the writing process (e.g., idea generation, planning, drafting, and revising). This might be communicatively implied.

Furthermore, it was not explicitly stated whether the activities of the textbook could develop skills in effective beginning and ending of different text types. There were no explicit activities that could help the learners to enhance their power of structuring writing. In addition to these, the textbook did not guide the learners through the review process. However, the textbook provided activities that implicitly encouraged the use of a process and product approach to writing. Besides, there were activities in the textbook that could help the learners identify the writing purpose and audience of different text types. Moreover, peer and group writing activities were provided in the textbook.

4.1.5. Contents and Materials

Whether the textbook explicitly provided the materials that were related to the learning objectives and themes of the learning units could not be determined or assessed as the learning objectives and themes of the learning were not clearly stated in any unit. Besides, the degrees of audio-visual support (in a film or documentary) were very poor and insufficient. It was also found that the textbook and supporting learning materials encouraged the learners to use technology in learning English though it was not adequate. There were no explicit supplementary materials in the textbook.

However, it was found that the textbook contents were interesting and the contents had cultural orientation. The contents also had density, pace, level, and clarity of language. The learners were supposed to be motivated by the materials to take more responsibility for their learning. Moreover, the materials seemed to give the learners wide exposure to English. In addition, the materials of all the units of the textbook had built-in assessment tools.

4.2. Questionnaire Survey

The data presented in Table 1 indicated teachers' perceptions of the contents of *English for Today* where 39.30% of the teachers believed that the textbook reflected real-life use of English and 42.90% of the teachers thought that the textbook covered the objectives of the English syllabus. According to 35.70% of the respondents, the contents in the textbook were suitable for the competence level of the students. Of the total participants, 28.60% believed that the design and contents of the textbook were attractive and 10.70% opined that the contents in the textbook were sufficient for ensuring language inputs while 50.00% of the teachers considered the textbook fit for both individual and group teaching.

Table 1. Teachers' perceptions of the English textbook.

SN	Statements	Strongly agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly disagree (%)
1	The textbook reflects the real-life use of English.	00	39.3	25	28.6	7.1
2	The textbook covers the objectives of the English syllabus.	00	42.9	39.3	10.7	7.1
3	The contents in the textbook are suitable for the competence level of the students.	3.6	32.1	42.9	14.3	7.1
4	The design and contents of the textbook are attractive.	00	28.6	42.9	21.4	7.1
5	The contents in the textbook are sufficient for ensuring language inputs.	00	10.7	53.6	28.6	7.1
6	The textbook is fit for teaching both individuals and groups.	7.1	42.9	21.4	17.9	10.7
7	The textbook satisfies the criteria of a good textbook	14.3	39.3	25	10.7	10.7
N=28						

At the same time, the majority of the participants (53.60%) believed that it satisfied the criteria of a good textbook. Table 2 divulged students' perceptions of the present English textbook. As to putting equal emphasis on listening, speaking, reading, and writing in the syllabus and textbook, only 7.70% of respondents strongly agreed.

Table 2. Students' perceptions of the English textbook

SN	Statements	Strongly agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly disagree (%)
1	The syllabus and textbook put equal emphasis on listening, speaking, reading, and writing.	7.7	16.2	34.2	24.9	17
2	The language learning activities in the textbook are highly sufficient.	7.5	23.8	32.1	21.1	15.5
3	The design and contents of the textbook are attractive.	8.9	27	28.5	17.2	18.5
4	The contents of the textbook are easily understandable.	4.3	17.4	31.7	27	19.6
5	The contents in the textbook give me enough knowledge about vocabulary and grammar.	30.2	30.8	22.6	11.7	4.7
N=530						

Regarding the language learning activities in the textbook, 31.30% of respondents agreed that these were highly sufficient and regarding the design and contents of the textbook, 35.90% of respondents agreed that these were attractive. On the subject of the lucidity of the contents of the textbook, 21.70% of respondents agreed that the contents of the textbook were easily understandable. When the respondents were asked if the contents of the textbook gave them enough knowledge about vocabulary and grammar, 61.00% of respondents agreed.

4.3. Teachers' Interviews

The participants commented that the textbook's suitability can be questioned. Many of them opined that the textbook would be suitable if the book was properly used by the teachers in the classroom. The textbook is practicable so far as the advanced students are concerned, but such students are hopelessly few. They also observed that a large number of HSC-level students could not fully master their previous Secondary School Certificate (SSC) level English textbook properly, and it was reflected in their poor performance. Many students are still weak and the contents are too hard for them to understand. The present English textbook gives emphasis mainly to reading skills and in some cases to writing skills, and the other two skills, listening and speaking, are mostly neglected. The same syllabus pattern from class three to class twelve does not bring variation and cannot attract students. The textbook does not cover all the topics mentioned in the curriculum to be practiced by the students. They also mentioned that, of the 100 marks allocated for the English First Paper, the textbook covers only 35 marks in the final examination question paper that is prepared or set following the format and sample question paper provided by the NCTB. For the remaining 65 marks of the paper, they needed to depend on the notes/guidebooks available in the market. In most cases, its focus is not clear and it does not synchronize with the facilities of the institutions. According to the interviewees, the textbook should be developed keeping in mind the proficiency levels of the learners. In the textbook, literature (literary pieces) should be included. The textbook may be revised to suit the learning ability of most of the HSC-level students and needs to be more suitable and practical for all of the students.

5. CONCLUSION

Having analyzed the contents of *English for Today* by an adapted framework, a questionnaire survey, and interviews, it was revealed that the contents of the textbook have mixed criteria. The findings of this study divulged that the textbook has fulfilled many criteria of a good textbook though it has several shortcomings as well. Unit and lesson-wise objectives are not stated at the beginning or end of the units and lessons. However, tasks and activities

are included at the beginning of each lesson or reading texts followed by exercises and other activities. These tasks and activities can help the students develop their communicative competence. The textbook could attach sufficient emphasis to four language skills but the emphasis is mainly given to reading skills and some extent to writing skills. The textbook provides enough reading materials but other materials aligned with the curriculum objectives are not provided. Though there are listening or audio texts in some units and also some scopes for speaking activities in all the units of the book, the students and teachers are not encouraged enough to avail themselves of these scopes as these two primary skills are not evaluated in assessments and examinations. As a result, both the teachers and the students are not fully satisfied with the contents of the textbook. So, the textbook should have included unit and lesson objectives, sufficient activities, task instructions, and materials to develop the language skills and communicative competence of the students. Apart from these, to make the textbook a useful and effective one, the teachers should be given adequate training and language skills should be included in the assessment and examinations that would act as incentives for the students to develop the skills and competence.

Funding: This study received no specific financial support.

Institutional Review Board Statement: The Ethical Committee of the Jashore University of Science and Technology, Bangladesh has granted approval for this study (Ref. No. ERC/FBST/JUST/2024-205).

Transparency: The authors state that the manuscript is honest, truthful, and transparent, that no key aspects of the investigation have been omitted, and that any differences from the study as planned have been clarified. This study followed all writing ethics.

Competing Interests: The authors declare that they have no competing interests.

Authors' Contributions: All authors contributed equally to the conception and design of the study. All authors have read and agreed to the published version of the manuscript.

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Appendix A. This appendix presents the framework (adapted from Lawrence (2011) for the content analysis of the HSC English textbook and the findings.

Name of the Book: English for Today

1. General features	Unit (Where the features are available)	Comment
a. Lesson objectives		Not stated clearly
b. Communicative competence (To Use a language correctly and appropriately)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	
i. Linguistic competence (Knowledge of grammar and vocabulary)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	
ii. Sociolinguistic competence (Knowledge of how to use and respond to language appropriately based on situations)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	
iii. Discourse competence (Knowledge of how to produce and comprehend oral or written texts)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	
iv. Strategic competence (Ability to recognize and repair communication breakdowns before, during, or after they occur)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	
2. Task, activities, instructions, and exercises		
a. The tasks encourage group work or pair work.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	
b. The tasks can help the students apply suitable questioning techniques to stimulate thinking.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	
c. The tasks can give opportunities for the students to give their views.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	
d. Tasks have clear and appropriate targets and objectives.	Not explicitly stated	
e. The tasks have a balanced progression and comprehensive coverage of learning targets.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	
f. The tasks can introduce students to a variety of different text types (e.g., informational, persuasive, etc.).	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	
g. The tasks can enhance the learner's communicative competence through realistic contexts.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	
h. The tasks can stimulate the learner's imagination.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	
i. The tasks can encourage students' creative use of English.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	
j. Exercises are sequenced systematically and integrated to support the task	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	
3. Learning Grammar in Contexts		
a. Exercises are devoted to different stages of a task (i.e. pre-task, while-task, and post-task).	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	
b. Language support is given to learners to carry out different tasks.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	
c. Exercises can help learners to master the target structures and items effectively.		Not stated explicitly
d. Ample opportunities are given to learners to apply	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12,	

their knowledge of grammar.	13	
e. Exercises can help the students to see the connection between forms and functions.	2, 3, 4, 5, 6, 7, 8, 9, 10, 13	
4. Skills (Integrated skills)		
The activities encourage the learners to learn and exercise integrated use of skills for authentic purposeful communication.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	
4.1 Listening		
a. The textbook materials offer a broad range of listening texts.	3, 9, 10	
b. The listening materials have used authentic (Real-life) English language.	3, 9, 10	
c. The listening materials can draw learners' attention to spoken English in their daily lives.	3, 9, 10	
d. The activities can help the students develop different listening skills (e.g., skills of anticipation, understanding, instructions, or an idea).	3, 9, 10	
4.2 Speaking		
Textbook activities can help learners acquire a range of speaking skills. (These include items a – f below.)		No explicit instruction
a. Accuracy: the skill of using pronunciation, grammar, and vocabulary to correctly communicate ideas		No explicit instruction
b. Fluency: the skill of linking what one says together and pronouncing it at a reasonable 'normal' speed		No explicit instruction
c. Appropriateness: the skill of using the right language to suit particular situations		No explicit instruction
d. Cohesion: the skill of producing utterances that 'hang together' grammatically		No explicit instruction
e. Coherence: the skill of producing spoken utterances that 'hang together' semantically and logically		No explicit instruction
f. Interaction strategies: strategies such as asking for clarification, seeking further information, etc.		No explicit instruction
g. A wide range of activities are provided to help learners to develop the ability to present information and feelings clearly and coherently and to interact effectively.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	
4.3 Reading		
a. Reading activities can motivate learners.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	
b. Pre-reading, while-reading and post-reading activities are provided to help learners become effective readers.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	
c. Activities can enhance pre-reading, while-reading, and post-reading skills.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	
d. There is a wide range of different reading texts with subject contents.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	
e. Reading materials help the learners relate English language learning to daily life.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	
4. Writing		
a. Activities encourage the use of a process approach to writing.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	
b. Activities can help to develop skills at various stages of the writing process (e.g., idea generation, planning, drafting, and revising).	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	Not explicitly but communicatively implied
c. Activities can help the learners identify the writing purpose and audience of different text types.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	
d. Activities can develop skills in effective beginning and ending of different text types.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	Not clearly stated
e. Reading tasks are provided in the writing activities to allow the learners to develop insights into the structure of various text types.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	Not explicitly provided
f. Activities can help the learners to enhance their power	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11,	Not explicitly

of structuring writing.	12, 13	provided
g. Activities can allow the learners to practice writing a broad range of text types.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	
h. Peer review writing activities are provided.		Not clearly stated
i. Guidance is given in the textbook to guide the learners through the review process.		Not clearly stated
5. Contents and materials		
a. Contents are interesting.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	
b. Cultural orientation	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	
c. Density, pace, level, and clarity of language	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	
d. The materials are related to the learning objectives and themes of the learning units.		Not clearly stated
e. Degrees of visual support (In a film or documentary)		Not explicit
f. There are supplementary materials.		No
g. Learners are motivated by the materials to take more responsibility for their learning.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	
h. Materials can give the learners wide exposure to English.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	
i. Contents are graded from easy to difficult.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	
j. The materials have built-in assessment tools.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	
k. The textbook and supporting learning materials encourage the use of technology in learning English.	3, 4, 5, 6, 7, 9, 10, 11, 12, 13,	
l. The textbook provides the students with a wide exposure to authentic (Real-life) English.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	

Adapted from Lawrence (2011) Textbook Evaluation: A Framework for Evaluating the Fitness of the Hong Kong New Secondary (NSS) Curriculum.

Appendix B. This appendix presents the questionnaire designed for the teacher participants. [Appendix B](#)

Questionnaire for Teachers

Section A: Personal Details

Name*.....

Designation*:

College:

Contact number*: Email*:

* Optional

Section B

Please tick (✓) the most suitable option.

SN	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
01	The textbook reflects the real-life use of English.	5	4	3	2	1
02	The textbook covers the objectives of the English syllabus.	5	4	3	2	1
03	The contents in the textbook are suitable for the competence level of the students.	5	4	3	2	1
04	The design and contents of the textbook are attractive.	5	4	3	2	1

05	The contents in the textbook are sufficient for ensuring language inputs.	5	4	3	2	1
06	The textbook is fit for teaching both individuals and groups.	5	4	3	2	1
07	The textbook satisfies the criteria of a good textbook	5	4	3	2	1

Appendix C. This appendix presents the questionnaire designed for the student participants. [Appendix C](#)

Questionnaire for Students

Section A: Personal Details

Name:

Gender:	Male	Female	Group	Science / Humanities / Business

College:.....Class.....

Contact number: Email:

Section B

Please tick (✓) the most suitable option.

SN	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	The syllabus and textbook put equal emphasis on listening, speaking, reading, and writing.	5	4	3	2	1
2	The language learning activities in the textbook are highly sufficient.	5	4	3	2	1
3	The design and contents of the textbook are attractive.	5	4	3	2	1
4	The contents of the textbook are easily understandable.	5	4	3	2	1
5	The contents in the textbook give me enough knowledge about vocabulary and grammar.	5	4	3	2	1

Appendix D. This appendix presents the questions used for the teacher interviewees. [Appendix D](#)

Teachers' Interview Checklist

1. What do you think of the suitability of the present English textbook?
2. What are its weaknesses?
3. What change do you like to have in the content?

Appendix E. This appendix presents some pages from the English textbook for classes XI & XII.

Appendix E

Unit Seven : Human Rights

Lesson 1

Are We Aware of These Rights-I?

A. Warm up activity

- Look at the pictures below. What is happening in each picture? What is common in the pictures?
- If these are human rights violations, write a paragraph on what you mean by human rights.



B. Group work. Discuss what you would do in the following situations and why.

Some of your friends do not agree with you on certain issues. They have their own beliefs but they are few in number. Will you impose your own beliefs on them? Why/Why not?

Some people tell you that they do not like what you are doing. Will you force them to keep silent as you are very powerful? Why/Why not?

Some people dominate others who belong to different gender or race or cultural identity. Do you support them? Why/Why not?



2021-2022

C. Answer the following questions:

- a. What is the equivalent expression for Human Rights in Bangla?
- b. How are the following words related to human rights?
 - i. freedom of speech
 - ii. freedom of belief
 - iii. freedom of the press
 - iv. right to education
 - v. right to food
 - vi. right to safe shelter
 - vii. social activism
 - viii. protection against abuse
 - ix. violation of privacy
- c. Do you know what rights men, women and children have as human beings? Make a list. If you don't know, imagine what the rights may include.

For example

A human being has the right to express his or her opinion freely and without any fear.

- i.
- ii.
- iii.
- iv.

D. Fill in gaps in the following articles of the Universal Declaration of Human

Rights with appropriate words from the box below.

Article 1: All human beings are born free and equal ... dignity and rights. They ... endowed ... reason ... conscience and ... act towards one ... in the spirit ... brotherhood.

Article 2: Everyone is entitled to ... the rights and freedoms set forth in this Declaration ... distinction of any kind, such ... race, colour, sex, language, religion, political ... other opinion, national or social origin, property, birth or ... status. Furthermore, no distinction ... be made on the basis ... the political, jurisdictional or international status ... the country or territory to which ... person belongs.

2021-2022



Article 3: Everyone has the right ... life, liberty and security of person.

of	without	and	should	in	are	with
shall	to	as	other	or	of another	all

4.1 Work with a partner and discuss whether we enjoy all the rights mentioned in the Declaration.

E. Read the texts in Column A and match them with Column B:

Column A	Column B
a. No one shall be held in slavery or servitude;	i. within the borders of each state.
b. No one shall be subjected to torture or to cruel, inhuman	ii. compelled to belong to an association.
c. Everyone has the right to recognition everywhere	iii. own, and to return to his country.
d. All are equal before the law and are	iv. entitled without any discrimination to equal protection of the law.
e. No one shall be subjected	v. to arbitrary arrest, detention or exile.
f. Everyone has the right to freedom of movement and residence	vi. or degrading treatment or punishment.
g. Everyone has the right to leave any country including his	vii. as a person before the law.
h. Everyone has the right to freedom of peaceful	viii. assembly and association.
i. No one may be	ix. slavery and the slave trade shall be prohibited in all their forms.

5.1 Work with a friend and check your answers.

5.2 Discuss whether these declarations are essentials for human beings or not.

5.3 Write your arguments in favour of or against these declarations.



2021-2022

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