



Evaluating *English for Today* (Class Five) Textbook: Reflections from Bangladeshi Primary Education Context

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ABSTRACT

In the context of primary schools in Bangladesh, the English language educators are highly dependent on the textbook, *English for Today* (class five), which is designed to meet Bangladeshi EFL learners' needs to improve their English language proficiency by National Curriculum and Textbook Board, Bangladesh aligning with ELT policies. The purposes of the study are to assess the strengths and drawbacks of EFL textbook *English for Today* for class five in Bangladeshi primary schools, how the textbook aligns with the pedagogical standards, the learning objectives, and the linguistic and cultural context of young learners. Qualitative reflections from primary school teachers were collected through semi-structured interviews to provide contextual insights. To accomplish the study, the researchers adopted both primary and secondary data. The collected data were analyzed following McDonough & Shaw's (2003) checklist-based evaluation approach and Tomlinson's approach (2003) to material design. The reflected findings were through the analysis of contents, topics, tasks and activities existed in textbook, the investigation of four macro skills of language, as well as the cultural components of the textbook and their representations and relevancies to Bangladeshi context. Though the findings show a remarkable advancement in designing the activities and pedagogical integration of ELT approaches in the textbook, it also reflects a few limitations, which cause the failure of learners' attainment in listening proficiency in English language.

Keyword: Textbook, National Curriculum and Textbook Board, Evaluation, Checklists, English for Today

Introduction

In the global era, English has become a prime concern throughout daily life. English is adopted as a compulsory subject in all Bangladeshi institutions. The textbook, *English for Today* (EFT) is one of the key sources for English language developing in the primary sector of Bangladesh. In this case, the textbook is not only a course book but also as a principle of teaching learning guidelines. Both teachers and students use textbooks as manual instruction. To understand the effectiveness of this book, an evaluation is important. Evaluation is the dynamic way to figure out the suitability of a textbook by recognizing its strengths and limitations as 'no textbook' or any 'materials' can be 'perfect' (McDonough, Shaw & Masuhara, 2013). Callison (2003) highlights on the effectiveness of textbook-based teaching by arguing that no technological devices could influence the learners more than textbook in the last 100 years. Therefore, the researchers would evaluate *English for Today* textbook for class five published by National Curriculum and Textbook Board, Bangladesh (NCTB) in

2012 based on content analysis including topics, tasks and activities existed in the textbook, the investigation of four macro skills of language, as well as the cultural representations in the textbook and their relevancies to Bangladeshi context. By analyzing the textbook from these diversified perspectives, both the strengths and the shortcomings of the EFL materials can be identified easily and these consequently guide to redesign the well-equipped materials as Bangladeshi EFL textbook.

Problem Statement

English for Today (EFT), the EFL textbook approved by NCTB, Bangladesh, is full of artificial dialogues, rhythms and essays, poor representations of linguistics structures to make the readers understand it, as well as its inefficiency to develop Bangladeshi EFL learners' English language skills effectively. The assessments do not integrate the key skills in developing the language like English speaking skills and English listening skills. The results reflect the subsequent anxiety, discomfort, and inefficiency of Bangladeshi EFL learners regarding English language skills development. Therefore, evaluating *English for Today* (EFT) is necessary to understand whether it is appropriate for classroom use or not.

Rationale of the Study

The effective materials play a vital role to accelerate language skills development. By assessing the textbook, people get to learn about the efficiency of the material and to what extent it is suitable for the learners. It gives an idea to the teachers regarding the quality of the *EFT* textbook. It provides an insight about the textbook whether it is suitable as material or not. In such context, the material assessment is necessary to find out the traits of existing materials whether it is fit for Bangladeshi EFL context.

Research Gap

The research papers in the context of Bangladesh have focused more on the evaluation of secondary and higher secondary EFL textbooks. But there is not any significant study on the evaluation of NCTB primary level textbook in Bangladesh. More precisely, no remarkable research has been conducted on the material assessment of textbook '*English for Today*' (EFT) for class five by NCTB. Therefore, the research focuses on the evaluation of *EFT* textbook for class five designed by NCTB, Bangladesh.

Research Objectives

Based on McDonough & Shaw's (2003) checklists and Tomlinson's (2003) approach to evaluation, the study evaluates Bangladeshi EFL textbook, *English for Today* (Class Five) based on a few objectives. These are:

- a. To analyze the contents, topics, tasks and activities existed in Bangladeshi EFL textbook, *English for Today* (class five).
- b. To figure out whether all four skills of language are equally emphasized or not in *English for Today*.
- c. To investigate the cultural components in *English for Today* as well as their representations throughout the texts.

Research Questions

This research will look into the following research questions:

- a. How does Bangladeshi EFL textbook *English for Today* (class five) present the contents, topics, tasks and activities?
- b. Do all the four skills of the English language are equally emphasized in *English for Today* textbook?
- c. What types of cultural components have been used in *English for Today* textbook?

Theoretical Framework

Textbook evaluation has many approaches and variables which have a direct connection on the effectiveness of a textbook on a specific course. The paper follows Tomlinson's (2003) "Whilst-use" approach of material assessment to analyze the data. Along with Tomlinson's approach, McDonough and Shaw's (2003) framework for material assessment attached with checklists have been followed to assess the NCTB *English for Today* textbook of class five. Textbook material assessment is also similar with the program evaluation to assess the probable standard of the textbook (Tomlinson, 2011). Tomlinson's (2003) method to evaluation helps evaluators to assess with general criteria of evaluating textbook which covers three stages of evaluation: 'pre-use evaluation', 'whilst-use evaluation' and 'post-use evaluation'. The paper follows 'whilst-use approach' of textbook evaluation as 'pre use' and 'post-use evaluation' are difficult to conduct in Bangladeshi context.

a. Whilst-use Evaluation

Tomlinson (2003) says that whilst-use evaluation incorporates assessing material in use. Whilst-use carries more reliability than 'pre-use evaluation', because it makes the use of classroom observation, this process involves feedback of the users as well, and it has deeper evaluation of content of material. It may assess short term memory through witnessing students' activities on practices but it cannot assess difficult and active learning because the effects of the guideline reflect too late. The criteria's that are measured in a whilst-use evaluation includes the following:

- a. Transparency of instructions
- b. Clarity of outline and design
- c. Understandability of text
- d. Authenticity of tasks
- e. Practicability of tasks
- f. Accomplishment of performance purposes
- g. Possibility for localization
- h. Practicality of the resources
- i. Teaching capability of the material
- j. Elasticity of the material
- k. Demand of the material
- l. Encouraging ability of the material
- m. Influence of the material
- n. Efficiency in facilitating short-dated learning

The above-mentioned ingredients can be expected during a flexible, impressionistic reflection of material in uses but consistency can be accomplished by concentrating on a principle once and by integrating pre-prepared tools of evaluation.

b. The Checklists of McDonough and Shaw's

With the intension of making materials assessment more functional and easier to conduct, many outlines or checklists have been designed. The paper follows the checklists of McDonough and Shaw (2003). They have proposed a few structured questions in their evaluation checklist. The checklist criteria are:

- What type of visual content does the textbook include? Is it in the textbook for decorative purposes or is it genuinely incorporated in the texts?
- Is the design as well as its representations crystal or overcrowded?
- Does the materials reflect any biasness to any particular culture or any particular group?

- Does the material portray minorities and/or negative representation regarding female community? Does it represent a ‘balanced’ reflection of a specific community?
- Does the material include audiovisual tools? Are these extra materials necessary to adopt the textbooks effectively?
- If assessments are incorporated, do these reflect as effective for any specific students?

A systematic evaluation is done following these criteria and checklists provided by Tomlinson (2003), McDonough and Shaw (2003).

Literature Review

Textbooks are the most influential institutional technology on teaching over the last hundred years (Callison, 2003). It plays a huge contributions in lesson planning and classrooms practice and encourages teacher-oriented learning (Powell & Anderson, 2002). Due to the lack of authentic reference materials, textbooks, therefore, plays a significant contribution in Bangladeshi EFL classrooms.

Tomlinson(2003) asserts materials evaluation as a strategy, which integrates measuring a significant contribution of the learning materials. Cunningsworth (1995) highlights the importance of textbooks, which help the teacher go beyond impressionistic tests as well as help the teacher develop authentic, effective, structural and contextual insight into the overall process of textbook resources. The textbooks can be evaluated to determine whether proper methods and approaches as well as contents have been developed with the specific learning context in mind(Littlejohn, 1998).

Jahangard (2007) has reviewed four ELT textbooks adopted in Iranian High Schools which reflect that they signify reading tasks and grammar exercises including substitution, repetition, and transformation goals. One of the materials, (*Learning to Read English for Pre-University Students*), was regarded as effective in nurturing learners’ study techniques by explicitly outlining the traits of effective learners. It was believed to acquaint students with behavioral and cognitive techniques, or at least increase the awareness of such learning techniques.”

Dat’s (2008) study on the evaluation of Indonesian ELT textbook found that coursebooks were focused to attentiveness of local occasions, integrating contents allied to poverty, the movinggender role, Asian vs. Western educational standards, harmony and economic achievements, and the debatable relationship between race and intelligence. These also emphasized L1 as a pedagogical device to assist EFL educators and students in practicing translations, grammar instructions, and pedagogical guidance. But coursebooks have uncommunicative uses of the English language, poor structure of writing skill, lacks of consistency, poor representations of contents and methods, and poor space for recycling of language.

The textbooks of class 6 and 7 adopted in Pakistani public and private sectors were linguistically appropriate and focused on language functions. A few textbooks had fruitful tasks to build lexicon skills and a vast numbers of original reading texts. Listening skills and writing tasks were not highlighted, and English speaking activities were not realistic. The textbooks are mostly reflected as grammatically accurate but they lack interactive strategy and creative value (Aftab, 2011).

The EFL textbook for class 6 in Vietnam reflects the integration of local culture in EFL teaching learning, which is considered as strengths of EFL textbook. The textbook also offers situations for presenting new grammatical structures, and vocabulary at beginner-level through recorded conversations and illustrations. Though it also includes pair-work tasks, it lacks group-work activities. However, it reflects poor representation of varieties of tasks and activities. The textbook is developed as teacher-centered and cannot be described as interactive, as students' participation is extremely controlled. Nonetheless, it provides enough additional materials to encourage both teaching and learning (Nguyen, 2015).

Uddin (2021) mentioned that the systematic evaluation has been found as insufficient to assess the pedagogical benefits and limitations from the orientation of ELT textbooks. To accelerate the learning outcomes to the highest level and to fulfill the curriculum objectives, the NCTB textbook of class 9-10 needs upgradation of the contents both internally and externally. Even though the textbook looks attractive and themes and contents are interesting and diverse, language skills of the textbooks are not equally highlighted. Even the textbooks lack pronunciation practices. Even though the textbooks reflected society and culture, they lack on moral advancement in the texts. Units and lessons are properly organized but the level of lexical ability is beyond learners' understanding.

Rahman et al. (2025) show in a research which identifies the problems like scarcity of internet connection, limited tools, and limitations of befitting-contents based on local cultural orientation in developing Bangladeshi EFL learners' English speaking proficiency. Tabassum (2018) has also evaluated the NCTB higher secondary textbook "*English for Today*" from the standpoint of communicative language teaching (CLT) approach. The textbook includes the contents based on pragmatic incidents and scenarios but it also fully ignored the diversified cultural representation existed in the country. Besides, the textbook also lack listening practices. Moreover, the textbooks lack communicative pattern throughout it.

Research Methodology

Research Design and Sample

The paper used qualitative method for conducting the research. Descriptive qualitative research is used to assess the textbook of class five. The research sample is the "*English for Today*" textbook of class five published by NCTB in 2012, which was revised in 2024 for the year 2025. The data collection tool of the research is checklists. McDonough and Shaw's (2003) checklist framework of material evaluation is followed to analyze the existing components of *English for Today* textbook (class five).

Data Collection Sources

a. Primary Data

The primary data was collected from NCTB *English for Today* textbook of class five.

b. Secondary Data

Secondary data includes the data from published journals, websites, books, related research papers, as well as newspapers. Like primary data, the researchers also adopted the secondary data to accomplish the study.

Data Collection and Analysis Procedures

The textbook, *English for Today* (class five) is adopted as the data to accomplish the study. Then, it has been checked, interpreted and analyzed appropriately using McDonough and Shaw's (2003) checklists. All the analyzed components are presented in a descriptive manner.

Findings and Discussions

Through the thematic analysis of the textbook based on the checklists, the following findings are reflected.

General Description of the Textbook

The textbook titled *English for Today* (Class-5) has been prescribed and published as a textbook by National Curriculum and Textbook Board, Bangladesh (NCTB) in 2012. The authors of the textbook are Shaheen M. Kabir, A. M. M. Hamidur Rahman, Md. Zulfeqar Haider and Goutam Roy. The illustration editor is Hashem Khan. The book has a total of 25 units and 108 pages. It is fully printed in colors and bind in threading.

Table 1: General Information of *EFT* Textbook

First publication	2012
Current Revised edition	2024
Authors	Shaheen M. Kabir, M. M. Hamidur Rahman, Md. Zulfeqar Haider and Goutam Roy
Cover colour	Light-Orange
Inside colour	Colorful; many colorful photos of children
Type of Paper	Compulsory EFL Textbook
Total Pages	108
Units	25
Binding type and quality	Quality Binding in threading
Publisher	National Curriculum and Textbook Board, Bangladesh

Clarity of Instruction

The "preface" of this *EFT* textbook has clearly stated the significance of the education policy 2010 for primary education. "Preface" also contains the instruction about the improvement of all four macro skills of language, integration of cultures, creativity, and relevant activities. Mostly, it highlights the interactive development through the series of activities. It has clearly discussed the purposes of the tasks and included activities. The book has also welcomed constructive suggestions for further improvement of the material. Hence, it has a visible amount of clarity in the instruction which resembles a good material.

Presentation and Layout

The presentation of the book reflects clear, not cluttered. The title of the book *English for Today* (class Five) is highlighted in the upper middle and publisher's name in the lower middle of the cover page. Important words are boldly highlighted in colors. The cover page contains the picture of children which is clearly providing a message that it is a primary level book. The units and lessons are presented in color in headline formats. The activities in the units are presented structurally in A, B, C, D formats. "Language Focus" of the unit are presented in colorful yellow boxes. As bright yellow color on the visible light spectrum makes the extreme level of sensitivity, it reflects as a highly visible, attention-grabbing color. Therefore, learners would be attracted to the tasks relevant to this color.

Use of Visuals and Illustrations

The *EFT* book uses a number of illustrations, colorful pictures throughout the book which reinforce what students have read in the textbook. Illustrations provided alongside the texts offer significant device to assist children to develop lexical knowledge, fluency, understanding, and literacy skills. The imagery picture in the book makes the book lively, reflecting as a visual guideline for the development of the story. The pictures are socially and culturally relevant. Apart from that, the colorful pictures are a bit artificial which can derive students from the real world. So, moderation is needed to make the incidental picture more natural which may promote the actual integration in language development.

Contents and Topics

The topics and contents are based on the situation of real life. It focuses on what we have heard in our surroundings. Some common concepts like greetings, farewell, commands etc. have been incorporated in the book. It also includes rhymes, poems, story and dialogues with given emphasis on intonation. Some of the topics are appealing for the children; it contains moral stories which direct the learners towards a better life. Some of the units deal with time management, daily interaction, health, places, environment etc. Thus, it has a variety of topics which are relevant and perfect for learners' age. It gives students the scope to connect with different fields of knowledge through target language.

But the sequencing of the units in the content page is less coherent among themselves and is based on the complexity of the learners instead of learnability or usefulness. For example, unit 1 and 2 have coherence in themselves but not with unit 3. Similarly, units 5, 6 and 8 have no alignment with unit 9 "Occupations". Therefore, the arrangement of the units doesn't have good coherence. The content page does not mention the lesson plan or skill focus which is usually visible in a good textbook. But the noticeable part is the vocabulary at the end of the units which will help students in understanding difficult words and lead to more autonomous learning. It also maintains Krashen's (1981) (i+1) concept as the book contains something that learners had in previous class's *EFT* textbooks and something new to learn which balances with their cognitive level. For example, unit 1 and 2 deal with everyday expressions, unit 3 and 4 deal with family surroundings and unit 5 and 6 deal with timing and health consciousness. The topics highlighted in a specific unit are more complex than preceding units.

Presentation of Skills

The *EFT* textbook of class five has focused on all the four skills of a language. But the intensity differs as they do not equally incorporate tasks based on all the skills.

a. Listening Skill

Almost all the units start with the general instruction of "Listen and read/ Look, listen and say" followed by an artificial, formal passage or dialogues. But the actual listening activities have been incorporated in the initial seven units. Few strategies have been adopted to practise English listening tasks. For instance, in unit 2 and 3, learners are required to recognize the stressed and unstressed syllables and to answer comprehension questions; unit 4 and 5 requires listening to the passage, extracting specific information to fill the gaps.

Though the book has promised to focus on each skill equally, listening skill has given less emphasis compared to other skills. Ironically, no audio or video recording has been attached to the textbook. Therefore, learners may not receive the actual outcome of the task due to the lack of audio or video support. The book has also missed out the integral part of listening

such as, basic pronunciation, sound pattern and word utterances which is a barrier to learner's effective communication.

b. Reading Skill

Reading skill has been focused equally with writing. Almost every lesson is formed dependent on a specific reading text. The reading passages are mostly daily conversation or dialogue. The subject matter of these conversations is a variety in numbers; such as time, family, health, occupation, calamities, country life and many more which are related to our daily life, and are culturally acceptable. But sometimes it looks artificial as our natural conversation most of the time seems informal and with lots of jargon.

The reading passages of the *EFT* textbook are organized in a thematic complexity level. For example, unit 1-11 follows relatively easy, common issues such as: greetings, leisure times, family, and eating etc. than the following units. In unit 12, the reading passages seem more complex as well as newer to the children. Every unit has different types of reading activities and tasks followed by one group work across the text. The aim is to measure the level of reading comprehensible via different assessment tools like, MCQs, question-answer, information gap, matching, true false.

c. Speaking Skill

Spoken English has given moderate emphasis compared to writing and reading skill. Various activities based on speaking skills are integrated in the first half of the units of the *EFT* book by following a pair work. The language focus regarding the speaking skills comes with the task of clear pronunciation along with stressed syllables and intonation, giving proper expression while speaking. "Language focus" also includes interactive tasks such as requesting, giving directions or focuses on pair work activities such as "Say what you do in your free time and why you do it" (p.15); "Talk about magazines that you like" (p.16). Besides, unit 1 has a pair discussion with useful expressions, unit 2 and 3 has sound practice with stressed syllables. Only two units have pronunciation activities which is insufficient for the speaker to know where to stress and where not. The sound practices of this book are included only in the first 8 units. After that, no sound practices are included. Only in unit 11, there includes one activity regarding voice going up or down while speaking. And few units have tasks on reading aloud with correct stress and intonation. Apart from that, the general tasks with the instruction of "Look, listen and say" are continued for the rest of the units. Learners are also instructed to analyze the question and to provide answer to the class.

The overall speaking tasks are the mixture of both pedagogical and practical interaction. But the limited tasks are not enough to improve their speaking skill. Real life interaction-based task has to be incorporated more to fulfill the needs of the students outside the classrooms.

d. Writing Skill

The *EFT* textbook of class five has given significant emphasis on writing skill. The book contains various types of writing activities in all the units and lessons. Punctuation marks are also given emphasis. For example, in unit 9, capital letters, full stop and question marks are added into language focus. In unit 10, quotation marks and commas, and in unit 12 exclamatory marks have been highlighted.

Writing activities include both guided writing and free writing. First 20 units focused more on guided writing such as, writing friend's information in unit 2, "Write a short composition about a healthy meal you ate. (using following words)" in unit 7, writing letters to friends

using clues, writing address to envelope in unit 8, “writing a composition about someone you know by answering the following questions” in unit 9, writing composition about the home district following certain information in unit 10 and so on. Free writing activities are included in the last 5 units such as, writing a new story in unit 19, writing about a great day and writing about natural disaster in unit 21. The book does not contain significant controlled writing. Overall, the progression of the task goes well and is relevant to the uses of language in our real life.

e. Vocabulary and Grammar

The book doesn't contain any specific unit for vocabulary. Only the glossary part is added at the end of the book following alphabetical order. It doesn't have any prime basement for the selection of lexical resources and their distribution. The lexical items are not listed based on frequency or familiarity. But the existing vocabulary is aligned with the learner's ability.

A few grammar activities are included in the book. For example, grammatical items such as past tense in unit 3, two activities on “adverb” and linking words in unit 7, noun and verb in unit 9. Not all the important grammatical features are being added. And the existing grammatical activities are not sufficient for the learner to have the basics of grammar. It would lack learners with the idea of sentence formation and eventually affects their writing skills as well.

Text and Audio/Video Material

The textbook is quite comfortable, relaxed and supportive to the learners. The book is accessible physically and in an online version as well. But no supplementary materials: audio or video materials are supplied along with the textbook. As a result, students may not get enough acquaintance to develop their listening skills.

Tasks and Feedback

The book has familiar ideas that are interrelated. It follows the (i+1) rules of Krashen (1981); something that is already known and something that is needed to know. If the linguistic capability of EFL student at primary level is evaluated based on the *Common European Framework of Reference* criteria, it can be considered to A1 or beginner. It reflects that the learners should learn the fundamental phrases for everyday uses, everyday phonetics and articulations, simple text, and common lexical resources. The tasks contained in the book have the comprehensibility and the credibility to encourage children's intellectual and emotional integration which excites both left and right-brained activities. But the *EFT* textbook does not offer amenities for feedback.

Tests and Assessment

Variety of tasks are used to assess language development. The practices following the units in the *EFT* textbooks are aligned to the students' need and what is taught in the classroom. Those activities aim to measure the understanding of the learners after each lesson. Lessons including sufficient practices through which the students may be evaluated. The practices match the students' abilities. They are not too hard or too easy, but offer a proper challenge for their age and level of language and thinking maturation. But it doesn't contain any model question papers with the texts. The questions and assessment types are similar all over the units and do not have much creativity. Therefore, it needs to be more intriguing and creative to make it more interesting to the children.

Teaching Approaches and Communicativeness

Class five's *EFT* textbook is designed with what children usually have heard from their surroundings. Hasan and Rahman (2017) revealed in the findings of a research that the teachers adopted a few effective teaching strategies integrating group works, pair works, project works and interaction in developing Bangladeshi EFL learners' English language skills. Even in the textbook, it has the amenities to integrate target language to enhance interaction process. To stimulate interaction among students, they are introduced to pair work, group work, chain drill and roleplay in active sessions.

The textbook is aligned with both teacher and student. It goes well with the CLT teaching method which inspires students to develop to use instead of memorizing English. The textbooks use materials from diversified situations the students know, so they can link what they read to their previous experiences or future practical experiences. The tasks are therefore set in meaningful, real contexts. It has also mentioned the bilingual practice of language in the classrooms for the betterment of both teacher and learners. But the language of minorities goes overlooked. The arrangement of the contents and topics goes well with the CLT teaching methodology.

Representation of Socio-Cultural Component

The cultural and social component is one of the major components of any good textbooks. It helps the learner to grasp the contents easily. The *EFT* textbook of class five gives learners ample opportunities to figure out themselves with the socio-cultural factors and incidents drawn in the textbook. To expand the students' ability, the textbook integrates family, time, places and incidents containing the local interests and universal appeals. For instance, unit 6 and 7 represents Bangladeshi food pyramids, unit 10 contains Bangladesh's map, local places and archaeology such as "Shah Muhammad Mosques", our great personalities like "Zainul Abedin, Syed Nazrul Islam" (2012). Unit 12 introduces learners to Cox's Bazar and Saint Martin's Island which are the central tourist places and most attractive natural beauties of Bangladesh.

It represents the history of Bangladesh and the sacrifice of the martyr's through the illustration of Shaheed Minar (p. 60), the picture of the liberation war museum (p. 74). The natural calamities of Bangladesh are also highlighted such as river erosion, cyclone Aila (pp. 90, 94). The book also holds the agricultural value of our country; for example, in p. 51, an illustration includes sons helping their father in farming. It shows both our village and city culture, such as: the hut, cows, paddy fields, cuts, mangolds, grains and country roads, big trams, rattles, chimneys, stiff lamp-posts (p. 70).

As majority of our country people are Muslim, the textbook highlights the Islamic rituals. On the contrary, the textbook lack the representations of minority communities and indigenous communities of the country. The textbook overlooks cultural diversity. The textbook also contains the culture of the target language as well. The textbook starts with unit 1 saying "Hello" which is reflected as a western practice of daily interaction (p. 1). Unit 15 shows the Western culture of birthday celebration with cakes, candles, gifts and famous birthday rhymes (p. 58).

Moreover, the *EFT* textbook has missed cultural diversity. But it has given enough information about our country and culture. It gives learners information about our language movement, liberation war, our great literary personalities, our rural and urban culture, our food habits and our natural calamity and beauties throughout the *EFT* textbook. It also contains the western culture which helps learners to get a brief idea about target language culture.

Representation of Minorities & Women

The representations of women are reflected in the EFT textbook which gives learners the idea of women empowerment in the current society. Women are presented in a positive light throughout the textbook. The cover page foreshadows the individuality of women in the book. They do not seem passive by having the only responsibilities of taking care of home and children. Instead, they seem to take the lead in the classroom and teach the students (p. 62). They even show in a role of a doctor treating her patient (p. 16). Women are treated as equal; learning and working side by side with the men in the society.

Summary of the Findings

The findings of the paper are reflected based on Tomlinson's (2003) material evaluation approach and checklists of McDonough & Shaw (2003). With the analysis of the collected data, the findings revealed that the EFT textbook has clarity of instruction and a vibrant clear presentation; the use of yellow color is highly color sensitive and sometimes hijack the attention from the task. The imagery picture in the textbook reflects the pages to life and the stories are displayed as a visual roadmap. The pictures are socially and culturally relevant. But the incidental pictures are not natural which may hamper the actual integration in language learning. The nature of topics and subject content focuses on what children have heard in their surroundings but the sequencing of the units in the content page is less coherent among themselves. The textbook maintains Krashen's (1981) input hypothesis ($i+1$) to balance their cognitive level.

The *EFT* textbook has focused on all the four skills of a language. But the intensity differs as they do not equally incorporate tasks based on all the skills. Major focus is given on writing and reading; speaking and listening get less emphasis compared to other skills. Even no audio or video recording has been attached to the textbook. Vocabulary and grammar get minimum attention which is not sufficient for the learner to develop their skills. It does not even contain any model question papers with the text.

The tasks and activities are repetitive in nature and not much interesting. It does not offer amenities for outcome feedback. The textbook has prominent cultural component which represents our society and culture; women are also treated as equal. But it overlooks the language and cultural diversity of Bangladesh and equally promotes the culture of target language.

Recommendations

Throughout the analysis of the findings, the researchers include a few recommendations. These recommendations are:

- a. Listening and speaking tasks need to be incorporated more. Audio or video material should be attached for additional support.
- b. The reading comprehension should include natural informal conversation.
- c. Vocabulary should be listed carefully based on the learner's complexity.
- d. The cultural diversity needs to be highlighted.
- e. The sequence of the units should maintain the coherence.
- f. Task variation should be included to mitigate the monotonous repetition.

Conclusion

Textbook is a vital source of material in the contexts of primary education of Bangladesh. The evaluation of a textbook comes with its strengths and shortcomings and leave opportunities for upgraded material designing. The research intends to evaluate the NCTB

book of class five, *English for Today* following checklists. The study reflects the cultural components, skills, contents, topics, tasks and activities existed in the textbook, which can be upgraded with the integration of modern technological innovation. By doing so, Bangladeshi EFL learners' English language skills at primary sector can be accelerated proficiently.

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