# An Evaluation of English Textbook for Grade-6: Application of Communicative Approach

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*Abstract- The study is investigating the assimilation of Pakistani English textbooks with communicative approach in material designing. This study takes into consideration the strengths, weaknesses and suggestions for necessary changes for Pakistani English Textbooks. A checklist based on CLT principles was developed for textbook analysis, to answer the research questions. The checklist items were related to physical attributes, goals, content, supported material and sequence of language skills: listening, speaking, reading, writing and grammar. English Text book of grade-6 published by "Punjab Text Book Board" was considered as teaching material. This book has been prepared according to the national curriculum 2006 and the national textbook and learning materials Policy 2007. To enhance the understanding of the results each unit of the text book was explored by the parameter of checklist, qualitatively and quantitatively. The results of the study show that 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 communicative language skills.*

*Keywords: Checklist, Communicative Approach, Evaluation, Language Skills, Textbook*

## I.    Introduction

In English language teaching, textbooks have been considered as effective material for teachers and learners. In Pakistan, where teachers are not trained in selection of 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

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translation and audio-lingualism, but the 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. The current study is focusing language skills, related activities, goals and approaches behind formulating language activities.

English textbook is considered as the most important teaching 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.

### 1.2 Research Objectives

The objectives of the study are:

1. To trace out the utility of CLT principles in designing English Textbook.
2. To evaluate the focused skills in English textbook according to the principles of CLT.
3. To suggest weaknesses and strengths of English language textbook.

### 1.3 Research Questions

Research questions of the study are:

1. To what extant the CLT principles has been implemented in designing English Textbook?
2. Which language skills has been focused in English textbook according to the principles of CLT?
3. What are the weaknesses and strengths of English language textbook?

## II. Literature Review

### 2.1 The Use of Textbooks

Textbook enjoys an important role in English Language teaching. Students take help from textbook everywhere though they are at home or in classroom. Researchers have been taking interest in analysing the significant role of textbooks in student's training. Castell, Luke, and Luke (1989) argued that school textbooks present officially authorised description of human knowledge and culture. Few experts questioned that how much textbooks are helpful or creating hindrance in teaching and learning process. Textbooks are organised in units or modules with appropriate categorisation of content which covers curriculum. Moreover, text books are designed by subject specialists who consider the latest researches and related teaching strategies. Parents and teachers both prefer to have organised information that gives them control over the content which has been covered in classroom. Before internet era teachers of English language found textbook as a key source for teaching practices. As Richards (1998) found difficult to practice language activities without textbooks. Hall (2011) mentioned that textbooks provide organised, interesting, and motivated language input for the learner and expose them with written records to study and revise beyond the classroom. Textbooks provides support and guidance for the teachers and reduce their time for preparation. Moreover, textbooks have made students more independent in their learning. As Ur (2015) considers that students depend on teachers without course books. Sheldon (1988) finds published materials more credible than teachers generate materials.

As the importance of textbooks can never be denied, so the selection process of English text books is difficult. Textbooks should be evaluated according to the principles of teaching and learning, its context, learners' need and interest.

## 2.2    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 (2003) 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 (2003) 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 during textbook evaluation teacher must keep records of text use, noting the sections of text omitted, and the sections work well and so on. Such types of records help in adaptation and supplementation of textbooks to enhance the effectiveness of textbooks. These researchers have evaluated textbooks in different contexts under specific theories or approaches. In my study, approach of communicative language teaching (CLT) has been considered for English textbook evaluation.

## 2.3    The Process of Textbook Evaluation

Evaluation of textbook is an integral part of educational process that encourages researchers to conduct studies in related fields for the improvement and modification of textbooks. The latest studies contributed a lot in the field of textbook evaluation specifically in ELT. Williams (1983), Sheldon (1988), Brown (1995), and Cunningsworth (1995) focused on physical attributes of textbooks such as colour, layout, sequence, methodology, objectives, and approaches, and to what extant the material is teachable. Moreover, its usability in individual teacher's approach as well as overall curriculum should also be included. Skierso (1991) divided evaluation process into five sections: aims and goals, bibliographical data, subject matter, vocabulary, grammar and physical layout. On the other hand, Garinger (2001) preferred three content areas to be addressed while textbook content evaluation: teaching aims and objectives, depth and breadth of material, and how much text book needs to be supplemented. Cunningsworth (1995) added the most important studies in EFL/ESL by including eight categories: aims and approaches, language content, design/ organization, study skills, topic, teacher's book, methodology, and practical consideration. Stradling (2001) constructed four categories comprising four probing questions. First category involved content, second included pedagogical values, the third focused on intrinsic characteristics like

author biasedness in text and the last category dealt with the need of alternative resources. Fetsko (1992) added generic category that is more or less similar to Straddling, it comprised the items readability, format, and quality of text. Same is the case with Crismore (1989) who suggested to evaluate the rhetorical form of textbooks rather than just focus on presented content. Ma (2003) evaluated elementary English textbook, she found that equal distribution was given to five Cs: communication, connections, culture, comparisons and communities. Moreover, the textbook followed the communicative design. Pan (2004) inspected the inclusion of four major language skills, she counted the number of activities of each skill to evaluate the distribution of these language skills. First, she used communicative scale of Dubin, Fraida, and Olshtain (1986), then distinguished language skills and integrated them into fifteen categories. She investigated the degree of communicativeness and found unequal distribution of four skills and integrated skills. These researches have divided evaluation criteria into categories such as: physical characteristics, aims, methodology, content, language skills, activities, and so on. Then these categories comprised a few items to be evaluated. In my study, these categories are taken into consideration under the principles of communicative language teaching.

## 2.4     Communicative Language Teaching

 Communicative language teaching has been generally regarded as an approach to language teaching which reflects certain model or theory for the purpose of communication. As Richards and Rodgers (2001) has regarded communicative language teaching as an approach to language teaching and CelceMurcia (2001) considered that it is based on theory that the function of language is to communicate. Hymes (1971) mentioned that its primary function is to develop communicative competence in language learners. In fact, communicative language teaching does not focus on a single learning theory and effective strategy but it also derives its theories from cognitive sciences, educational psychology, and second language acquisition which helps in gaining language proficiency goals. It also accommodates needs of different learners, their needs and preferences. Wesche and Skehan (2002) has described the qualities of communicative language teaching that it provides with frequent interactive activities to exchange information and solving problems by using authentic text. He also emphasised that communicative activities should relate to the real world across written and spoken means and channels. Moreover, it's a learner centred approach and prefers the background, needs and goals of the learners, it also provides creative role to the learner in instructional decisions. Kumaradivelu (1994) describes CLT as a set of macro strategies and Doughty and Long (2003) defined it as methodological principles that facilitate in second language acquisition and guide in designing and implementing CLT practices.

## 2.5     Basic Principles of Communicative Language Teaching

In grammar translation method, grammatical topic or text such as dialogues and short stories were organised according to the syllabus. But CLT changed this approach and used grammar just to support communicative skills. Long (1985), Nunan (1989) and Prabhu (1987) suggested tasks as the basic units of daily and long-term lesson plans which has been known as task-based instructions (TBI). As Pica, Kanagy and Falodun (1993) argued that social interactions can be the best way to teach a language. They allow learners to share information, opinion, exchange meanings, comprehending input and accept feedback on language production.

There are different definitions of communicative tasks that focus on its constituents and aspects. Long (1985) refers tasks doing a piece of work for oneself or for others. Such as buying new shoes, filling a form, or making a hotel reservation etc. Nunan (1989) considers that a task involves students in comprehending, manipulating and producing the target language, focusing on meaning rather than form. Skehan (1998) emphasised on the use of real-world activities that need real language to accomplish these tasks. Nunan (1992) discriminates between real world tasks and pedagogical tasks. Real world tasks are associated with language skills that learners need to perform different functions in life and pedagogical task intended to bridge the gap between classroom and the real world. These tasks can also be referred as "preparation tasks" and "assimilation tasks" which are designed to assist the language learning process. In my study the text book of grade-6 is evaluated according to the tasks design, whether these tasks are designed according to the principle of communicative language teaching.

Introducing tasks in language classrooms promotes learning by doing. It's an old concept which has been a fundamental principle of many educators in history of communicative language teaching (Long & Doughty, 2003). They also added that new language can be better integrated with long term memory easily if it is tied up with real world activities and events. "Learning by doing" is also supported by active approach as Swain (2005) recommends learners to produce language actively so that could try new rules and modify them according to situation and need. Omaggio-Hadley (2001) suggested to encourage learners to express their self-created meanings after introducing productive skills. These real conditions of communication make the learner's linguistic knowledge automatic (Ellis, 1997). While designing textbook the tasks should be designed that could involve students in real life activities. In this study, while evaluation of textbooks the tasks presented in the book are also judged by the parameter of "doing activities".

Language learning needs rich input of target language. Learners must be exposed to various language patterns, phrases and chunks in several situations and contexts over a period of time that stores language in brain. This type of rich input cannot be replicated to develop native like language skills. Doughty and Long (2003) entails language input that it is real samples of language and discourse used by native speakers and accomplishments of targeted tasks by the non-native speakers. The learners should be exposed to hear the language, it can be from teachers, from other students, from multimedia or from other sources. A wide range of authentic and simplified material can be used in classroom. Richards (2001) refers authentic material as teaching of texts, video selections, photographs and other teaching resources which are not designed for pedagogical purposes. It can be a real-life telephone conversation, public broadcasting, or conversation from radio or television etc. So, the inclusion of authentic and simplified text which has been taken from real environment in English language textbooks can be helpful for language learning process.

A basic requirement for language learning is that input must be meaningful, and comprehensible that can be related to the existed knowledge of the learners. The concept of meaningfulness has always been appreciated in communicative language teaching. Focusing on meaning was given the same importance as the form of language. Meaningfulness is a primary principle of communicative language teaching and has been a counter reaction to audiolingual method that focused on repetitive drills to make sense of the content. Meaningfulness needs comprehension, it means that learner must understand the writer and the speaker what they write or speak (Lee and VanPatten, 1995). The learner attaches the form of language to its meaning according to its context.

Moreover, the main features of language like grammar, pronunciation, or vocabulary can make sense into the leaner's mental representation, if they have a connection with a real world meaning. A rich use of target language or other authentic resources in classroom environment must elaborate its context that makes it comprehensible to non-native speakers (Doughty and Long, 2003). English text books must carry rich, meaningful and comprehensible input for the students.      In second language learning, the students work together in groups or pairs to complete their activities that promotes cooperation. This cooperation also develops a kind of social interaction which is well described by Vygotsky (1978). Introducing peer work or group activities in English course books promotes cooperative and collaborative learning that is an essential part of interaction. This interaction involves students in language practices.

Focusing on form is a traditional approach of teaching grammar which focus on isolated linguistic structure. These structures are predetermined and sequenced by the text book designers. But explicit grammar teaching makes a connection between form and meaning and teaches grammar in context with communicative tasks which helps students in producing language naturally. Doughty and Long (2003) argues that teaching methodologies and task-based language instructions promote the use of forms in different context. English course books must be designed to focus on form according to the principles of communicative language teaching that assists in using grammatical forms in its context.

There are two types of feedbacks in language classroom, positive feedback involves correction of students with praise or agreeing or showing understanding. On the other hand, negative feedback (Chaudron, 1988), known as error correction on student's faulty behaviour which helps in developing language skills to more precise and productive language use. Many researches have proven that the effective feedback helps in leaner's progress but still they commit mistakes because learning is a process, not instantaneous (Doughty and Williams, 1998). A widespread response is repetitive corrective feedback on learner's faulty behaviour (Lyster and Ranta, 1997).

## 2.6    The Researches of Text Book Evaluation

Various researchers have evaluated Textbooks, with different criteria, they developed checklists for different books and categorises the content in different categories. They also derived different principles from different theories to check the utility and effectiveness of English text books according to its objectives and goals. Littlejohn and Windeatt (1989) developed a modest scheme to evaluate teaching material from six different perspectives. First, they categorised material content into two types of knowledge: general and subject knowledge. Then they focused on the nature and acquisition of knowledge. They also viewed the nature of language learning. Role of implicit relations in teaching content, how opportunities have been provided to develop cognitive abilities, and the attitudes are inherited in materials. In my research selected points from Littlejohn and Windeatt (1989) have been considered under communicative language teaching approach.


There is a great difference in views between experienced and inexperienced teachers Nunan (1989) conducted a study to explore the differences between experienced and inexperienced teachers considering teaching materials in language classrooms. These teachers were provided with authentic listening text and asked to prepare and teach a lesson based on it. They were also asked to provide information about the aims and objectives of the unit, allocated teaching time, how the unit was introduced and adaptation was made in the unit, basic steps in lesson,

students reaction to the material, teachers intention of using this type of material in future, best liked and least liked features, and the suitability of the listening materials for the group. He concluded that experienced teachers considered this material more innovative and productive in nature.

### 2.7 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 principles of communicative language teaching 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 text books 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. All these studies reflected that these textbooks failed in producing communicative competence among students of English language. To find out the reason behind this study aims to analyse English textbook (Grade-6th) according to the principles of communicative language teaching.

## III. Methodology

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

### 3.1 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 a Pakistani English text book, a checklist was constructed by adapting several items from different checklists according to the CLT principles. For checklist (see appendix-1). The checklist was developed for the study to govern the text books 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.

## 3.2 Material

An English Text book of grade-6 published by "Punjab Text Book 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 text book of grade 6th comprises 152 pages distributed into 13 lessons. Almost all units include:

1. Objectives of the lesson
2. Text presentation
3. Teacher's guide lines
4. Theme
5. Glossary
6. Oral skills
7. Writing skills
8. Reading skills
9. Grammar
10. Other activities

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

## 3.3 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 according to the principles of CLT. 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, a survey was also conducted to get the opinions of the teachers regarding English textbook used at 6$^{th}$ grade in Pakistani schools.

## IV. Data Analysis

The aim of the study was to explore the content of Pakistani English Text book by taking into account the designing of language materials and the process of language learning according to the principles of CLT. For this purpose, English text book of grade-6 from Punjab text book 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 based on CLT principles, which contain all necessary features of material designing and learning processes for language students. First, the book was analysed quantitatively and then qualitatively.

### 4.1 Analysis of *English-6: An English Text Book for Grade 6$^{th}$*

English-6 consist of 13 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 have become familiar with the basic knowledge of English language. First, a general overview of book is given regarding its title, content, paper quality, font size, visuals, and colours etc.

### 4.2 Physical and Utilitarian Attributes

#### 4.2.1 Appearance of the book

The title of the book is very short and simple, it is just written as "English 6". The main cover also contains the information about publisher and recommendation of book for the academic year 2018-2019 by the Government of Punjab. Font size is easy to read, and "Ariel Black" font style has been used. The title and the sub heading were made clear by the use of colours and attractive font styles. The book contains sufficient numbers of pictures to make the situation life like. For example, Lesson no. 2 pg. 13 (Appendix-2) the situation of "Surrounded by Trash" is made clear by the use of sufficient numbers of pictures. The paper quality of English textbook is medium but the binding of book is not strong enough to be handled by the young students. As per printing of the book, the text and images reflect on the other side of the page which creates difficulty for the students in reading the text.

#### 4.2.2 Layout and Design

Layout and designs of course book reflect the face validity of the book that creates motivation and interest among the students. There is not a variety of designs, but follows a consistent use of headings, icons, labels and italics. A short overview is given at the start of the book about, functions and structures that has to be taught in each unit. He also suggested that different colour style for different characters to catch attention of the reader. Vocabulary lists and glossary is also provided in every unit. A detailed and complete table of content is provided at the start of the book. Moreover, all units carry a suitable and appropriate title such as: Fair Dealings of Hazrat Muhammad (PBUH), Surrounded by Trash, Chitral Valley, Night (poem), Travelling Attenuates, Tests and Exams, Sports and Sportsmanship, The Rainbow (poem), Seasons of the Year, Modern Inventions, Zoo Hospital, Drugs are Dangerous, and Happy Prince. A Brief description about the authors is given at the end of

the book, but it cannot be counted as a detailed bibliography. There is an effective logic in organisation of the content. Moreover, a review lesson has been included after each four and five lessons with sufficient numbers of exercises and activities. The textbook is durable and free of mistakes.

### 4.2.3 Visuals

The visual effects of textbook extend to physical make up. They found that changed colour of objects capture attention automatically and helps in processing the relevant items in memory in spite of its static or sequential display.

The visuals are varied but not productive enough to stimulate the learners to be creative. The functional quality of visuals is very poor but they are compatible with learner's own culture. For example, page no. 133 Lesson no. 12 "Drugs are Dangerous" an activity is given for oral communication, it's a dialogue between a teacher and student. A picture is presented to take a start for conversation but the picture is not functional enough for a productive oral practice. (See appendix-3)

## 4.3 Objectives and Supplementary Materials

### 4.3.1 Book objectives

A brief description of aims is given in introduction of the book, but at the start of every lesson, objectives of the lesson are given in details. These objectives are too static and do not expect to produce communicative skills among student, and failed to produce interest. Objectives are measurable and related to student's own local culture but failed to balance language skills. For example, reading and writing are more emphasised but listening and speaking are not given the same weightage. Objectives assists teachers to select the most suitable aid for teaching. All levels of Bloom Taxonomy have not been selected, only the level of knowledge, comprehension is clearly observed and sometime the author touched the level of application but the level of synthesis, analysing, and evaluation are totally ignored. The text book produces interest among students to study English language in future.

### 4.3.2 Teaching Aids

The textbook is not supported by any audio materials such as cassette, CD or DVD. No workbook, posters, or flash cards are attached with the book. There are lots of pictures, diagram and charts, available for the students that help them in building confidence. Most of the time teacher encourages the learners to bring real object in classroom to illustrate the topic. Teacher's guidelines are available at every step-in lesson and exercises but no separate guide book is available to assist the teacher.

### 4.3.3 Teaching Method

The major focus has been given to grammar translation method that is an old traditional method. Teacher's centred methods has been focused throughout the book that allows teachers to talk more than the students. Activities designed in the book hardly allow the students to use English language outside the classroom with different language skills. ELT methodologies help to work well activities. Moreover, inductive approach has been focused, first terms and definition are elaborated with a solved example and the students are asked to solve other problems. The textbook is useful for mixed ability students and classes of different sizes. Students take much rely on textbook without any encouragement of taking responsibility for their learning, they normally depend on teacher's guidance.

**4.4      Teaching and Learning Content**

**4.4.1      Subject and Content**

The material used in textbook is up-to-date. For example, lesson-10 is about "Modern Invention", lesson-12 is about "Drugs are Dangerous". It also covers a variety of topics such as it include fairy tale " Happy Prince", religious characters "Fair Dealings of Hazrat Muhammad (PBUH), moral values " Sports and Sportsmanship" travelling "Chitral Valley", "Travelling Etiquettes" and poems have been included, all these topics are full of knowledge without fun that make students boring. The language used in textbook is not taken from real life that could provide opportunity to use language in real life. The language used in text book has also an effect of artificiality. The content is just satisfactory in raising interest and motivation among students. Topics are static and do not allow students to think critically, students are supposed to produce as the same teachers have elaborated them. Moreover, there is no criteria for the organization of topics, if we change the position of topics it will produce no effect on its organization. For example, if the position of "Chitral valley" is replaced with "Seasons of the Year" it will create no effect on student's learning because the focusing points in "Chitral Valley" are articles and capitalization which can also be taught in "Season of the Year". Every topic introduces new and topic related vocabulary for the students.

**4.4.2      Exercises**

Exercises are purposeful, interesting adequate and include detailed instructions about how to an activity will be done. For example, lesson-11 pg. 123 instructions for writing skills are given in detailed (See appendix-4). Moreover, instruction for the teachers are also given regarding how to assist learners while solving exercises. Fluency is the basic principle of CLT which is highly ignored and there is no balance in activities for accuracy and fluency. The exercises such as fill in the blanks (grammar), writing activities, multiple choice items, matching the column, answer the comprehension questions all are related to accuracy, only activities of oral communications are focusing on fluency. So, accuracy is given more importance than fluency. Task moves from simple to complex. For example, lesson-1 deals with proper and common nouns, lesson-2 makes it little complex with countable and uncountable nouns. Then lesson-4 introduced possessive pronouns and then lesson-5 focuses on reflexive pronouns and so on. Grammar is not introduced in realistic and motivated context but vocabulary is given in text content in a realistic way. Moreover, a list of Glossary is also included at the end of each lesson to make it more meaningful. A few activities such as in oral communication, students are encouraged to make a dialogue on a given topic but overall group activities are ignored in this textbook. The exercises can be modified and supplemented easily, for example, lesson-5 pg. 55 there is an exercise about reflexive pronoun. Fill in the blanks can be replaced with other communicative sentences and supplemented with any productive worksheet (see Appendix-5). The textbook provides meaningful exercises and activities that involves students in language practice. For example, a grammar activity is given in lesson-5 pg. 54 (see Appendix-6), here students are encouraged to go to the market and follow the given tips. Sample rubrics are given at the end of the book for final achievement test.

**4.4.3      Social and Cultural Context**

The social and cultural contexts are understandable for the students because they belong to context of the students. For example, the first lesson "Fair Dealing of Hazrat Muhammad (PBUH)" is about the religious

context of the students. Lesson-3 "Chitral Valley" is related to the culture of hilly areas of Pakistan, and "Seasons of the Year" is about the seasons of Pakistan etc. So, the content is socially and culturally related to the student's own context, but international culture and characters from different areas of the world has been ignored. Moreover, the textbook produces positive effects of occupation, age and social group. For example, Lesson-7 "Sports and Sportsmanship" produces positive effects and teaches moral values to all people related to any age and social group.

## 4.5    Language Skills

Table 4.1    Frequency and Distribution of Activities

| Skills | Frequency | Percentage |
|---|---|---|
| Listening | 0 | 0 |
| Oral communication | 13 | 5.9% |
| Reading | 42 | 19.3% |
| Writing | 33 | 15.2% |
| Vocabulary | 23 | 10.5% |
| Grammar | 93 | 42.9% |
| Pronunciation | 13 | 5.9% |
| Total | 217 | 99.7% |

Table 4.1 presents the frequency and distribution of activities in English-6 textbook. The main focus is given to grammar skills, and listening skills has been totally ignored with zero frequency. An average weightage is given to reading, writing, and vocabulary skills. On the other hand, oral communication and pronunciation activities are not enough to be a fluent speaker of English language. Comparison of language skills in English-6 can be clearly observed in figure 4.1
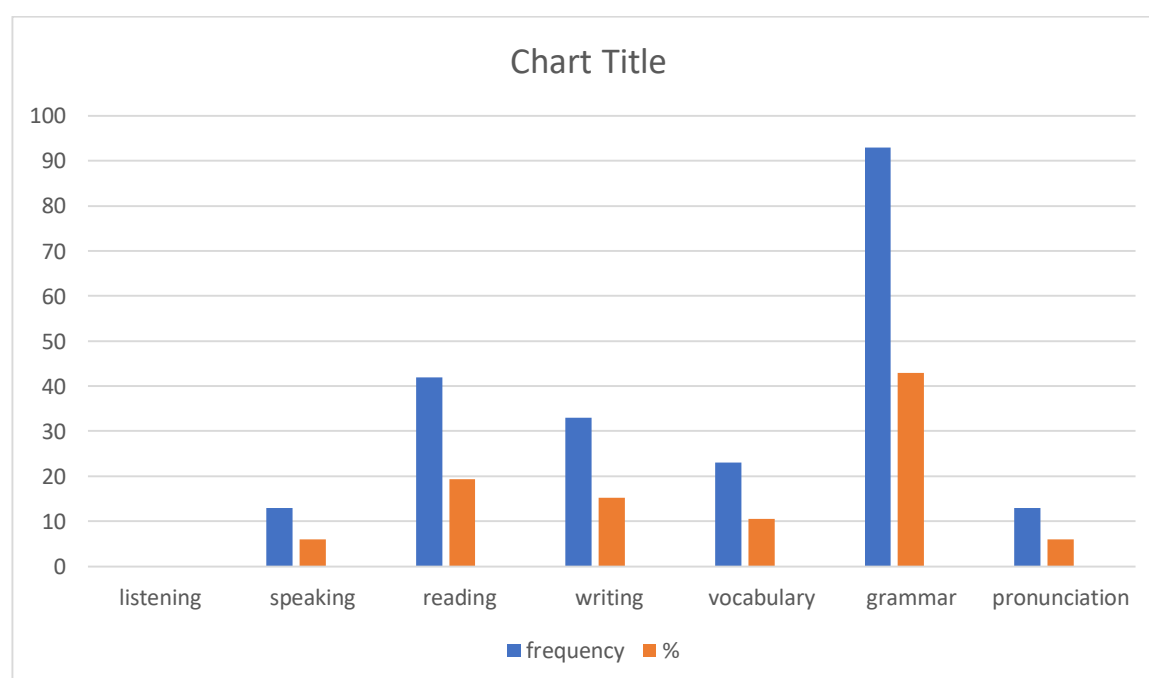


*Figure 4.1*

### 4.5.1    Listening

As no listening material such as Cassettes, CD or DVD has been provided with the book and not a single activity is designed for listening skills, means listening skills has been totally ignored in English-6 textbook.

### 4.5.2    Speaking

Speaking activities have been presented as oral communication skills. The main focus was given to dialogues between friends, teacher-student, and student to student. All these activities are conducted as pair work but a few group activities have been also observed as oral communication skills. Students are not involved in real world tasks to communicate with others but they are provided with a few lines, and they are supposed to produce them as is it. So, it does not seem natural. This type of activitiesis unable to produce confidence among students. The presented material in textbook for speaking skills is not enough to be a fluent speaker.

### 4.5.3   Reading

There is sufficient reading material for the students. All lessons start with text followed by reading comprehension questions. A variety of texts has been included to engage students cognitively and effectively. The content of the lesson helps learners to develop reading comprehension skills and many passages such as "Modern Inventions" and "Drugs are Dangerous" prove that the textbook has included up to date, interesting and meaningful texts. All texts are of an average length and level of difficulty. An average length of the text is of two to three pages. The authentic texts such as real-life conversations, dialogues, speeches, and letters has not been included in textbooks that creates an artificial environment for the students of language learning.

### 4.5.4    Writing

Students are involved to write about their past events, daily routine with the help of mind map, informal letter, summary, locating places in school (narrative paragraph), writing a united paragraph by using model verbs, prediction of future, and writing a short story by using its elements. Authentic examples of real life have been included as sample for the students. As lesson-4 pg. 25 a sample letter is given as sample and then pg. 29, 30, 31 consist of guiding instructions for writing a letter with the help of real samples (see appendix-7). Writing tasks are interesting and provide opportunities of free writings for the students. The writing activities have achievable goals according to the capabilities of the students. For Example, lesson-2 pg. 34 there is a task of "writing a paragraph of 50-60 words on the following topic." A graphical description has also been given to elaborate `various aspects of the topic (see appendix-8). Another task is given at pg. 99 four pictures of different seasons has been given with a single line. Students are asked to look at the pictures and write supporting details for each season. The writing activities are guided and controlled and time has never been allocated anywhere in the book for these activities. Moreover, these activities are suitable in length as only one short paragraph has been assigned to write after detailed guided instructions.

### 4.5.5    Vocabulary

Various activities have been designed to develop vocabulary of the students. For example, finding meaning in context, using dictionary and thesaurus, using phrasal verbs, compound words and a list of glossaries is also attached with each unit. Distribution of words is according to the topic. For example, lesson-1 (Fair Dealings of Hazrat Muhammad PBUH) includes vocabulary about religion, lesson-2 (Surrounded by Trash) introduced vocabulary about cleanliness, lesson-3 (Chitral Valley) adds vocabulary related to scenic beauty and adjectives has been given more preferences, lesson-4 (Night) is a poem, comparatively less numbers of words about the

beauty of night etc. Vocabulary exercises are adequate and enough to practice. Mostly, words have been contextualised. For example, lesson-1, pg.3 the first exercise is matching of words with their contextual meanings. Another example is from lesson-3 pg. 28, student is directed as "some meanings are given in column A. Read the lesson and find out words which have the same meanings. Write them in column B." sometimes, vocabulary exercises are not meaningful for the students as in lesson-1 pg.5 the use of dictionary is taught then in lesson-4 pg.38 students are asked to look up the meanings of given words in dictionary and use them in sentences. But at pg. 128. The students are not told about thesaurus and just simply asked to find out antonyms of given words (see Appendix-9). Meaningful activities involve students in real life tasks but not a single activity is designed in this way that could provide student a life like situation. Old and traditional method has been used to teach vocabulary, such as mostly vocabulary exercises dealt with find out the meaning of words and make sentences, matching the column etc. Each lesson introduces new vocabulary according to its topic without its phonetic transcription.

### 4.5.6 Grammar

Grammar has been more focused than any other skill in textbook which is a 42.85% of the skills presented in the book. Grammar is not contextualised, only the single activity that can be found as contextual activity is to find out countable and uncountable nouns from the lesson but still it is not fulfilling the requirements of contextual activities as presented at pg. 17. Though the grammar practice is rich and appropriate according to the level of students but it has been taught explicitly. First the definitions of grammar forms are given and then exercises are designed for further practice. In this way students become conscious about what they are learning. For example, lesson- 1, pg. 6-7, definition of proper noun, common noun and possessives are given in a box and the exercise A, B, and C are designed accordingly (see appendix-10). Moreover, these types of activities reflect the inductive design for teaching grammar. Time is not allocated with any activity of grammar.

### 4.5.7 Pronunciation

Pronunciation is not built through meaningful activities, students are introduced with phonetic symbols and then asked to consult a dictionary for their pronunciation. For example, lesson-1 pg. 9-10, students are provided with pronunciation keys in dictionary and then on pg.10 students are asked to find out the pronunciation of given words from dictionary. Definition of syllable division is given at pg.20 and at pg.21 students are asked to break the syllables of words with the help of dictionary. At pg. 28 the rules are given for the pronunciation of word "the" but no activity is designed for its practice (see appendix-11). Then at pg. 42 pair of words (similar in sound but different in meanings/ homophones) are given to practice read aloud, and then the blanks are given to fill with correct words but the students are not involved in real life authentic activity to differentiate the meanings of these words. Even pronunciation of model verbs is taught though written activity by the use of colon. Teaching of pronunciation needs audios of related sounds or words but no audio CD or Cassette is provided with book. The textbook does not include any adequate material for pronunciation work. In fact, pronunciation skill is the weakest in textbook to practice under given activities.

## V.    Discussion and Conclusion

This study explored the content of Pakistani English Text book by taking into account the designing of language materials and the process of language learning according to the principles of CLT. This section involves discussion and conclusion according to the outlined checklist based on CLT principles, which contain all necessary features of material designing and learning processes for language students.

### 5.1    Discussion

The title and cover page is not as attractive but it is very short and simple, it is just written as "English 6" and communicating just as it is an English textbook for 6th grade students Mediatrix (2008) suggests cover design of textbook should capture the attention of the reader, it must be attractive, durable, prestigious and easy to identify. So, the title is communicative to some extent but not fulfilling all the requirements of CLT.

Layout and designs of course book reflect the face validity of the book that creates motivation and interest among the students. There is not a variety of designs, but follows a consistent use of headings, icons, labels and italics. A short overview is given at the start of the book about, functions and structures that has to be taught in each unit. Hildegard (1992) recommends that initial letter must be capital and bigger to draw attention to the beginning of the lesson etc. He also suggested that different colour style for different characters to catch attention of the reader. The use of colours, headings and initial letter capital are used to raise attention of the learner. English-6 textbook is not following the criteria of initial capital letter but the rest of all can be observed in it. Moreover, a review lesson has been included after each four and five lessons with sufficient numbers of exercises and activities that helps in recycling the concepts.

The visual effects of textbook extend to physical make up. Jamet, Gavota and Quaireau (2008) has examined the scanning process of visuals. They found that changed colour of objects capture attention automatically and helps in processing the relevant items in memory in spite of its static or sequential display. In English-6 textbook the visuals are varied but not productive enough to stimulate the learners to be creative. Picture are presented to take a start for conversation but the pictures are not functional enough for a productive oral practice.

Though, a brief description of aims is given in introduction of the book, but at the start of every lesson, objectives of the lesson are given in details. These objectives are too static and well aligned with teaching instructions and assessment. Anderson and Krathwohl (2001) has presented a 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. Henriques (2009) identified that EFL book neglect the necessity of presenting objectives at the start of the unit, but English-6 textbook stands with the principle of CLT and presented objectives of each lesson with it.

The textbook is not supported by any audio materials such as cassette, CD or DVD. No workbook, posters, or flash cards are attached with the book. There are lots of pictures, diagram and charts, available for the students to make inferences. Richards (2001) refers authentic material as teaching of texts, audio and video selections, photographs and other teaching resources which are not designed for pedagogical purposes. It can be a real-life telephone conversation, public broadcasting, or conversation from radio or television etc. So, the

inclusion of authentic and simplified text which has been taken from real environment in English language textbooks can be helpful for language learning process.

The major focus has been given to grammar translation method that is an old traditional method. Teacher's centred methods has been focused throughout the book that allows teachers to talk more than the students. Activities designed in the book hardly allow the students to use English language outside the classroom with different language skills.

Skehan (1998) emphasised on the use of real-world activities that need real language to accomplish these tasks. "Learning by doing" is also supported by active approach as Swain (1995) recommends learners to produce language actively so that they try new rules and modify them according to situation and need. In English-6 textbook the students are not involved in learning by doing but they have been taught rules of language and asked to follow them. The result is that the students take much rely on textbook without any encouragement of taking responsibility for their learning, they normally depend on teacher's guidance that ignores the principles of CLT.

The material used in textbook is up-to-date, as modern technology has also been added with religious and other ethical topics but all these topics are full of knowledge without fun that make students boring. Curtain and Dahlberg (2004) argued that the topics included in textbook must be interesting enough to captivate the attention of the learner. They suggest to include fun in text to make the text interesting. But in this observed English textbook the content is just satisfactory in raising interest and motivation among students. Topics are static and do not allow students to think critically, students are supposed to produce as the same teachers have elaborated them. But according to Littlejohn and Windeatt (1989) English textbook must provide opportunities for the development of critical thinking and cognitive development.

Exercises are purposeful, interesting adequate and include detailed instructions about how to an activity will be done. Moreover, instruction for the teachers are also given regarding how to assist learners while solving exercises. Curtain and Dahlberg (2004) argues that fluency must be given more importance than accuracy. As fluency is the basic principle of CLT but highly ignored and there is no balance in activities for accuracy and fluency.

The exercises such as fill in the blanks (grammar), writing activities, multiple choice items, matching the column, answer the comprehension questions all are related to accuracy, only activities of oral communications are focusing on fluency. So, accuracy is given more importance than fluency.

The social and cultural contexts are understandable for the students because they belong to context of the students. Curtain and Dahlberg (2004) recommend content should belong to the culture of target language. But Richard and Rodgers (2001) favours local culture of the students. So, at this elementary level the students are exposed to their own culture can help students to understand the concept easily. The text used in English-6 text book 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-6*, 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.

As no listening material such as Cassettes, CD or DVD has been provided with the book and not a single activity is designed for listening skills, means listening skills has been totally ignored in English-6 textbook. As Curtain and Dahlberg (2004) purports that tasks of writing and speaking should be integrated with listening and speaking skills. So, ignoring listening skills means that English-6 textbook lacks in producing communicative competence.

 Speaking activities have been presented as oral communication skills. The main focus was given to dialogues between friends, teacher-student, and student to student. 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. Nizegorodcew (2007) concluded that teacher needs to activate students FL knowledge by engaging them in communicative activities. All these activities are conducted as pair work but a few group activities have been also observed as oral communication skills.

There is sufficient reading material for the students. The textbook has included up to date, interesting and meaningful texts. The authentic texts such as real-life conversations, dialogues, speeches, and letters which has been highly favoured by Richards and Rodgers (2001) ignored in textbooks that created an artificial environment for the students of language learning. The writing activities are guided and controlled. Moreover, these activities are suitable in length as only one short paragraph has been assigned to write after detailed guided instructions. Moreover, various activities have been designed to develop vocabulary of the students. Vocabulary exercises are adequate and enough to practice. Mostly, words have been contextualised. Each lesson introduces new vocabulary according to its topic without its phonetic transcription.

Grammar has been more focused than any other skill in textbook which is a 42.85% of the skills presented in the book. Though the grammar practice is rich and appropriate according to the level of students but it has been taught explicitly with the help of instructions. 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. English-6 textbook lacks meaningful activities in grammar skills.  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. Doughty and Long (2003) argues that teaching methodologies and task-based language instructions promote the use of forms in different context. English course books must be designed to focus on form according to the principles of communicative language teaching that assists in using grammatical forms in its context.

Pronunciation is not built through meaningful activities, students are introduced with phonetic symbols and then asked to consult a dictionary for their pronunciation. Teaching of pronunciation needs audios of related sounds or words but no audio CD or Cassette is provided with book. The textbook does not include any adequate material for pronunciation work. In fact, pronunciation skill is the weakest in textbook to practice under given activities.

**5.2    Conclusion**

This study concludes that *English-6* Text book lacks the basic principles of communicative language teaching. This book has been evaluated according to the checklist designed under the principles of CLT. The appearance and physical attributes of the book are not as much as they could be. The title of the book just communicates that this book is designed for the students of grade-6 to teach them English language. Visuals included in this book are not sufficient to fulfil the needs of the students for communicative purposes. The pictures presented in the book are too static and do not involve students in active communication. Though the objectives of the lessons are measurable but there is no balance in projecting all language skills in proper weightage. As listening skills have been totally ignored at all levels. Teaching aids are not sufficient, no workbook, CD, DVD, or cassettes are attached with this book for further practice. Knowledge based tasks and activities has been designed that do not involve students in real life tasks to communicate. The content included in this book has not been taken from real life. Only a single, e-mail and writing a letter is projecting an effect of authentic material, but rest of the book lacks real text.

Communicative language skills need listening which highly ignored in this book and more focus has been given to reading, writing and grammar skills. A few activities have been designed for speaking skills but these activities are not as meaningful to fulfil the purposes of communicative language teaching. The method adopted for teaching pronunciation is theoretical that is not involving students in real practice. So, the textbook *English-6* is not completely designed according to the basic principles of CLT.

The strongest area of this book is grammar, the major part of exercises and tasks involve students in grammar activities. These activities also ignore CLT principles but still these activities are seeming to be productive for the students. The overall focus has been given to grammar translation method. Ignoring listening skills and giving less importance to speaking and pronunciation skills are reflecting the weaknesses of *English-6* textbook.

**5.3    Recommendation**

This research has focused content of English textbook according to the principles of CLT, and it is suggested to replace the content and text of textbook with authentic text. Moreover, listening and speaking skills should be given more space to involve students in real communication.

For future research need analysis could also be conducted to enhance the interest level of the students. Moreover, the opinions of experts like teachers, students, textbook designers and policy makers can also help in deriving more meaningful results to make meaningful changes in this book.

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