

EVALUATION OF TEXTBOOKS OF ENGLISH FOR SECONDARY SCHOOL STUDENTS

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ABSTRACT

This study attempts to explore whether or not a de-facto consensus exists at all over what makes a good standard of textbook, and, to locate some theory-neutral, universal, and broad characteristics of textbooks with some guidelines for the systematic improvement. For this purpose a composite item scale was developed. Reliability of the scale was determined, the reliability coefficient Alpha of the scale was .61, Average inter items correlation coefficient $r=.23$. at 0.05 level of significance. The instrument was administered to sample of 200 teachers working in the field. Collected data was interpreted and percentage as a statistical technique was applied. . What is claimed here, however, is that the textbook of English needs revision as they are not up to level and are not in accordance with viewpoint of the experts. In order to make these books valid documents their get up, contents, presentation may be reconsidered.

INTRODUCTION

Schoolbooks, especially textbooks, tend to be the dominant instructional medium in the classroom (Patrick, 1988). Because textbooks typically deliver the curriculum, they are regarded as the single most important instructional material. As a result, they are central to schooling at all levels (Lockeed and Verspoor, 1990). Especially in a context of scarce learning resources and a shortage of teachers--in terms of number and quality textbooks appear to have a strong positive impact on educational quality, as indicated by student achievement. Realizing these facts, many developing countries invest heavily in schoolbooks, especially textbooks, with higher priority given to primary and secondary school levels. Many developing countries are now moving toward pursuing the goal of "a quality textbook for each" student. But countries pursue this goal in different ways. One can ask of these strategies: who are the targets, what is the book distribution system, what are the roles of government and private sector, and what is the contribution of the students' parents? Ten countries assisted in this endeavor by World Bank loans can be cited as examples.

Each education provides people with the potential to learn, to respond to new opportunities to adjust to social and cultural changes and to participate in the political, cultural and social activities. Our education revolves around the use of text, which has a great impact on the whole teaching learning

process, because on one hand it saves the time and energy of the teacher and makes him able to utilize his skills effectively and on the other hand it helps students to get all rounded development. Effective teaching is essential for imparting the message and information of the book in a proper way to the learners. Therefore the teachers and students should understand textbook. It is not always easy to be certain that understanding and many other factors can hinder the flow of communication between writer and the student. The subject matter may require sufficient vocabulary, specific style suitable for a particular student and the text written in a spoken presentation, they all hold the attention of students. This can be effective if text is organized, written and edited properly.

Due to above facts textbook evaluation is considered to be the most important activity in education today. In essence it takes as problematic, what should be planned, thought and learned in our schools. The study is organized around the choices facing by practitioners in the field of Secondary education. It is type of recognition of the needs felt by educationists for better ways of describing, explaining and justifying the material included in these textbooks.

STATEMENT OF THE PROBLEM

The study was designed to evaluate the textbooks of English for IX and X class students at secondary school level.