TÍTULO: Evaluación de materiales en aulas de lengua inglesa de nivel secundario.

AUTORES:

1. Ph.D. Kalsoom Jahan.

2. Ph.D. Syed Kazim Shah.

3. Ph.D. Sumera Shan Ahmad**.**

RESUMEN: El studio investiga la asimilación de los libros de texto de inglés con el diseño de materiales y el proceso de aprendizaje de idiomas. Este studio considera fortalezas, debilidades y sugerencias para los cambios necesarios de los libros de texto, considerándose como material didáctico el libro de texto de inglés de novena grado publicado por "Punjab Textbook Board", donde cada unidad fue explorada por una lista de cotejo relacionada con objetivos, contenido y la secuencia de habilidades lingüísticas: escuchar, hablar, leer, escribir y la gramática, tanto cualitativa como cuantitativamente, resultando que los libros de texto de inglés deben revisarse de acuerdo a patrones de enseñanza y aprendizaje de la lengua comunicativa.

PALABRAS CLAVES: lista de cotejo, enfoque comunicativo, evaluación, habilidades lingüísticas, libro de texto.

TITLE: Material evaluation in English language classrooms at secondary level.

AUTHORS:

1. Ph.D. Kalsoom Jahan.

2. Ph.D. Syed Kazim Shah.

3. Ph.D. Sumera Shan Ahmad.

ABSTRACT: The study is investigating the assimilation of Pakistani English textbooks with material designing and language learning process. This study takes into consideration the strengths, weaknesses and suggestions for necessary changes for Pakistani English Textbooks. A checklist was developed for textbook analysis, to answer the research questions. The checklist items were related to goals, content and sequence of language skills material: listening, speaking, reading, writing and grammar. English Textbook of grade-9 published by "Punjab Textbook Board" was considered as teaching material. Each unit of the textbook was explored by the parameter of checklist, qualitatively and quantitatively. The results showed that English textbook needs to be revised according to the latest patterns of communicative language teaching and learning.

KEY WORDS: checklist, Communicative Approach, evaluation, language skills, textbook.

INTRODUCTION.

In English language teaching, textbooks have been considered as effective material for teachers and learners. In Pakistan, where teachers are not trained in selecting supporting materials for language classrooms, teachers prefer to rely on textbooks.

A well developed and designed textbook always assist teachers in utilising text with proper methodology and approach. Textbook analysis helps in identifying the usefulness of material in a specific context. For this purpose, many researches have been conducted in the past, how culture, genre, gender, language and skills are presented in English textbooks. Johnson (1982) mentioned that communicative language teaching (CLT) received great attention after 1980s. Now became a

dominant approach in language teaching, where language is used for communicative purposes in context rather than learning of grammatical forms (Byram& Garcia, 2009; Littlewood, 1981).

Analysing the characteristic features of English textbook, Todeva (1997) concluded that 75% grammar was focused and only 53% followed the communicative approach to language learning. Consolo (1990) suggested that prevalent approach in textbook designing was grammar translation and audiolingualism, and principles of communicative approach were highly ignored. In Pakistan, the trend of grammar translation approach is very common in language teaching classrooms, specifically in public sector schools. So, the analysis of textbook is a valuable resource to decide how language is conceived, and oriented for language practice. Moreover, it helps in promoting language learning process those are promoted in Pakistani English textbooks. The current study is focusing language skills, related activities, goals and approaches behind formulating language activities.

DEVELOPMENT.

Statement of the problem.

English textbook is the most important material for Pakistani students. To elaborate the learning process of English language, it is necessary to analyse the language contents, skills, related activities and their sequence in English textbooks. As communicative approach has become the most favourable approach in language learning process, but still there is lack of studies for using communicative approaches in designing English Language Textbooks and to what extent it guides in designing curriculum content.

Research objectives.

The objectives of the study are:

1. To identify the goals alignment with activities and teacher's instructions in English Language Textbook.

2. To analyse the language skills presented in English language Textbook.

3. To evaluate the sequence and formats of presenting language material in English language textbook.

4. To suggest weaknesses and strengths of English language textbook.

Research questions.

Research questions of the study are:

1. How the goals are aligned with activities and teacher's instructions in English Language Textbook?

2. How the language skills are presented in English language Textbook?

3. What is the sequence and formats of presenting language material in English language textbook?

4. What are the weaknesses and strengths of English language textbook?

Literature review.

This section is dealing with a brief description of key elements involved in the process of language course design, methods and approaches in teaching language, syllabus design for foreign language, and the principles of language teaching and learning. Moreover, related researches for textbook analysis are also discussed along with background of English language teaching in Pakistan.

Developing Language teaching Material for ELT Classrooms.

ELT textbooks provides substantial content for instructions. In Pakistan English textbook is the basic source for the teachers to use as instructional material, especially in cases where teachers are not fluent English speakers. The result is that teachers have to be dependent on course books for learning activities. Coracini (2011) founds that textbooks provides as unquestionable source for

learning a second language that defines course content and action. An analysis of language teaching textbooks helps in identifying the process of language learning, principles of language teaching and learning designed by the textbook designer.

Francis (1995) considers that language textbooks are designed on the basis of language teaching principles. So, textbook supports the method used in classroom by providing material and techniques for successful outcomes. EFL textbooks are organised in such a way that it opens with a typical opening chapter such as a reading text, vocabulary and grammatical exercises, followed by some comprehension questions based upon the text. Moreover, cultural and others isolated exercises may also be included. During last decade, textbooks have become more complex, rich and multidimensional moving from general pedagogical principle to local needs and interest that helped language learners in getting expertise in language skills for their specific purposes. As Johnson (2009) has argued that recent development in past decades has made textbooks more comprehensive than the past, it provides more space for the students to communicate and manipulate content actively by focusing on selected language forms.

Textbook designers have various components to design language textbooks. Nation and Macalister (2010) proposed eight components of curriculum design process: 1) observing the environment, 2) need analysis, 3) following principles, 4) aims and goals, 5) content and its sequence, 6) format and presentation of material, 7) monitoring, 8) assessment and evaluation. To utilize these components successfully, the context in which the learning take place must be analysed. Nation and Macalister (2010) suggested criteria for analysing the learning context by gathering information about available time duration for the course, class size, proficiency level of the students, learner's need, appropriateness of material, teacher's experience and training, and use of L1 and L2 in classroom. These components of curriculum design proposed by Nation and Macalister (2010) contributed to

the development of language material. But these components are not enough for textbook analysis. They are also linked with approaches and methods of language teaching.

Language Teaching Methods and Approaches.

Teaching of language skills require properly organised material along with suitable method and approach. To evaluate and design language material has been focused around for many centuries and description of approaches and methodologies used in specific times have been the centre of the field. The grammar translation method was frequently used in educational context before the Second World War.

Objectives of reading and writing skills were achieved by the explanation of grammar, memorization of rules, using of bilingual vocabulary, and translation exercises (Fotos, 2005; Jin & Cortazzi, 2011). Grammar translation method involves tedious mechanistic experience with lots of grammar rules which lead to rote memorisation. The main focus was reading and writing but communicative skills were neglected.

Richards and Rodgers (2001) finds no theory in grammar translation method. To focus on spoken language direct method was introduced which taught grammar through inductive learning, oral communicative activities were contextualised, and target language was selected as the medium of instruction (Rodgers, 2009). Different aspects of grammar translation method are still in use in many language classrooms of Pakistan which has affected the theories lying behind the textbook development process. As Jin and Cortazzi (2011) advocated that grammar translation method should be the part of language teaching traditionally to serve foreign language learners and their goals. Direct method gave birth to audio lingual method which was an oral approach that used language to communicate (Larsen-Freeman, 2000). Here, the focus was on accuracy, fluency and linguistic competence. Long exercises and rigid drills were processed to conduct communicative activities.

Pronunciation was given much more importance (Brown, 2007). Then scientific method emerged governed language by the use of various sentences that work together in linguistic structure (Richards & Rodgers, 2001). Then language teaching introduced communicative approach which gave birth to innovative teaching methods such as total physical response, counselling learning, silent way, and Suggestopedia. As Richards and Rodgers (2001) mentioned that these methods focused on affective factors which appeal senses and emotional support of the students. However, these methods helped in comprehension, memory processing, and providing the central role to the learner. But still it was difficult to deal with all learners of all context in the same class (Nunan, 1991).

Mistrust on teaching methods and dynamic changes in thoughts and syllabi of second language teaching during the end of 20th century, declared that the age of language teaching methods is over now, it is better to conceive a desirable methodology having no specific method in mind (Rodgers, 2009). He further elaborates that considering a perfect specific method becomes a hurdle in designing, implementing disseminating and assessing the important elements of curriculum and provides little flexibility for adaptation and required accommodation (Rodgers, 2009; Jin & Cortazzi, 2011). So, while the process of textbook evaluation, and categorising the activities provided in the textbook, the approach and methods behind its designing have been given a proper space. The focus on my study is to analyse language skills according to the methods and approach which are lying behind the designing of these English textbooks.

Language Learning Principle and Syllabus Design.

Language teaching material has always been based on some principles which govern the syllabus in a particular way. Different authors have articulated different language learning principles for developing ELT material such as: Nunan (1988), Richard (2001), McGrath (2002) and Ellis (2008) among various other. All these authors have proposed various principles for second language

acquisition, but their findings were not sufficient for the evaluation of language textbooks. However, Tomlinson (2003, 2010, 2011) and Ellis (2014) has proposed a very detailed list of principles for the development of language teaching material that is based on second language acquisition, learning and teaching. These principles have been listed below as they are helpful in developing a checklist for English textbook evaluation.

Linguistic Features and Meaningful Input.

Textbook designers must focus not only on the frequency and amount of input but also variety of topics and genre be included. Input must be presented in real and authentic context.

Learners Needs and Communicative Purposes.

Content and instructions should be planned to provide students with meaningful conditions for communicative activities to achieve communicative competence. Tomlinson (2011) insisted that learners must be provided with the opportunities to use language for communication rather than restricting learners in a situation that is controlled by the teacher and materials. In this way, the learner can negotiate meaning and can process real world for language use rather than just focusing on controlled practice of activities.

Self-investment of the learners.

Learners must be encouraged to control their learning process by making discoveries of language use. In the constructive process of language learning, students must be provided with opportunities to process information and improve meaningful awareness through noticing, testing, analysing, and confirming the hypothesis.

Content and instructions must be aligned with goals and objectives.

The content and instructions of the unit must be linked with the goals and objectives of the lesson. Anderson and Krathwohl (2001) has presented a more consistent plan of instruction that there must

be correspondence among objectives, instructions, and assessment. The course must be delivered in a way that make it compatible with the objectives to increase the learning outcomes and competency of the learners in target language.

The sequence and procedure of the course should be according to the readiness of the learner.

There must be a procedure of sequencing of language forms in English course books, as some forms seems to be difficult, but students learn them easily and some forms seems easy, but students take much time to get mastery over it. Pienamenn (2007) presented processability theory that production and comprehension of language take place only by handling the language features through sequential processing. Johnson (2009) takes into consideration that internal syllabus indicates the sequence of linguistic features that emerges in second language acquisition. Course designers must develop the linguistic content by taking into account the learner's built in syllabus.

Recycling of the Content.

The content of the course must be recycled and reintroduced. The textbook developers must keep in mind that target language takes time for its effective production. According to the U-shaped recycling patterns, at first stage, it seems that the learner can produce linguistic form, then they deviate but at the last stage they again use the correct form (Gass & Selinker, 2008). So, it should not be expected that the learners will grasp the content immediately, but the content should be recycled and reintroduced consistently.

Interactive Opportunities and Output Production.

Exposing students to interaction, leads them to negotiation of meaning and ensures opportunities to focus on grammar and discourse skills simultaneously (Ellis, 2008). Comprehensive output is significant as it helps learners in generating messages in a condition where students are stimulated

to communicate clearly and fluently. There must be focus on controlled practices, linguistic forms, formulaic expressions and ruled based competence.

These principles categorise the instructional practices which are important for language teachers and textbook designers to maximise the language learning process that helps learners in internalising the target language. As Brown (2007) finds that teachers can improve their teaching if their pedagogy is well organised according to the principles of language teaching and learning. In this way, these principles are suitable for subsequent analysis of English course book.

Textbook Evaluation.

Useful material from relevant area is combined together in textbook for formal study. So, the check and balance of textbooks helps in maintaining quality of instructions and knowledge. Hutchinson and Torres (1994) considers textbooks as universal component of English Language Teaching. Ahour and Ahmadi (2012) mentioned that textbooks helps in conveying knowledge and information to the learners in an organised way. McGrath (2002) considers textbooks essential as it gives content, direction and teaching methods. Tomlinson (2001) finds interest in material development valuable as due to two reasons. First, it assists teachers to understand and apply language learning theories. Second, teachers have to evaluate and revise the material according to the needs of their own learners.

Tomlinson (2001) finds that textbook evaluation is an applied linguistics activity, through which material developers, teachers and administrators judge the effectiveness of materials which they have used for the learners. Ellis (2011) focuses on micro-evaluation which is associated with the effect of classroom tasks related to the material. It goes beyond impressionistic evaluation and helps in determining the practicality of the task, how it works and how it can be improved for future use. It also evaluates its appropriateness in relation to the goals set for the learners, in addition with constrains of a particular context. McGrath (2002) has suggested that teacher must keep records of

use, noting the sections of text omitted or used, and the sections work well and so on. Such types of record help in adaptation and supplementation of textbooks. These activities help in enhancing the effectiveness of textbooks.

English Textbook Evaluation in Pakistan.

Textbook analysis of English language teaching is still in progress and there are many researches all over the world but lacking the systematic analysis according to the theories and principles of language learning which underlie the development of English language textbooks. Various studies of textbook analysis involved cultural and social issues, gender effects, content evaluation, syllabus design and methodological consideration.

ELT textbooks have also been evaluated from the perspective of the teachers and clinched that still there is a lot of space to explore. Mehmood (2011) mentioned that if teaching material is designed by the respective subject teachers then it should be practical and functional in its content.

In a multidimensional study, Aftab (2011) included Pakistani English textbooks and curriculum and found that teaching of English textbooks at different levels are not fulfilling the requirements of English language learners in Pakistan. Moreover, she mentioned that the content and activities in English Textbooks are not aligned with the objectives of National Curriculum of English Language (NCEL). Zafar and Mehmood (2016) found that international culture is not sufficiently included in Pakistani English textbooks and suggested that inclusion of international cultures in English textbooks can enhance student's awareness about both national and international cultures.

Naseem, Shah, and Tabassum (2015) evaluated English textbook of grade 9th and found that textbook is not interactive and do not fulfil the objectives of target language, further they suggested to revise English textbooks that are being utilized in language programs. This study aims to analyse English textbook (Grade-9th) according to the principles of designing language teaching material proposed by Tomlinson (2003, 2010, 2011) and Ellis (2014). These principles provide a more

comprehensive framework for the content analysis according to presenting, sequencing, and recycling of language skills and forms.

Methodology.

The study is investigating the assimilation of Pakistani English textbooks with material designing and language learning process. My study takes into consideration the strengths, weaknesses and suggestions for necessary changes for Pakistani English Textbooks. This section includes checklists for textbook analysis, developing instrument, material, procedure and data analysis.

Selecting framework/checklist for textbook evaluation.

Textbook provides content and activities for language teaching and learning. Sheldon (1988) perceived course books as rout map for ELT programs. The growing potential for textbook evaluation has provided various frameworks, models and checklists to assure the usefulness and practicality of textbooks. These checklists provide criteria for language teachers to emulate the quality of course books in a particular teaching environment. Mukundan, Hajimohammadi, and Nimehchisalem (2011) considers checklist as an instrument to evaluate language teaching material in reference to a more generalizable form. Scriven (2005) finds these checklists as an evocative device to evaluate language teaching material in a systematic way to consider its merits, worth and complex entities. Checklists include the criteria for material development, content presentation, suitability for learners, and how language skills, functions and methodology are presented.

Evaluation checklists are highly used instrument by the scholars of the world, many researchers construct their checklist by themselves and many scholars alter these check list according to the needs of a specific context and settings because Sheldon (1988) finds textbooks emphatically local. In my research, to analyse Pakistani English textbook, a checklist was constructed by adapting several items from different checklists. Numerous were kept in consideration while constructing

checklist. First, checklist used in previous researches were examined and then the most important aspects from Tomlinson (2003, 2010, and 2011) and Ellis's (2014) were adapted. The checklist items were related to goals, content and sequence of language skills material: listening, speaking, reading, writing and grammar.

Table 1. Checklist adapted from Nation and Macalister's (2010), Tomlinson (2003, 2010, and 2011) and Ellis (2014) language learning principles.

Elements/ Features		Checklist
Goals		Objectives are well aligned with instructions and assessment
		Designing of activities and instructional methodologies
Content and sequencing	Listening	Listening material, listening activities, understanding of linguistic structure,
	Speaking	Speaking activities for appropriate and authentic language
	Reading	Reading text followed by activities, familiarization of context with words and text structure.
	Writing	Writing activities are aligned with materials in units. Availability of guidelines for writing activities.
	Grammar	The grammar activities: form and meaning in contextualized communicative event.
Format and presenting material		Recycling of content; linear, modular, cyclical format

This adapted checklist developed for the study to govern the textbooks evaluation procedure. First, a rough draft of checklist was established which was based on previous published researches in the field of language learning. To ensure the content validity, experts from Government College University Faisalabad, in the area of ELT, examined the suitability and appropriateness of checklist items. According to suggested remarks, minor modifications were made to improve the appropriateness of checklist items.

Material.

An English Textbook of grade-9 published by "Punjab TextBook Board" was examined in this study. This book has been prepared according to the national curriculum 2006 and the national textbook and learning materials Policy 2007. This book was also ratified by the Punjab Curriculum authority, Lahore and deemed appropriate to be used as instructional material in Public sector schools of Punjab, Pakistan. English textbook of grade 9th consist of 144 pages distributed into 12 units. Almost all units include:

1. Text presentation.

2. Teacher's guidelines.

3. Theme.

4. Glossary.

5. Oral skills.

6. Writing skills.

7. Reading skills.

8. Grammar.

9. Other activities.

The sequence varies in some lessons. This book is not accompanied with any listening material such as CD or DVD.

Data Analysis.

This study is based on qualitative content analysis, for the purpose of the study the researcher has developed a checklist for detailed evaluation of textbooks. Though content analysis is closely related with quantitative studies, but Dornyei (2005) has associated content analysis with qualitative research.

Checklists help in analysing textbooks by providing qualitative categories from each unit to identify specific characteristics of teaching materials objectively and systematically. As Creswell (2013) proposed that these qualitative categories are not fixed but it's a result of text and content analysis, for the repetition of content he called it a cyclical process. In this way, content analysis provides deep understanding of the effects that textbooks have in language proficiency and to what extent improvements and changes can be recommended in Pakistani English textbooks analysis. To enhance the understanding of the results each unit of the textbook was explored by the parameter of checklist, qualitatively and quantitatively.

Several checklists were reviewed from past studies to develop a checklist for the present study by adapting different features from Nation and Macalister's (2010), and Tomlinson (2003, 2010, and 2011) and Ellis (2014). English-9 from Punjab textbook board was selected for content analysis in this study.

The aim of the study was to explore the content of Pakistani English Textbook by taking into account the designing of language materials and the process of language learning. For this purpose, English textbook of grade-9 from Punjab textbook board was evaluated that has pinpointed the strengths and weaknesses of the textbook. Moreover, the necessary changes for this prescribed book were also mentioned.

This section involves analysis of book *English-9* according to the outlined checklist, which contain all necessary features of material designing and learning processes for language students. First, each unit of the book was analysed quantitatively and then qualitatively. The textbook was analysed unit by unit and the results of all units are also presented in tabular and graphical form to understand it collectively.

Analysis of English-9: An English Textbook for Grade 9[th.]

English-9 consists of 12 units, each unit focuses on vocabulary, grammar and communication skills. This is not the first experience of the students that they have to encounter with English language As in Pakistani public Sector schools, English is a compulsory subject, so it is expected that student could become familiar with the basic linguistic knowledge of English language.

English-9 has been written in such a way to be implemented easily and smoothly. First, a general overview of book is given regarding its title, content, paper quality, font size, visuals, and colours etc.

General overview.

The title of the book is very short and simple, it is just written as "English 9". Font size is easy to read, Black and white pictures are given according to the text and activity. Paper quality is good. Though teacher's manual is not attached but instructions for the teachers are given in each unit according to the nature of content and activities. No audio or video cassettes, CD or DVD are provided for listening activities.

The content of the book has variety of text related to religious, moral, and social issues. Only two poems are included, along with ten other argumentative, descriptive and narrative texts.

Quantitative Analysis of "English-9".

The book has given more emphasis on reading, writing and grammar skills than listening and speaking skills. Even listening material is not provided with the book and not a single activity is designed for listening skills.

Table 2. Frequency and percentage distribution of activities in English-9.

Sr. no	Skills	Frequency	Percentage
1	Listening	0	0
2	Speaking	33	14.79
3	Reading	31	13.90
4	Writing	40	17.93
5	Vocabulary	41	18.38
6	Grammar	71	31.83
7	Pronunciation	7	3.13
	Total	223	99.96

Table 2 reflects differences in frequencies among various skills such as listening, speaking, reading, writing, vocabulary, grammar, and pronunciation. Grammar skills has been observed as highly focused activities with a frequency of 71 (31.83%), and the least no of activities are counted in pronunciation activities with a frequency of 7 (3.13 %). However, listening skills have been totally ignored in this book. A more comprehensive view of frequency and percentage distribution can also be observed in figure 1.
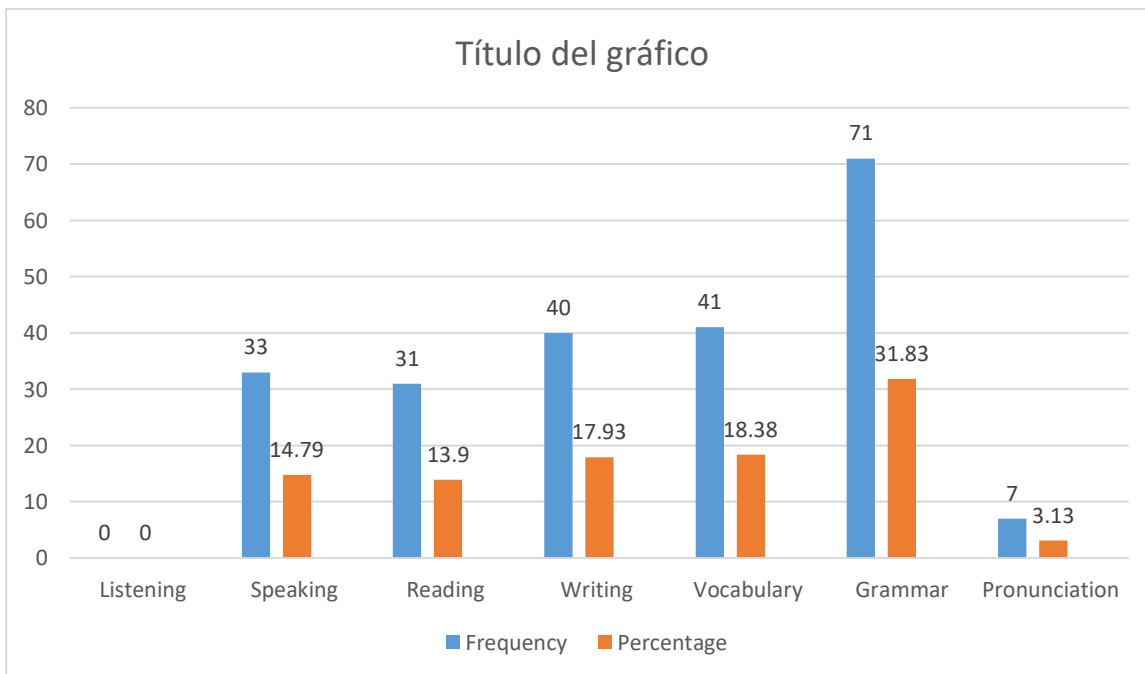

Figure 1.

Plot Structure of speaking activities in English-9.

Speaking activities has been presented in all units, but in "Review Exercises" it enjoys a high frequency as four activities has been counted in "Review 5-8" and "Review 9-12". It reflects that importance is given to the recycling of speaking skills. Only single activity is counted in unit-9 and unit 10. However, an average of two activities per unit has been designed to get the students involved in speaking activities (See figure 2).
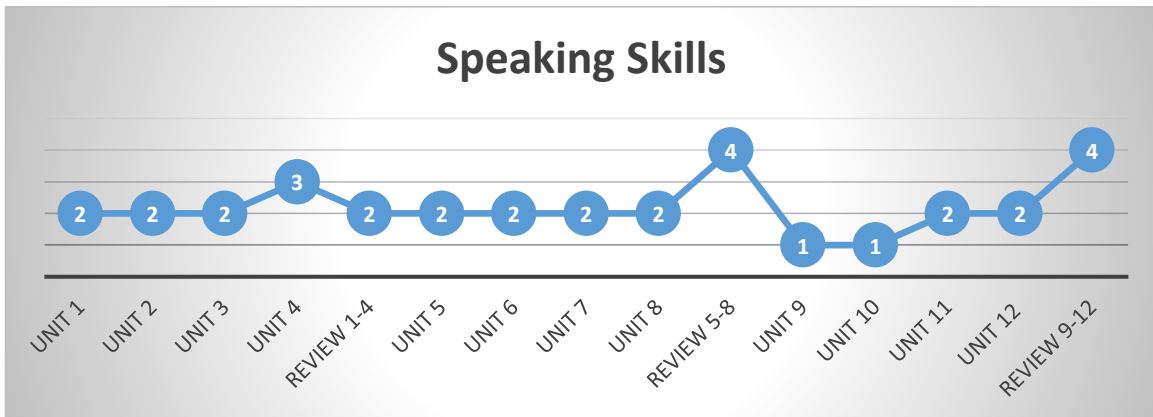

Figure2.

Plot Structure of Reading activities in English-9.

Reading activities has been presented in all units, but the highest frequency is counted in unit-4, unit-5 and unit-8. Minimum, one reading activity is included in unit-2, Review 1-4, unit-7, unit-10, unit-12 and Review 9-12 (See Figure 3).
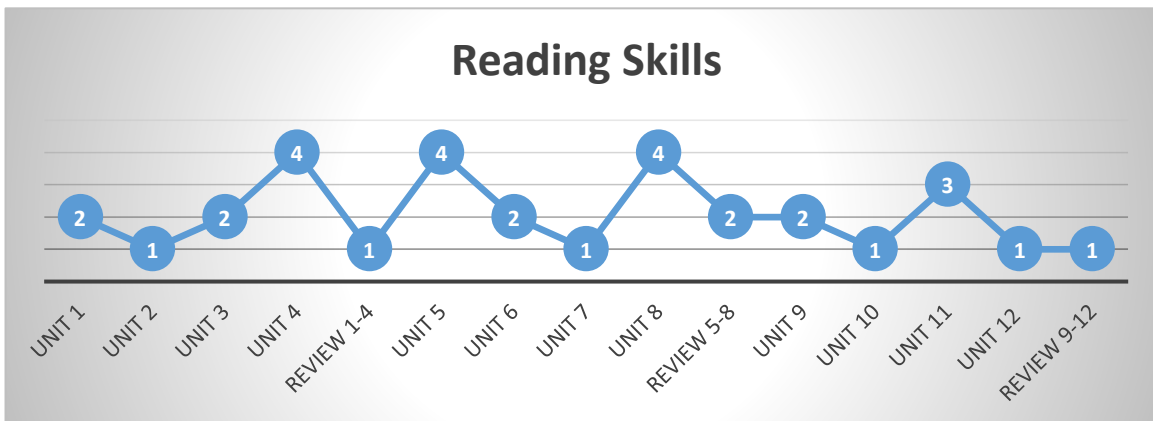

Figure 3.

Plot Structure of Writing Activities in English-9.

Writing activities has been focused at the very start of the book as in unit-2, the highest frequency of five is observed and then it gradually moved to the average of two activities per unit. However, the number of activities increased while moving to the ending units (See Figure 4).
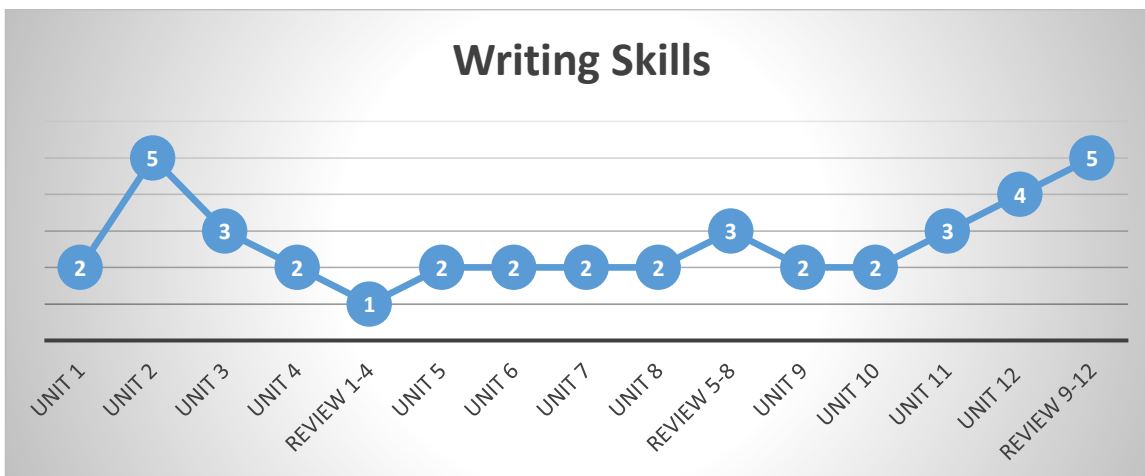

Figure 4.

Plot Structure of Grammar Activities in English-9.

Much space is given to grammar activities in starting units as the highest frequency of seven is observed in unit-3, unit-4 and unit-5 then it gradually moved to the average of two activities per unit. However, grammar is again emphasised at the end of the book as the "Review 9-12" also counts five activities (See Figure 5).
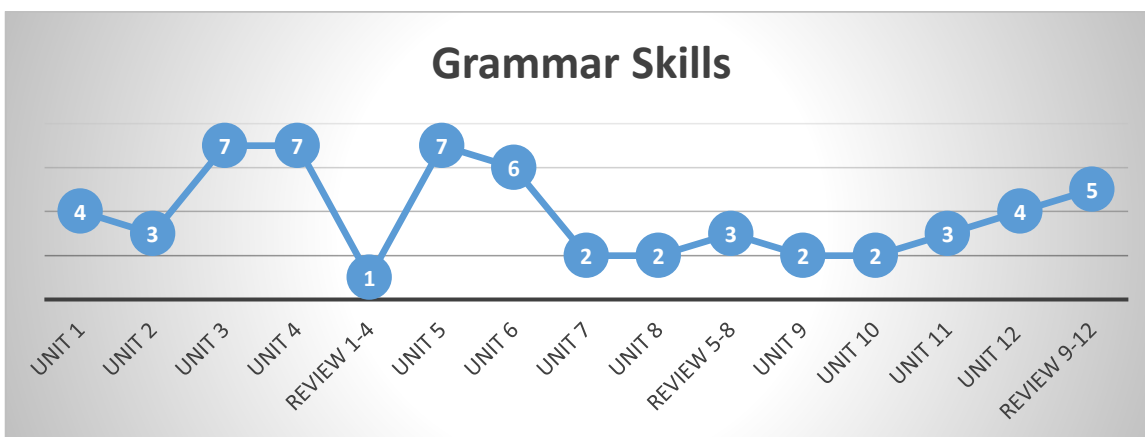

Figure 5.

Plot Structure of Vocabulary Activities in English-9.

Vocabulary activities has been mainly focused in unit-6 as five activities has been counted in it, and the least number of activities are counted in review exercises as only one activity has been included to revise the taught concept that has weakened the revision process. However, vocabulary activities has been included in all units to practice vocabulary in different contexts (See Figure 6).
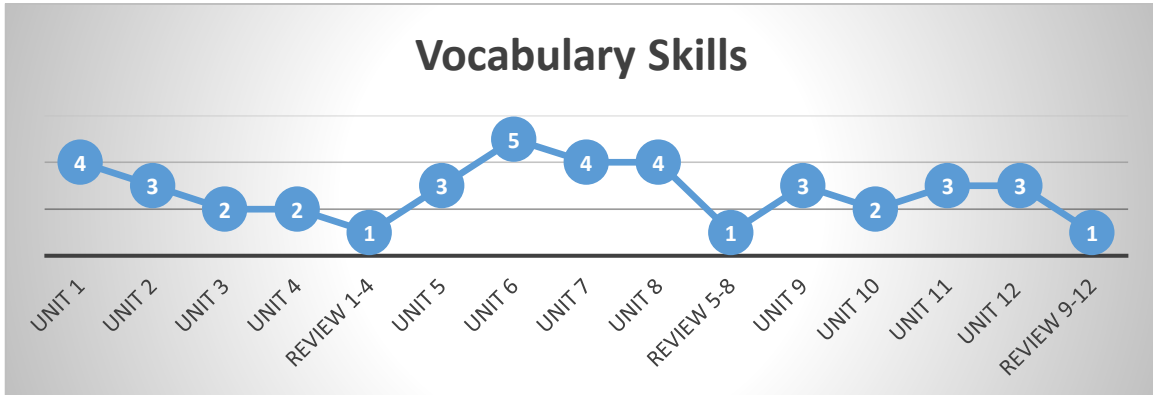

Figure 6.

Plot Structure of Pronunciation Activities in English-9.

Pronunciation activities has been focused only in unit-2, unit-4 and unit-6, but the highest frequency in observed in unit-4 as four activities can be counted here. All other units have ignored pronunciation skills (See Figure 7).
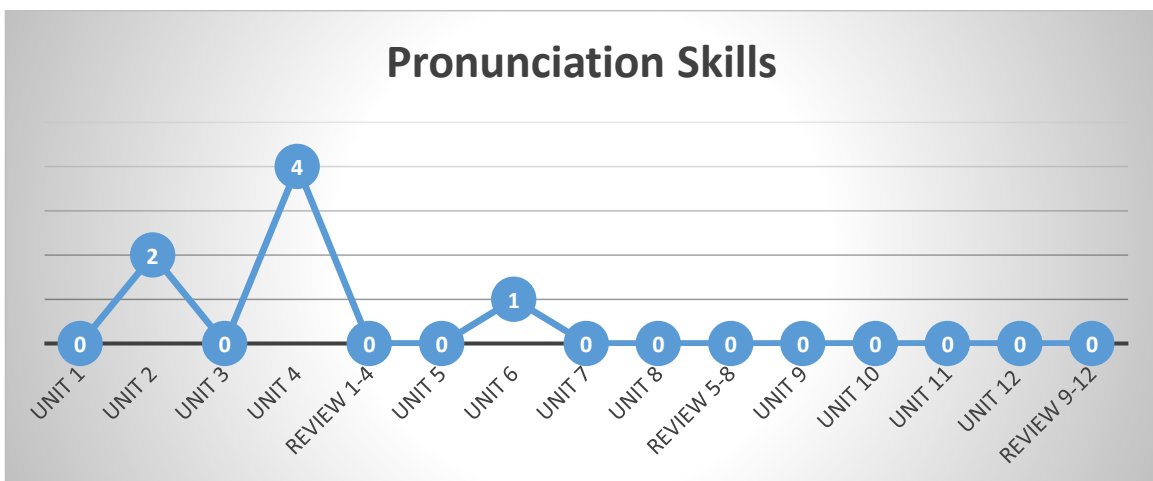

Figure 7.

Qualitative Analysis.

Goals, Objectives and Instructions.

Material designers must relate objectives with instructions. In this book, objectives of unit are given at the very start of the chapter which are well aligned with the assessment activities given at the end of the unit and justifying the teacher's guidelines. For example, in unit-1 the objectives of the unit are to learn skimming, scanning and summarising, learn about Holy Prophet (PBUH) and how he changed the world, recognising adjectives, using thesaurus, utilizing encyclopaedias and internet. But teacher's guidelines are better to the level of knowledge but limited in activating linguistic proficiency. These instructions for the teacher show that the teacher is instructed to raise curiosity about the topic, conducting a predictive activity, while reading questions and guiding the students to locate Muslim world in atlas. All these instructions are related to the reading skills, but the other objectives were ignored. But objectives of the unit are well related to the activities given at the end of the units. The main focus has been given to reading, writing and grammar skills in learning outcomes, and speaking skills has been less emphasised, but no space has been given to listening skills. Though teaching instructions are precise but well aligned with goals and objectives of the lesson.

Listening Skills.

Listening skills has been totally ignored in this book. No audio cassette, CD or DVD I provided for listening activities. Moreover, the goals and objectives of the book are not reflecting the need of listening skill, so no activities have been designed for listening skills. The only opportunity that students get is to listen the loud-reading of the text while reading activities in classroom. These activities may have an adverse effect on listening skills of the students.

Speaking Skills.

Speaking activities stimulate for appropriate, accurate, fluent and authentic language. Speaking skills has been designed in a static and traditional way that is unable to produce a fluent speaker. The number of activities presented in the book are not enough to enhance communicative competence of the learners. Overall, the book is providing controlled suitable practices for speaking but not sufficient to generate their own output. Oral activities are designed to discuss the matters related to the text, for example, unit-1 has an oral activity to form groups and discuss the life of Holy prophet (PBUH). It enhances the knowledge of the students but fails in manipulating and generating language of their own. The second activity in the same unit is about a discussion of social evils and its remedial measures. So, again it has restricted the students in their responses. All units have group discussion tasks and the students are restricted to response. They are not provided with natural and authentic environment to speak freely.

There is an activity for conducting interview in unit-3 (pg. 31). Guideline has also been provided to select your field, job specification, emerging trends, condition of works, skills and training requirements etc. Unit-6, unit-7 and unit-12 has also a similar interview activity. Unit-4 provides useful phrases for greeting and students were asked to greet your friends formally and informally. The use of these phrases should be at initial level of speaking activities. So, there is an issue of sequencing, as the group discussion on serious topic is given at initial level and the students are moved towards using phrases of greetings. Unit-5 also contain the activity of role playing on various given topics.

So, all the speaking activities were designed in which student was bond to create a restricted response. The students are not free to generate new ideas accurately and fluently. Top down and bottom up strategies have been very common in introducing oral communication tasks, but here in *English-9*it seems that no strategy has been used in presenting oral tasks. Although a few phrases

have been introduced in the book, but the students are not exposed to the real context where they can communicate with the help of these phrases.

Reading Skills.

Reading text followed by activities, familiarization of context with words and text structure. The book contains a healthy amount of text which is followed by activities. The most common activity is to answer the question based on reading comprehension. All units carry comprehension questions at the end of the text. Students were also asked to find out the "general statement" and "specific statement" from a specific paragraph that helps students in developing understanding of the text. To enhance critical thinking of the students multiple reading activities are given after presenting text. For example, in unit-3 the students were asked to summarise the major points in a provided map (pg. 25). To understand the text and structure, in unit-4, the students were asked to write topic sentence and supporting details of a given paragraph. Another example from unit-8, is students were asked to identify whether the statement was directly supported by the poem or supported by some evidence from poem or not supported by any evidence (pg. 83). For contextual practice, the students were given a few lines, which they have to arrange in correct sequence in unit-9 (pg. 98). A similar activity is also in Unit-12, to arrange the details of Hellen Keller in chronological order.

The book is rich in presenting reading activities to enhance critical thinking, understanding text structure and context.

Writing Skills.

Writing activities are aligned with materials in units. Availability of guidelines for writing activities. Writing activities presented in the units are beyond word-level. Some activities are designed without any proper guideline. For example, in unit-1 students were asked to summarise the paragraph in three to four sentences without telling them how to summarise a paragraph. Another

activity was to write an essay on "kindness of Rasool (PBUH)" (pg. 11). Students were not guided how to write an essay. In unit-2, there are five activities for writing essay, summarising the text, write a paragraph, and write a dialogue between a political activist and a teenager (pg. 20). There is no guideline for the students, but teachers are well instructed for how to conduct the activity. Next in unit-3, students are provided with a map for writing an essay about "Advantages and Disadvantages of television". For writing e-mail, a sample e-mail is given (pg. 30) then the students were asked to write an e-mail about the sports event held in your school. The starting units do not accompany with guideline for writing activities but writing activities are well designed in unit-4, for example, a mind map is given to fill with the information given in the text that will help the students in summarising the unit. A check list is also provided to check and edit self and peer work (pg. 44). Another example from unit-5, the process of summary writing is given in detail with the help of flow chart that enables the students in writing a well composed summary. Mostly, the writing activities are to summarise the text and writing paragraph, essays and dialogues. Sometimes the activity is accompanied with proper guidelines for writings.

Grammar.

The grammar activities: form and meaning in contextualized communicative event. Grammar activities in textbook are not designed on the basis of contextualised communicative event. All grammatical activities have been selected randomly and included in exercises of the units. For example, in unit-1, multiple choice items have been given for the selection of correct adjectives (pg. 9), fill in the blanks were given for correct form of verb (pg. 10).

Only a single definition with single example is given for the students to identify adjectives that seems to be insufficient for the students to solve exercise (pg. 18). In unit-2, the model verbs and their functions are given in a table with four examples that is also insufficient for the students to

solve exercises given at the end. Then without healthy practice, it moved towards the kinds of sentences without defining them, then the next activity is for punctuation.

Students were directly asked to punctuate the following paragraph without explaining punctuating marks. Sometimes, grammar activity is contextualised such as, in unit-4, preposition of times is elaborated in detail first and then three activities are designed with contextualised text (pg.42). Grammatical forms presented in the units are: adjectives, using correct form of verbs, change into nouns, antecedent, active and passive voice, past indefinite tense, abstract noun, articles, collective noun, preposition of time and place, adverb, gerund, conditionals, past perfect tense, position of adverbs, degrees of adverbs, continuous tense, adjective and adverb phrases, use of "since" and "for". Narration, past perfect continuous tense, compound preposition, transitional devices, dependent and independent clauses, simple, compound and conditional sentences, the use of dash and hyphen. The most repeated activity is punctuation, which is given in unit-2, unit-3, and unit-4. The major part of activities is covered by grammar, but the way grammar is presented in textbook is insufficient for the students. Students have to rely on teachers for better understanding of grammatical form and function.

Format and Presenting Material.

Recycling of content; linear, modular, cyclical format. A detailed analysis of textbook has revealed that different language skills are following different formats in textbook. For example, the grammar skills have a linear format, as nouns are first introduced in unit-4, then in unit-5, abstract nouns, and in subsequent unit-6 collective nouns have been presented. Same is the case with prepositions which progressed from preposition of time to preposition of place in subsequent units.

Speaking skills have a cyclical format, as the students are again and again involved in group discussions with multiple topics. They are also encouraged to role play and act a dialogue.

Sometimes it becomes linear as in unit-11, expression of advices are focused for communication and its subsequent unit-12 activity is designed to seek and offer advice. For writing skills, macro structure skills have been emphasised, as major focus was given to summary writing, essay writing, dialogue writing and paraphrasing. All these activities have been repeated again and again in cyclical format.

The content of the course cannot indicate that students need reinforcement, and it is a false assumption that students learn in their first encounter of the content and it integrates with their language system. The coverage of multiple topics in a single unit makes it difficult to identify the direction to review the material. It is best to cover fewer topics in units, it reinforces and recalls the knowledge learning of language items. Though a few items have cyclical or linear format that helps students in learning and practicing language content. In spite of it all items have not been following the same format, once a concept is introduced, it may get no chance to be repeated in the book. The formatting and presentation of material is very poor.

Findings and Discussion.

The textbook analysis reveals that *English-9* has a range of topics for students related to religion, personality, media and social issues etc. Overall the textbook has presented mechanical tasks and not fun activities. The language and activities used in the textbook are unable to fulfil the needs of the learners and to promote communicative competence. As Willis (1996) has suggested that fun-based activities engage students in learning process such activities can be ordering and spotting and comparing tasks.

A practical activity of writing an e-mail on internet is better than taking content from internet to teach writing e-mails. Presenting learning out comes at the very start of each unit helps students in achieving successful learning. Henriques (2009) found that EFL book neglect the necessity of

presenting objectives at the start of the unit. So, the focus should be there to achieve selected goals rather than working with multiple topics given in the book. The literature review shows that communicative teaching approach is dominant in designing English textbooks (Criado & Sanchez, 2009; Gilmore, 2004; Harlan, 2000). But here in *English-9*the grammar translation approach is dominant. Sentence patterns and mechanical study of form is very common in this textbook.

The textbook provides controlled practice for language production, students reproduce language on formulated conversations. Controlled conditions help in developing rules, comprehension, and building interaction to get the message across. Nizegorodcew (2007) has found that meaning focused instructions are not sufficient to learn L2 forms. So, there must be balance between accuracy and fluency. Ellis (2008) prefers loosely controlled practices that helps in negotiating the meanings. Nizegorodcew (2007) focused that meaning and form are not the discrete processes, but they go together side by side. Controlled practices allow students to rehearse language features as input that helps in free oral production afterward. The design of *English-9*is loosely created to manipulate language for communication.

The dialogues are presented to promote contextualised instructions, the text is based on realistic discourse and use natural conversations. However, Dalacorte (1991) and Chiaretti (1993) finds that dialogues do not reflect real conversational pattern and lack contextualised features of target language such as turn taking patterns, overlap, marks of orality, and hesitation devices (Tenuta & Oliveira, 2011). The present study explored that the dialogues used in the book create artificial environment and a few exercises have been provided for students to produce language in oral communication. There are limited activities provide controlled practices that affect speaking skills. Nizegorodcew (2007) concluded that teacher needs to activate students FL knowledge by engaging them in communicative activities. The textbook analysis shows that there is much focus in learner's

talk to his partner without giving them sufficient instructions. These structured activities help students in communication and L2 development.

The text used in textbook was not taken and nor adapted from natural and real environment. While Criado and Sanchez's (2009) indicates in their research that textbooks adapt 50-80 % real communicative activities to practice target language. Moreover, Henriques (2009) found that textbooks lack in facilitating real communication in target language. The same is the case with *English-9,* it is not presenting real communication activities and tasks in natural environment. To attend basic four skills such as listening, speaking, reading and writing, activities are presented in a mechanical form which helps them in comprehension, but students are unable to speak and write independently, manipulating and generating target language in natural environment.

The sequence of presenting material is not following a single pattern, sometimes it becomes cyclical and then moved to linear. There is a different pattern for each skill. So, there is not a fix way of presenting language forms in textbooks. There is a review exercise after every fourth unit which helps students to revise the previous taught concepts.

CONCLUSIONS.

Textbook plays a vital role in teaching English language. The analysis of *English-9* can be concluded that this book is based on grammar translation approach, all objectives given at the start of the unit are well aligned with teaching instructions and activities provided for language practice. Among four basic skills, listening has been totally ignored as no objective was designed for listening skills, nor any activity was designed to enhance listening skills. Moreover, the book is not accompanied with any audio material such as; cassette, CD, or DVD for listening practice.

For oral communication, dialogues, interviews and group discussion have been included in this book but all these activities are designed in artificial environment that makes students unable to

generate and manipulate language in real environment. Reading activities enjoys a sufficient space in each unit that helps students in developing comprehension skills. Teaching instructions along with reading activities has moved learners toward grammar translation method, students are forced to translate English text into Urdu that becomes hindrance in accuracy and fluency. Writing skills have been much focused in textbook, these activities helped students in writing summaries, essays, and paragraphs. These activities were guided by detailed instructions to assist students in writing. Grammatical forms are presented randomly and sometimes a linear format is identified but these forms are not recycled to internalise the grammatical rules. Overall, grammar translation approach is identified in circulating four basic skills in textbook, there is also a light impression of structural and audiolingual approach in presenting language skills in *English-9.*

English textbook needs to be revised according to the latest patterns of communicative language teaching and learning. Authentic texts from real environment should be included to give a rich encounter with natural spoken language that could help students in producing and generating language in real life. Listening material should also be included, as listening is the basic input skill which helps students in strengthening other language skills. This study has left many areas for future researches, as the assessment criteria of language skills can be analysed to determine the effectiveness of material design in *English-9.*

BIBLIOGRAPHIC REFERENCES.

1. Aftab, A. (2011). English Language Textbooks Evaluation in Pakistan. The University of Birmingham.

2. Ahour, T., & Ahmadi, E. (2012). Retrospective evaluation of textbook "Summit 2B" for its suitability for EFL undergraduate students. Journal of Educational and Social Research, 2(5), 195-202.

3. Anderson, L. W., &Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. New York: Longman.

4. Brown, H. D. (2007). Teaching by principles: An interactive approach to language pedagogy (3rd ed.). White Plains, NY: Pearson Education.

5. Byram, M. B. G., & Garcia, M. C. M. (2009). Communicative language teaching. In K. Knapp, B. Seidlhofer, & H. G. Widdowson (Eds.), Handbook of foreign language communication and learning (pp. 491-516). New York: Mouton de Gruyter. Cambridge guide to teaching English to speakers of other languages (pp. 66-71). Cambridge: Cambridge University Press http://dx.doi.org/10.1017/CBO9780511667206.010

6. Chiaretti, P. A. (1993). A performance do diálogo no livrodidático de inglês: Evolução e limites do gênero (Unpublished master's thesis). Faculdade de Letrasda Universida de Federal de Minas Gerais, Belo Horizonte, Brazil.

7. Consolo, D. A. (1990). O livrodidáticocomoinsumonaaula de línguaestrangeira(inglês) naescolapública (Unpublished master's thesis). UniversidadeEstadualdeCampinas, São Paulo.

8. Coracini, M. J. F. R. (2011). Interpretação, autoria e legitimação do livrodidático: Línguamaterna e línguaestrangeira [Interpretation, autorship, and legimization of the mother tongue and foreign language texbook] (pp. 17-26). Campinas, SP: Pontes.

9. Creswell, J. (2013). Qualitative inquiry and research design: Choosing among five approaches (3rd ed.). Los Angeles: Sage.

10. Criado, R., & Sanchez, A. (2009). English language teaching in Spain: Do textbooks comply with the official methodological regulations? A sample analysis. The International Journal of English Studies, 9(1), 1-28.

11. Dalacorte, M. C. F. (1991). Natural conversation and EFL textbook dialogs: A contrastive study (Unpublished doctoral dissertation). University of Texas, Austin.

12. Dörnyei, Z. (2007). Research methods in applied linguistics: Quantitative, qualitative and mixed methodologies. Oxford: Oxford University Press.

13. Ellis, R. (2008). Principles of instructed second language acquisition. System, 33, 209-224. Retrieved from http://www.cal.org/resources/digest/instructed2ndlang.html

14. Ellis, R. (2011). Macro- and micro-evaluations of task-based teaching. In B. Tomlinson (Ed.), Materials development in language teaching (pp. 212-235). Boston: Pearson.

15. Ellis, R. (2011). Macro- and micro-evaluations of task-based teaching. In B. Tomlinson (Ed.), Materials development in language teaching (pp. 212-235). Boston: Pearson.

16. Ellis, R. (2014). Principles of instructed second language learning. In M. Celce Murcia, D. M. Brinton, A. S. Marguerite (Eds.), Teaching English as a second or foreign Language (4th ed., pp. 31-45). Boston, MA: Heinle.

17. Fotos, S. (2005). Traditional and grammar translation methods for second language teaching. In E. Hinkel (Ed.), Handbook of research in second language teaching and learning (Vol. x, pp. 653-670). Mahwah, NJ: Erlbaum.

18. Francis, L. M. E. A. (1995). English as a foreign language: Textbook analysis, ideology and hegemonic practices in a Brazilian context (Unpublished doctoral dissertation). Ohio State University, Columbus.

19. Gass, S., & Selinker, L. (2008). Second language acquisition: An introductory course. New York: Routledge.

20. Gilmore, A. (2004). A comparison of textbook and authentic interactions. EL Journal, 58(4), 363-374.

21. Harlan, K. (2000). Foreign language textbooks in the classroom: Bridging the gap between second language acquisition theory and pedagogy. Honors Projects, Paper 5. Retrieved from http://digitalcommons.iwu.edu/hispstu_honproj/5

22. Henriques, S. (2009). An evaluation of English as a foreign language textbook for secondary schools in Angola (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3372353)

23. Henriques, S. (2009). An evaluation of English as a foreign language textbook for secondary schools in Angola (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3372353).

24. Hutchinson, T., & Torres, E. (1994). The textbook as agent of change. ELT Journal, 48(4), 315 328. http://dx.doi.org/10.1093/elt/48.4.315

25. Jin, L., &Cortazzi, M. (2011). Re-evaluating traditional approaches to second language teaching and learning. In E. Hinkel (Ed.), Handbook of research in second language teaching and learning (Vol. II, pp. 558-575). New York: Routledge.

26. Johnson, D. (2009). Foreign language syllabus design. In K. Knapp, B. Seidlhofer, H. G. Widdowson (Eds.), Handbook of foreign language communication and learning (pp. 309-340). New York, NY: Mouton de Gruyter.

27. Johnson, D. (2009). Foreign language syllabus design. In K. Knapp, B. Seidlhofer, H. G. Widdowson (Eds.), Handbook of foreign language communication and learning (pp. 309-340). New York, NY: Mouton de Gruyter.

28. Johnson, K. (1982). Communicative syllabus design and methodology. New York:

29. Larsen-Freeman, D. (2000). Techniques and principles in language teaching. Oxford: Oxford University Press.

30. Littlewood, W. (1981). Communicative language teaching: An introduction. Cambridge: Cambridge University Press.

31. Mahmood, K. (2011). Conformity to quality characteristics of textbooks: The illusion of textbook evaluation in Pakistan. Journal of Research and Reflections in Education.

32. McGrath, I. (2002). Materials evaluation and design for language teaching Edinburgh: Edinburgh University Press.

33. McGrath, I. (2002). Materials evaluation and design for language teaching. Edinburgh: University of Edinburg Press.

34. Mukundan, J., Hajimohammadi, R., & Nimehchisalem, V. (2011). Developing an English language textbook evaluation checklist. Contemporary Issues in Education.

35. Naseem, S., Shah, S. K., Tabassum, S. (2015). Evaluation of English Textbook in Pakistan: A case study of Punjab textbook for 9th class.

36. Nation, I.S. P., & Macalister, J. (2010). Language course design. London: Routledge.

37. Nizegorodcew, A. (2007). Input for instructed L2 learners: The relevance of relevance. Clevedon, England: Multilingual Matters.

38. Nunan, D. (1988). Syllabus design: Language teaching, a scheme for teacher education. Cambridge: Cambridge University Press.

39. Nunan, D. (1991). Language teaching methodology. Hemel Hempstead, England: Prentice Hall. Pergamon Press.

40. Pienemann, M. (1985). Learnability and syllabus construction. In K. Hyltenstam M. Pienemann (Eds.), Modelling and assessing second language acquisition (pp. 23-75). Clevedon, England: Multilingual Matters.

41. Pienemann, M. (2007). Processability theory. In B. VanPattern & J. Williams (Eds.). Theories in second language acquisition: An introduction. Lawrence Erlbaum, Research, 4(6), 21-28.

42. Richards, J. C. (2001). Curriculum development in language teaching. Cambridge: Cambridge University Press.

43. Richards, J. C., & Rodgers, T. (2001). Approaches and methods in language teaching. Cambridge: Cambridge University Press.

44. Rodgers, T. (2009). The methodology of foreign language teaching. In K. Knapp, B. Seidlhofer, & H. G. Widdowson (Eds.), Handbook of foreign language communication and learning (pp. 341-372). New York: Mouton de Gruyter.

45. Scriven, M. (2005). The logic and methodology of checklists.

46. Sheldon, L. E. (1988). Evaluating ELT textbooks and materials. ELT Journal, 42(2), 237-246.

47. Tenuta, A. M., & Oliveira, A. L. A. M. (2011). Livrosdidáticos e ensino de línguasestrangeiras: A produçãoescrita no PNLD-2011/LEM [Textbooks and the education of foreign language: The writing production in the PNLD-2011/LEM].

48. Todeva, E. (1997). Capulet and Montague—reconciled and ennobled: Recognising the existence of a balanced approach with CLT. Journal of Communication and International Studies, 1(4), 127-134.

49. Tomlinson, B. (2001). Materials development. In R. Carter and D. Nunan (Ed.), The Tomlinson, B. (2003). Developing materials for language teaching. London: Continuum.

50. Tomlinson, B. (2010). Principles of effective materials development. In J. C. Richards (Ed.), English language teaching materials: Theory and practice (pp. 81-108). New York, NY: Cambridge University Press.

51. Tomlinson, B. (2011). Materials development in language teaching (2nd ed.). Cambridge, MA: Cambridge University Press.

52. Willis, J. (1996). A framework for task-based learning. London: Longman.

53. Zafar, S., &Mehmood, R. (2016). An Evaluation of Pakistani Intermediate English Textbooks for Cultural Contents. Journal of Linguistics & Literature, 1(1).

DATA OF THE AUTHORS.

1. **Kalsoom Jahan.** PhD Candidate, Department of Applied Linguistics, Government College University, Faisalabad, Pakistan. E-mail: kalsoomjahan1@gmail.com

2. Syed Kazim Shah. Assistant Professor in English, Department of Applied Linguistics, Government College University, Faisalabad, Pakistan. He got his Doctoral Degree in Applied Linguistics from International Islamic University, Islamabad, Pakistan. E-mail: kazim.shah@gcuf.edu.pk

3. Sumera Shan Ahmad. PhD Candidate, Department of Applied Linguistics, Government College University, Faisalabad, Pakistan. E-mail: sumera495@gmail.com