

Chapter 2

Textbook Evaluation

2.1. Material Development: An Introduction

The materials serve as the fundamental basis, and by and large, the entirety of the pedagogical endeavour revolves around their utilisation. Determining the plan of action, process, and product depends on the course material. The syllabus can be conceptualized as a strategic blueprint, outlining the intended course of action. Meanwhile, the instructional materials employed within the classroom setting serve as facilitators of the learning journey. Material evaluation is a process of systematically evaluating the worth of instructional resources with respect to their intended purposes and the goals of the learners who utilise them. Evaluation can be conducted before usage, focusing on making predictions on the potential value of the material to be used. The instructional approach might incorporate the concept of "whilst-use," which emphasizes the learners' awareness and description of their actions throughout the use of educational materials. Furthermore, the evaluation might be conducted post-utilization, emphasizing the examination of the outcomes that ensued from utilizing these items.

As discussed earlier about syllabus it is important to simplify the concept. As the word 'syllabus is a very familiar term, it becomes very difficult to define it. A layman generally thinks of a syllabus as an overview of topics that could be covered in the classroom. It is also believed that it is a guideline for teachers and learners. It is also an evaluation manual to test the understanding of learners through its sample questions. A syllabus according to Brumfit (1984) is: -

1. A syllabus serves as a comprehensive outline delineating the scope and content of a specific class or a group.
2. The document delineates the initial behavioural patterns exhibited by learners upon entry into a given educational context, as well as the ultimate behavioural outcomes that learners are expected to achieve. Furthermore, it delineates the time frame within which this objective must be accomplished.
3. The document defines the prescribed sequence for the delivery of instructional content.
4. A syllabus posits that while a particular educational curriculum could define the subject matter that is to be imparted to students, it lacks the capacity to structure and regulate the acquisition of knowledge and skills effectively.
5. The negotiability and adjustability of the subject matter are apparent.
6. The syllabus serves as a publicly accessible document that serves the purpose of demonstrating transparency and responsibility.

The materials serve as the fundamental core, around which the entirety of the pedagogical practice is centered. The determination of the plan of action, process, and product is contingent upon the course material. The syllabus can be conceptualised as a strategic blueprint, outlining the intended course of action.

The function of instructional materials is closely interconnected with the responsibilities of teachers and learners. Every textbook is founded upon underlying assumptions regarding the process of learning. Additionally, the activities included inside a textbook inherently suggest specific roles for both teachers and learners while also presupposing inclinations towards learning styles. During the early 1980s, a scholarly discourse emerged including Allwright (1981) and O'Neill (1982) over the significance of

learning materials. Their essays, titled "What Do You Want Teaching Materials For?" and "Why Use Textbooks?", delved into the issue of the importance of learning materials.

2.2 Textbooks and Their Significance

Textbooks, undoubtedly, are an integral part of any curriculum. It is a primary source of imparting language input to the learners of that language. Hutchinson and Torres (1994), Karamouzian (2010), Tomlinson (2003), and Abdelwahab (2013) all go on to validate the usefulness and essentiality of textbooks in a language learning program. No teaching-learning program is considered complete if it does not implement the usage of a textbook. Even in today's time, when the Internet has taken over, textbooks still continue to cater to the learners. A textbook is a tool that helps students become familiar with not just the linguistic components of a language but also the cultural and social factors that are ingrained in language, Textbooks used in a language classroom can determine the program's quality by enhancing or diminishing it (Karamouzian, 2010). According to Tomlinson (2003), a textbook act as a roadmap. It gives them insight into what has happened in a lesson and what will come next. Abdelwahab (2013) discusses establishing uniformity across the grades in which the textbook is followed, easing the evaluation process and standardizing the instructional setting. Richards (2001) states that a learning program might have no implication if it does not follow a textbook as it provides the program with a structure and a syllabus. Hutchinson and Torres (1994) state,

"The textbook is an almost universal element of [English language] teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in [various] countries...No teaching-learning situation, it seems, is complete until it has its relevant textbook. " (p.315).

Cunningsworth (1995:7) explains that textbooks have multiple roles in ELT and can serve as:

1. a resource for presentation materials
2. a resource for activities of learners' practice and communicative interaction
3. a reference source for learners on grammar, vocabulary, and pronunciation
4. a resource of stimulation and ideas for classroom language activities
5. a syllabus (where they reflect learning objectives that have already been determined)
6. a source for self-directed learning or self-access work, and
7. a support for less experienced teachers who have yet to gain in confidence.

Graves (2000) enlists both advantages and disadvantages of a textbook. According to him, textbooks should be used because

1. It provides a syllabus for the course.
2. It provides security for the students because they have a road map for the course.
3. It provides a set of visual activities, readings, etc., saving the teacher time in finding and developing such materials.
4. It provides teachers with a basis for assessing students' learning.
5. It may include supporting materials (e.g. Teachers guide cassettes, worksheets, video)
6. It provides consistency within a program across a given level if all teachers use the same textbook. If textbook follows a sequence, it provides consistency between levels.

He also lists the disadvantages of using a textbook.

1. The content or examples may not be relevant or appropriate to the group you are teaching.

2. The content may not be at the right level.
3. There may be too much focus on one or more aspects of language and not enough focus on the others, or it may not include everything you want to include.
4. There may not be the right mix of activities in the textbooks (too much of x, too little of y).
5. The sequence is lockstep.
6. The activities, readings, visuals, etc., may be boring.
7. The material may get out of date.
8. The timetable for completing the textbook or parts of it may be unrealistic.

Similarly, Allwright (1981), for example, has written a severe critique of textbook use in the ELT classroom. He claims that textbooks are overly rigid and typically reflect the writers' pedagogical, psychological, and linguistic preferences and prejudices, thereby demeaning the status of textbooks in any learning program.

Richards and Renandya (2002) enumerate the disadvantages of textbooks as

- a. They fail to present appropriate and realistic language models.
- b. They propose subordinate learner roles.
- c. They fail to contextualize language activities.
- d. They foster inadequate cultural understanding,
- e. They fail to address discourse competence.
- f. They fail to teach idioms.
- g. They have lack of equity in gender representation.

Tomlinson (2001) states that advocates of the coursebook claim that it represents the most convenient medium for delivering instructional content, as it facilitates consistency and continuity in the learning process. Furthermore, they believe that

coursebooks provide learners with a structured framework, fostering a feeling of coherence, progression, and systematisation. Additionally, coursebooks assist teachers in lesson preparation and provide learners with a valuable resource for revision purposes. Critics argue that a coursebook inherently needs more depth and comprehensiveness in its treatment of language concepts and its facilitation of language immersion. Furthermore, it needs to accommodate the varied requirements of its users, enforce a standardised syllabus and methodology and reduce the autonomy and authority of teachers (p.67).

A great deal has been said about what a textbook does in a learning program, with a few scholars also citing the demerits of it. Yet it does stand true that textbooks are integral to language learning classrooms for teachers and learners. Therefore, it becomes immensely important to evaluate the effectiveness of textbooks that are to be used or that are being used in language education. The next section talks about the evaluation of textbooks and the various methodologies used in doing so.

2.3 Textbook Evaluation

As discussed above, textbooks are an integral part of any language learning program. Evaluating them is of immense importance to ensure the program's success. In the literature, there are a variety of evaluative measures that have been talked about. This section discusses the evaluation of textbooks in greater detail.

What is textbook evaluation, and why do we need it at all? Let us delve on the process and need for textbook evaluation. But before going deep into the field of textbook evaluation, we need to draw a distinction between 'textbook evaluation' and 'textbook assessment'. Harmer (2001) draws this distinction and says that "the assessment of a coursebook is an out-of-class judgment as to how well a new book will perform in class.

Textbook evaluation, on the other hand, is a judgment on how well a book has performed in fact” (p. 301).

Tomlinson (2003, p15) defines textbook evaluation as “a procedure that involves measuring the value (or the potential value) of a set of learning materials.”

Sheldon (1988) mentions two reasons to justify textbook evaluation

1. The evaluation will help the teacher or program developer decide on selecting the appropriate coursebook.
2. Evaluation of a coursebook's merits and demerits will familiarize the teacher with its probable weakness and strength.

According to Cunningsworth (1995) and Ellis (1997), textbook evaluation assists instructors in moving beyond impressionistic evaluations and acquiring meaningful, accurate, systematic, and contextual insights into the general character of textbook material. As a result, the textbook review has the potential to be a particularly valuable method of doing action research and professional empowerment and growth.

Grant (1987) introduced another evaluative approach called the CATALYST test, an acronym for Communicative, Aims, Teachability, Availability, Level, Your impression, Students’ interest, and Trying and testing.

Abdelwahab (2013) enumerates three methods to evaluate a textbook.

1. Impressionistic Method- This involves analysing a coursebook from a bird’s eye view based on a general impression that it has. This is done by skimming the contents of the textbooks to gain insights into organization topics, layout, and visuals. However, he asserts that this is somewhat inadequate and can be combined with the second method.
2. Checklist Method- Evaluation based on a well-defined instrument widely used in the evaluation process, i.e., a checklist which is a more systematic approach to textbook evaluation. This can be used to compare different textbooks and is also very time efficient.

3. In-depth Method- It is done thorough analysis of representative aspects such as the design of one unit or exercise or the handling of one particular linguistic element. A potential disadvantage of such a method is that the section under evaluation might not reflect the entire book.

Ellis (1987) distinguished two forms of material evaluation:

1. Predictive evaluation and
2. Retrospective evaluation

The predictive evaluation seeks to make a choice on which materials to employ. On the other hand, a retrospective evaluation is performed to see whether the chosen item served the intended objective.

2.3.1 Using Checklist for Textbook Evaluation

A checklist, as defined by Abdelwahab (2013), is a tool that helps English Language Teaching professionals assess language teaching resources such as textbooks. It enables a more nuanced assessment of the textbook using a set of evaluative criteria.

Abdelwahab (2013) points out that the approach of selecting English language textbooks suggested for students at various stages is unsatisfactory and far from scientific. There is, thus, a need for an evaluation checklist to help with textbook selection.

McGrath (2002) believes that a good checklist should: provide comprehensive information of the sort that will facilitate evaluation, and comparison, while making as few demands on the evaluator as possible. It would not only lead for the selection of the materials which are appropriate for the context but also contribute to the advancement of learning and teaching in that context. (p. 48).

Checklists can be of two types: -

1. Qualitative
2. Quantitative

To measure the quality of textbooks, qualitative checklists use open-ended questions to conduct subjective evaluations. This sort of checklist is ideal for doing an in-depth examination of textbooks. Quantitative checklists are based on objective evaluation and employ a Likert-style scoring scale. This form of checklist is more dependable and easier to use.

Based on the review of the literature on the textbook evaluation checklists, Mukundan, Hajimohammadi, and Nimehchisalem (2011) created a tentative classification of textbook evaluation criteria (Figure 1).

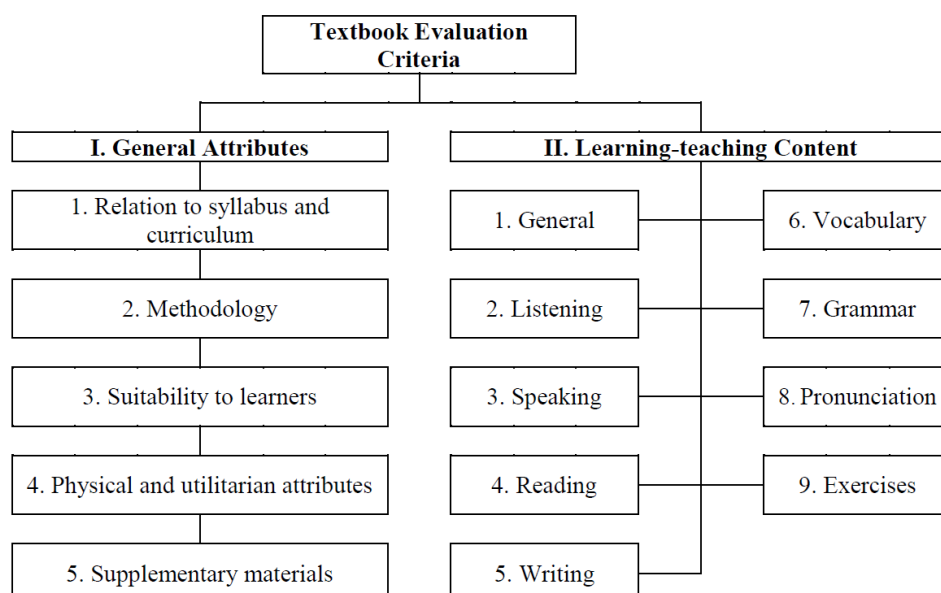


Fig 2. 1: Classification of Textbook Evaluation Criteria

As seen in the above image, they separated the list of criteria into two broad categories: "general attributes" and "learning-teaching content." The first category has been divided further into five sub-categories: "relationship to syllabus and curriculum," "methodology," "suitability to learners," "physical and utilitarian attributes," and "supplementary materials." In contrast, the criteria in the second group comprised "general" (i.e., task quality, cultural sensitivity, as well as linguistic and situational realism),

"listening," "speaking," "reading," "writing," "vocabulary," "grammar," "pronunciation," and "exercises."

2.3.2 Discussion of Some Checklists

In this section we would discuss some checklists proposed before, for the evaluation of ELT textbooks and look at the parameters taken into consideration.

Cunningsworth (1995)

Cunningsworth in the year 1995 enlists 8 parameters to evaluate textbooks.

1. Aims and Approaches

Do the aims of the course book correspond closely with the aims of the teaching program and with the need of the learners?

Is the course book suited to the learning/teaching situation?

How comprehensive is the course book? Does it cover most or all of what is needed? Is it a good resource for students and teachers?

Is the course book flexible? Does it allow different teaching and learning styles?

2. Design and Organization

What components make up the total course package (e.g., Students' books, teachers' books, workbooks, cassettes)?

How is the content organized (e.g., according to structures, functions, topics, skills, etc.)?

How is the content sequenced (e.g., on the basis of complexity, "learnability," usefulness, etc.)?

Are the grading and progression suitable for the learners?

Does it allow them to complete the work needed to meet any external syllabus requirements?

Are there reference sections for grammar, etc.? Is some of the material suitable for individual study?

Is it easy to find your way around the course book? Is the layout clear?

3. **Language Content**

Does the course book cover the main grammar items appropriate to each level, taking the learner's needs into account?

Are materials for vocabulary teaching adequate in terms of quantity and range of vocabulary, the emphasis placed on vocabulary development, and strategies for individual learning?

Does the course book include material for pronunciation work? If so, what is covered: individual sounds, word stress, sentence stress, intonation?

Does the course book deal with the structuring and conventions of language use above the sentence level, for example, how to take part in conversations and how to identify the main points in a reading passage?

4. **Skills**

Are all four skills adequately covered, bearing in mind your course aims and syllabus requirements?

Are there materials for integrated skills work?

Are reading passages and associated activities suitable for your students' levels, interests, etc.? Is there insufficient reading material?

Is listening material well recorded, as authentic as possible, accompanied by background information, questions, and activities which help comprehension?

5. **Topic**

Is there enough variety and range of topics?

- Will the topic help expand students' awareness and enrich their experience
- Is the topic sophisticated enough in content yet within the learners' language level?
- Will your students be able to relate to the social and cultural contexts presented in the course book?

6. **Methodology**

- What approaches to language learning are taken by the course book?
- What level of active learner involvement can be expected? Does this match your student's learning styles and expectations?
- What techniques are used for presenting/practicing new language items? Are they suitable for your learners?
- How are the different skills taught?
- How are communicative abilities developed?

7. **Teacher's Books**

- Is there adequate guidance for the teachers who will be using the course book and its supporting materials?
- Are the teachers' books comprehensive and supportive?
- Do they adequately cover teaching techniques, language items such as grammar rules, and culture-specific information?

8. **Practical Consideration**

- What does the whole package cost? Does this represent good value for money?
- Are the books strong and long-lasting? Are they attractive in appearance?
- Are they easy to obtain?

Alamri (2008)

Alamri (2008: 105-107) provides a set of criteria for evaluating textbooks. The criteria are covered within twelve areas, which are as follows:

1. General Appearance

- a. The cover is informative and attractive.
- b. The font size and type used in the book are appropriate for sixth graders.
- c. There is an informative orientation page.
- d. The book has a complete and detailed table of contents.
- e. Every lesson is given an appropriate title.
- f. The book has an appropriate glossary.
- g. The book has a complete bibliography

2. Design and Illustration

- a. There is a variety of designs to achieve impact.
- b. There is enough white space to achieve clarity.
- c. There is consistency in the use of headings, icons, labels, italics, etc.
- d. The illustrations are varied and attractive.
- e. The illustrations stimulate students to be creative.
- f. The illustrations are functional.
- g. The illustrations facilitate students' visualizations without imposing complete visual images.

3. Accompanying Materials

- a. Cassettes that accompany the book are suitable.
- b. The CD-ROM that accompanies the book is suitable.
- c. The posters and flashcards that accompany the book are suitable.
- d. The teacher's book that accompanies the book is informative.

4. Objectives

- a. Generally, the book fulfills the general objectives of teaching the English language in Saudi Arabia.
- b. Generally, the book fulfils the general objectives of teaching the English language for the elementary stage.
- c. The terminal objectives specified explicitly in the pupil's book are based on some theoretical background.
- d. The terminal objectives define the desired degree of mastery.
- e. The terminal objectives meet the needs and want of sixth graders.
- f. The terminal objectives define the desired degree of mastery.
- g. The terminal objectives meet the needs and want of sixth graders.
- h. The developmental objectives are specified at the beginning of each lesson in the teacher's book.
 - i. They are clear and precise.
 - j. They are measurable.
 - k. They suit the level of sixth graders.
 - l. They contribute to the attainment of terminal objectives.

5. Topic Contents

- a. The book's topics are varied and engaging to appeal to sixth graders with different interests and personalities.
- b. The topics encourage students to express their own views.
- c. The book avoids potentially embarrassing or disturbing topics.
- d. The topics allow students to think critically.

6. Language Contents

- a. The book covers the main grammar items appropriate to sixth graders.
- b. The book includes adequate materials for teaching vocabulary.

c. The book includes adequate material for pronunciation work.

d. The materials for teaching grammar, vocabulary, and pronunciation are graded in an appropriate manner.

7. Social and Cultural Contexts

a. The social and cultural contexts in the book are comprehensible.

b. The content of the book is free from stereotypical images and information.

c. Students can learn about the inner lives of the characters used in the book.

d. The book expresses positive views of ethnic origins, occupations, age groups, social groups, and disability.

8. Language Skills

a. The four skills are adequately covered.

b. There is material for integrated skills work

c. Listening material is well recorded, as authentic as possible, and accompanied by background information, questions, and activities.

d. There is sufficient reading material. (There is a range of varied and interesting reading texts that can engage students cognitively and effectively.)

e. There is sufficient material for spoken English (e.g., dialogues, role-plays, etc.)

f. Writing activities are suitable in terms of length, degree of accuracy, and amount of guidance.

9. Teachability

a. The book helps teachers to minimize their preparation time.

b. The book helps teachers exploit the activities to meet the students' expectations.

c. The book helps teachers cater to mixed-ability students and classes of different sizes.

10. Flexibility

- a. The book is appealing and useful to the students.
- b. The book caters to different levels of formality.
- c. The book provides an opportunity for teachers and students to localize activities.
- d. The book caters to different preferred learning styles.

11. Teaching Methods

- a. The teaching methods used in the book are the latest in the field.
- b. The methods used are student-centered.
- c. The methods used allow students to talk more than teachers.
- d. The methods used allow various class activities.

12. Practice and Testing

a. The book provides a variety of meaningful and mechanical exercises and activities to practice language items and skills.

b. It provides communicative exercises and activities that help students carry out their communicative tasks in real life.

c. Every exercise has a clear direction.

d. There is a reasonable and appropriate number of exercises.

e. The tests are valid and contain correct language.

f. The book provides periodical revisions for diagnostic purposes.

g. The book provides models for final achievement tests.

He creates a grading system based on a 4-point scale, namely strongly disagree (1), disagree (2), agree (3), and strongly agree (4).

Litz (2005)

He prepared a series of textbook evaluation questionnaires which were divided into seven areas. For the purpose of evaluation, he used a 10-point Likert scale ranging from highly disagree (1) to highly agree (10).

1. Practical consideration
2. Layout and design
3. Activities
4. Skills
5. Language type
6. Subject and content
7. Conclusion/overall consensus

Grant (1987) introduced an evaluative approach called the **CATALYST** test, an acronym for Communicative, Aims, Teachability, Availability, Level, Your impression, Students' interest, and Trying and testing.

Peacock (1997) proposed a checklist that includes eight sections:

Table 2.1: Checklist proposed by Peacock (1997)

1. General Impression	2. Technical Quality
3. Cultural Differences	4. Appropriacy
5. Motivation and the Learner	6. Pedagogical Analysis
7. Finding the way through the student's book	8. Supplementary Materials

The evaluating system was developed based on a 3-point Likert scale, namely good (2), satisfactory (1), and poor (0).

2.3.3 Conclusion

In conclusion, evaluating a textbook is difficult for instructors and material developers. They must decide on a suitable checklist. The evaluation process is made more effective, accurate, and dependable with the usage of standardized checklists. There is a dearth of substantial research addressing the process of textbook evaluation in India, and

we did not find any checklist in the context of textbook evaluation in India. This study is significant in the sense that it aims to evaluate NCERT textbooks of Grades I, II & III through which students in India establish their first significant contact with the English Language and therefore, it becomes essential to evaluate the textbooks and see if they cater to the socio-cognitive needs of the learners in the primary grades.

As Allwright (1981, p9) puts it, “there is a limit to what we anticipate from instructional materials. The whole business of managing language learning is just too complicated to adequately address by a pre-packaged set of choices reflected in education materials.”

2.4 Textbook Evaluation outside India

A study in Jordan carried out by Tarawneh and Altweissi (2022) sought to examine the perceptions of teachers with regards to the recently introduced English textbook for ninth-grade students. A self-administered survey instrument was devised to facilitate data collection for the present investigation, comprising a total of 57 items. The survey encompassed five primary domains, namely course objectives, textbook content, activities, evaluation, and course layout. The study's sample comprised a total of 89 teachers, with 34 individuals identifying as male and 55 individuals identifying as female.

The findings of the study indicated that the domains pertaining to course objectives, course layout, and evaluation were assessed to possess a considerable degree of appropriateness. Conversely, the domains encompassing activities and textbook content were evaluated to possess a moderate level of appropriateness.

Another evaluative study was done by Saeid Najafi Sarem, Hadi Hamidi, and Rezvan Mahmoudien (2013). The textbook under the process of evaluation was an ESP Course-Book: English for International Tourism. The authors used a checklist developed

by Daoud and Celce-Murcia (1979) to assess the textbook on several dimensions, including content, organization, presentation, and exercises. The results of the evaluation showed that the textbook was generally well-designed and met the needs of the students. However, the authors also identified some areas for improvement, such as the need for more authentic materials and more opportunities for student interaction. The paper seeks to discuss the implications of the findings for both language teachers and material developers. The authors argue that textbook evaluation is an essential part of the teaching and learning process, and that teachers should use a variety of criteria to assess textbooks before selecting them. They also argue that material developers should take the findings of textbook evaluations into account when designing new textbooks.

2.5 Textbook Evaluation in India

Singh (1984) examined the merits and drawbacks of government-controlled textbooks in English that were recommended for students in grades VI to X in schools located in Haryana. Data was gathered from both teachers and students regarding three specific aspects of textbooks: the academic aspect, the physical aspect, and the general aspect. A group of chosen educators and students were given a series of three surveys. These surveys were designed and utilised to evaluate three different types of English textbooks often used in schools: English Reader, Supplementary Reader, and Poetry book. The study's findings indicate that the English Reader designed for Grade VI generally met the criteria. Several shortcomings were evident, such as the absence of funny content and the challenging nature of many classes for learners. The mandated textbook for grade VII had limitations such as a scarcity of visual aids and images. The poetry book recommended for advanced students in schools of Haryana also has limitations, such as containing challenging and lengthy pieces. The feedback received from students and teachers

regarding textbook improvement focused on removing challenging lessons, incorporating humorous content, introducing simpler material, adding visual aids, reducing the number of lessons, and enhancing the book's layout. The aforementioned study aided the researcher in conducting content analysis and evaluation of textbooks to determine their strengths and weaknesses.

In a study by Jayaraj (1998) a content analysis and evaluation of English textbooks that was followed in standard XII in Tamil Nadu and Kerala was attempted. The objective of the study was to analyse and assess the content of English textbooks used at the higher secondary plus two level in Tamil Nadu and Kerala. The aim was to conduct a comparative study to identify any deficiencies in relation to the teaching objectives of language, textbooks, teacher handbooks, and supplementary readers.

Another study by Nemati (2009) aimed to assess the English Pre-University textbook of Karnataka state in India concerning general criteria and vocabulary instruction. Consequently, two forms of evaluation were conducted. A questionnaire was developed referencing essential aspects derived from several content evaluation checklists, along with a section pertaining to diverse vocabulary teaching methodologies. The administered questionnaire was filled up by 26 Pre-University educators from 12 randomly chosen governmental and non-governmental institutions. The advantages and disadvantages of the course book were examined in detail. In the second phase, a systematic analysis of the book's vocabulary was conducted by randomly selecting certain texts and subjecting them to a vocabulary profile to determine if the words were arranged from the most frequently used to the least, which, according to Nation (1990), is a crucial aspect of vocabulary instruction.

Upon analysis it was found that the textbook is deemed acceptable by most English teachers (70%) using it. The results of the vocabulary analysis indicated that it is preferable to alter the sequence of text presentation, placing texts with more frequent and consequently easier vocabulary at the beginning, while positioning texts with rare and significantly more challenging vocabulary towards the end of the textbook.

An analysis of the 6th Grade ELT textbook taught in Andhra Pradesh was done by Thotapally Anjaneyulu (2014). The textbook was evaluated at two levels: - First-Glance evaluation and Close evaluation

The First Glance encompasses a comprehensive evaluation and examination of the textbook, focusing on its design, table of contents, arrangement of units, lessons, and sections within the book. The Close evaluation examines separately and more analytically the treatment of the different skills, reading, listening, writing, and speaking and the ways of assessment practices provided through the book.

Upon conducting a close examination of the various elements comprising the book, it was determined that the overall structure of the textbook and the incorporation of thematic content were deemed acceptable. The authors' objective to incorporate authentic scenarios and address all four language proficiencies in a cohesive manner was evident, and indications of instructional differentiation were also observed within the textbook.

Nevertheless, several areas of concern were identified regarding the feasibility of the book, its content, utilization of genuine language, incorporation of the four language skills, the nature of the tasks, learner autonomy, and assessment methodologies. The findings additionally indicated that the textbook had not undergone a pilot study prior to its implementation, a crucial step to ascertain its efficacy for the intended target audience.

Another research on the evaluation of textbooks taught at the Higher Secondary Level was conducted by Champak Deuri in 2012. The paper enlisted the properties of a good textbook. A questionnaire was used to elicit information from both teachers and students about the strengths and weaknesses of the abovementioned textbook. Lastly the researcher comes up with some effective solutions to address the problem. The major objective of the study was to assess the quality, inaccuracies, and usefulness of the textbook. It also studied the views of the students and the teachers regarding the various aspects of the textbook. Grammar was also considered in assessing the textbook. The major problems were then categorized into six areas. These were:

1. Physical Orientation
2. Academic aspects
3. Organization and Presentation of the Content
4. Use of Illustrations
5. Exercises and Assignments
6. Up-to-datedness.

As far as the Physical Orientation of the textbook is concerned, there were problems with the size and binding of the textbook. On the academic front the content presented was good but there were problems such as instances of unclear, brief and insufficient content delivery. There was also no contextual explanation wherever required. Also, it is worth mentioning that the textbook was not designed keeping in mind the cognitive maturity of the learners.

The content presented in the textbook lacked explanation and clarification. The usage of Illustration was, according to the researcher, was the most neglected aspect of the textbook. Pictures aiding clarification of concept were lacking as inferred from most teachers and students. The Exercises presented in the textbook also received criticism from the researcher owing to its unsuitability and techniques employed it was also said that the

students failed to complete their assignments because of the unavailability of the resources. There were also concerns regarding the up-to-datedness of the textbook as the researcher found the information provided is not latest and that there should be modification in this respect.

Chauhan et al. (2023) seek to examine the extent to which secondary level ESL textbooks facilitate the enhancement of cognitive and argumentative skills in young learners by assessing the exercise questions in the English textbooks for grades VIII, IX and X, published by the National Council of Educational Research and Training (NCERT). The theoretical frameworks employed in this work are the updated Bloom's taxonomy of cognitive demand by Anderson and Krathwohl, and Wolfe's Argumentation Model for argumentation skills. Upon examining 326 exercise questions, the researchers determined that the cognitive requirement of 'Analysis,' necessitating analytic argumentation skills, is the most prevalent, followed by 'Understanding,' which demands text-centered arguments. Nevertheless, the cognitive requirements of 'Create' and 'Apply' are very minimally represented, suggesting that the textbooks neglect the learners' creative and problem-solving cognitive abilities. This study may assist textbook developers and curriculum planners in improving textbook quality.

2.6. Conclusion

Although material evaluation is highly significant, there is a noticeable lack of empirical study in comparison to theoretical studies. In addition, the quantity of textbook evaluation studies conducted in India remains quite limited. This study is distinct from other studies since it focusses on primary level textbooks that serve as the initial and important introduction to the English language for students in the educational system of

India. Furthermore, as far as we are aware, there has hardly been an assessment conducted on these textbooks. The study is significant also because it integrates checklist method with the corpus-based and cognitive approach to evaluate the textbooks. The next chapter will discuss our first approach of evaluation using the checklist method.