

## **CLASS V HINDI TEXTBOOKS: MATERIALS ANALYSIS IN THE PERSPECTIVE OF LANGUAGE TEACHING PRINCIPLES**

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### **ABSTRACT**

The purpose of the present study is to analyze the material of class V Hindi syllabus using standardized language teaching principles and also to investigate how teachers are using it. The objectives of the study are to examine strength and weakness of the prescribed textbook in the light of language teaching principles and to find out whether the textbook provide sufficient learning materials for learners. The content and objective of learning material of Hindi textbook is decided by DAV college managing committee. The objective is to teach Hindi language as national language. In English medium school, English is taught as the first language and Hindi as the second language. The intention of teaching Hindi is to help the student to face challenges and it lays stress on emotional integration, national integration and cultural integration and at the same time it develops values of life.

For the purpose of the study a survey was conducted through questionnaire in two schools – DAV Alkusa and DAV Kusunda. Through this survey the opinions of the teachers and the students were sought on the Hindi textbook prescribe in class V.

### **Introduction**

The present study intends to analyze the material of class V Hindi syllabus using standardized language teaching principles and also to investigate how teachers use the textbook (i.e. what changes they have made to textbook to optimize its potential and the effect of their teaching ). The textbook chosen for the study is prescribed in DAV Schools. The content and objective of learning material of Hindi textbook is decided by DAV college managing committee. They communicate with authority for the objectives of learning materials. Their objective is to teach Hindi language as national language. In English medium school, they are teaching English as first language and Hindi as second language. They help the student to face challenges and it lays stress on emotional integration, national integration and cultural integration and at the same time it develops values of life.

The prescribed textbook is basically comprises of reading comprehension, vocabulary and sentence structure. The textbook is based on structural approach of teaching language. The book is meant for reading. Exercises are structure based. In this coursebook emphasis is on reading only.

The stated objectives of exercises of the coursebook under study are different from what National curriculum Framework (NCF) recommends. NCERT is expressing a desire to adopt and implement new national framework. The NCF framework suggests that student should be able to “connect knowledge to life outside school and ensuing that learning is shifted away from rote methods”. It recommends that teacher should encourage student not just to answer questions but also to frame questions themselves and “plan lesson so that children are challenged to think and not simply repeat what is told to them.”

The objectives of this study are to –

1. Examine strengths and weaknesses of prescribed textbook in light of Language Teaching Principles.
2. Find out whether the textbook provides sufficient Learning Materials for the learners.

In primary classes textbook presumed to be most essential and in majority of cases only aids in the hands of teacher and learner through which curriculum is transacted.

The hypothesis of this research is to explore whether the Textbook of Hindi follow the language learning principle as universally acknowledged and whether learning materials meet the communicative needs. The principle of material analysis is to analyze how syllabuses are made and need of syllabus is fulfilled or not, objective of syllabus meets student’s needs and interest.

Material Development for language teaching aims to provide an opportunity for researchers, teacher and writers to communicate their informed views and suggestion to an audience seeking to gain new insights into principles and procedure which are informing the current variety of language teaching material.

The present work approaches the study in the following way:

Seeking opinion of students and teachers. For this questionnaire has been prepared each for students and teachers. The survey is being conducted with English medium students rather than Hindi medium in DAV Public School Alkusa and DAV Kusunda, Dhanbad. Although the study has certain limitation the result can be generalized tentatively. It is considered that textbook prescribed in DAV Alkusa and DAV Kusunda is a representative of most of the schools affiliated to CBSE in Dhanbad. The result of this study may be implemented practically to improve the situation locally and regionally.

## Literature Review

Language instruction has five important components- students, teachers, materials, teaching methods and evaluation and learner are at the center of instruction. However material often controls the instruction, since teachers and learners tend to rely heavily on them. Materials are anything, which is used to help to teach language learners. Materials can be in form of textbook, cassette, a CD Rom, a photo copied handout, a newspaper, a paragraph written on a white board: anything which presents or informs about language being learner. Materials that are appropriate for particular class need to have an underlying instructional philosophy, approach, method and technique which suit the student's needs. Littlejohn and Windeatt (1989) [cited in Kenji Kitao and S. Kathleen Kitao, Selecting and Developing Teaching/Learning Material', The Internet TESL Journal, Vol. IV, No. 4, April 1997] argues that materials have a hidden curriculum that includes attitude toward knowledge, teaching and learning, toward the role and relationship of teacher and student and values and attitudes related to gender, society etc.

Now question arises why do we use material and what are material for. Allwright (1990) [cited in Kenji Kitao and S. Kathleen Kitao, Selecting and Developing Teaching/Learning Material', The Internet TESL Journal, Vol. IV, No. 4, April 1997] argues that material should teach student to learn and it is resourcebook for ideas and activities for learning and instruction. Materials include textbook, video, computer software and visual aids. Since the end of 1970s, there has been a movement to make learners rather than teachers, the center of language learning. According to this approach to teaching, learner are more important than teachers, materials, methods or evaluation. Though students are the centre of instruction since many teachers are busy and do not have the time or inclination to prepare extra materials, as and other commercially produced materials are very important in language instruction. Therefore it is important for teachers to know how to choose the best material for instruction, how to make supplementary material for the class, how to adapt materials.

As a textbook is a key component in most language programs. In some situations serve as the basis for much of language input learners receive and language practice that occurs in classroom. No matter what form of materials teacher make use of whether they teach from textbooks, institutional materials or teacher prepared materials, they represent plans for teaching. They do not represent the process of teaching itself. As teachers use material, they adapt and transform them to suit the needs of particular group of learners and their own teaching styles. It is useful, therefore, to collect information. The collected information can serve following purposes –

- To document effective ways of using materials
- To provide feedback on how materials work.
- To keep a record of additions, deletions and supplementary materials may has used with the materials.
- To assist other teachers in using the materials.

For learners, a textbook may provide the major source of contact they have with the language apart from input provided by the teacher. The use of commercial textbook in teaching has both advantages and disadvantages depending on how they are used and the context for their use.

Among the principal advantages are -

1. They provide structure and syllabus for a program without textbook a program may have no central core and learner may not receive a syllabus that has been systematically planned and developed
2. They help to standardize instruction: The use of textbook in a program can ensure that student in different classes receive similar content and therefore can be tested in the same way.
3. They maintain quality: If a well developed textbook is used students are exposed to materials that have been tried and tested, that are based on sound learning principles and that are paced appropriately.
4. They provide a variety of learning resource: Textbooks are often accompanied by workbooks, CD and cassette, videos, CDRom and comprehensive teaching guides providing a rich and varied resource for teachers and learners
5. They are efficient: They save teachers time, enabling them to devote time to teaching rather than material's production.
6. They can provide effective language models and input: Textbook can provide support for teachers whose first language is not English and who Not be able to generate accurate language input on their own.
7. They can train teachers: If teachers have limited teaching experience, a textbook together with the teacher's manual can serve as a medium of initial teacher training.
8. They are visually appealing: Commercial textbooks usually have high standards of design and production and hence are appealing to learning and teachers.

However there are some potential negative effects of textbooks also -

1. They may contain inauthentic language: Textbook sometimes presents inauthentic language since texts, dialogues and other points and are aspects of content tend to be specially written to incorporate teaching often not representative of real language use.
2. They may distort content: Textbooks often present an idealized view of the world or fast to represent real issue. In order to make textbooks acceptable in many different contexts controversial topics are avoided and instead an idealized middle class view of world is portrayed as the norm.
3. They may not reflect student's needs: Since textbooks are often written for global markets they often do not reflect the interests and need of students and hence may require adaptation.
4. They can deskill teachers: If teachers use textbooks as primary source of their teaching the textbook and teacher's manual to make the major instructional decisions foe them the teachers role can become reduced to that of a technician whose primary function is to present material prepared by others.
5. They are expensive: Commercial textbooks may represent a financial burden for students in many parts of the world.

Both the benefits and limitation of the use of textbooks need to be considered, and if the textbooks that are being used in a program are judged to have negative consequences, remedial action should be taken e.g. by adapting or supplementing books or by providing appropriate guidance and support for teachers in how to use them appropriately.

Cunningsworth (1995) [cited in J.C. Richards. The Role of Textbooks in a Language Program. [www.professorjacrichards.com/pdfs/role-of-textbook.pdf](http://www.professorjacrichards.com/pdfs/role-of-textbook.pdf)] proposes four criteria for evaluating textbook particularly course book:

- 1) They should correspond to learners needs. They should match the aims and objectives of language learning program
- 2) They should reflect the uses (present or future) which learners will make of the language. Textbooks should be chosen that will help to equip students to use language effectively for their own purposes.
- 3) They should take account of students need as learners should facilitate their learning processes, without dogmatically imposing a rigid method
- 4) They should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner

It is often stated that most teachers tend to follow at least one textbook as their source of guidance in process of language teaching. They feel that it is very difficult for them to teach systematically without textbooks. Indeed, textbooks play a crucial role in providing a base of materials for both teachers and students. O'Neill (1982) points out that most teachers are inclined to follow texts methodology, vocabulary and sequence to letter.

There are indeed a number of advantages of using a textbook. Ur (1996) provides a summary of criteria in favor of using a coursebook as follows:

- 1) Framework: A course book provides a clear framework. Teachers and learners know what they are going to learn and teaching next.
- 2) Syllabus: The course book serves as a syllabus. The carefully planned and balanced selection of language content enable teachers and students to follow subject systematically
- 3) Guidance: The course book can provide useful guidance and support particularly for teacher who are inexperienced.
- 4) Autonomy: The learner can use course book to learn new material, review and monitor progress with some degree of autonomy.

Grant (1987) regards material evaluation as an ongoing process. He suggests three Stages of evaluation

- Initial evaluation
- Detailed evaluation
- In-use evaluation

- 1) The initial evaluation as it implies, refers to the quick process in which teachers are engaged in preface, contents and abstracts of a textbook. The purpose is to decide whether book available is likely to be worth looking
- 2) The next stage of Grant's suggestion is called 'detailed evaluation' by which teacher can make their own value judgment in choosing new materials. In doing so, a questionnaire is of great assistance to teachers.

- 3) Through in use evaluation, a further concern derived this process is that “by constant evaluation one can ensure that teacher is the master. And not the slave of textbook”(Cunningsworth 1984)

Cunningsworth (1984) one of the leading scholar offers a set of guidelines that summarize the underlying principles with regard to material evaluation:

- 1) Relates the teaching materials to your aims and objectives.
- 2) Be aware of what is for and select teachings material which will help to equip student to use language effectively for their own purpose
- 3) Consider the relationship between language, the learning process and the learner.

### **Data Collection and Analysis**

In order to find answers to the following research questions, data collection, assessment, and evaluation procedures were set whose processes are described below.

### **Research Questions**

This study addresses the following research questions:

1. How do teachers working at schools assess *Bhasa Madhavi 5* as a fifth grade Hindi coursebook?
2. How do students assess *Bhasa Madhavi 5* as a fifth grade Hindi coursebook?
3. What are the similarities and differences between the teachers’ and students’ assessments of *Bhasa Madhavi 5* as a fifth grade coursebook?
4. What are the shortcomings of *Bhasa Madhavi 5* as Hindi coursebook for the fifth grade students?
5. What kind of supplementary materials and activities can be used to compensate the shortcomings of the coursebook?

### **Participants**

A total of 77 participants, 4 Hindi teachers who were teaching at primary level in two different schools in Dhanbad district and 73 Class V students took part in the study. All the first group of participants had an MA degree. Among the four teachers three were trained and one was untrained. Among all of the participants two were females and the remaining males. Regarding their experience in teaching, one teacher each is with an experience of 1-4 years and 5-9 years and two teachers are with an experience of 10-14 years. Among all of the teachers, one is below the age of 25 years, another is between 25 to 30 years, and between the age group of 31-35 years and 36-40 years one each.

The students who took part in this study were all class V students studying at DAV Alkusa and DAV Kusunda in Dhanbad district. Of all the student participants, 15 were females and 58 were males. All the student participants were divided into different groups according to their age group, category and linguistic background for the analysis purpose. The groups are given in the following table:

Age Group (Years)					Category				Linguistic Background			
10	11	12	13	14	GEN	SC	ST	OBC	Hindi	Bhojpuri	Bengali	Oriya
20	20	20	11	02	49	10	01	13	43	22	06	01

### The Instrument

In order to gather data about students' and teachers' attitudes on *Bhasa Madhavi 5*, two data collection instruments were employed in this study: A teacher questionnaire (Appendix A) and a student questionnaire (Appendix B). The first questionnaire was designed to elicit information about the teachers' attitudes towards *Bhasa Madhavi 5*. The other questionnaire was designed to elicit information about the students' opinions towards the coursebook. The questionnaires were consisted of Likert-scale items and an open-ended item since these types of items are a useful and effective means of gathering data about people's attitudes and opinions. The first assessment questionnaire was developed by Savaş (1998) [cited in Serpil Tekir and Arda Arikan. 2007. 'An Analysis of English Language Teaching Coursebooks by Turkish Writers: "Let's Speak English 7" Example'. International Journal of Human Sciences, Vol. 4, Issue 2, 2007.] and it was adapted with a slight modification for the purposes of this research. As can be seen in the Appendix, the teacher questionnaire was composed of five sections. The first part dealt with participants' demographic information (age, sex, years of teaching experience, and educational background). The second section was about general attitudes towards physical appearance of the coursebook with its weight, paper quality and the illustrations it contained. The third section investigated opinions about aims and goals of the materials in the coursebook. The fourth section was designed to investigate the suitability, adequacy, sufficiency and usefulness of the subject matter in the coursebook. In the fifth section vocabulary and structure, and their suitability, presentations and usefulness were investigated. In the sixth section, the aim was to gather information about suitability, adequacy, sufficiency of exercises and activities. Finally, the last section used an open ended item, which asked for teachers' general opinions on the coursebook.

The scale consisted of 47 items, for each of the items the participant recorded a response on a 5-point Likert scale. On the Coursebook Assessment Questionnaire as on many other questionnaires, lower scores indicated lower appraise, and higher scores indicated higher appraise. The response continuum was: 0 = Totally Lacking, 1 = Weak, 2 = Adequate, 3 = Good, 4 = Excellent.

The second measure of assessment is the Assessment Questionnaire for Students again designed by Savaş (1998) [cited in Serpil Tekir and Arda Arikan. 2007. 'An Analysis of English Language Teaching Coursebooks by Turkish Writers: "Let's Speak English 7" Example'. International Journal of Human Sciences, Vol. 4, Issue 2, 2007.] for assessing students' perceptions is adapted with some modification for this study. The student questionnaire consisted of 30 items, each

accompanied by a 5-point Likert scale: 0 = Totally Lacking, 1 = Weak, 2 = Adequate, 3 = Good, 4 = Excellent.

Both questionnaires aimed to assess *Bhasa Madhavi 5* in terms of its physical appearance, subject matter, vocabulary and structure, exercises and activities. Only one category, aims and goals, is excluded in the student questionnaire, since the students do not have access to the national syllabus. The rest of the categories are common in both questionnaires and the questions listed under these categories are either paraphrased forms or the same. Therefore, the contents of the questions in both questionnaires are the same and they aim to get feedback on the same issues related to *Bhasa Madhavi 5*. The types of questions asked in these questionnaires are given in Table 1.

Distribution of questions in the questionnaires Sections	Question Types	Number of Questions	
		Teacher Questions	Student Questions
Section 1	Physical Appearance	11	9
Section 2	Aims and Goals	3	0
Section 3	Subject Matter	4	3
Section 4	Vocabulary Structure	14	9
Section 5	Exercises and activities	15	9
Comment		1	1

### Data Analysis

To analyse the data collected through the two questionnaires each for the teachers and the students, the data were tabulated separately of the teachers' response and the students' response. For each section of the questionnaire different table were prepared for the teachers and the students response. The students' response was tabulated according to age group, category and linguistic background separately. Percentage of response was calculated for each item in both the questionnaires. The data were presented in the tabular form in Appendix C.

### Findings and Discussion

Comparative analysis is the best process to acquire or diagnose the grading of particular question and also to assess the weaknesses and strong points of textbook. For the analysis of textbook, two questionnaires have been prepared each for students and teachers. 47 questions were enquired to teachers and 30 questions to students. Questions were somehow same. Student's questionnaire contains four sections i.e. Layout and Physical make up, Subject matter, Vocabulary and Structure and Exercises and Activities and Teacher's questionnaire is divided into five sections. One section what is more added in teacher's questionnaire is Aims and Goals of textbook. Now glimpse at the result of their responses. The first section is layout and physical makeup of textbook. In this section students were asked nine questions and teachers were asked 11 eleven questions. The first point is attractiveness of textbook, 50 % teachers rated as Excellent and rest 50% as good but students but student's response are concerned 39.72 % students rated as Excellent, 41.09 % rated as good, 16.43 % rated as adequate and 2.73 % rated



as weak. With regard to durability of textbook, 50% teacher rated as good and 50 % as adequate but student's response are concerned, they are not looking satisfied as just 10.9 % students rated as Excellent, 45.20 % students rated as good enough, 31.50 % students rated as adequate, 9.58 % students rated as weak and 2.73 % students rated as totally lacking. As far convenient size of textbook is referred 75 % teachers rated as Excellent and 25 % teaches rated as good enough. Students are also somehow satisfied as 82.19 % students rated as Excellent, 13.69% students rated as good and 2.73% students rated as adequate. 75% teachers responded that that pictures, diagrams and table provided in textbook help student the text easily and its good to a great extent, as 56.16 % students rated as good and 13.60 % students remarked the table as adequate and 1.36 % students rated as weak. If we take to the variety of design in textbook 25 % teachers rated as Excellent and 25 % teachers as good, but students response are concerned, 58.90 % students rated as Excellent, 31.5 % students rated as good, 6.84 % students rated as adequate and 2.73 % students responded that variety of design in textbook are totally lacking. With estimation to the organization of Heading and Subheading of textbook 100 % teachers are fully satisfied but students response are concerned 57.5 % students rated as Excellent, 31.59 % students rated as good, 8.21 % students rated as adequate and 1.36 % students rated as weak. Teachers were asked two extra questions in comparison to students. The first question interrogated whether the layout of text has a motivating effect for students to perform task and result is homogeneous, 25 % teachers rated as Excellent and 75% teachers rated as good only. The next question which is asked is that whether the illustration serves a function. Here 100 % teachers rated as good but none rated as excellent.

From the above discussion it can be said that students are not fully satisfied with the Layout and Physical makeup of the coursebook.

Now take into account the subject matter of textbook. Students were enquired three questions and teachers were enquired four questions. One extra question which were asked to teachers whether the texts in the coursebook are authentic or not. 25 % teachers responded that it's excellent but 75 % retorted it as good. Rest questions were similar to both. They were asked if topics of units are interesting for them. In consideration to teacher's response, 75 % teachers rated as good and 25 % rated as excellent and if we make headway to students response 26.02 % reprovved as Excellent, 60.27% students considered as good, 9.58 % students replied as competent, 1.36 % students rated as weak and rest 1.36 % as totally lacking. Next question were asked if ordering of topic organized in logical fashion 100 % teachers considered as good but students had variegated response, 36.98 % students rated as Excellent, 54.72 % students rated as good, 8.21 % as middling or up to the mark and 1.36 % rated as slight weak and last question is that if course book is appropriate for the level of the student, 25 % teachers reprovved as excellent and 75 % students rated as good and if we go on further to students response 45.20 % students rated as Excellent, 41.09 % students rated as good and 13.69 % students responded as colloquial ok.

Moving to vocabulary and structure of coursebook. Students were asked nine questions and teachers were asked 14 questions. The first question includes distribution of grammatical and vocabulary items. 50 % teachers remarked that its good and 50 % teacher remarked as just adequate. But if we glance at student's response 5.47 % students rated as Excellent, 23.28 % % students rated as good, 46.57 % students rated as adequate and 26.02 % students rated as weak.

If appropriate grammatical points are concerned, 25 % teachers remarked as Excellent and 75 % teachers remarked that its good to a great extent and if students response are concerned, 12.32 % students rated as Excellent, 71.2 % students rated as good, 13.69 % students rated as adequate and rest 2.73 % students rated as weak. If we consider the appropriate sequence of grammatical point, teacher's responses are looking satisfied, 50 % teachers rated as Excellent and rest 50 % teachers rated as good. But viewing the students' response 41.09 % students perceived as Excellent, 47.94 % students rated as good, 9.58 % students rated as adequate and rest 1.36 % students rated as weak. With respect to presentation of new structure in textbook both teachers and students examined as good to a certain extent as 100 % teachers remarked as good and 76 % students rated as good and just 5.47% students rated as Excellent, 16 % remarked as adequate and 1.36 % students rated as Weak. With estimation to the reasonable vocabulary load, teacher's response are heterogeneous 50 % teachers remark as Excellent, 25 % as good and 25 % as adequate, in consideration to students response 6.84 % students rated as Excellent, 73.97 % students rated as good, 16 % students rated as adequate and 1 % students rated as weak. Some additional questions were inquired to teachers. First question includes Is there emphasis on language form in textbook 50 % acknowledged as excellent and 50 % retorted as adequate. Next question is adjacent to it i.e. Is there an emphasis on language use (meaning) 50 % perceived as excellent, 25 % rated as good and rest 25 % rated as adequate. Next question interrogated to them was whether the primary function of new structure is for interaction and communication 100 % of them rated as good. The question which were pleaded with teachers was whether the presentation of new vocabulary are clear and complete enough for students to review outside the class, 75 % of them assessed as excellent and rest 25 % evaluated as good.

With reference to vocabulary and structure of textbook it was observed that 50 % teaches are not satisfied and 30 % judged as inadequate.

Switching to the results of exercises and activities of both of them. Students were enquired nine questions and teachers were enquired fifteen questions. As variety of activities in coursebook are concerned, both students and teachers are not looking satisfied, 50 % teachers judged as adequate, 25 % as excellent and rest 25 % as good. Similarly if we observe the students response 45.20 % students responded as adequate, 28 % students rated as good, 20.5 % students rated as Excellent and 5.45 % students rated as Weak. Another question include instruction to activities are clear and appropriate for level of students. 50 % teachers assessed as excellent and 50% as good. If we compare the result with students' response, 45 % students examined as Excellent, 49.3 % students rated as good and 5 % students rated as adequate. Comparing the four skills of activities, first of all reading activities, 75 % teachers responded as excellent and 25 % as good comparing with students response 53 % students rated as Excellent, 42.4 % students rated as good and rest 4 % examined as adequate. Next is writing activities, here also teachers responses are same 25 % teachers rated as good and 75 % as excellent, comparing to students response 41 % students rated as Excellent, 53 % students rated as good and 5 % students rated as adequate. Most unsatisfying part speaking activities, 75 % teachers are fully satisfied but 23.2 % students remarked as weak and 46 % are looking satisfied to a certain extent. Next is listening activities, here 75 % teachers remarked as Excellent and rest 25 % as good. Glimpsing at students response, 34.2 % students rated as Excellent, 50 % students rated as good, 12.3 % students rated as adequate and 2 % students rated as weak. As far as reading activities are concerned, 75 % teachers remarked as excellent and 25 % teachers as good, looking at students response 53.40 %

students rated as Excellent, 42.46 % students rated as good and 4.10 % students rated as adequate. Last are language activities in textbook. In this regard, teachers have variegated response 50 % assessed as excellent, 25 % as good and 25 % as adequate. Comparing it with student's response, 43.8 % student classified as Excellent, 42.4 % classified as good and rest 13 % as adequate. There are few questions which were enquired only to teachers as Is there a balance between the activities for language and activities for skills. For this query 75 % teachers declared as good to a great extent and 25 % examined as weak. They were interrogated if activities promote critical thinking among the students or it allows for substantial free production, 75 % teachers rated as good and rest 25 % as adequate. One more important which were enquired to teachers if activities correspond to the aims and objectives of the course, 50 % examined as adequate, 25 % assessed as good to a great extent and 25 % rated as Excellent.

In the area of Exercises and Activities of textbook, it can be observed that 50% teachers are not fully satisfied. Similarly, if we compare it with students outcome 55 % student declare as insufficient.

The section which were interrogated only to teacher is “ Aims and goals of the material “, teachers were interrogated three questions and the result are variegated. 75 % of them answered that aims and objective of material in the coursebook correspond to the need and interest of the student, they rated it as excellent and remaining 25 % rated it as good. As far realizing or meeting the objective of the course is concerned, 25 % of them responded that textbook has been set in accordance to its objective and it does succeed in achieving those objectives and rated as Excellent. The remaining 75 % viewed that it could be rated as good. It is surprising to notice that all the teachers have different views regarding allocation of time and amount of realistic material, all of them had variegated response as 25 % of them rated as weak, 25 % as adequate, 25% as good and rest 25 % rated as Excellent.

Summing up it was categorized that with the aims and goals of the textbook 25% teachers are not fully satisfied. Regarding aims and goals corresponding to course objective 75 % teachers are looking somehow satisfied. But what is most unsatisfying part of teachers is that nearly 50% of them highlighted that amount and type of material; of textbook to be covered are not realistic and adaptable toward the pace and allocated time.

Questionnaire results suggest that both teachers and students do not find the topics interesting, and they do not think that the activities match the interests of the students, either. But, fifth grade students are adolescents/teenagers and it is not difficult to find topics that will appeal to them.

The study results also indicate that linguistic items are not introduced in meaningful contexts, and they do not promote meaningful learning and actual communication. To create contexts in which the language is useful and meaningful games are offered, as the learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.

About the activities in *Bhasa Madhuri* both teachers and students state that they do not promote critical thinking and they do not allow for substantial free production. In addition, the teachers,

who gave comments for the last section of the questionnaire, think that the coursebook should contain more expressions and vocabulary.

Another result that both questionnaires suggest is that *Bhasa Madhuri* does not contain a wide variety of role-plays and information gap tasks that focus on fluency production and any open-ended discussion questions that allow students to personalize their responses, share information, and express their thoughts and experiences in Hindi, either.

The quantitative results of the study enable us to deduce some suggestions for the coursebook writers, teachers and students. One of the most important suggestions can be the necessity to carry out a detailed needs analysis before designing a coursebook. Both the teachers' and the students' needs should be investigated and taken into consideration. The syllabus should not be the only criteria on developing teaching materials especially students' interests should be taken into account to prepare interesting and motivating materials for the students. Variety is also important to prevent a routine way of learning on the part of the students. Topics and activities should arouse curiosity to maintain student motivation throughout the course. Focusing on one topic per week and including the same type of activities in all units may be boring for the students. Additional materials can be prepared to bring variety into the classroom. Another suggestion may be related to the language skills and vocabulary teaching and recycling activities. Since these activities are found insufficient by both the teachers and the students, it can be inferred that the teachers and the students want more free, communicative and authentic activities in these areas.

Since each learner has his or her own pace of learning, one cannot expect all the learners to progress at the same speed. Therefore, coursebook writers should design self-access materials for different levels of fifth grade learners. More grammar and vocabulary work should be included in the coursebook for slow learners. Teachers also need to consider their students' needs and they should adjust their pace of instruction accordingly. Similarly, teachers may be flexible in exploiting the coursebook to meet the needs of students.

In conclusion, the study results show that *Bhasa Madhuri 5* cannot be wholeheartedly recommended in this particular primary school English language classroom. Nevertheless, it still can be an effective coursebook in the hands of a good teacher, who will adapt the coursebook to make it more suitable for the particular context in which it will be used. In that case, the teacher must be knowledgeable on adapting coursebooks to make them better classroom materials.

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## Appendix A

### QUESTIONNAIRE FOR THE TEACHER

#### PART A: BACKGROUND INFORMATION

Please answer the questions below. Indicate your answer with a TICK.

1. Age  
 \_\_\_\_\_ below 25 \_\_\_\_\_ 25-30 \_\_\_\_\_ 31-35 \_\_\_\_\_ 36-40 \_\_\_\_\_ above 40

2. Years of teaching experience.  
 \_\_\_\_\_ 1-4 \_\_\_\_\_ 5-9 \_\_\_\_\_ 10-14 \_\_\_\_\_ 15-20 \_\_\_\_\_ above 20

3. Qualifications  
 Basic Degree: B.A./M. A./Ph.D \_\_\_\_\_  
 Education Degree: B. Ed./Trained/Untrained \_\_\_\_\_  
 Regular/Correspondence \_\_\_\_\_

Read each item and indicate your opinion with a scale of 5. Tick the relevant column which best reflect your opinion. The answers are: 0=Totally Lacking, 1=Weak, 2=Adequate, 3=Good, 4=Excellent.

#### 1. LAYOUT & PHYSICAL MAKE UP

Sl. No	Questions	Response				
		0	1	2	3	4
1.	Does the coursebook look attractive?					
2.	Is the cover of the coursebook durable?					
3.	Does the size of the coursebook seem convenient for students to handle?					
4.	Does the coursebook contain enough pictures, diagrams, tables etc. helping the students understand the printed text?					
5.	Does the layout have a motivating effect for the students to perform the tasks?					
6.	Do the illustrations serve a function?					
7.	Are the illustrations clear and free of unnecessary details?					
8.	Is there a variety of design to interest the students?					
9.	Does the use of color serve a function?					
10.	Are the main headings and subheadings well-organized?					
11.	Does the coursebook follow the same format in each unit?					

#### 2. AIMS & GOALS

Sl. No	Questions	Response				
		0	1	2	3	4
12.	Do the aims and objectives of the materials in the coursebook correspond to the needs and interests of the students?					
13.	Do the aims and objectives of the materials in the					

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	coursebook correspond to the course objectives?					
14.	Are the amount and type of the material to be covered realistic and adaptable toward the pace and time allocated for the course?					

### 3. SUBJECT MATTER

Sl. No	Questions	Response				
		0	1	2	3	4
15.	Are the topics of the units interesting for the students?					
16.	Is the ordering of the topics of the units organized in a logical fashion?					
17.	Is the coursebook appropriate for 5 <sup>th</sup> grade students?					
18.	Are the texts in the coursebook authentic?					

### 4. VOCABULARY & STRUCTURE

Sl. No	Questions	Response				
		0	1	2	3	4
19.	Is there an even distribution of grammatical and vocabulary items among the units?					
20.	Are the linguistic items introduced in meaningful contexts?					
21.	Is the number of grammatical points appropriate for 5 <sup>th</sup> grade students?					
22.	Is the sequence of grammatical points appropriate for 5 <sup>th</sup> grade students?					
23.	Is the new structure repeated in subsequent lessons for reinforcement?					
24.	Is the new structure integrated in varying contexts and situations?					
25.	Are the presentations of new structure clear and complete enough for the students to review outside the class?					
26.	Is there an emphasis on language form?					
27.	Is there an emphasis on language use (meaning)?					
28.	Is the primary function of the new structures for interaction and communication?					
29.	Does the vocabulary load seem to be reasonable for 7 <sup>th</sup> grade students?					
30.	Is the new vocabulary repeated in subsequent lessons for reinforcement?					
31.	Is the new vocabulary integrated in varying contexts and situations?					
32.	Are the presentations of the new vocabulary clear and complete enough for students to review outside the class?					

### 5. EXERCISES & ACTIVITIES

Sl. No	Questions	Response				
		0	1	2	3	4
33.	Are there a variety of activities in the coursebook?					
34.	Do the activities correspond to the aims and objectives of the course?					
35.	Are the instructions to the activities clear and appropriate for 5 <sup>th</sup> grade students?					
36.	Do the activities match the level of the students in general?					
37.	Do the activities match the interests of the students?					
38.	Is there a balance between the activities for language and activities for skills?					
39.	Do the activities require a variety of interaction patterns (pair-group work, etc.)?					
40.	Do the activities promote critical thinking?					
41.	Do the activities allow for substantial free production?					
42.	Do the situations in the activities promote meaningful learning and actual communication?					
43.	Are the reading activities adequate?					
44.	Are the writing activities adequate?					
45.	Are the speaking activities adequate?					
46.	Are the listening activities adequate?					
47.	Are the language activities adequate?					

Do you find the organization of learning material in Hindi textbooks better than the organization in English textbooks?

YES/NO

Justify your response, in brief \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Please write your comments (if any) below:



Sl. No	Questions	Response				
		0	1	2	3	4
22.	There are a variety of activities in the coursebook					
23.	The instructions to the activities are clear and appropriate for me.					
24.	The activities match my level in general.					
25.	The activities help me to understand the topic better.					
26.	The writing activities are adequate.					
27.	The speaking activities are adequate.					
28.	The listening activities are adequate.					
29.	The reading activities are adequate.					
30.	The language activities are adequate.					

Do you find the organization of learning materials in Hindi textbook better than the organization of English textbook?  
YES/NO

Why? \_\_\_\_\_

Signature

## Appendix C

### RESPONSES OF THE STUDENTS ACCORDING TO THEIR AGE GROUP (Total: 73 students)

LAY OUT AND PHYSICAL MAKE UP		10 years (20 students)					11 years (20 students)					12 years (20 students)					13 years (11 students)					14 years (2 students)						
		0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4		
Attractiveness			5 (25%)	8 (40%)	7 (35%)		1 (5%)	6 (30%)	5 (25%)	8 (40%)		1 (5%)	2 (10%)	8 (40%)	9 (45%)				7 (63.6%)	4 (36.3%)						1 (50%)	1 (50%)	
Durability		1 (5%)	6 (30%)	11 (55%)	2 (10%)	1 (5%)	2 (10%)	6 (30%)	8 (40%)	3 (15%)	1 (5%)	3 (15%)	5 (25%)	10 (50%)	1 (5%)		1 (9%)	4 (33%)	4 (36%)	2 (18%)				2 (100%)	1 (50%)			
Size convenient			1 (5%)	3 (15%)	16 (80%)				3 (15%)	17 (85%)				1 (5%)	19 (95%)			2 (18%)	5 (45%)	4 (36%)						1 (50%)	1 (50%)	
Pictures				12 (60%)	7 (35%)			4 (20%)	11 (55%)	5 (25%)			2 (10%)	12 (60%)	6 (30%)			2 (18%)	5 (45%)	4 (36%)				2 (100%)	1 (50%)			
Illustration			3 (15%)	5 (25%)	12 (60%)			2 (10%)	9 (45%)	9 (45%)			2 (10%)	10 (50%)	8 (40%)			2 (18%)	5 (45%)	4 (36%)					1 (50%)	1 (50%)		
Design variety	1 (5%)		2 (10%)	7 (35%)	10 (50%)				5 (25%)	14 (70%)	1 (5%)		1 (5%)	7 (35%)	11 (55%)				4 (36.3%)	7 (63.6%)				1 (50%)	1 (50%)			
Color effect		1 (5%)	2 (10%)	7 (35%)	10 (50%)			2 (10%)	5 (25%)	13 (65%)		1 (5%)		6 (30%)	13 (65%)			1 (9%)	5 (45%)	5 (45%)				1 (50%)	1 (50%)			
Heading & subheading			2 (10%)	8 (40%)	10 (50%)			1 (5%)	7 (35%)	11 (55%)			2 (10%)	3 (15%)	15 (75%)			2 (18%)	4 (36%)	5 (45%)			1 (50%)	5 (100%)	5 (100%)			
Same format	2 (10%)	2 (10%)	6 (30%)	6 (30%)	4 (20%)	1 (5%)	1 (5%)	5 (25%)	7 (35%)	6 (30%)	2 (10%)	5 (25%)	7 (35%)	5 (25%)	1 (5%)	1 (5%)	4 (36%)	3 (27%)	2 (18%)	1 (9%)	1 (9%)	1 (9%)	1 (9%)	1 (9%)	1 (9%)	1 (9%)		
SUBJECT MATTER																												
Interesting unit	1 (5%)		4 (20%)	11 (55%)	4 (20%)			2 (10%)	16 (80%)	2 (10%)		1 (5%)	1 (5%)	10 (50%)	8 (40%)				6 (54.5%)	5 (45.4%)						2 (100%)	1 (50%)	





Level of act.			12 60 %	8 4 0 %		1 5 %	1 5 %	1 5 7 5 %	3 15 %			3 1 5 %	10 50 %	7 3 5 %			8 7 2 %	3 27 %			1 5 0 %	1 50 %
Understand topic		6 30 %	11 55 %	3 1 5 %		8 4 0 %	8 4 0 %	4 20 %			7 3 5 %	9 49 %	4 2 0 %			2 1 8 %	5 4 5 %	4 36 %			2 10 0 %	
Adequate writing		2 10 %	10 50 %	8 4 0 %		2 0 %	1 7 8 5 %	1 5 %			2 0 %	8 40 %	1 0 0 %			1 9 %	4 3 6 %	6 54.5 %			1 5 0 %	1 50 %
Adequate speaking		2 10 %	5 25 %	11 55 %	2 1 0 %	2 1 %	3 1 0 %	1 0 5 %	5 25 %		1 5 %	5 2 5 %	9 45 %	4 2 0 %		1 9 %	4 3 2 %	3 27 %			1 5 0 %	1 50 %
Adequate listening			1 5%	9 45 %	1 0 5 %		4 2 0 %	1 2 6 0 %	4 20 %		1 5 %	10 50 %	9 4 5 %		1 9 %	2 1 8 %	6 5 4 %	2 18 %			2 10 0 %	
Adequate reading			3 15 %	7 35 %	1 0 5 %			1 0 5 %	10 50 %			7 35 %	1 3 1 5 %				5 4 5 %	6 55 %				2 10 0 %
Adequate language			1 5%	10 50 %	9 4 5 %		3 1 5 %	8 4 0 %	9 45 %			3 1 5 %	12 60 %	5 2 5 %		2 1 8 %	4 3 6 %	5 3 4 5 %			2 1 0 %	

**RESPONSES OF THE STUDENTS ACCORDING TO THEIR CATEGORY (Total: 73 students)**

LAY OUT AND PHYSICAL MAKE UP																					
Sl. No.		General (49 students)					SC (10 students)					ST (1 student)					OBC (13 students)				
		0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
1	Attractiveness		1 2.0 4 %	7 14. 2 %	21 42.8 %	20 40. 8%		1 1 0 %	3 30 %	1 10 %	5 50 %					1 100 %			2 15 %	8 61 %	3 23 %
2	Durability	2 4 %	3 61 %	13 26 %	27 55 %	4 8.1 %		4 4 0 %	2 20 %	4 40 %						1 100 %			8 61 %	2 15 %	3 23 %
3	Size convenient			2 4%	6 12 %	41 83 %			3 30 %	7 70 %						1 100 %				2 15 %	11 84 %
4	Containing picture		1 2.0 4 %	6 12. 2 %	27 55 %	15 30 %			2 20 %	7 70 %	1 10 %					1 100 %			2 15 %	6 46.1 5%	5 38.4 %
5	Illustration		5 10. 2 %	8 16. 3 %	15 30.6 %	21 42.8 %			4 40 %	6 60 %						1 100 %			3 23 %	6 46.1 %	4 30.7 %
6	Design variety	1 2.0 4%		4 8.1 6 %	14 28.5 %	30 61.2 2%			8 80 %	2 20 %						1 100 %	1 7 %			5 38.4 %	7 53.8 %

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7	Color effect		2 4.0 8%	3 6.1 2%	15 30.6 %	29 59.1 8%			1 10%	5 50%	4 40%				1 100%			1 7.6%	3 23%	9 69%
8	Heading & subheading		1 2.0 4%	5 10.2 2%	15 30.6 %	28 57%				5 50%	5 50%			1 10 0%				1 7.6%	5 38.4%	7 53.8%
9	Same unit	7 14.2 2%	10 20.4 %	13 26.5 %	11 22.4 %	8 16.3 %		1 10%	1 10%	5 50%	3 30%				1 100%		1 7.6%	4 30.7%	6 46.1%	2 15.3%

SUBJECT MATTER																					
Sl. No.		General (49 students)					SC (10 students)					ST (1 student)					OBC (13 students)				
		0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
1	Topic of units	2 4.8%	1 2.04%	5 10.2%	26 53.06%	15 30.6%			1 10%	9 90%					1 100%				1 7.6%	8 61.5%	4 30.7%
2	Ordering of topic			5 10.2%	23 46%	21 42%				8 80%	2 20%				1 100%					10 76%	3 23%
3	Level of coursebook			4 8.1%	21 42.8%	24 48.9%			4 40%	3 30%	3 30%				1 100%			3 23%	5 38%	5 38%	

VOCABULARY AND STRUCTURE																					
Sl. No.		General (49 students)					SC (10 students)					ST (1 student)					OBC (13 students)				
		0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
1	Distribution of gr item		11 22%	21 42.8%	13 26%	4 8.1%		3 30%	7 70%					1 100%				4 30%	5 38%	4 30.7%	
2	Gr. Item in meaningful context			1 2.04%	14 28.5%	34 69.3%		2 20%	1 10%	3 30%	4 40%				1 100%				3 23%	3 23%	7 53%
3	App no of grammatical point		2 4.08%	8 16.3%	35 71.4%	4 8.16%			1 10%	8 80%	1 10%			1 100%				1 7.6%	8 61.5%	4 30.7%	
4	Sequence of grammatical pt		1 2.08%	6 12.2%	25 51%	17 34%			1 10%	4 40%	5 50%				1 100%					5 38.4%	8 61.5%
5	Repeated new structure			4 8.16%	20 40.8%	25 51%			1 10%	8 80%	1 10%			1 100%				1 7.6%	5 38%	7 53%	
6	Presentation of new structure		1 2.04%	10 20.4%	35 71.4%	3 6.12%				10 100%				1 100%				2 15.3%	11 84.6%		
7	Reasonable vocabulary load		1 2.04%	10 20.4%	36 73.4%	2 4%			2 20%	8 80%				1 100%					1 7.6%	10 76.9%	2 15.3%
8	Repeated new vocabulary	4 8.16%	14 28.5%	8 16.3%	8 16.3%	15 30.6%		6 60%	4 40%					1 100%			4 30.7%	5 61.5%	2 15.3%	2 15.3%	
9	Integrated new vocabulary		5 10.2%	8 16.3%	24 48.9%	12 24.4%				7 70%	3 30%			1 100%				1 7.6%	4 30.7%	8 61.5%	

EXERCISES AND ACTIVITIES																					
Sl. No.		General (49 students)					SC (10 students)					ST (1 student)					OBC (13 students)				
		0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4

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1	Variety of activity	3 6.12 %	16 32.6 5%	18 36. 7%	12 24. 4%		10 100%				1 100 %		1 7. 6%	7 53. 8%	3 23.0 7%	2 15. 3%
2	Instruction to activity		3 6.12 %	21 42. 8%	25 51. 2%		1 10%	7 70 %	2 20 %		1 100 %				7 53.8 %	6 46. 1%
3	Activities matching level	1 2.0 4%	3 6.12 %	28 57. 1%	17 34. 6%		2 20%	7 70 %	1 10 %		1 100 %			1 7.6 %	8 61.5 %	4 30. 7%
4	Activities to understand topic	1 2.0 4%	15 30.6 1%	20 40. 8%	14 28. 5%	1 10 %	3 30%	5 50 %	1 10 %		1 100 %			3 23.0 7%	7 53. 8%	3 23. 7%
5	Adequate writing activities	1 2.0 4%	3 6.12 %	22 44. 8%	23 46. 9%			9 90 %	1 10 %		1 100 %				8 61.5 %	5 50 %
6	Adequate speaking Activities	5 10.2 %	15 30.6 %	18 36. 7%	9 18. 3%		2 20%	6 60 %	2 20 %		1 100 %		2 15. 3%		8 61.5 %	3 23. 7%
7	Adequate listening activities	2 4.08 %	7 14.2 %	26 53.0 6%	14 28.5 7%		2 20%	5 50 %	3 30 %		1 100 %				6 46.1 5%	7 53. 8%
8	Adequate reading activities	1 2.04 %	1 2.04 %	16 32. 6%	31 63.2 6%		2 20%	6 60 %	2 20 %		1 100 %			1 7.6 %	4 30. 7%	8 61. 5%
9	Adequate language activities		9 18.3 %	21 42.8 %	19 38.7 7%			2 20%	8 80%		1 100 %				7 53.8 %	6 46. 1%

RESPONSES OF THE STUDENTS ACCORDING TO THEIR LINGUISTIC BACKGROUND (Total: 73 students)

LAY OUT AND PHYSICAL MAKE UP																				
SL. NO.		Hindi (43 students)					Bhojpuri (22 students)					Bengali (6 students)					Oriya (1 student)			
		0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3
1	Attractiveness of coursebook			3 6.97 %	17 39.5 %	23 53. 4%		3 13. 6%	7 31.8 %	8 36. 3%	4 18. 1%			1 16. 6%	3 50 %	2 33. 3%				1 100 %
2	Durability	1 2.32 %	4 9.3 %	13 30. 2%	20 46.5 %	5 11.6 %		3 13. 6%	8 36.3 %	9 40.9 %	2 9.09 %	1 16. 6%		2 33. 3%	2 33. 3%	1 16. 6%			1 100 %	
3	Size convenient			2 4.65 %	9 20.93 %	32 74.4 1%				1 4.54 %	21 95.4 5%				1 16.6 %	5 83.3 %				1 100 %
4	Containing picture		1 2.32 %	5 11.6 2%	23 53.48 %	14 32.5 5%			4 18.1 8%	11 50%	7 31.8 %			1 16.6 %	3 50 %	2 33.3 %				1 100 %
5	Illustration			7 16.2 7%	20 46.5 %	16 37.2 0%			1 4.54 %	9 40.9 %	12 45.4 %			2 33.3 %	1 16.6 %	3 50 %				1 100 %
6	Design variety	2 4.65 %		2 4.65 %	11 25.58 %	28 65.1 1%			2 9.09 %	10 45.4 %	10 45.4 %				1 16.6 %	5 83.3 %				1 100 %
7	Color effect		2 4.65 %	6 13.95 %	17 39.53 %	18 41.8 6%				6 27.2 %	16 72.7 %				1 16.6 %	5 83.3 %				1 100 %
8	Heading & subheading		1 2.32 %	4 9.30 %	14 32.55 %	24 55.8 %			1 4.54 %	6 27.2 %	15 68.1 8%				3 50 %	3 50 %			1 100 %	
9	Same format	5 11.6 %	8 18.6 %	17 39.53 %	9 20.93 %	4 9.30 %	2 9.0 %	4 18.1 %	2 9.09 %	7 31.8 %	7 31.8 %		1 16.6 %	1 16.6 %	1 16.6 %	3 50 %				1 100 %

SUBJECT MATTER																			
SL. NO.		Hindi (43 students)					Bhojpuri (22 students)					Bengali (6 students)					Oriya (1 student)		
		0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2

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1	Topic of units	1 2.32 %	5 11.6 2%	22 51.16 16%	15 34.8 8%	1 4.54 %	19 86.3 3%	2 9.0 9%	1 16.6 %	4 66.6 6%	1 16.6 6%	1 100 %
2	Ordering of topic		3 6.97 %	25 58.1 3%	15 34.8 %	1 4.54 %	15 68.1 %	6 27.2 %		3 50 %	3 50 %	1 100 %
3	Level of coursebook		5 11.6 %	18 41.8 %	20 46.5 1%	2 9.09 %	10 45.4 %	10 45.4 %	3 50 %	1 16.6 %	2 33.3 3%	1 100 %

VOCABULARY AND STRUCTURE																					
SL. NO.		Hindi (43 students)					Bhojpuri (22 students)					Bengali (6 students)					Oriya (1 student)				
		0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
1	Distribution of gr item		10 23.2 %	15 34.8 %	14 32.5 5%	4 9.3 %		7 31.8 %	14 63.6 %	1 4.54 %			2 33.3 %	4 66.6 %							1 100 %
2	Gr item in meaningful context			1 2.32 %	12 27.9 9%	30 69.7 6%		1 4.54 %	3 18.6 %	7 31.8 %	11 50 %				3 50 %	3 50 %				1 100 %	
3	App no of grammatical point		1 2.32 %	4 9.30 %	30 69.7 7%	8 18.6 0%			4 18.1 8%	16 72.3 2%	2 9.0 9%		1 16.6 %	2 33.3 3%	3 50 %						1 100 %
4	Sequence of grammatical point			3 6.97 %	25 58.1 1%	15 34.8 8%		1 4.54 %	2 9.09 %	6 27.2 %	13 59.0 9%			1 16.6 %	4 66.6 6%	1 16.6 6%					1 100 %
5	Repeated new structure			3 6.97 %	15 34.8 8%	25 58.1 3%			4 18.1 8%	13 59.0 9%	5 22.7 2%				3 50 %	3 50 %					1 100 %
6	Presentation of new structure			9 20.9 3%	32 74.4 1%	2 4.65 %		3 18.6 3%	19 86.3 %				1 16.6 %		4 66.6 6%	1 16.6 6%					1 100 %
7	Reasonable vocabulary load		1 2.32 %	5 11.6 2%	34 79.0 6%	3 6.97 %			5 22.7 %	16 72.7 %	1 4.5 %			2 33.3 %	4 66.6 6%					1 100 %	
8	Repeated new vocabulary	3 6.9 7%	9 20.9 %	11 25.5 8%	7 16.2 7%	13 30.2 3%	1 4.5 %	12 54.5 %	8 36.3 %	1 4.5 %			1 16.6 6%	4 66.6 %		1 16.6 6%			1 100 %		
9	Integrated new vocabulary		3 6.97 %	7 16.2 7%	21 48.8 3%	12 27.9 %			1 4.54 %	10 45.4 %	11 50 %		1 16.6 %	1 16.6 %	2 33.3 %	2 33.3 3%					1 100 %

EXCISES AND ACTIVITIES																					
SL. NO.		Hindi (43 students)					Bhojpuri (22 students)					Bengali (6 students)					Oriya (1 student)				
		0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
1	Variety of activity		3 6.9 7%	13 30.3 3%	13 30.3 %	14 32.5 %			15 68.1 8%	5 22.7 2%	2 9.0 9%			5 83.3 %	1 9.0 %						1 100 %
2	Instruction to activity			1 2.3 2 %	17 39.5 1 %	25 58.1 3%			2 9.0 9 %	15 68.1 1 %	5 22.7 %			1 16.6 6 %	3 50 %	2 33.3 3%					1 100 %
3	Activities matching level			1 2.3 2 %	25 58.1 1 3%	17 39.5 3%			4 18.1 1 8%	15 68.1 1 8%	3 13.6 3%				4 66.6 6%	2 33.3 3%					1 100 %
4	Activities to understand topic			11 25.5 5 %	22 51.1 1 6%	10 23.2 2 5%		1 4.5 5 4 %	10 45.4 4 %	10 45.4 4 %	1 4.54 %			2 33.3 3 %	3 50 %	1 16.6 6%					1 100 %
5	Adequate writing activities			2 4.6 5 %	16 37.2 2 %	25 58.1 1 3%			2 9.0 8 %	16 72.7 7 %	4 18.1 8%			1 16.6 6 %	4 66.6 6 %	1 16.6 6%					1 100 %
6	Adequate speaking Activities		6 13.9 %	11 25.5 5 %	21 48.8 8 %	5 34.8 8 %			3 18.1 6 %	12 54.5 5 %	7 31.8 1%			1 16.6 6 %	3 50 %	2 33.3 3%					1 100 %

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		5%	8%	%	8%			%	%				%					0%
7	Adequate listening activities	2 4.6 5 %	3 6.9 7 %	23 53. 4 8%	15 34. 8 8%			5 22. 7 %	11 50 %	6 27.2 7%			1 16. 6 %	3 50 %	2 33. 3%			1 100 %
8	Adequate reading activities		1 2.3 2 %	19 44. 1 8%	23 53. 4 8%			1 4.5 4 %	8 36. 3 6%	13 59.0 9%				2 33. 3 %	4 66. 6%			1 10 0 %
9	Adequate language activities		6 13. 9 5%	19 44. 1 8%	18 41. 8 6%			1 4.5 4 %	11 50 %	10 45.4 5 %			2 33. 3 %	2 33. 3 %	2 33. 3 %			1 1 0 0 %

RESPONSES OF THE TEACHERS

LAYOUT AND PHYSICAL MAKE UP						
Sl. No.	Items/Questions	Totally Lacking	Weak	Adequate	Good	Excellent
1	Attractiveness				2 (50%)	2 (50%)
2	Durability			2 (50%)	2 (50%)	
3	Size convenient				1 (25%)	3 (75%)
4	Containing picture				3 (75%)	1 (25%)
5	Motivating effect of layout				3 (75%)	1 (25%)
6	Function of illustration				4 (100%)	
7	Clear illustration				3 (75%)	1 (25%)
8	Design variety				3 (75%)	1 (25%)
9	Color effect				2 (50%)	2 (50%)
10	Heading & subheading					4 (100%)
11	Formality of coursebook				3 (75%)	1 (25%)
AIMS AND GOALS						
12	Aim & objective correspond to need				1 (25%)	3 (75%)
13	Aim & objective of material correspond to course objective				3 (75%)	1 (25%)
14	Amount of material adaptable to allocated time		1 (25%)	1 (25%)	1 (25%)	1 (25%)
SUBJECT MATTER						
15	Topic of unit interesting for students				3 (75%)	1 (25%)
16	Ordering of topic in a logical fashion				4 (100%)	
17	Coursebook appropriate 5 <sup>th</sup> grade				3 (75%)	1 (25%)
18	Authenticity of textbook				3 (75%)	1 (25%)
VOCABULAY AND STRUCTURE						
19	Distribution of grammatical & Vocabulary item			2 (50%)	2 (50%)	
20	Linguistic item in meaningful context				4 (100%)	
21	Number of gr point appropriate For 5 <sup>th</sup> grade				3 (75%)	1 (25%)
22	Sequence of grammatical point For 5 <sup>th</sup> grade				2 (50%)	2 (50%)
23	Repeated new structure for reinforcement				3 (75%)	1 (25%)
24	Integrated new structure in Varying context				3 (75%)	1 (25%)

25	Presentation of new structure to Review outside class				4 (100%)	
26	Emphasis on language form			2 (50%)		2 (50%)
27	Emphasis on language use or meaning			1 (25%)	1 (25%)	2 (50%)
28	Primary function of new structure For interaction				4 (100%)	
29	Reasonability of vocabulary load			1 (25%)	1 (25%)	2 (50%)
30	Repeated new vocabulary for reinforcement			1 (25%)	3 (75%)	
31	Integrated new vocabulary in varying context				2 (50%)	2 (50%)
32	Presentation of new vocabulary Clear to review outside class				1 (25%)	3 (75%)
EXERCISES AND ACTIVITIES						
33	Variety of activity in coursebook			2 (50%)	1 (25%)	1 (25%)
34	Activities correspond to aims Of coursebook			2 (50%)	1 (25%)	1 (25%)
35	Clear instruction to activity				2 (50%)	2 (50%)
36	Activities matching level of student				2 (50%)	2 (50%)
37	Activities match interest of student			1 (25%)	1 (25%)	2 (50%)
38	Balance between activities for Language & skill			1 (25%)	3 (75%)	
39	Activities require variety of interaction	1 (25%)			3 (75%)	
40	Activities promoting critical thinking				4 (100%)	
41	Activities for substantial free production			1 (25%)	3 (75%)	
42	Activity promotes meaningful learning				4 (100%)	
43	Adequate reading activities				1 (25%)	3 (75%)
44	Adequate writing activities				1 (25%)	3 (75%)
45	Adequate speaking activities				1 (25%)	3 (75%)
46	Adequate listening activities				1 (25%)	3 (75%)
47	Adequate language activities			1 (25%)	1 (25%)	2 (50%)