

Significance of Text Book Evaluation for the Purpose of Effective Second Language Acquisition

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Abstract: Textbooks perform a very significant role in language teaching. In recent years controversial debates have been arisen throughout the ELT profession on importance of textbook in teaching English as a foreign or second language. Arguments have encompassed concerning the potential limitations experienced in using the textbook for guiding students through the procedure of learning as well as expectations of the teachers who are enrolled in teaching. Other primordial issues come into consideration recently, which include textbook design in response to its practicality and methodological validity and the role of textbooks in terms of authenticity of language and materials, needs analysis, condition of SLA and cultural components. The authentic evaluation of a text book is necessary for curriculum design and materials development. Otherwise the purpose of teaching is obstructed. This paper confidently focuses on the acute importance of pre evaluation of textbooks and its possible limitations in order to construct an effective SLA classroom. It will discuss and describe the intricate and complex evaluation procedure that had been done on Headway in context of English as SLA, and the purpose of this evaluative research project is to determine and establish the overall pedagogical validity and appropriateness of the book in terms of its specific language teaching program.

Keywords- Achievement, Evaluation, Motivation, Material Development, SLA

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I. Introduction

The world of teaching is a panorama of wisdom that keeps producing the plethora of ideas and techniques with a view to endow it with accomplished recognition. The textbook is at the vintage of teaching that is universally being used as a medium of language teaching and learning. It is the axis of learning upon which the universe of knowledge keeps moving. The visionary as well as the pragmatic aspects of a language text book is insurmountably immense that includes psychological along with ethnical factors of human life. The philosophy of language teaching universally depends on a constructive textbook. The phenomenal aspects of textbook are the sources of millions of versatile copies that are sold every year and commercially invested with numerous aid projects. Without a relevant textbook no teaching learning situation is capable of visualizing success. As Hutchinson and Torrs (1994)suggests that “textbook is an almost universal element of (English language) teaching. Millions of copies are sold every year and numerous 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). Textbooks are used in different ways in language program in various SLA contexts. The use of textbook for the purpose of language teaching covers versatile factors although the significant focus is on the learning procedure. The primordial significance related to the pedagogical approach of text evaluation is supposed to demand a linguistic and psychological collaboration with syllabus design. Sheldon said (1998) “Textbook represents not only the visible heart of any ELT program” (p.237). He more argued that “textbook is regarded as the tainted end-product of an author’s or publisher’s desire for quick profit” (p.239). So we need to evaluate textbooks for two major reasons. First, evaluation helps the teacher or the instructor in making decisions on selecting the appropriate texts. Second, through making an evaluation the teacher has the opportunity to become familiarized with the merits and demerits of the particular textbook. Further, it helps to make a comparison between probable weaknesses and strengths concerning the text. The textbook not only represents the perceptible source of any ELT program but also offers a considerable amount of advantages for both the students and the teachers when they are actively engaged in the EFL/ESL classroom to make it a success. Haycroft (1998) for example suggests that “one of the primary advantages of using textbooks is that they are psychologically essential for students since their progress and achievements can be measured concretely when they use them.”(p.223). It’s unanimously evident that students in general often bear expectations concerning using their particular textbook in their procedure of practices as they have a kind of conventional belief that the published materials should have more credibility than their teacher generated or “in-house” materials. In response to the desire of the students, Curriculum or syllabus designing should be depended

on the componential and the pragmatic evaluation that requires to be done considering the arena of *needs analysis* which ultimately states for evaluation of the particular texts assigned for a particular group of learners.

The basis of approach to evaluation before syllabus design is aimed at justifying the teaching contents according to the requirements of the learners that should essentially determine and control the methodological procedure for language teaching and learning. So the indispensable importance of an authentic textbook for language is boundless. The well methodized way of pre evaluation of a text can guarantee the rate of optimum success in language teaching. Now we analyze the pedagogical importance of pre evaluation of textbook.

II. Purpose of Evaluation

An authentic text provides a systematic and coherent introduction to the issues involved in developing, managing and evaluating effective language progress. It is important to understand the requirement of text evaluation for materials development and syllabus design that is ethically engaged with creating an effective SLA classroom both for the learners and the teachers (Dudley and Evans and ST .Jhon 1998). The major purpose is to focus on the different factors that determine the successful design and implementation of teaching programs and language teaching materials. The methodological approach of a text book calls for an intricate evaluation before making the final selection of that book for the intended learning course. In a second language context like Bangladesh, Japan, Pakistan evaluation is indispensably important for the procedure of curriculum development and syllabus design. The condition of learning English in these countries is not up to the mark and obviously the massive task like evaluation is not done as the pre task of language learning. As a result a huge amount of gap remains regarding the expectations of the learners and the teachers and the learning progress:

- Curriculum Design: To provide insights about the quality of program planning and organization. It will ensure methodical approach of a language program. The syllabus and program content: To identify the relevance and congruity prevailing in different teaching contents of the textbook so that error identification can be easier as well as confusions regarding the whole teaching spectrum will be held back.
- Classroom process: To provide an insight will give an idea about the extent to which the program is being implemented appropriately. Both the teachers and the learners can gain introspective attitude towards the whole learning procedure.
- The teachers: For example how they are conducting teaching their collaboration with the teaching context (text), attitude towards motivation and feedback using text. They can come to be aware of the potential problem that can arise and take their stand to make things explicable when learners are grabbed with confusions and low spirit.
- The student: To What extent they are affiliated with the text book in their procedure of learning and whether their learning is successful or not. A pre evaluation of a textbook reduces the chance of being detached from the prescribed textbook.
- Monitoring pupil's progress: To conduct formative (in progress) evaluations of student learning so that authenticity of the textbook can be reviewed and ultimately achievements and failure can be measured out.
- Learner motivation: To provide insights about the effectiveness of the teachers in aiding students to achieve goals and objectives of the learning program. When the teacher is well known of the shortcomings of textbook that he is going to teach then very naturally, he can plan out lesson plan keeping in mind all the potential problems of the students and take initiative to motivate them positively.
- The institution: To know what administrative support is provided, what resources are used and what communication networks are involved to make the institution dynamic in language teaching.
- Learning environment: To provide insights about the extent to which students are provided with a responsive environment in terms of their educational needs. The students must feel well communicated with their assigned textbook.
- Decision Making; To provide insights about how well the individual teacher and syllabus designer undergo steps for better development of the text. Moreover, the individual teacher's response to the text and his handling of tough situation with the students should be monitored.

Since 1960s, textbook evaluation has become an interesting issue to educators and curriculum planners. The scope of text evaluation has moved from concern with assessment result to collect specific information and make judgment about all aspects of the curriculum (Hewings and Dudley-Evans 1996). Weir and Roberts (1994) distinguishes between two major purposes for language program evaluation and program accountability. Development-oriented text evaluation is primarily designed to improve the both external and internal quality of the text book that is used for teaching the development of the students and the teachers. In the present world,

there are many non native countries of English where the teaching scenario strongly demands the activities of textbook evaluation.

The context of Bangladesh is a good example to study the importance of text evaluation. Here students study English language throughout 12 years but unfortunately both the pedagogical and linguistic performance of the learners is very much unsatisfactory and disappointing. English is still a very awesome subject to learn in our country. Both in school and college level students obtain good marks without reaching any standard of efficiency. Text board curriculum development board produce such kind of syllabus where the text books ensure good grades rather than language proficiency. Even in tertiary level the basic courses of English textbook fail to guarantee maximum positive output for the learners. Teachers are also frustrated and led by miscellaneous ideologies regarding teaching. Ultimately the learners are becoming the losers. The scenario of second language acquisition is not up to any standard. The text selection committee does never follow a scientific methodology in applying textbook for the learners. We don't have any nationwide approach for increasing the quality of the existing textbooks with a view of language proficiency. It's pragmatically important to evaluate textbooks before making final selection for the students. So the justification of text evaluation is very important. In that case the concerned authority will become academically active to launch evaluative process. From the point of view of ELT expertise the pedagogical as well as paradigmatic justification of text evaluation is highlighted here.

III. Justification of Text Evaluation

ELT material developers and evaluators are supposed to take into consideration a wide range of factors before making an attempt for predictive evaluation .Because textbooks play a pivotal as well as componential role in the complicated realm of language teaching and learning. So they are perceived as an indispensable source for language learning. At present in a language class a teacher's duty is simply performing the role of an efficient instructor where the text book serves him or her as the major guideline or better can be said that today's text book is a magna carter for both the teachers and students. The teacher must not only know how to use it , but also providing the students with proper motivation and feed back will make it useful to a greater potential in the oceanic atmosphere of language learning .Simultaneously, an evaluated text has an insurmountable importance for learners who can construct collaboration between the ideologies of target language and cognitive techniques. For evaluation some factors like learners, teachers and instructional materials as well as syllabus should be taken into consideration (Richards and Rodgers1987). In order to account for these roles effectively, the evaluator must gain an awareness of the learner and teacher needs and interest (Bell and Gower1998).

Hutchinson and Torres (1004 p.232) identified some major ways through which evaluation can help in time of educational procedure being used as a vehicle for teachers and learner training:

- Evaluation should be used as a basement for teaching and learning.
- It is aimed at serving as a guideline for the teacher.
- It will provide 'support and relief' fro the burden of looking for materials
- It guarantees to open the ways for cognitive understanding.
- A thorough evaluation provides a complete picture of the text in its most possible ways.
- Lastly it renders out a psychological support to the teachers when they undergo crucial problems while teaching.

It's a well known fact that an authentic text provides a systematic introduction to the issues involved in developing, managing, and evaluating effective language program. Evaluation is the pre stage in the arena of curriculum development process which includes situation analysis, goal setting, syllabus design, materials development and adaptation, teaching and teacher support with the aim of structuring a SLA classroom (Jack c.

Richards; Curriculum development in language teaching).In many ways it has been demonstrated that a lot of scripted textbooks, language models, dialogues, grammatical examples or practices, are not related to real life situation as well as totally inappropriate for communicative or cooperative language teaching. The ideological and pedagogical importance for evaluation is to justify certain teaching elements like language structure, grammar, idioms, vocabulary, conventional rules, and strategies are prepared in correspondence with the needs analysis of the students. The students must feel that what they are learning, everything is oriented from their own life. (Catheart, 1989; Bardovi, Harlinget et al, 1999; Yule et al, 1992). So a very minutely careful selection of materials based on the needs analysis articulate the motivational inner aims, methods and ethical values of teaching program.

So a thorough evaluation, therefore, should enable the managerial and teaching stuffs of a specific institution or language organization to discriminate among all the available textbooks of the market. This makes a promise to journey a long way ultimately assisting teachers with a determination of making an optimum use of textbooks identifying the strong points and the cognitive values, recognizing the shortcomings of certain exercises and teaching instructions. One more additional reason for textbook evaluation is the fact that it can be

very useful in teacher development and professional growth. (Cunningsworth 1995; Ellis 1997) positively suggest that the textbook evaluation helps teachers move beyond impressionistic assessment and it helps them to accomplish useful accurate, systematic, contextual insights into the overall nature of the text material. They can attain a sustainable amount of experience for gathering experience in the arena of teacher development as well as learning the right way for providing students with motivation and feedback. They can get easily introduced with a wide circle of published learning materials. Teachers gain the ability to justify their teaching capability as well as appropriate way for accomplishing success as a good instructor rather than a pedantic GRAMMAR

TEACHER. Text evaluation opens up the opportunity for a self decision to create an evaluative attitude while teaching. Individual teaching script helps out to have instant change they feel necessary during teaching. Cunningsworth (1995) proposes four criteria for evaluating textbooks, particularly course books:

1) They should correspond to the learners' needs. They should match the aims and objectives of the language program. Even there should be linearity between the teacher and the academic objectives of the particular textbook.

2) They should reflect the uses different situational use of language in real life, so that the learners will make of the language in response to their contextual demands. Textbooks should be chosen that will help equip students to use language effectively for their purposes.

3) They should take into account for students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid method. The learning environment should be stress free and undue communicative.

4) They should have a clear role as a support for learning. Like teachers, they meditate between the target language and the learner. A good textbook actually plays a prophetic role with the help of the teachers.

Cunningsworth (1995) presents a checklist for textbook evaluation and selection organized under the following categories:

- aims and objectives
- design and organization
- Language content
- Skills
- Topic
- Methodology
- Teacher's book
- Practical consideration

All these above consideration of text book evaluation are very practical selection as it covers the whole scenario of language-teaching spectrum. After discussing all these scientific aspects of text evaluation, it has become important to focus on the pre use evaluation of textbook. If a text is evaluated in the middle of the course then no necessary action can be adopted. A textbook can not be altered while half of its portion has been already done. In this situation the teacher is thrown into a helpless condition to make any certain changes in lesson plan after being recognized with the drawbacks of the evaluated textbook. Ultimately, the students become the sufferers. So it's wise to make the pre evaluation of the textbook so that both the syllabus designers and the teachers should be provided with a good amount of ideas regarding the prescribed textbook. Simultaneously, the students need to be well accommodated with the expected confusions and errors of the textbook while there should to be a good amount of error analysis concerning the textbook. In true sense, textbook creates a bridge among the syllabus designers, teachers and the students. So the importance of pre evaluation of text book of is immense and academically as well as paradigmatically significant.

IV. Pre Use Evaluation

Pre use evaluation is most appreciated before prescribing text book for a particular language class. It selects certain criteria for evaluation and its ultimate focus is on gaining success in ESL classroom. The potentiality concerning the pre use text evaluation is greater than post evaluation. Pre use text evaluation should ensure that the teaching materials are covered by the demands of needs analysis of the students and obviously it should have adequate relevance to the socio cultural atmosphere of the target students. Simultaneously, it also distinguishes the differences existing among the teachers and collaborates with the procedure of finding out the right kind of language instructor for the target group. So the teachers feel quiet comfortable as well as confident in composing lesson plan for each class. They are entrusted with the responsibility to make students go through practices using the leaning contents and when they perform so, the rate of success can be potentially judged by a pre use evaluation. In case of any difficulty or loophole regarding the text, a considerable amount of change should be brought or done by the concerned teacher and he/ she should be given with that freedom to have some individual correction of the prescribed syllabus. Cunningsworth (1995) and Ellis (1997) have suggested that

there are three different types of material evaluation. They argue that the most common from is probably predictive or pre-use evaluation which is designed to examine the future or potential performance of a textbook.

The other two types are in-use or retrospective evaluation and post-use or reflective evaluation. In this paper the use of pre-use evaluation is emphasized and synchronized according to ESL classroom activities and its ultimate success. Authentic pre-use evaluation enormously helps out the syllabus and curriculum designers to implement effective and accomplished textbook organization for the target group of learners. Syllabus and curriculum design is a method that requires a sustainable amount of brainstorming and logical analysis. So when a particular text is chosen for a specific target group it can't be changed from time to time. Language textbook selection is a very tough task as it has to take into consideration a lot of factors. The principal advantages of evaluating a textbook ultimately ensure the guarantee of success in language teaching. This procedure sets up a strong and authentic matrix of collaboration between teachers, students and the learners. When a curriculum is produced after much evaluating a textbook then the target students get a standard syllabus which has the least chance to be changed from time to time. With a view to make things authentic and justifies an initiative has been adopted in this paper to undergo an evaluative procedure of a well functioning textbook "*Headway*" in the world.

V. Exemplary Micro Evaluation of Headway Pre Intermediate

An exemplary micro evaluation is done for achieving privilege to scrutinize the positive and negative factors regarding the methods of text judgment. *Headway* is one of the widely circulated texts for SLA or ELT purpose. The series of *Headway* grammar books continue to meet up the demands for versatile needs of the students as well the teachers. In this evaluation, the primordial

Focus is on identifying the aims and objectives of the each unit and to what extent as a whole the text addresses the demands of the second language students. It simultaneously justifies and determine the "what to do" tasks and "what to do" instructions for the language instructors and the teachers. At the concluding section of each unit evaluation very specific number of drawbacks is mentioned out and considerable suggestions as well as way out of the solutions to the problems are laid out. It makes an introduction to the teachers to have a pre idea about the ideological and ethical concepts of the certain text that he/ she is supposed to teach. This pre evaluation surely helps out to make a bridge between the needs of the students and lesson plan of the teacher which ultimately behaves as the architect of an effective language classroom. The teacher when goes through the evaluation can gather the suspected problems he might have while teaching so that the pre preparation for classroom problem management can be resolved. Thus the hypothetical negative teaching parameter that comes out of text evaluation assists the teacher to adopt decisive lesson plans that keeps an alignment between the students and the expectations of the teacher. On the contrary, the positive aspects of the evaluation regenerate the teacher's spirit and aid him to deliver spontaneous instructions which set him before the students as a highly motivated language facilitator. His positive attitudes towards the text book uplift the low spirit of the students and canalize it to become a confident learner narrowing down his stress level. At the same time, from the pragmatic point of view the text evaluation provides the teacher with prerogative power to make certain changes in the particular lesson (classroom realia, grammar tasks etc.) while his/her expectations along with the students needs do not cope with the given instructions and the tasks of the book. Moreover, if the teacher comes across the evaluation, he gets a good critical knowledge of the text that helps him to overcome the instant challenges of the classroom with a cognitive view and thus enables him to enrich the students by giving constructive feedback. Now an exemplary pre use evaluation has been launched out on *Headway Grammar* book. This is simply showed as a sample of evaluation procedure. If we attempt to undergo such types of evaluative procedure only for the sake of the learners, in long run the second language learners will be at their peak of satisfaction in learning language.

VI. Exemplary Evaluation

An exemplary micro evaluation has been done on *Headway* grammar book that is a widely circulated text in the world of English language teaching. Its authors are John and Liz Soars. Publishing house is Oxford University press. The evaluation procedure has been carried out on *Headway* grammar book intended for the learners of pre intermediate level that is young adults. Target goal is to develop proficiency in English. Duration of the course is 120 hours. There are 15 units in the book encompassing vocabulary teaching, and developing four skills of English language like speaking, reading, writing and listening. The major Objective of this book is to make students fluent in using English in communicative context. In this book an interesting blending of teaching materials has been done combining both traditional grammar items along with communicative approach keeping pace with real life contexts. As a result both the teacher and the students can get ample opportunity to accomplish efficiency in communicative skill guided by linguistic competency. The textbook is of high grade and presentation of information appears to be clear, concise and user-friendly. The textbook also contains several charts, models and photographs that help clarify and contextualize information while the

presence of hand drawn pictures portrays a friendly and humorous atmosphere. The student workbook provides review exercises and a variety of practice exercises that assist with the development of students' proficiency with grammar, reading, writing, spelling, vocabulary and speaking and has enormous potential for classroom use of homework assignments. Now we have made two exemplary evaluations of Headway grammar book. The evaluated units are discussed here:

6.1 Unit-01

Subtitle: Question forms- Present Continuous- Social English

Aims and Objectives: To enable students in asking questions with wh-word and auxiliary verbs and in using progressive aspect and pre fabricated phrases in everyday communication.

To what extent the unit is successful:

Achievements:

- The layout and presentation of the unit is in harmony with the design of the unit. Grammar, vocabulary and four skills are covered.
- Well-chosen and effective passages for the learners.
- Pair work in speaking is highly motivating and makes the students active in the class.
- Pre reading tasks are carefully designed and are helpful in activating students' schema.
- Pre listening tasks are motivating and interesting as they are related to the learners' personal life. So the students feel free while speaking.
- Question format like 'what do you think' is highly effective in making student speak.
- Pre fabricated phrases like 'good morning', 'excuse me' are of great use to the overseas learners in daily conversation
- Group work in listening and speaking activities is appreciable.
- Instructions on how to use a bilingual dictionary under vocabulary section are really informative and helpful to the young learners.
- Jigsaw listening is highly effective in rousing learners' curiosity for information.
- The idea of 'generation gap' is really good.
- Using visual aids for the enrichment of vocabulary is fruitful.
- Present continuous is not focused properly. These should have been a model passage with the use of present continuous. . Non-progressive aspect of verbs is left or ignored.
- The difference between present simple and continuous needs elaboration.
- Pre fabricated phrases may lead students memorization.
- Learners might face problems in understanding British accent.
- Writing gets less attention.
- As different parts of the unit focus on different aspects of language, it seems that it lacks coherence.

Suggestions:

- Passages or dialogues with the present continuous can be included.
- Examples or list of noun-progressive verbs might be added.
- Pre fabricated phrases should be used in a single dialogue.
- The notion of culture shock should be introduced to the students.

6.2 Unit 2

Subtitle: Present Simple – Have/have got--- Numbers

Aims and objectives: To help students understand the form and uses present simple, differentiate between have and have got and comprehend about numbers.

To what extent the unit is successful:

Achievements:

- The passage about lifestyles of different nationalities provides opportunities to the students to have close look at the form and uses of the present simple.
- Completion of dialogue is an effective writing exercise as it enhances students' analytical power of context and integrates both receptive and productive skills.
- Reading articles are authentic as they are taken from magazines, newspapers and journals.
- Vocabulary networks are productive in learning new vocabulary.

- Reading articles under ‘skills development’ present different aspects of British society from an objective point of view. Therefore learners feel free and are encouraged to present facts in unbiased way.
- Listening tasks like radio interview with audio equipments are motivating and helpful to develop oral skill.
- The distinction between have and have got is beneficial to the students.
- The inclusion of numbers in everyday English section is of great help to the students in using numbers in everyday communication.

Limitations:

- The passage about lifestyles of different nationalities presents a partial that is westernized view of life. No mention of Asian and African countries.
- Number is not focused properly. We only find the use of ‘and’ after hundred and way of saying price.
- Excessive use of newspaper or magazine articles may create boredom.
- There is an attempt to establish the typical Western slogan i.e. ‘freedom’ ‘How others see the British’

Suggestions:

- A dialogue using numerical expressions should be included.
- Oriental view of life along with the occidental should be presented to the students.
- Materials should be adapted to suit the need of our learners.

This exemplary micro evaluation of “*Headway*” speaks for the scrutinized findings that include both positive and negative aspects. It is explicitly explained how the positive factors strongly contribute to the development of motivation in the learners as well as creating a suitable atmosphere for giving feedback in case of any problem. The drawbacks are highlighted methodologically with a view to search for effective suggestion that will enable both the learners and the teachers to assume potential shortcomings of the expected learning material and take feedback accordingly. The course instructor when goes through this evaluation he/she can build his/her lesson plans keeping in mind all the major loopholes of the target piece of learning. So eventually the language teacher or instructor get himself/herself psychologically prepared for the expected SLA problem in the classroom. The teacher is supposed to take interview using his wisdom, intellect and skill to tantamount the problem. Similarly for curriculum designer evaluation is a “ must not to forget” procedure when he undergoes various types of evaluative works done on commercial textbooks, he gains an introspective view to authenticate his judgment in choosing the right kind of textbook for the specific target learners to when the language course is intended. In the massive task of curriculum development and syllabus designing needs analysis and all the socio-cultural factors of both the learners and the teachers are involved. So a proper evaluation of particular textbook justifies flawlessly whether the chosen textbook can serve the purpose of learner or not. It also foretells to what extent the language teachers can collaborate with the text and become successful in the classroom. “Textbook evaluation aims to help reader apply current theoretical principles and research findings to the practical realities of developing and /or exploiting classroom materials and to offer new ideas and direction in materials development which readers can pursue for themselves.”In the context of non native countries text book evaluation is a must process. Second language learners are grabbed with mellifluous problems like fossilization of the first language, cultural and religious differentiation, and mental incapability to feel out the flavor of a different language as well as lack of sprightly motivation. In context of Bangladesh, Pakistan, Japan, China people are much inquisitive regarding the importance of learning English. Language instructors have to be cautious answering their versatile questions flawlessly. So in this type of obtuse situation the language instructors can not make success without the help of a well organized highly motivating textbook.

So the textbook evaluation is the scientific way out to the problem of facing unexpected situation in a language classroom. When the instructor comes to know about the potential upcoming problems, he will be able to have a pre min set to tackle any kind of disorganized questions led by prejudices regarding learning. It provides the teacher with a moral force to familiarize himself with the classroom atmosphere. Every ELT professional should have a conscious to make sure that the learners of second language are blessed with a good and authentic textbook which will be able to instruct and guide them following scientific and dynamic method ensuring glowing success. AT present time some recent authors have criticized textbooks for their inherent social and cultural biases. Researches such as Porreca(1984) , Florent and Walter (1989) ,Clarke and Clarke (1990) ,Carrel and Korwitz (1994), and Renner (1997) have demonstrated that many ESL or EFL textbook contain rampant examples of gender biases, sexism, ethnical factors and stereotyping. So an inauthentic textbook should be inflexible and reflect pedagogic, psychological, and linguistic preferences and biases of the

authors. Evaluation ethically modifies the textbook and aims at endowing it with optimum capitalization in gaining academic success.

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