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TÍTULO: Evaluación de un libro de texto de inglés: un estudio sobre ‘Inglés-2’ a la luz de los principios de la enseñanza comunicativa de la lengua.

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RESUMEN: El objetivo de este estudio es evaluar el contenido de ESL para verificar su idoneidad para desarrollar la competencia comunicativa de los alumnos. El estudio utiliza un enfoque de análisis de contenido de "Inglés-2" (libro de texto para estudiantes de 2do grado en Punjab, Pakistán) con la ayuda de una lista de verificación diseñada sobre los principios de la enseñanza comunicativa de la lengua. Los resultados revelan que el contenido de Inglés-2 no se ajusta a los principios de esta enseñanza; por lo que, no es adecuado para facilitar el desarrollo de la competencia comunicativa. El estudio sugiere mejorar o revisar el libro de texto o reemplazarlo por otro adecuado.

PALABRAS CLAVES: principios de la enseñanza comunicativa de la lengua, análisis de contenido, materiales de Inglés como Segunda Lengua, evaluación de libros de texto.

TITLE: Evaluating an English Language Textbook: A Study on ‘English-2’ in the light of Communicative Language Teaching Principles.

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ABSTRACT: This study aims to evaluate the ESL content to check its suitability to develop learners' communicative competence. The study uses content analysis approach to analyze the content of 'English-2', (a textbook taught to the students of grade-2 in Punjab, Pakistan), with the help of a checklist devised on communicative language teaching principles. The results reveal some of the breeches between the content of English-2 and the communicative language teaching principles which might make the said book unsuitable to facilitate the development of communicative competence in the learners. Therefore, the study proposes relevant revisions as recommended by the experts.

KEY WORDS: Communicative Language Teaching Principles, content analysis, English as a Second Language materials, textbook evaluation.

INTRODUCTION.

The significance of English language, particularly for communication purposes, has considerably increased due the economic as well as technological advancement all over the world (Ander, 2015; Ur, 2007).

It is no more considered as the language of ethnic Englishers (Romaine, 1999; Svartvik & Leech, 2016), rather its use has largely increased for international communication (Kachru, 2006; Northrup, 2013). In fact, English as a modern language, to which Graddol (2006, 2008) and Meierkord (2006) refer to as the first global lingua franca, has become the first language of the world (Brutt-Griffler, 2006; Northrup, 2013). Therefore, it is being widely used for the publication of books, newspapers

as well as for diplomacy, entertainment, telecommunication and trade at global level (Northrup, 2013). Richter adds that English has become the language of diplomacy and international relations at global level (2012) and its proof is that United Nations has recognized it as one of its six official languages (United Nations, n.d.). In addition, English is in wide use of 19 out of 25 countries in the European Union (European Commission, 2012) and it is one of the most widely taught in the world as a foreign or second language (Crystal, 2012; Graddol, 2006, 2008).

Similarly, English has also become the working or official language of many international as well as regional international organizations; e.g. Asia Pacific Economic Cooperation, Association of Southeast Asian Nations (Crystal, 2012), European Free Trade Association and European Union (Ammon, 2006) etc. Still another proof is that most of the countries in the world, even being independent, are devising policies and plans for the promotion of English language (cf. Mesthrie, 2010; Mufwene, 2006; Northrup, 2013). Moreover, English is widely used in India and Pakistan. According to Crystal, India has more people who can speak and understand English than the people in any country of the world (2004). Moreover, English is the official language in India (Annamalai, 2006) and the number of the books, published annually in English language, is the third largest in India after USA and UK (Sailaja, 2009).

Similarly, English, together with Urdu, is treated as the official language in Pakistan where it enjoys the status of the language of power and is recognized as a language with more cultural capital than any other language spoken in Pakistan (Rahman, 2007).

Business contracts, government documents, shop and street signs and other activities are maintained in English. Not only this, English is also the language of the court in Pakistan (Hasan, 2009). In addition, English is taught at all levels of education in Pakistan (Kausar, Mushtaq & Badshah, 2016; Panhwar, Baloch & Khan, 2017; Warsi, 2004). Many schools use local languages as well. However, main focus is on English as a foreign language in Pakistan. According to Punjab Education and

English Language Initiative (PEELI, 2013), all public schools in Punjab, Pakistan will use English as a medium of instruction. According to Mansoor, the demand of English in higher education is very high (2005) therefore, English is used as a medium of instruction in higher education institutes in all subjects excluding language subjects (Mashori, 2010; Rahman, 2004). However, the focus of this study is primary school education level.

For these advancements (as mentioned above), the knowledge of English language has got an extraordinary significance which caused an increase in the teaching of English as a foreign or second language in many countries of the world (Ander, 2015; Crystal, 2012; Graddol, 2006, 2008), including Pakistan, which further resulted in the availability and the use of different teaching materials such as computer programs, electronic resources, movies, multimedia, paper based resources, pictures, songs and textbooks. The aim of all of these resources has been to create interactivity between teaching and learning of these resources. However, the role of textbook has always been more significant from the students' as well as the teachers' perspectives; i.e., from teachers' perspective it has served as a reference whereas from students' perspective the textbook has set the context for instruction (Ur, 2007). The same view has been shared by Richards who says that the textbooks help the teachers supplement their instructions whereas the textbooks help the students maintain their contact with the language (2001). In fact, the textbooks are pre constructed and fully specified contents which serve accountability interests by creating a certain amount of uniformity in what happens to the students as well as teachers in different classrooms (Prabhu, 1987) which, in the view of Chambliss and Calfee (1998), offer "a rich array of new and potentially interesting facts, and open the door to a world of fantastic experience" (p. 7).

In EFL/ESL contexts, the textbooks serve as a universal component (Davison, 1976; Hutchinson & Torres, 1994). It not only "represents the visible heart of any ELT program", but also offers many advantages to the learners as well as teachers (Sheldon, 1988, p. 237). In fact, textbooks serve

different roles in an ELT curriculum i.e. they provide an effective source for material presentation, self-directed learning, activities as well as ideas, reference for learners and support for less experienced teachers (Cunningsworth, 1995). Moreover, textbooks help the teachers save and spend time in worthwhile activities and decrease occupational over-burden by yielding a respectable return on investment (for, the textbooks are less expensive and involve low lesson preparation time as compared to teacher made materials) (O'Neill, 1982; Sheldon, 1988). Additionally, textbook saves the students from the danger of inexperienced teachers (Kitao & Kitao, 1997; O'Neill, 1982; Williams, 1983). Moreover, Hutchinson and Torres are of the view that the textbooks foster innovation by supporting the teachers against threatening and disturbing change processes, by introducing new methodologies as well as gradual changes and fostering scaffolding which helps the teachers create new methods on their own (1994). In addition, majority of the learners learn the language with the help of textbooks which according to Tomlinson (2010) serve as a guide for them to prepare for exams.

Textbooks have also been criticized in a number of studies. Researchers (e.g. Carroll & Kowitz, 1994; Clarke & Clarke, 1990; Florent & Walter, 1989; Porreca, 1984; Renner, 1997; Sunderland, 1992) have criticized the EFL/ESL textbooks for depicting cultural as well as social bias. Some of the studies (see: Ahmad & Shah, 2019; Brusokaite, 2013; Clarke & Clarke, 1990; Durrani, 2008; Florent & Walter, 1989; Gershuny, 1977; Leo & Cartagena, 1999; Macleod & Norrby, 2002; Renner, 1997; Siren, 2018; Ullah & Skelton, 2013) have criticized the textbooks for promoting gender bias, sexism and stereotyping. The projection of cultural and social biases (e.g. gender bias, sexism and stereotyping) through EFL/ESL books, in the view of Brusokaite (2103), Gershuny, (1977), Renner (1997) and Sunderland (1992), may result in unequal sharing of power relations and female marginalization in target language cultures.

Alptekin (1993) and Prodromou (1988) add that target language culture works as a vehicle for language teaching through the textbooks therefore, it is essential to embed the language in its cultural base which exposes the learners to a completely unknown culture which causes alienation, stereotyping and resistance to the learning process. However, Phillipson (1992) criticizes the language textbooks on the ground that the said textbooks promote Western (particularly British) enterprises with economic and ideological agendas.

Gray (cited in Litz, 2005); however, seems to defend the depiction of cultural as well as social elements in the language textbooks. He is of the opinion that the English language textbooks are the ambassadors of cultural artifacts. Therefore, the students should see the English language textbooks more than a mere linguistic component and engage themselves more critically in their textbooks. In this way, Gray, adds that the learners will be able to improve their language skills for two-way information flow and cultural debates and discussions.

The language textbooks have also been observed to be inappropriate in the view of many researchers (e.g. Block, 1991; Thornbury & Meddings, 1999). Block observes that the textbooks use conventional activities and inappropriate as well as outmoded language (1991). In the view of Thornbury and Meddings (1999), textbooks paralyze learners' ability to convey meaning since they encourage the reproduction of suggested language by the learners instead of enabling them to use their own imagination to use the words "as vehicles for the communication of their own meanings" (p. 12).

Tickoo (2003) goes a step further saying: "textbook often acts as a constraint; it goes against my attempt to respond fully to the pupils' needs. Its use also goes against learner creativity... .. textbooks are invaluable supports" (p. 256). However, many researchers (e.g. Grant, 1987; McGrath, 2002; O'Neill, 1982; Richards, Hull & Proctor, 1998; Ur, 2007) seem to guard against the charges leveled by the textbook critics by claiming the textbook as a valuable support to the learners as well teachers. Litz (2005) is of different view in this regard. He adds that, at this particular time, there is

no consensus on this issue and “this would seem to warrant some degree of caution” (p. 7) in the use of English language textbooks in certain learning as well as teaching contexts.

There has been a considerable influence of communicative language teaching on the teaching of English language for the last two decades. Therefore, English language materials have been devised based on the communicative language teaching principles (Ander, 2015), which have been successful to nurture communication and develop skills.

Communicative language teaching approach emerged in the 1970s as a reaction to grammar-based language teaching approaches, methodologies and syllabi (Aftab, 2012; Hymes, 1971; Savignon, 1972) which, by recognizing grammatical competence as an essential component of communication (Larsen-Freeman, 2001), developed a new understanding of grammar learning emphasizing mainly on communicative skills and discovery-based learning (Thornbury, 2006) and providing the learners with a meaningful input of the target language vocabulary and forms (Hinkel & Fotos, 2001). In fact, communicative language teaching approach utilizes different approaches to teach a language with the help of fluency activities (Richards, 2001) and in this way, “grammar teaching in context means the emphasis is on communicative skills” (Ander, 2015, p. 44).

The concept of communicative language teaching is based on the notions of competence (knowledge of language or language in mind) and performance (actual use of language by producing meaningful sounds or words) (Chomsky, 1965). The terms, competence and performance by Chomsky (1965), were later merged and explained as communicative competence by Champel and Wale (cited in Ander, 2015) and Hymes (1964, 1966, 1972) which referred to the grammatical knowledge of the users about morphology, phonology, and syntax of a language supplemented by the social knowledge about when and how to use the language appropriately. In the view of Leung (2005), Hymes (1966) took Chomsky’s notion of competence as an abstract entity. For this reason, Hymes relied on the ethnographic exploration of the communicative competence which involved “communicative form

and function in integral relation to each other” (p. 12). Later, Hymes (1971) added that the linguistic theory of communicative competence should be seen as the part of a more general theory involving culture as well as communication.

According to Hymes (1972), communicative competence refers to the knowledge of a language and the learners’ ability to use it in terms of its appropriateness, context, feasibility, formality, and the performance of a language act. So, the communicative competence, which is also known as ethnography of communication (see Cameron, 2001; Hymes, 1964), is considered these days as one of the most significant theories which underlie the communicative approach to the teaching of a foreign or second language (Leung, 2005).

Communicative language teaching refers to an approach to a second or foreign language teaching with an aim to develop the communicative competence (Richards, Platt & Platt, 1992). In the view of Nunan, communicative language teaching encourages the learners to learn the target language by focusing mainly on the language learning experiences and incorporating personal experiences into the language learning environment. In this process, the teachers teach such topics as are out of the sphere of traditional grammar and the learners talk about their personal experiences with their class fellows which results in the development of language skills about all types of situations (1991). According to Brown (1995), in a communicative language teaching classroom, the teacher does not lead the class. Rather he simply facilitates as well monitors the activities.

CLT lessons are theme and topic oriented and the main aim of the communicative language teaching has been to develop communicative competence (Hinkel & Fotos, 2001) which, in simple words, means “competence to communicate” (Bagarić, & Djigunović, 2007), enables the learners to communicate in target language (Savignon, 1997). In this regard, three models have been presented. The first model has been presented by Canale and Swain (1980) which has further been modified by Canale (1983).

In the view of Canale and Swain, communicative competence refers to the skill required for communication purpose as well as to the synthesis of the underlying system of knowledge. By skill, Canale and Swain (1980) mean an individual's capacity to use his knowledge for communicative purpose. They explain knowledge, both conscious and unconscious, by dividing it into three types: (1) grammatical knowledge; (2) knowledge of how to use a language in different social contexts to perform communicative functions; and (3) the knowledge of how to combine communicative functions with utterances relative to discourse principles. Canale (1983) adds that the skill requires further to be differentiated between the underlying ability and its manifestation in the communication. The second model, presented by Celce-Murcia, Dornyei and Thurrell (1995), interprets communicative competence in term of sociocultural content involving actional competence, discourse competence, linguistic competence, sociocultural competence and strategic competence. Similarly, the third model has been introduced by Bachman and Palmer (1996) and which stresses on the effective use of language utilizing: (1) organizational knowledge (i.e. grammatical and textual); and (2) pragmatic knowledge (i.e. functional and sociolinguistic knowledge).

This study aims to evaluate an English language textbook taught to the students of grade-2 at some private and all public schools in Punjab, Pakistani to see whether the said book is based on communicative language teaching principles or not and thereby determine the suitability of the textbook to the development of communicative competence in the learners.

The principles of communicative language teaching have been summarized from Brown (2001) and Richards and Rogers (2007) i.e. (1) communicative language teaching classroom focuses on all the components of communicative competence e.g. discursive, functional, grammatical, strategic and sociolinguistic. Therefore, the goals of a CLT classroom should interlink the organizational features of a language with pragmatic aspects; (2) Such type of language techniques should be devised as may involve the learners in authentic, functional and pragmatic use of language; (3) Fluency should be

given more importance than accuracy to involve the learners in a meaningful use of language; (4) Such type of tasks should be introduced as may develop such skills in the learners as may engage them receptively as well as productively in un-rehearsed contexts outside of the classroom; (5) The learners should be provided with such opportunities as might facilitate their own learning process by developing an understanding of their learning styles and developing suitable strategies for automated learning; and (6) the teacher should behave like a facilitator and encourage the learners to construct meaning through interaction.

Textbook evaluation refers to a straightforward analytical process of matching i.e. matching of the learners' needs to the available resources (Hutchinson, 1987). Tomlinson (2010) considers textbook evaluation as an applied linguistic activity which helps the administrators, material developers, supervisors and teachers to "make judgements about the effect of the materials on the people using them" (p. 15).

Textbook evaluation is essential to provide the quality education (Allwright, 1981; Cunningsworth, 1995; Panezi & Channa, 2017), since it helps identify the strengths and shortcomings of the texts, tasks and exercises included in the textbooks (Sheldon, 1988). In the view of Cunningsworth (1995), textbook evaluation ensures "that careful selection is made, and that the materials selected closely reflect [the needs of the learners and] the aims, methods, and values of the teaching program" (p. 7). In addition, textbook evaluation helps: the teachers acquire accurate, contextual, systematic and useful insight into the materials used in the textbooks (Cunningsworth, 1995; Ellis, 1997); improve the usefulness of the textbooks (Graves, 2001); develop and administer language-learning programs (McGrath, 2002) and facilitates in the selection process of the textbook (Tomlinson, 2010). All of these studies establish the rationale for the evaluation of the textbook in this study.

In this regard, many studies have been conducted in the world which evaluated the textbooks from communicative language teaching perspectives. One of such studies was conducted by Tok (2010)

who evaluated 'Spot On', an English language textbook taught in Turkish schools through a survey technique to highlight the shortcomings as well as the strengths of the said textbook. Majority of the respondents of the study gave negative views about the activities used in the textbook by declaring them as being meaningless practices which lead the researcher to conclude that the activities, in the said book, did not improve communicative competence.

In the similar context, Ander (2015) analyzed 'New Bridge to Success' to check its suitability in the light of CLT principles. For this purpose, the study utilized content analysis technique to identify the sub skills focused in the textbook and evaluate the language tasks included in different sections of the textbook. The results revealed that the textbook focused more on productive than receptive or grammar skills. So far as the tasks were concerned, the results showed that the textbook involved controlled, free and guided communicative tasks. On the basis of these results, the study concluded that the textbook did not represent the balanced distribution of different skills.

Aftab (2012) conducted a multidimensional research to evaluate Pakistani English language curriculum as well as textbooks. The results revealed that overall educational system was filled with shortcomings which were declared to be indirectly responsible for poor English language teaching-learning in Pakistan. Moreover, policies regarding curriculum as well as textbooks were also observed to be improper. In addition, activities included in the English language textbooks were found to be artificial as well as controlled. The study suggested to improve the training programs for teachers as well as textbook writers; enhance the process of curriculum development; and prescribe such textbooks as may facilitate English language acquisition.

Shah, Hassan and Iqbal (2015) evaluated English language textbooks for Dar.e.Arqam school students of grades 6 and 7. The results revealed that the said books focused more on grammar which was less required whereas focused less on speaking skills which were mainly required by the learners.

The study concluded that the textbooks did not meet the learners' requirements; therefore, should either be improved or replaced by appropriate books.

Kausar, Mushtaq and Badshah (2016) evaluated English Book-1 of short stories prescribed by Punjab Curriculum & Textbook Board (PCTB), Lahore, Pakistan for the students of grade-11 from the learners' as well as teachers' perspectives. They developed a questionnaire from the checklist devised by Litz (2005) to collect data for the study from 100 students and 10 teachers.

The results, based on the respondents' perceptions (about the textbook exercises, outline as well as planning, language type, language skills, theme as well topic and the overall view of the textbook), revealed that the said textbook did not meet the English language learners' needs. Textbook's content and exercises, outline and planning and organization were particularly found to be inappropriate. On the basis of its results, the study concluded that the textbook should be revised to make it suitable to the learners' as well as teachers' needs. Almost similar results had been reported by Naseem, Shah and Tabassum (2015) in their study on grade-9 English language textbook therefore, they also proposed to revise the English language textbooks.

In fact, the elements of a textbook and examination (in Pakistan) do not support communicative language teaching practices. Teachers are not trained to practice communicative language teaching methodology. Moreover, the textbook is patterned on GTM principles which emphasizes on the reading of given lessons, learning of grammar and decontextualized vocabulary and ignores listening, speaking and interacting reading and writing skills. To solve these problems, the textbooks should be based on communicative language teaching principles. The contents should facilitate communicative language teaching-learning approach which will directly affect the classroom proceedings (Khan, 2007).

Akram and Mehmood (2011), in this concern, recommend that the textbook should be practical as well as functional. Zafar and Mehmood (2016) find that there is a less representation of international

culture in Pakistani textbooks. Therefore, they propose the inclusion of international culture to make the learners aware of the international as well as national cultures. Some of the studies have also evaluated communicative language teaching in Pakistan; for example, according to Yaqoob, Ahmed and Aftab (2015), CLT faces many constraints in Pakistan. Such as mother tongue influence, large class size, shortage of time, non-supportive domestic environment, lack of motivation and oral exams. They have suggested teachers' role and provision of facilities by the government to facilitate CLT environment in Pakistan. On the whole, the environment of English language teaching in Pakistan is not favourable (Panhwar, Baloch & Khan, 2017).

Pakistani students, particularly from rural areas, are deficient in all the four language skills. They are unable to communicate in English. The reason is that Urdu is the mother (National) language of some of the people in Pakistan. They learn it as a first language. In this way, they have to learn English as a second language, but there are many people in Pakistan whose first (mother) language is Punjabi, Sindhi, or Pushtu, and they learn English as a foreign language (while learning Urdu as a second language) (Warsi, 2004). Durrani (2016) adds that the students are more inclined to learn through GTM therefore, they show less favourable attitude towards CLT. Panhwar, Baloch and Khan (2017) enumerated different contextual problems (e.g. large class size and overuse of traditional teaching methods), as the constraints to the development of CLT environment in Pakistan.

Keeping above theories as well as facts regarding EFL/ESL textbooks and CLT status particularly in Pakistan, this study aims to evaluate a textbook, titled 'English-2', (which is taught to the students of grade-2 in some private and all public schools in Punjab, Pakistan) through content analysis technique under five categories (see checklist). For this purpose, it aims to answer the following question:

1. Is the content of 'English-2' suitable to facilitate the development communicative competence in the learners?

DEVELOPMENT.

Research Methodology.

Research Design.

This is a qualitative type of research which utilizes content analysis approach to evaluate an English language textbook taught to the students of grade-2 in private and public schools in Punjabe, Pakistan to see whether the content of the said textbook meets the requirements of communicative language teaching or not.

Content analysis.

Content analysis, according to Berelson (1952), is "a research technique for the objective, systematic and quantitative description of the manifest content of communication" (p. 13) which is popularly used to analyse communication artifacts as well as documents in the form of audios, videos, pictures or texts (Bell, Bryman & Harley, 2018; Berelson, 1952; Krippendorff, 2018). It involves a systematic observation of communication artifacts as well as the reading of texts after assigning them codes or labels to highlight the meaningful aspects of the texts (Hodder, 2013). Content analysis facilitates to classify longer texts into a few categories (Ahuvia, 2001; Weber, 1990) which further help count the frequencies within each category (Ahuvia, 2001).

This research studies the content under five categories (adopted from Kausar, Mushtaq & Badshah, 2016; Litz, 2005) i.e. (i) activities and tasks, (ii) skills (iii) language type, (iv) content and subject and (v) overall perception and limits itself to the qualitative content analysis technique for the evaluation of the said textbook to identify communicative language teaching features.

Material and Method.

Content of this study comprises of a textbook, i.e. 'English 2'. This book has been prepared and published by Punjab Curriculum and Textbook Board (PCTB) under the supervision of the government of Punjab, Pakistan to be taught to the students of grade-2 in all public and some non-

elite private sector schools. This book has been written and reviewed by the experts in the field. Its content has been divided into 25 units. For details see table 1.

Table 1 Contents in the Textbook.

Unit	Topic	Subtopic	Page
1	Amazing alphabets	Alphabet a-m	1
		Alphabet n-z	6
		Assessment activity 1	10
2	Vowels and consonants	Vowels a, e, i, o, u	11
		Consonants	12
		Vowels as middle sound	13
		Assessment activity 2	18
3	Long vowels and diphthongs	Words with ee, oo, ai, oa, oi	20
		Assessment activity 3	25
4	Diagraphs	Words with sh, ch, th, ch, wh	28
		Assessment activity 4	33
5	Three letter sounds	Words with ear, air, are, igh, ing, tch	35
		Assessment activity 5	41
6	Plurals	Adding s and es	42
		Assessment activity 6	44
7	Verbs	Action words	48
		Assessment activity 7	53
8	Prepositions	Use on, in, under, behind, near	54
		Assessment activity 8	56
9	Possessive pronouns	Use my/our, his/her, their	57
		Assessment activity 9	64
10	Present tense	Add –ing	65
		Assessment activity 10	66
11	Past tense	Add –ed	67
		Assessment activity 11	68
12	Capital letters and full stops	Capital letters A-Z	69
		Use capital letters and full stops	70
13	About me	Myself	72
		My school	76
		My village	81
14	Nature	Trip to the zoo	84
		Trip to the market	87
		Seasons	90
15	Media sources	Family time	92

16	Means of transport	On the way to school	95
17	Festivals	Eid is here	97
18	Working hard	The little red hen	99
19	Friendship	The lion and the mouse	102
20	Personal hygiene	Scratch! Itch!	106
21	Keeping our environment clean	Keep it clean	110
22	National pride	My country	112
23	Honesty	The honest woodcutter	115
24	Numbers	Numbers 1-50	118
25	Vocabulary building	Jog your memory	122

Source: English-2 (2019).

Checklist preparation.

Realizing the importance of textbook evaluation, different researchers (see e.g. Allwright, 1982; Cunningsworth, 1995; Ellis, 1997; Graves, 2001; Hutchinson, 1987; Litz, 2005; McGrath, 2002; Panezai & Channa, 2017; Sheldon, 1988; Tomlinson, 2010) have stressed to evaluate the textbooks (see introduction section for details).

The literature on textbook evaluation is very vast. Different researchers have introduced different procedures for this purpose (Hashemi & Borhani, 2015; Litz, 2005; Mohammadi & Abdi, 2014) and most of them (see e.g. Aftab, 2012; Candlin & Breen, 1979; Chastain, 1971; Hutchinson, 1987; Littlejohn, 1998; Litz, 2005; Sheldon, 1988; Tucker, 1975; Ur, 2007; Williams, 1983) have presented checklists for this purpose. Therefore, this study utilizes a self-devised checklist (see Check list), based on communicative language teaching principle given by Brown (2001) and Richards and Rogers (2007), to find, identify, and analyze the content of the said textbook.

Checklist.

1		Activities and Tasks	No	Yes
	1.1	Does the textbook contain activities for information sharing, role play and problem solving?		
	1.2	Do the activities facilitate individual, pair and group work?		
	1.3	Do the activities introduce grammar points as well as vocabulary items in realistic contexts?		
	1.4	Do the communicative tasks facilitate grammar learning?		
	1.5	Do the communicative tasks facilitate independent and original responses?		
	1.6	Do the activities involve learners' cultural practices?		
2		Skills	No	Yes
	2.1	Does the textbook facilitate the equal development of language skills for real communication purpose?		
	2.2	Does the textbook provide practices for natural pronunciation (e.g. stress or intonation) required for communication?		
	2.3	Does the practice of individual skills facilitate in the integration of other skills?		
3		Language Type	No	Yes
	3.1	Is the language, used in the textbook, suitable to the real and life like use?		
	3.2	Does the textbook provide sufficient vocabulary items to be used in different situations for communication purpose?		
	3.3	Is the vocabulary, used in the book, related to the students' culture and background?		
	3.4	Does the textbook facilitate functional use of language?		
4		Content and Subject	No	Yes
	4.1	Does the textbook contain a variety of subjects and contents?		
	4.2	Do the contents, presented in the textbook, relate to the students' life and interests?		
5		Overall Perception	No	Yes
	5.1	Is the textbook suitable to provide opportunities for communication and interaction?		
	5.2	Does the textbook facilitate the use of language in as well as outside of the classroom?		
	5.3	Is the textbook suitable from communicative language teaching perspective?		

Source: Author's own compilation derived from Brown (2001), Kausar, Mushtaq and Badshah (2016), Litz (2005), Richards and Rogers (2007).

Some of the major theorists (see e.g. Brown, 1995; Cunningsworth, 1995; Litz, 2005; Sheldon, 1988; Williams, 1983) emphasize that the checklist should be devised on some established criteria involving: (1) physical features (i.e. layout, logistical and organizational characteristics); and (2) methodological features (involving aims and approaches to determine the organization of the material and its suitability to the learners' needs); (3) culture as well as gender representation components; and (4) functional, grammatical, language skills, and linguistic features. Since the aim of this study is to analyse the textbook from communicative language teaching perspectives, therefore it focuses on the criteria surrounding the last features i.e. functional, grammatical, and language skills. In this regard, categories have been adopted from Kausar, Mushtaq and Badshah (2016) and Litz (2005).

Data collection and analysis procedure.

The data for this study has been collected with the help of a checklist and analysed manually by the researcher by extracting examples of different categories from the textbook by simply reading it.

Level of evaluation.

There are three levels of content evaluation; i.e., pre-use, in-use and post-use evaluation (Cunningsworth, 1995; Ellis, 1997). Pre-use evaluation predicts the potential performance of the contents for future use. Therefore, it is also known as predictive evaluation (Ellis, 1997; Litz, 2005; McGrath, 2002; Tomlinson, 2010). In-use evaluation examines the materials in current use and is also called retrospective evaluation. Similarly, post-use evaluation examines the effects of materials on the users. It is reflective in nature (Litz, 2005; McGrath, 2002; Tomlinson, 2010). This study aims to examine the content used in English-2 at 'in-use' level to check its effectiveness from communicative language teaching perspectives.

Results.

Activities and Tasks.

Activities are very significant for having a cognitive value to promote learning through social interaction (Long, 1990; Vygotsky, 1978). Activities, which make the learning process pleasurable (Gak, 2011), are very beneficial from language learning perspective, for, they help: (i) increase the language use; (ii) enhance the quality of language use; (iii) provide with an opportunity to individualize instruction; (iv) provide with less threatening environment for language use; (5) and motivate the learners for language learning (Long, 1990). Therefore, such activities should be selected as may facilitate innovation as well as creativity among the learners to enhance their self-worth and competence focusing mainly on their needs (Gak, 2011).

The textbook does not contain role play and problem-solving activities. However, some of the information sharing activities have been observed in the text; for example:

1. Maria and Hassan come home. Help them tell Baba the colour of fruits and vegetables.

Most of the activities facilitate individual work. Such as:

1. Make words with are.
2. Read the rhyme.

The textbook does not use such activities as can engage the learners in pair or group work. However, some of the activities have been found to introduce vocabulary items in a realistic way e.g.:

1. Maria and Hassan come home. Help them tell Baba the colour of fruits and vegetables.

So far as the communicative tasks are concerned, the textbook does not contain any such tasks as may facilitate independent as well as original responses except the example given above this paragraph. Moreover, the activities do not involve learners' cultural practices.

All of the activities used in the textbook are artificial, controlled, and conventional and guided which need teacher's help to be performed. All of the activities, most of which are practice activities, show

that the teacher's role is that of a director/guide whereas CLT principles determine teacher's role as a facilitator. Moreover, the activities are meaningless and unsuitable to provide realistic contexts for the elicitation of real responses from the learners. Therefore, it can be said that the activities do not meet the required criteria to enable the learners to interact with the teacher or fellows to discuss their answers after working independently. In the view of Nunan (1991), this type of deficiencies is commonly found in the textbooks which can be overcome by task modification technique by the teacher.

Skills.

There are four main language skills; i.e., listening, speaking, reading and writing. During 1970s and 1980s, these skills were taught separately in a rigid order i.e. listening was taught before speaking. However, later it was recognized that people used more than one skill at a time which resulted in the integration of different skills in teaching-learning process (Holden & Rogers, 1997). The notion of integration of different skills was highly emphasized by the theorists as well as researchers (see e.g. McDonough & Shaw, 2012; Swan, 1985), which resulted in the form of integrated and multi-skill materials for language teaching.

Analysis of content reveals that the principle of equal development of all the four language skills i.e. listening, speaking, reading and writing has not been followed in the content of the textbook. The main focus is on reading, writing and speaking activities whereas, listening skill is completely ignored in the content. So far as the integration of different skills is concerned, the content analysis shows that the textbook integrates different skills but in different proportion with main focus on the integration of reading and writing, reading, speaking and writing, and speaking and writing. However, integration of listening skill is ignored. Some of the examples, from the textbook, about language skills are given below:

1. Read the rhyme (Reading skill).
2. [read] Say the word. Write the middle letter in the blank (Reading, speaking and writing).
3. Make [write] words with 'are'. Say the words (writing and speaking).
4. Look [read], say, write (reading, speaking, writing).
5. Look [read] and say (reading and writing).

CLT principles prefer fluency to accuracy. But the content of the textbook prefers accuracy to fluency i.e. it mainly emphasizes on rule-based correction activities and tasks; for example:

1. Put the words in correct order. Remember that a sentence starts with a capital letter.
2. Write the correct 'oo' word in each blank.
3. Add a correct ending to write the plurals of the words below.
4. Put the words in correct order.

The content of this textbook involves multi-skills (mainly focusing on reading, writing and speaking); however, it ignores the listening skill completely. Therefore, the content of the textbook is not suitable to nurture language skills equally for the purpose of communication.

Language Type.

The language, used in the textbook, is not functional. There are no conversations or dialogues in the content. Main focus is on reading and writing skills which have been integrated with speaking.

The textbook, however, introduces sufficient vocabulary items to be used in different communicative situations which are related to the learners' background and culture. Some of examples, from the textbook, related with learners' culture and background include: eid, masjid, pray, eidi, truck, rickshaw, bus, tractor, farm, tube well, village, doll, uniform, etc. Moreover, the vocabulary covers almost all walks of life such as; travel, sports, family, education, animals, fruits, colours, seasons, festivals, media, food, etc. In addition, the progression of introducing the vocabulary items has also

been positively observed. The textbook introduces alphabets first, then words, phrases and shorter sentences. However, the textbook does not provide with sufficient opportunities to use the vocabulary items in local as well as personal contexts through role play and problem-solving activities. In this respect, its material does not conform to the CLT principles.

Content and Subject.

The textbook covers a wide variety of contents and subjects such as: alphabets, consonants, diphthongs, diagraphs, verbs, prepositions, tenses, punctuation, nature, zoo, market, family, media, festivals, friendship, health, environment, seasons, etc. However, the content of the textbook is concerned with local as well as personal culture and ignores the depiction of target language culture. Owing to the inclusion of the local/personal contents, the textbook is appropriate whereas due to the exclusion of target language contents/subjects, the textbook is inappropriate for CLT classrooms.

Overall Perception.

The textbook is not in complete compliance with CLT principles. It does not show the presence of all of the points presented in the checklist. However, some of the principles have been noticed in the content, yet they are not sufficient enough to provide with the reason for the appropriateness of the textbook. Rather, most of the principles have been ignored. Furthermore, it does not provide with sufficient opportunities for communication and interaction purpose. For these reasons, it is not suitable to facilitate the development of communicative competence in the learners.

Different studies have given different reasons for these deficiencies i.e. deficient policies as well as curriculum (Aftab, 2012), and patterning of textbooks and teaching/learning based on GTM principles (Durrani, 2016; Khan, 2007)

Discussion.

The aim of this has been to know whether the content of English-2 is suitable to facilitate the development of communicative competence in the grade-2 learners in Punjab Pakistan or not. In this regard, the content of the said book has been analyzed in five different categories i.e. (i) activities and tasks, (ii) language skills, (iii) language type, (iv) content and subject, and (v) overall perception.

Through content analysis, it has been observed that the textbook includes some of the points which conform to the communicative language teaching principles i.e. (a) presence of information sharing activities, (b) focus on reading, writing and speaking activities, (c) progressive introduction of sufficient vocabulary items from different walks of life, (d) use of a wide variety of contents and subjects from local as well as personal contexts, and (e) facilitation of individual learning through activities.

On the other hand, the analysis also reveals the said textbook does not: (a) contain role play and problem solving activities (b) provide with sufficient opportunities to use the language in local as well as personal contexts through role play and problem solving activities; (c) use such activities as can engage the learners in pair or group work; (d) follow the principle of equal development of all the four language skills i.e. listening, speaking, reading and writing; (e) prefer fluency to accuracy; (f) focus on listening skill; (g) include target language culture; and (h) introduce functional language. Moreover, the activities, used in the textbook, are artificial, controlled, conventional and guided.

These results show that the textbook does not follow all of the communicative language teaching principles therefore; it is unsuitable to be taught to the learners. These results match with a number of international as well as national/local level studies. Such as the study by Tok (2010), on the textbook taught in Turkish schools, declares the activities used in the textbook as being meaningless practices which are unable to improve communicative competence. The study by Ander (2015) reports the imbalanced distribution of language skills in the textbook. The study also reports the

textbook focusing on productive skills (i.e. speaking and writing) and ignoring the receptive skills (i.e. listening and reading). Here, a slight difference is noted that the textbook, which is the subject of this study, focuses on reading, writing and speaking skills and ignores the listening skill only whereas, the study by Ander (2015) reports both reading as well as writing to be ignored.

Similarly, the study by Aftab (2012), conducted on Pakistani English language textbooks, also reports the activities as being artificial and controlled. In addition, the study by Shah, Hassan and Iqbal (2015) finds that the textbooks, taught in a renowned private sector school in Punjab, Pakistan, focus more on grammar skills which are less required and focus less on speaking skill which is most required. On the basis of these findings the study concludes that the textbooks do not meet the learners' requirements. However, the results of this study seem to contradict a lit bit here i.e. the textbook of this study focuses on speaking skill along with grammar. The results of this study validate the results of another study by Kausar, Mushtaq and Badshah (2016) which reports the content and exercises of the textbook to be inappropriate. The study also reports the content, outline, planning and organization of the textbook to be inappropriate. Outline, planning and organization cannot be compared here. The reason is that these categories have not been evaluated in this study.

English, as a modern language, to which Graddol (2006, 2008) and Meierkord (2006) refer to as the first global lingua franca, has become the first language of the world (Brutt-Griffler, 2006; Northrup, 2013). And its use, particularly for communication purposes, at international (Kachru, 2006; Northrup, 2013) and at global (Northrup, 2013; Richter, 2012) levels has greatly increased. For these reasons it is being most widely taught as a foreign/second language in the world (Crystal, 2012; Graddol, 2006, 2008), for which specific textbooks are being used as the main source to provide with the suitable materials to the learners. The textbooks, which in the view of Prabhu are pre constructed and fully specified contents (1987), are supposed to help the students maintain their contact with the language (Richards, 2001) and provide an effective source for material presentation, self-directed

learning, activities as well as ideas, reference for learners and support for less experience teachers (Cunningsworth, 1995).

Being the member of a global community, Pakistan has also recognized the significance of English for communication with international partners. For this purpose, English is being widely used in Pakistan for different purposes (see e.g. Kausar, Mushtaq & Badshah, 2016; Mansoor, 2005; Mashori, 2010; Panhwar, Baloch & Khan, 2017; Rahman, 2004, 2007; Warsi, 2004). So, due to the extended use of English in different fields in Pakistan, has increased its significance in education at different levels.

Majority of the public and private sector schools are using English as a medium of instruction in Pakistan (see Khan, 2018; Mansoor, 2005; Panhwar, Baloch & Khan, 2017; Rahman, 2004, 2007; Warsi, 2004). Despite these practices at a large scale, English language proficiency in Pakistan is not satisfactory (Shamim, 2008; 2011; Aftab, 2012; Warsi, 2004). Different studies report different reasons for this deficiency i.e. improper policies regarding curriculum as well as textbooks, poor language teaching learning and use of artificial materials in the textbooks (Aftab, 2011); preparation of textbooks on grammar translation principles (Khan, 2007); the textbooks do not meet the learners' requirements (Kausar, Mushtaq & Badshah, 2016; Naseem, Shah & Tabassum, 2015; Shah, Hassan & Iqbal, 2015); and learners' inclination to learn through grammar translation method (Durrani, 2016; Panhwar, Baloch & Khan, 2017).

Still another reason, which seems more relevant here, is that the elements of a textbook and examination (in Pakistan) do not support communicative language teaching practices. Moreover, the teachers are not trained to practice communicative language teaching methodology. In fact, communicative language teaching encourages the learners to learn the target language by focusing on the language learning experiences as well as incorporating personal experiences into the language

learning environment (Nunan, 1991) and aims to develop communicative competence in a second or foreign language (Richards, Platt & Platt, 1992).

Similarly, according to Brown, in a communicative language teaching classroom, the teacher does not lead the class. Rather he simply facilitates as well as monitors the activities. CLT lessons are theme and topic oriented and the main aim of the communicative language teaching is to develop communicative competence (Hinkel & Fotos, 2002) which, in simple words, means “competence to communicate” (Bagarić, & Djigunović, 2007) and enables the learners to communicate in target language (Savignon, 1997).

The situation seems to be averse in the content of the book of this study. It seems to ignore CLT principles. In fact, Pakistani education system, which Aftab (2012) refers to as being filled with shortcomings, has not succeeded so far to create environment conducive to communicative language teaching (Panhwar, Baloch and Khan, 2017). The reason is that CLT faces many constraints in Pakistan. Such as mother tongue influence, large class size, shortage of time, non-supportive domestic environment, lack of motivation and oral exams (Yaqoob, Ahmed & Aftab, 2015) whereas, Panhwar, Baloch and Khan (2017) enumerate different contextual problems (e.g. large class size and overuse of traditional teaching methods), as the constraints to the development of CLT environment in Pakistan. This situation should ultimately be checked.

In this concern, different concrete measures are required to be taken in general and related with the textbooks in particular i.e. improvement in the teachers’ training programs as well as textbook writers; enhancement of the process of curriculum development; and prescription of such textbooks as may facilitate English language acquisition (Aftab, 2012); improvement or replacement of the textbooks by appropriate ones (Kausar, Mushtaq & Badshah, 2016; Naseem, Shah & Tabassum, 2015; Shah, Hassan & Iqbal, 2015); selection of such contents as may facilitate communicative language teaching-learning approach (Khan, 2007); selection of such textbooks as may facilitate functional as well as

practical use of language (Akram & Mahmood, 2011) and inclusion of target language culture in the textbooks (Zafar & Mehmood, 2016).

CONCLUSIONS.

The textbook does not follow the CLT principles since it does not: contain role play and problem solving activities; provide sufficient opportunities to use the language in local as well as personal contexts through role play and problem solving activities; use such activities as can engage the learners in pair or group work; follow the principle of equal development of all the four language skills i.e. listening, speaking, reading and writing; prefer fluency to accuracy; focus on listening skill; include target language culture; and introduce functional language. Moreover, the activities used in the textbook are; artificial, controlled, conventional and guided. Due to these deficiencies, the textbook is not suitable to be taught from communicative language teaching perspective. This might pose a serious hurdle to the development of communicative competence in the learners.

The study proposes to consider the matter seriously and take concrete measures (suggested by the experts) to overcome the problem i.e. improvement in the teachers' training programs as well as textbook writers; enhancement of the process of curriculum development; and prescription of such textbooks as may facilitate English language acquisition; improvement or replacement of the textbooks by appropriate ones; selection of such contents as may facilitate communicative language teaching-learning approach; selection of such textbooks as may facilitate functional as well as practical use of language and inclusion of target language culture in the textbooks.

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