

**ENGLISH LANGUAGE TEXTBOOKS EVALUATION IN
PAKISTAN**

by

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ABSTRACT

This multidimensional study comprehensively explores the English language textbook situation in Pakistan in five stages utilizing mixed methods approach. Two preliminary stages were small scale – a survey of the English language requirements and interviews of the officials involved in sanctioning and publishing textbooks. The main stages were the critical examination of the English curricula and syllabi, the survey of the views of the textbook users, and the detailed coursebook evaluation. The evaluation criteria checklists and questionnaires employed during these stages were mainly based on the materials development, ‘needs analysis’ and curriculum design literature. The research highlighted shortcomings in the overall educational arena and these weaknesses are assumed to be indirectly responsible for the poor standard of English prevailing in the country. The curriculum and textbook policies were found to be inadequate. Generally the teachers/administrators lacked critical, in-depth and practical understanding of language learning objectives, teaching techniques, syllabus design, and materials. By and large, the coursebooks overwhelmingly relied on controlled and artificial activities to teach English. In conclusion, suggested improvements in the curriculum development process, teachers and textbook writers training programmes and, importantly, the prescribed coursebooks can in the long run aid in facilitating English language acquisition in the Pakistani learners.

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LIST OF ABBREVIATIONS

The following abbreviations have been used in this thesis:-

CCC	Communicative, Cognitive and Creative Potential
CC	Communicative Competence
CLT	Communicative Language Teaching
L1	First Language
FL	Foreign Language
LWC	Language of Wider Communication
OUP	Oxford University Press
L2	Second Language
SSTTP	“Significant Score Total Task Percentage”
TL	Target Language

**SECTION I:
REVIEW OF BACKGROUND, RELEVANT LITERATURE,
AND RESEARCH METHODOLOGY**

CHAPTER 1 – OVERVIEW OF THE STUDY

1.1 Preface

This introductory chapter presents the research interest and elaborates the importance of the study in question. In addition, a brief outline of the present thesis is sketched.

1.2 Research Interest

The main purpose of this study was to critically and comprehensively examine the English language textbook scenario in Pakistan in relation to both private and public schools. The research attempted to find answers to the following research questions:-

1. What is the role of English in Pakistan especially in the field of education and the professional arena?
2. How far are the educational documents an effective framework and guide for English language programmes at the national and institutional level?
3. What are the premises and procedures behind the formulation of educational policies and selection of the English language textbooks in the public and private sectors of Pakistan?
4. What are the English teachers' views about language teaching and the textbooks that they use?
5. What are the needs and interests of Pakistani students?
6. What techniques will be effective and valid for evaluating materials in Pakistan?
7. What are the strengths and weaknesses of the prescribed English language textbooks seen in the light of relevant literature and findings of the previous stages?

[These questions have been elaborated in section 6.2 below.]

The research not only explored the present educational situation, but also highlighted future trends proposed for the public sector education with special reference to curriculum and textbooks development.

1.3 Rationale behind the Research

In Pakistan, textbooks play an integral role in the teaching programmes:

The textbook is the only available learning material in most schools. Additional materials like teaching aids, supplementary materials and school libraries are virtually non-existent. Bookstores are hardly stocked with interesting support material to meet Pakistan's development needs and changing requirements of education.

(National Education Policy Review Team , 2006: 53)

Teachers of both of private and public schools rely heavily on coursebooks. However, the research into the English Language textbooks situation in Pakistan has been by and large scanty and insubstantial. At the most a few studies have pointed out flaws in the system, but there has been no detailed examination of the situation. [See section 2.4.8.2 below]

Moreover, being involved in teaching English at different levels, I had adjudged that the prescribed textbooks are ineffective in imparting 'communicative competence' to Pakistani learners [See section 3.3.3 and table V-1 below for details about 'communicative competence']; it was assumed that the target students cannot communicate effectively in English since the coursebooks fail to address the learning objectives and the future language needs of these students [see sections 2.4.7 and 3.7 below]. Therefore it was imperative that a thorough evaluation of the Pakistani English Language textbook context was undertaken.

1.4 Researcher's Personal Interest and Assumptions

On a personal note, I am interested in developing English language textbooks targeting both the public and private schools in Pakistan. However, I felt that I needed to acquaint myself

with the coursebook situation in the country (incorporating English language requirements, English curriculum/syllabi, national and institutional textbook policies, and the prescribed English textbooks among other aspects) before undertaking this project. The present study was designed keeping the above mentioned objective in mind and was influenced by my assumptions notably about language materials. I believe that English language teaching and the teaching tools, the coursebooks, in Pakistan should help facilitate the students to use the language in real life beyond the classroom. Finney (2002), Davies and Pearse (2000), and Rubdy (2003) support the view about language learning – see sections 3.3.4, 3.7 and 4.7.4 below. Based on the above mentioned belief, it is my assumption that the English textbooks should not mainly include controlled, discrete-point exercises, but rather shift the focus towards realistic activities (termed “communicative” in this research paper) since the learners will be better able to cope with the real language use situations if they have experienced similar tasks in the classroom. Tomlinson (2003) has stated that coursebook evaluation should be based on the evaluators’ own experiences of language learning and teaching, their own theories of language and language learning, and the theories of language and language learning of the (other) specialists. Thus the materials evaluation framework of the current research project is based on the above specified viewpoints which are supported by some sections of the literature [see section 4.5 below].

1.5 Significance of the Research

The present study was exploratory and broad-based in nature aiming to identify key issues directly or indirectly related to the English language materials scenario in Pakistan. As a result of the research the following aspects were highlighted:

- The varied roles of English in the higher education system and job market.

- The strengths and weaknesses of the official and private sector educational documents and textbook policies
- The interests and mindsets of the teachers and students
- The strengths and the shortcomings of the prescribed textbooks

The elicited data supported the research questions listed in section 1.2 above [see chapter 14 below for details].

On the basis of the findings it was possible to make recommendations for improvement in the following areas:

- Educational documents and textbook policies at the national, provincial and institutional levels
- Procedures for evaluating, selecting and developing textbooks
- The training of local textbook writers.
- Locally available English textbooks

It is hoped that if suggestions focusing on the above mentioned spheres are put into effect, the standard of English language education all over Pakistan will improve and this in turn will result in making the coming generations more proficient users of English.

1.6 Framework of the Thesis

This paper is divided into three sections. The first section focuses on the relevant background, the examined literature and the adopted research methodology. This opening chapter of the preliminary section has introduced the research interest, and discussed the rationale and significance of the present study. The next chapter will examine the relevant policies and educational situation in Pakistan – the context of the research. The third chapter

will explore the background essential to language materials development, while the fourth will analyze the language materials literature itself. The fifth, sixth and seventh chapters will deal with research methodology.

The second section will analyze the data collected during the course of the research. The preliminary three chapters of this section will focus on the English language requirements in Pakistan, the English curriculum and school syllabi, the official policies, and the publishers' viewpoints. The final three chapters will discuss the main data revealed from the survey conducted in the selected schools and the evaluation of the prescribed English textbooks.

The concluding section, consisting of one chapter, will present the inferences drawn from the study, propose some recommendations and highlight future directions in research suggested by the study.

Having highlighted the parameters and importance of the present research, the following chapter is going to focus on the linguistic and educational scenario in Pakistan.

CHAPTER 2 – THE PAKISTANI SITUATION

2.1 Preface

This chapter provides the background to the present study. Since the research is solely based in Pakistan and is specifically concerned with education, the main focus is relevant areas related to the country encompassing the administrative divisions, the language policy, and the education system (including the public and private sectors, teacher training and the teaching materials scenario).

2.2 The Main Administrative Divisions of Pakistan

Pakistan is split into different divisions for administrative reasons:

On the primary [administrative] level, Pakistan is divided into four provinces, two centrally administered areas, a territory, and a capital territory.

(Divisions of Pakistan, 2004: webpage)

The four major provinces are Punjab, Sindh, Khyber Pukhtunkhawa, and Balochistan.

(Northern Areas of Pakistan have been declared a fifth province known as Gilgit-Baltistan in 2009.) The 1998 Population Census provides the following demographic details:

Table: 2.1

ADMINISTRATIVE UNIT	AREA (SQ.KM.)	POPULATION 1998	
		Number	Percentage
1	2	3	4
PAKISTAN	796096	132352279	100.00
KHYBER PUKHTUNKHAWA	74521	17743645	13.41
FATA *	27220	3176331	2.40
PUNJAB	205345	73621290	55.63
SINDH	140914	30439893	23.00
BALUCHISTAN	347190	6565885	4.96
ISLAMABAD	906	805235	0.61

*FATA stands for Federally Administrated Tribal Areas.

(Adapted from Population Census 1998)

Pakistan – Area, Population, Density and Proportion by Administrative Units

The provincial population figures detailed above have helped in deciding the sampling criteria for the schools selected for the present research [see section 6.7.3 below].

2.3 Role of English in Pakistan

Urdu is the national language of Pakistan and helps in uniting the general public linguistically in a country whose people speak different regional languages; in fact it functions as a kind of local Lingua Franca in Pakistan (Shamim, 2011). English is recognized as the second language. However, it is spoken by a very small percentage of the population in Pakistan as shown in Table: 1.2 in which English does not even figure among the major languages to be given a separate reference and is instead included in the ‘others’ category:

Table: 2.2

Language	Percentage of Speakers	Number of Speakers
Punjabi	44.15	66,225,000
Pashto	15.42	23,130,000
Sindhi	14.10	21,150,000
Siraiki	10.53	15,795,000
Urdu	7.57	11,355,000
Balochi	3.57	5,355,000
Others	4.66	6,990,000

(1998 census cited in Rahman, 2004.: 2)

Major Languages spoken in Pakistan

Yet English is one of the main languages which are being utilized in the major spheres of power, like bureaucracy, judiciary, commerce, education, research and so on. There is some confusion regarding the official language even in the official circles; some refer to Urdu as the official language, while others assign English to this position:

English was supposed to continue as the official language of Pakistan till such time that the national language (s) replaced it. However, this date came and went by as many other dates before it and English is as firmly entrenched in the domains of power in Pakistan as it was in 1947.

(Rahman, 2004: 5)

Rahman (2004) is of the view that the elite classes of Pakistan have been responsible for maintaining (if not strengthening) the privileged position of English in the country for their

vested interests, namely that of reinforcing their own superior status. Whatever the reason for being assigned so much prominence, English has come to be accepted in the country especially by the younger generation:

In recent years with more young people from the affluent classes appearing in the British O' and A' level examinations; with the world-wide coverage of the BBC and the CNN; with globalization and the talk about English being a world language; with stories of young people emigrating all over the world armed with English---with all these things English is a commodity in more demand than ever before.
(Rahman, 2004.: 5)

In the coming years the influence of English will continue to spread; “globalization will increase the power of English because it will open up more jobs for those who know it” (2004:7). Notwithstanding Rahman’s misgivings about English as the language of the powerful elite, other Pakistani linguists affirm that the language is playing a significant role in the country – as a Lingua Franca and a “necessity” (Warsi, 2004; Akram and Mahmood, 2007: 6 respectively). Moreover, even the general populace believes that knowing English is “an asset”. In fact, the growth of English medium schools even in remote areas highlights the great “demand” of the language among Pakistanis. (Ashraf, 2006: 112)

Furthermore, after years of debate as to which language (Urdu/English) should be used as the medium of instruction there has been official recognition of the importance of English as a language in Pakistan. This change in government attitude is reflected in the following assertions made by Aly (2007) while reviewing the national educational policy during the stint of the previous government (2002 – 2007):

Historically, proficiency in English language has been the privilege of the elite and those who have been kept outside the facility of this language were at a disadvantage. Everyone now needs to learn English... To ensure that our education system provides for imparting instruction of English language to all people across the entire breadth of the country, it is important to comprehend the usefulness of the facility of the functional language and all the public schools should provide instruction of English language of uniform standard.
(2007: 54)

The new government which took office in 2008 has continued to recognize the importance of English and the draft of the new education policy (2008) supports this view:

Pakistan's policy is... based on the perception of increased importance of English language. It has been felt that the education sector, with the exception of a few elite schools, fails to produce the requisite proficiency. This has led to social exclusion of those who cannot afford to access these schools. There is also an opinion that the deficiency has impacted Pakistan's potential to attract investment and benefit optimally from globalization. In Pakistan the best jobs, whether in the public or the private sector, are beyond the reach of those who lack proficiency in the English language.
(2008: 30)

Thus according to the latest education policy, English will be taught from Grade I onwards as a compulsory subject and there will be a gradual shift towards English medium all over the country (at present many public schools are using Urdu as a medium of instruction).

Masood (2006) goes on to commend this policy since "higher education, research and access to better-paying jobs need a degree of proficiency in English that pupils from Urdu-language schools tend not to have" and asserts that teaching English from the commencement of formal schooling "will undoubtedly make a difference to the lives of many" (2006: webpage). This once again highlights that English is generally believed to play a vital role in Pakistani society even though a very small percentage of the population use the language in their daily discourse [see above].

Here it is important to emphasize that various linguists [named above] have just mentioned the different roles of English in general terms and no one has really tried to probe into the actual situation and illustrate the specifics. For instance, Masood (2006) and the Educational Policy (2008) refer to the value of knowing English in the job market in vague terms like having access to "better-paying jobs" and "best jobs", while no attempt is made to elaborate upon or elucidate which particular job sectors and levels require English. However, Hasan

(2009) has presented a relatively comprehensive list of areas where English is used in

Pakistan:

All government documents, military communications, street signs, many shop signs, business contracts and other activities are done in English. The language of the courts is also English. English is taught to all school level Pakistani students, and in many cases the medium of instruction is also in English. At College and University level all instruction is in English. Pakistan boasts a large English language press and media.

(Hasan, 2009: webpage)

[Also see section 3.2 below]

2.4 Educational System of Pakistan

The education system of any country is complex and multifaceted and so here it is neither possible nor relevant to provide a comprehensive survey of the whole system. Instead, the following discussion focuses on some aspects of the Pakistani educational system which are pertinent to the research in question. Without understanding the jurisdiction, structure and the simultaneous working of parallel systems of education in Pakistan, it will not be possible to comprehend the textbook situation. The school categorization and the comparison of the private and public educational sectors have provided the rationale behind the selection of schools for the present study. Finally, since teachers are the bridge between coursebooks and the students, it is essential to briefly examine the teacher training structure.

2.4.1 Official Jurisdiction

In Pakistan, education had been under both the central control (that is the federal government) and the provincial governments. Saeed (2007) elaborates that at the centre the Ministry of Education, based in the federal capital (Islamabad), is in charge of preparing the national educational policies. Then each province formulates its own strategies but within the framework proposed by the federal government. According to the Federal Education Ministry

Presentation (2008), the Curriculum Wing is responsible for the overall preparation and approval of the scheme of studies, curricula and textbooks of the different subjects. Thus as affirmed by Saeed:

... uniform curriculum of each subject is followed all over the country; although textbooks in different subjects may vary across the provincial text book boards (PTB).
(2007: 47)

However, recently under the eighteenth amendment to the constitution (which has been passed by the parliament in 2010) the formulation of the educational policies (including curriculum development) is being handed over to the provincial governments.

2.4.2 Educational Structure

The educational levels are classified into elementary (grades 1-8, ages about 5 to 13), secondary (grades 9-12, ages about 14 to 18), and tertiary or higher education after 12 years' schooling. The elementary grades are further divided into primary (grades 1-5) and middle (grades 6-8).

2.4.3 Categories of Schools

The following up-dated classification of schools in Pakistan based on the categories listed by Pakistani researchers like Aly (2007) is deemed relevant for the present study [see section 6.7.3 below]:

Table: 2.3

School Type	Management	Examination	Clientele
Public Sector			
Government I	Provincial Education Department	Local Matriculation Examination	Rural & urban poor
Government II	Local Bodies (like union councils)	Local Matriculation Examination	Urban poor and lower middle class
Government	Autonomous under	Local Matriculation	Urban lower middle

Model	commissioners	Examination	& middle classes
Cadet	Cantonment boards	Local Matriculation Examination	Urban middle class
Public Elite	Autonomous under the governor	O' Level & Local Matriculation Examination	Rural & urban upper middle & upper classes
Private Sector			
Madrassas	Religious bodies	Religious boards recognized by the government	Rural and urban poor
Private I	Private owners	Local Matriculation Examination	Rural & urban poor & lower middle class
Private II	Charity/Philanthropists	Local Matriculation Examination	Urban poor & lower middle class
Private III	Private owners	O' Level/Local Matriculation Examination	Urban middle & upper classes
Private School Chains	Private owners	O' Level/Local Matriculation Examination	Urban middle & upper classes
Private Elite Institutions	Private owners – foreign management	O' Levels & American school diploma	Urban upper class

Categories of Schools in Pakistan

2.4.4 Parallel Systems of Education

There are parallel systems of education in Pakistan – both differing in terms of objectives. The first system prepares the students for the local board examinations referred to as matriculation examination. Both the public and many private sector schools have adopted this system. There has been general confusion about the medium of instruction, with successive governments opting for Urdu or English (in rural Sindh the regional language Sindhi is widely used as the medium of instruction) at whim. The recent governments are promoting English as the medium of instruction [see section 2.2. above]. Irrespective of the approved medium, English is a compulsory subject from middle school upwards. The public sector schools prescribe the provincial textbook board approved textbooks, while for the private sector the school administration selects textbooks from those available locally.

The second system follows the British educational scheme leading to the O' level examination. The medium of instruction is English and generally imported textbooks are prescribed. Some private sector schools especially those in the affluent urban areas and the public elite institutions have adopted this system. However, most of the older established private institutions (that is, founded before 1979) and some relatively newly established schools offer both the local and the British system.

2.4.5 The Public and Private Divide

First of all, it is important to clearly identify what constitutes public sector and private sector in the context of Pakistan. Aly (2007), while discussing the Pakistani educational scenario in policy papers (compiled to debate issues related to the education policy of Pakistan) clarifies these terms as follows:

The public sector can be taken to include all government and State controlled organizations/institutions, while the private sector will be defined as "all organizations/ institutions not governed or controlled by the State". This definition equally encompasses institutions that are for profit or not for profit, religious/missionary and located/controlled from within Pakistan or internationally controlled.
(2007: 30 – 31)

Private sector has continued to play an important role in education since Pakistan was founded in 1947. The only exception was the 1970s when nationalization policy affected the educational institutions.

Generally it is held that the children belonging to the upper strata of society attend the private schools, while the public schools cater to the students belonging to the lower social classes. In other words, it is believed that the public schools reach out to the greater sections of the society.

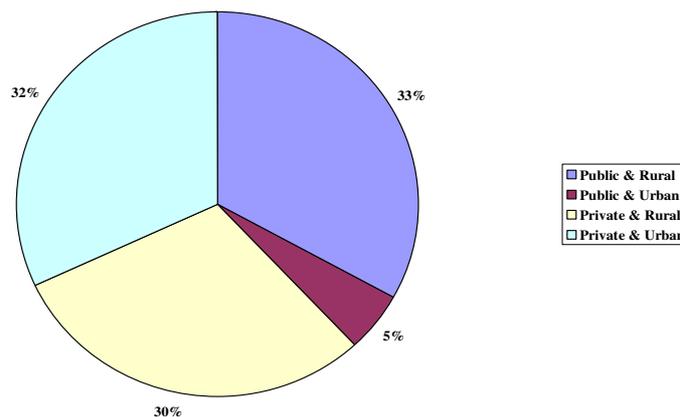
However, the detailed survey of the situation highlights the other side of the picture. Recently with the setting up of low cost private schools (even in rural areas) children of low income families have a choice of opting for private institutions. In addition, the numbers of private school students has risen in recent years, and this number is expected to rise further:

...a growing number of students now attend private schools, giving rise to an industry that has become one of the country's most profitable. According to former finance minister, Shahid Javed Burki, as many as 30 percent of Pakistani students now attend private schools. These range from one-room schoolhouses in villages that charge less than \$1 per student to international schools that cost the same as elite private schools abroad.

(Qureshi, 2008: webpage)

Furthermore, the examination of the educational level wise figures issued by the National Educational Census (2005) has belied claims that Pakistani educational scenario is dominated by public sector institutions at all levels. Thus a comparison of the number of middle schools belonging to public and private sectors classified separately into rural and urban types shows up interesting results (see Figure: 2.1 below):

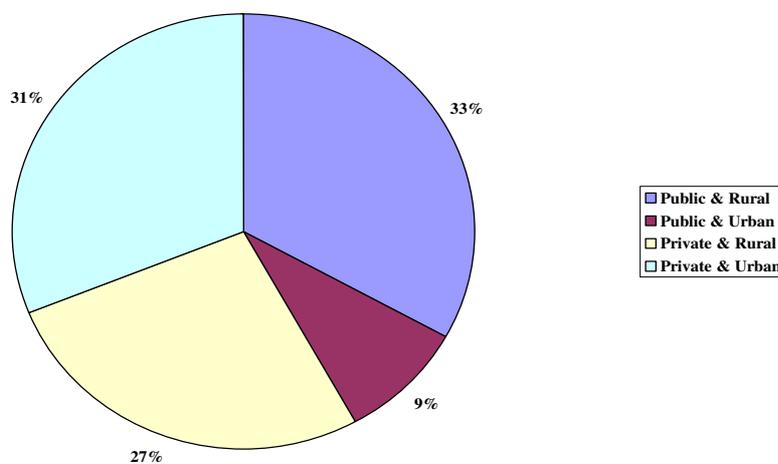
Figure: 2.1



Sector Wise Distribution of Middle Schools

As observed from Figure: 2.1, the number of private middle schools in rural areas (30%) is almost at par with the public sector middle institutions (33%) in the same locale. On the other hand, while private sector schools are flourishing in the urban regions (32%), the number of public schools is comparatively very insignificant (only 5 %). The enrolment situation is similar to that of the number of institutions, as supported by the following graph:

Figure: 2.2



Sector Wise Enrolment in Middle Schools

In rural localities, the difference between the number of students attending public sector middle schools (33%) and those attending private sector (27%) is not very substantial, while in the urban areas the difference in enrolment in the two types of schools (9% and 31 %) is very significant. In other words, private middle schools appear to be popular in both urban and rural areas, whereas public middle schools seem to be in demand only in the rural areas. Thus 58% (31 + 27) of the middle level student population attends private middle schools in the country.

The above mentioned figures support the fact that private sector institutions are gaining popularity among the population across the board in Pakistan. This phenomenon by default throws light on the dismal state of affairs in the public sector education, as also asserted by Dubin and Olshtain (1986) while discussing general language curriculum development:

An indication that language programmes are failing to meet learners' objectives is often signaled by the existence of flourishing schools and courses outside the official educational system.
(1986: 11)

The above assumptions are supported by Aly (2007) in the context of Pakistan since he explicitly blames the poor quality education being imparted by the public institutions for the sharp increase in private educational institutions. Similarly, Masood (2006) has indicated that the dismal standard of education in the public schools is responsible for the preference of the private sector education among the lower classes in Pakistan:

Worldwide, privately-funded schools tend to offer a significantly better quality of education compared to state-funded ones. In Pakistan, however, the difference between the two amounts to a chasm. Pakistan's state schools are notoriously bad.
(2006: webpage)

Thus the private sector schools provide a good return for money because they provide better quality education at reasonable rates. However, a different perspective is provided by some rural educators (interviewed during the course of this research) who assert that private schooling has become a status symbol with parents who can afford it opting for these institutions, while in actual fact the quality of education is comparatively worse.

2.4.6 Teachers Training

In Pakistan training is a pre-requisite for public sector teachers. This training is classified into 'pre-service training' provided by the Government Colleges of Elementary Training and the 'in-service' training which is structured differently in the four provinces. Mainly the

Provincial Institutes of Teacher Education are responsible for in-service training. In Punjab the Department for Staff Development is responsible for the training. In addition, B Ed degrees are awarded by Allama Iqbal Open University through distance learning projects and some private sector institutions.

The private sector schools do not adhere to the requirements specified for the public sector with regard to hiring of teachers. Instead, each school administration decides its own criteria for teacher selection. Generally training is stressed only in the more affluent institutions. A few well reputable school systems like the City School System have developed their own training services where teachers belonging to different branches from all over the country are trained. (Adapted from National Education Policy Review Team, 2006: 52 – 53; and, Aly, 2007: 23 – papers prepared for revision of the National Educational Policy.)

2.4.7 The Standard of English Language Education in Pakistan

It is perceived that the standard of teaching English in Pakistan is not up to the mark, especially as far as it implies facilitating students to use the language in real life. Thus linguists assert that Pakistani student lacks the ability to communicate effectively, fluently and accurately in the language even after studying English for at least 6 years (Warsi, 2004; Ashraf, 2006). Moreover, some studies which have been conducted by linguists exploring the ongoing English language courses and English proficiency of Pakistani students have revealed significant data. One such research highlighted the following weaknesses in the public tertiary level English programmes:

The assessment practices in all cases focus on assessing content knowledge such as... ‘characteristics of a good paragraph’ instead of language skills. Students are given few opportunities to develop academic literacy since teaching and learning focuses mainly on getting good grades in the content-based examination. Additionally, there are few expectations that learners will use English in the classroom. (Shamim, 2011: 8)

Yet a survey of the relevant students and teachers (which was part of the same study)

illustrated a high degree of satisfaction with the examined courses:

Surprisingly, we found that the majority of learners rated their current English language courses highly in terms of meeting their future needs. Similarly, more than 50 per cent of teachers agreed or strongly agreed that the current English language courses would help students in meeting future needs. This apparently optimistic picture could be the result of two things: a) teachers' and learners' limited experience of alternative pedagogies and assessment practices and b) a focus on gaining high grades in English as short-term goals for success in their respective educational programmes.

(2011: 8)

An earlier research project explicitly revealed that “most of the students do not know the basic structure of the English sentences. They find great difficulty in change of voice and translation.” (Ghani, Mahmood, and Akram 2008: 8) However, it is important to point out that the utilized proficiency test in this project was solely based on the grammatical and writing skill content of the local secondary level textbooks; the researchers made no attempt to devise an independent ‘basic’ English assessment tool. This observation highlights that at times even in research English language testing is primarily based on the prescribed coursebooks.

Importantly, as borne out by innumerable advertisements promoting English courses outside the normal educational system [see Appendix 1 below for examples of these advertisements taken from newspapers] many private sector informal educational establishments have cropped up in Pakistan over the years. Most of these institutions either prepare Pakistanis for foreign English language proficiency examinations like IELTS or TOEFL (a requirement for higher education in native English speaking countries and emigration to Australia) or claim to improve spoken or professional English. As such these programmes highlight that even after spending significant period studying English the Pakistani learners are deficient in language skills necessary for their future life. This in turn throws light on the deficiencies in the formal

educational system which necessitates the conduction of these adult second language programmes (Dubin and Olshtain,1986; Javed, 2008, cited in Hasan, 2009).

Finally, the actual samples of English language [provided in Appendix I below] produced by college level Pakistani students illustrate English language deficiencies. Sample A consists of extracts from the dissertations of students who have completed Masters in ‘English Language Teaching’ in a private university. Sample B contains extracts from English literature examination answers written by students of a government affiliated B Ed institution. Sample C comprises extracts from essays written by first year students of one of the top ranked Pakistani private university. These extracts exemplify that the students have not acquired effective skills for using English; in fact, some samples do not make any sense.

2.4.8 Preliminary Survey of Textbooks in Pakistan

2.4.8.1 General Textbook Scenario

The textbook situation in Pakistan has been dismal and marred by inefficiency and inadequacy as even recognized by the research conducted by the Federal Ministry of Education itself:

In Pakistan the education publishing sector as a whole and the role textbooks and learning materials can play in the development of education are largely underdeveloped. The learning environment of government as well as many private schools is passive.

(National Education Policy Review Team, 2006: 53)

The textbooks prescribed for the public sector overburden the students with innumerable facts most of which are not clearly explained. Moreover, there is no emphasis on application of knowledge and this encourages rote learning.

This recognition of weaknesses in the system has led to the revising of the National Textbook Policy. Previously by and large the provincial governments' publishing houses (Provincial Textbook Boards) provided the textbooks to the public schools. In 2001 the then Federal government decided to deregulate the publishing of textbooks. The objective of this 'deregulation policy' is to promote the private sector to get involved in the development of school books. The rationale behind this change of policy was the perception that since the provincial Textbook Boards are the sole supplier of textbooks for public schools there is no choice for the user and no competition for the provider:

Choice on the part of the buyer promotes knowledge, empowerment and participation. Competition on the part of the seller forces the acquisition of the best available know-how for product development and leads to a wider variety of products, improved quality and better prices.

(National Education Policy Review Team, 2006: 53)

As a result of the implementation of this policy, even public schools would have been able to choose from a wide range of better quality text-books. However, the process was stalled by misgivings and reservations and by the time the previous government (in 2008) was voted out this deregulation textbook policy had still not been instigated. Nevertheless, the present government (2008 –) has managed to resolve the main issues and consequently, coursebooks are being sanctioned for public schools under the new policy.

2.4.8.2 The State of English Language Textbooks

The discipline of English language materials development is not being assigned any significance in Pakistan and few educationists and applied linguists have ventured into this area. Consequently, there is hardly any illuminating literature on the English Language textbook situation in the country. A few of the comments that touch on this subject are discussed below.

Warsi (2004), while analyzing the prevailing educational environment in Pakistan with reference to teaching English as a second language, contends that the coursebooks are being prescribed without taking into account the linguistic or developmental level of the learners:

...textbooks in Pakistan are not geared towards honing on the linguistic needs of the learner, taking into account whether or not the learner is at the appropriate developmental stage to acquire the target language structures.
(2004: webpage)

He goes on to assert that providing appropriate English language textbooks to students would help in improving the standard of English:

The Department of Education can play an instrumental role in publishing textbooks that are written in accordance with generative grammar and the structural method containing appropriate pictures and graded exercises. Fortunately, there is a plethora of English as a Second Language textbooks, making it relatively easier for educators and policy makers in Pakistan to adopt appropriate textbooks taking into consideration the learner's level of proficiency and specific curricular objectives for the level being taught.
(2004: webpage)

A Pakistani research report *The Subtle Subversion* has examined the weaknesses inherent in the curriculum of Pakistan. The report looks at the content of the coursebooks, and not at the activities, texts or language used in these books. However, a few shortcomings of the English teaching materials pertinent to the proposed study are illustrated. For instance, it is asserted that the English language textbooks produced in Pakistan fail to interest students or develop their intellectual curiosity. In addition, it is maintained that the coursebooks are poorly written as far as the language and design is concerned. Finally, it is highlighted that the local textbooks use an outdated methodology and their focus is limited to fulfilling the examination requirements:

...there are numerous pedagogical problems in school textbooks, the consequences of which on students are enormous. In many books, the main concepts are unclear, arguments lack logic, explanations are lacking, and the emphasis is on rote learning and blind deference to the authority of the teacher and the textbook and the demands of examinations. These are all strong disincentives to curious and questioning minds who seek understanding and truth through objective facts, logical arguments, and debate.
(Nayyar and Salim ed., 2007: 6)

In conclusion, most of the above mentioned assertions show that there is a considerable awareness about the weaknesses prevalent in the local coursebooks. Nevertheless, no one is willing to delve deep into this issue. For example, Warsi (2004) merely mentions a few basic shortcomings of textbooks, and recommends that officials and educators should select appropriate textbooks from amongst the many books flooding the market, making the students' linguistic level and the syllabus aims the basis for selection. However, the coursebook selection procedure is a complex process involving numerous factors, and so does not warrant such simplistic solutions. [See sections 4.5, 4.7, 4.8 and 4.9 below]

2.5 Conclusion

The previous discussion has highlighted the importance of English in Pakistan, the existing shortcomings in the education sector, and the prevalent weaknesses in the standard of English textbooks. However, it is essential to examine and verify the validity of most of these assertions. Moreover, the recent revisions in the curriculum and education policies, call for an appraisal of the situation.

Having established the local background behind textbook preparation and selection, the next chapter will examine the general issues indirectly related to materials development, like the overall role of English language in the world, the developments in teaching methodology and the different principles of curriculum preparation and 'needs analysis'.

CHAPTER 3 – BACKDROP: GENERAL ISSUES PERTAINING TO ENGLISH LANGUAGE TEACHING

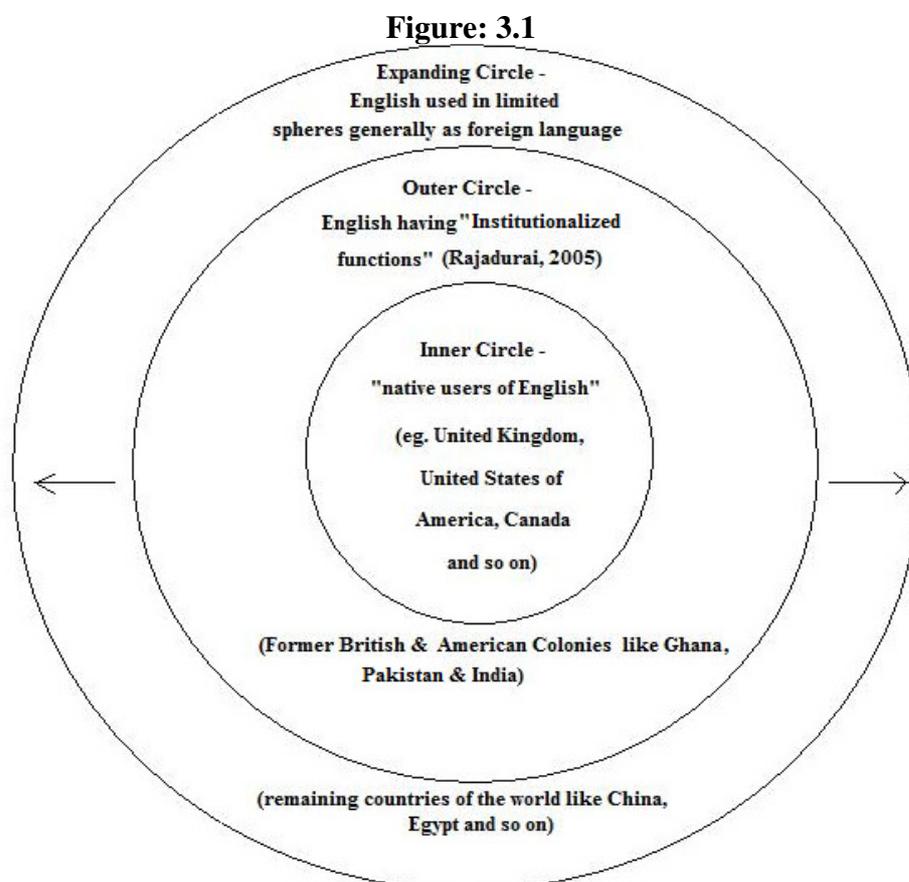
3.1 Preface

This chapter deals with the concepts related generally to English language teaching, many of which may not have any direct bearing on the relevant field of study, namely materials development. However, since language learning is a complex process and dependent on a diverse set of inter-related factors, the discussed beliefs were assumed to provide a framework for the proposed study and even illuminate the issues under focus. For instance, in order to understand the part that English plays in Pakistan, one has to examine the roles of the language in the international arena. Then the awareness of the appropriate philosophy of the English language learning programmes is a prerequisite for investigating any English language materials scenario. Moreover, needs analysis and curriculum development are essential initial steps of any materials development process. Finally, factors, like motivation and learning styles, have been shown to influence language acquisition and consequently the effectiveness of language textbooks. Here it is important to clarify that given the scale of this multi-facet research project, the following literature review was limited to significant assumptions and issues.

3.2 The Growing Importance of English as an International Language

English has taken on an international role and its use is not limited to a few native-speaking countries, that is, the United States of America, the United Kingdom and its former colonies. One of the foremost to draw attention to this phenomenon was Kachru (1985) with his focus on the “global diffusion of English” (Rajadurai, 2005: webpage), the resultant irrelevance of

the ‘ownership’ of English, and the “concentric circles” exemplifying the spread of the language the world over (see figure 3:1 below).



Kachru’s (1985) “Concentric Circles”

Though Kachru’s theory has been subsequently criticized for its exclusive geographical and historical basis and singling out the ‘native speakers’ as “an elite, preferred group” occupying the centre, his work has been influential in highlighting the ever increasing global importance of English (Rajadurai, 2005: webpage).

Shohamy (2006) has gone one step ahead and elaborated the rationale behind the growing significance of the English language. He asserts that “national boundaries are becoming more fluid and less rigid” challenging the concept of ‘nation-state’ (2006: 37). In this scenario,

most countries desire a more prominent part in global affairs with its prime focus on “international affairs and world markets” (ibid). This trend of globalization has produced changes in the language policy with the world looking towards a common language for use in “international communication”. Shohamy (2006) elaborates this important phenomenon:

Nations... demand that their residents require a variety of additional languages that will be useful for... international and global functions and for economic and academic purposes.
(2006: 37)

Therefore English, the Lingua Franca, has now a more significant role to play in the international arena; the different nations (from Mongolia to Singapore) realizing that English is the “language of status and globalization” (2006: 42), and that its use will have a positive bearing on their interests, promote the learning of the language in their educational institutions. In fact, the power of English to gain “access to the outer world” has given the language “transcendental significance” (Ashraf, 2006: 95). Even in countries where English has no official recognition it is “used widely within society, academies, government, commerce, schools and public affairs” (Shohamy, 2006: 62).

Cook (2001) has explored the vast range of motives for learning a second language. Some of these objectives involve gaining access to the benefits offered by the international community and proficiency in English opens a route to these benefits:

In Israel, English is taught in schools as the language for wider communication and for access to world commerce and culture, although it also serves as the language of English-speaking immigrants for communicating with English-speaking tourists.
(2001: 164)

Furthermore, English is the accepted language of scientific inquiry:

English is a requirement for scientific writing and reading: few scientists can make a proper contribution to their field without having access to English...
(Cook, 2001: 165)

Gaza, Egypt and Botswana use English as a medium of instruction in their universities in order to promote their international business interests. This trend continues in the Far East. Nunan (2003) has pointed out the revisions in education policies with regard to English in the Far Eastern countries. Korea has lowered the starting age of studying English as a compulsory subject from eleven to nine; Taiwan has introduced Compulsory English from Grade 1, instead of Grade 5 as was the previous case; and many higher education institutions in China have made English a requirement for admission. All these readjustments illustrate the realization of the importance of being efficient English users in order to achieve economic and international superiority.

While working with students (coming from different backgrounds) of English as a foreign language in Britain, Kuo (2006) has demonstrated that proficiency in English is a recognised criterion for selection and success in local as well as international educational institutions and professional fields:

English for them [the students] is not simply the language to start conversations on a train or to place orders in a restaurant when travelling in a foreign country. It is the language of which they have to demonstrate a degree of mastery so as to win a place in education and employment in their own contexts and abroad. [own addition]
(Kuo, 2006: webpage)

In the context of Pakistan, local linguists like Warsi (2004), Masood (2006), Akram and Mahmood (2007), and the latest National Educational Policy (2008) have reiterated the importance of English, echoing Cook, Shohamy and Nunan:

... in the last half a century or so, the influence of English language has broadened way outside the original English speaking countries... International communities do not view it as merely a foreign language of a politically superior descent but a basic necessity for inter-personal, intercorporation and inter-state communications without any national borders. The importance of English language for advancement in the comity of nations cannot be overemphasized.
(Aly, 2007: 53 – 54)

[See section 2.3 above]

However, this is only one side of the picture. The rise of English to the status of a global language may have some negative political and socio-cultural overtones. Cook (2001) reinforces the belief in linguistic imperialism as expounded by Phillipson (1992). The Western economic powers represented primarily by the United States of America and the United Kingdom have promoted their own language, English, as the prime means of communication in business arenas in order to control the developing countries. Holland (2002), while supporting this assumption (of linguistic hegemony), takes the thesis one step ahead and illustrates, with Indonesia as a case study, that “the language may exacerbate social divisions in countries where it is not spoken as a mother tongue” (2002: 19). Rahman (2004) and Ashraf (2006) have made similar assertions in relation to Pakistan. [See section 2.3 above] However, the assumptions that language policies may be both the cause and effect of power plays at the international and national level, does not undermine the importance of learning English. In fact, if Pakistan desires to play a prominent part in the world arena, concerted efforts need to be made to improve the standard of English in the country.

3.3 Teaching Methodology

3.3.1 What is meant by methodology?

Teaching methodology has been a pivotal development of the last century. Methods, in terms of language teaching, signify

...the notion of a systematic set of teaching practices based on a particular theory of language and language learning
(Rodgers, 2001: webpage)

3.3.2 Earlier ‘Methods’ of Teaching

From the nineteenth century till the 1940s Grammar-Translation method was widely used in Europe and North America. According to Richards and Rodgers (2001), the objective of this

way of teaching is to learn a language in order to read its literature. Teaching involves focusing on grammar rules followed by application of these rules and translation exercises. The emphasis is on reading and writing skills with the sentence being the fundamental element of teaching. Accuracy is stressed and the students' first language is the medium of instruction. This method is not based on any theory, but only makes use of the following premise:

It... views language learning as consisting of little more than memorizing rules and facts in order to understand and manipulate the morphology and syntax of the foreign language.
(2001: 5)

The Grammar-Translation method is still being used in some parts of the world.

The Audiolingual Methodology emerged in the 1950s. This method of language teaching is also based on a *structural* approach which stresses mastering the building blocks of language and learning rules for combining these structures. It is derived from the behaviouristic theory of learning which propagates the following principles:

- Language learning is habit formation
- Mistakes should be avoided at all costs
- Language learning is more effective if it is provided orally

This methodology emphasizes accuracy in pronunciation and grammar. The key technique is 'oral pattern drill' involving the use of 'substitution tables' [see section 7.2 and table V-1 below].

3.3.3 Communicative Approach and Related Methods

Communicative Language Teaching (CLT) became the most dominant language teaching approach in the 1980s. In many ways CLT was a reaction against the grammar focused approach [see section 3.3.2 above] that required students to primarily produce grammatically

accurate samples of the target language. McDonough and Shaw (1993) illustrate this practice with some examples from textbooks:

All English language teachers will be familiar with the type of exercise instruction that asks... students to convert active sentences into their passive voice equivalent, or to supply the correct verb form of a given tense, or to distinguish adjectives from adverbs.

(1993: 21)

It was contended by the advocates of the CLT that this type of language practice gave rise to learners who were “structurally competent” and usually “communicatively incompetent”. CLT, on the other hand, promotes fluency and meaningful communication and is based on the principle that “language teaching should be tailored to students’ real-world communication needs” (Cook, 2001: 12). Hymes (1972) presented the theoretical base to CLT by introducing the term ‘communicative competence’, a concept which was further elaborated by Canale and Swain (1980) to include four elements – grammatical competence (lexis and rules), sociolinguistic competence (appropriateness), discourse competence (cohesion and coherence), and strategic competence (appropriate use of communication strategies). Since no pre-requisite set of techniques were set down, communicative approach has been embraced extensively; “practitioners from different educational traditions can identify with it, and consequently interpret it in different ways” (Cook, 2001: 157).

Many different approaches and methods (like the ‘Natural Approach’ and ‘Cooperative Language Learning’) have evolved from ‘Communicative Language Teaching’. These approaches are based on the same basic principles, but entail varied techniques. Among these ‘Task-Based Language Teaching’ has received significant consideration by linguists like Prabhu (1987), Nunan (1989), Willis (1996), and Ellis (2003). This methodology is based on the concept of ‘task’ which focuses on ‘meaning’ instead of ‘form’. This notion

“involves real-world processes of language use” (Ellis, 2003: 10) like completing a form; and “has a clearly defined communicative outcome” (ibid), like ordering a meal.

In conclusion, the advent of the Communicative approach to language learning has had far reaching effects on language learning objectives which no longer focus on merely knowing language rules and its structural features. Importantly, since this approach is flexible it still has its advocates; for instance, it can be utilized effectively in diverse contexts:

In practical terms, whether assisting mixed-ability classes, aiding motivation, leading from a focus on form to one of fluency, or supporting learning, it has a lot to offer the... teacher.
(Belchamber, 2007: webpage)

3.3.4 ‘Post-Methods’ Era

Although the twentieth century was mainly dominated by the search for efficient methods for language teaching, the initial years of the present century (twenty first century) has witnessed a move away from ‘generic teaching methods’ mainly because these are found to be too rigid and limiting (Richards and Renandya, 2002). Moreover, the communicative model appears to have lost the blind appeal of its earlier years and the subsequent impetus as a guiding approach (Maley, 2003). In this scenario, the term “post-method” has been taken up by linguists like Kumaravadivelu (1994, 2001). Yet Bell (2003) asserts that post-methods does not imply the “end” of methods, rather “a desire to transcend” the “limitations” of methods (2003: 334).

In fact, in the present times, the focus of linguists appear to be on “an integrated approach to language pedagogy” (Brown, 2002: 11) and “designing effective tasks and techniques informed by that approach” (ibid). Brown (2002) has listed some twelve principles related to language learning that can form the basis of a language teaching approach. These principles

focus on automaticity, meaningful learning, intrinsic motivation, and ‘communicative competence’. Similarly, Kumaravadivelu (2003) identifies ten basic guidelines termed as “macrostrategies” which can be used to generate context specific strategies for the classroom. The macrostrategies include negotiated interaction, integrated language skills, learner autonomy, contextualized learning, and explicit language and cultural awareness. Here it is important to highlight that both Brown’s (2002) and Kumaravadivelu’s (2003) principles are similar to the main beliefs promoted by the communicative approach (Bell, 2003) [see section 3.3.3 above].

In short, the teaching situation is still fluid with new notions constantly changing one’s perception about language learning as maintained by Brown who asserts that much “still remains – to be questioned and investigated” (2002: 11). In this context, Finney (2002) takes an innovative approach towards teaching:

Language is communication and ... we must develop in our learners the ability to communicate effectively in a wide range of professional and social contexts. But is it possible to teach a language within the four walls of a classroom? I think not – and so we also need to help our learners to learn how to learn and to keep on learning.
(2002: 69)

All this envisages taking a fresh look at the techniques of materials selection and development since “trends in material design tend to progress in parallel with trends in methodology” (Dat, 2003: 377).

3.4 ‘Needs Analysis’

The concept of ‘needs analysis’ was introduced by Munby (1978), though he primarily focused on the context of learning English for specific purposes (ESP). He provided a comprehensive list of the factors relevant to the learning situation. These factors can be

classified into different categories – learner’s background, purposes behind language learning, the setting, roles within interaction, medium of communication, mode of communication, dimensions of utterance, and channels of interaction.

Hutchinson and Waters (1987) term Munby’s analysis of needs as a turning point in the history of ‘English for Specific Purposes’, but found his concept of ‘needs’ limiting and inadequate as he solely focused on learning situations. Thus they expanded the definition differentiating between two kinds of ‘needs’: ‘target needs’ refer to “what the learner needs to do in the target situation” (1987: 54), while ‘learning needs’ signify “what the learner needs to do in order to learn” (ibid).

The current research focuses on ‘target needs’ and so it is pertinent to discuss these needs in some detail. These are further categorized into ‘necessities’, ‘lacks’ and ‘wants’.

‘Necessities’ are the ‘needs’ “determined by the demands of the target situation” (1987: 55).

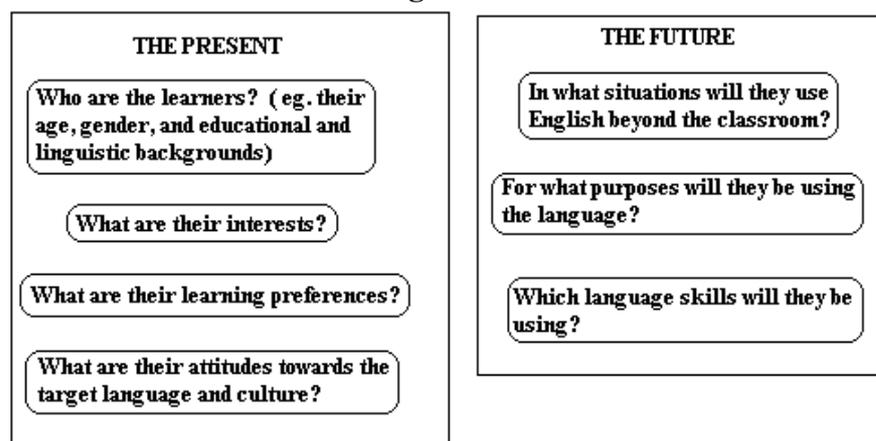
Examples of such situations include a business man/woman on an international official trip or a waiter in a hotel. ‘Lacks’ imply the learner’s deficiencies. “Wants’ is a subjective category of ‘needs’ since it deals with the perceptions of individual learners about what he/she feels is necessary to learn. ‘Wants’ may be in conflict with the opinions and beliefs of authority figures like syllabus designers, administrators and teachers. For instance, the course designers may feel that Chinese students intending to study Chemistry in the United States of America will need fluency in order to cope socially and academically in an English-speaking environment. However, one of those students may give priority to learning grammar since passing an English test is a requirement of being granted admission to the University.

Learners' 'wants' have an important role to play in the learning situation since they may contribute towards students' motivation.

Hutchinson and Waters also relate their 'needs analysis' to ESP courses because such an investigation is a pre-requisite for these programmes. Nevertheless, they believe that all language courses should be preceded by an exploration of the target language requirements.

Since Hutchinson and Waters (1987) the focal point of 'needs analysis' has moved beyond ESP programmes. Graves (2000) while discussing course design asserts that the main purpose of 'needs analysis' is to find information about the learners which will guide course planners to make decisions about what should be taught. She classifies the needs into those related to the present and those concerned with the future. Graves's set of 'needs analysis' questions which were considered to be relevant for the present study have been listed in Figure: 3.2 below:

Figure: 3.2



(Adapted from Graves, 2000: 1002 – 4)

Graves's (2000) 'Needs Analysis' Framework

'Needs analysis' is now accepted as an essential stage of syllabus/curriculum design (Paradowski, 2002; Bodegas, 2007; Kaewpet, 2009). In conclusion, the results of needs

analysis can be utilized by different stakeholders including textbook writers (Richards, 2001), and thus a similar survey has been adopted for this research. [See chapters 6, 8, 9, 10, 11 and 12 below]

3.5 Survey of Societal Language Requirements

The above discussed frameworks for exploring learners' needs present only one side of the picture. Dubin and Olshtain (1986) have linked 'needs analysis' to language curriculum development in the form of 'fact-finding stage' which involves examining varied factors from general language policies to specific views of the learners. They assert that language curriculum design and teaching materials development require "specialized background" (1986: 1) knowledge. Their recommendations are detailed below:-

3.5.1 Language Setting/Stage

It is important to determine the role of the target language (TL) in the community and its relationship to other spoken languages. In the case of English this may imply the TL functioning as the native language (as in the United Kingdom and Australia), second language (as in Nigeria and Pakistan) or foreign language (as in Japan and Italy). (Dubin and Olshtain, 1986) Kachru's (1985) concentric circles exemplify these different roles attributed to English [see section 3.2 above]

3.5.2 Patterns of Language Use in Society

If the TL is a second or foreign language, it is crucial to investigate where the prospective students will need to use the language. Dubin and Olshtain (1986) elaborate that such investigations imply looking at the functions of the TL in the following contexts:-

3.5.2.1 Education

First of all, it is important to find out whether the TL is the medium of instruction at any level of education. Moreover, one should also explore the extent the students depend on their proficiency in this language to gain access to higher education or any relevant written material like textbooks. (Dubin and Olshtain, 1986)

3.5.2.2 Labour Market

The researcher should identify the professions which require the use of the TL. Moreover, the requirement of specific language skills, like speaking and reading, and the extent of the requirement should also be explored. This information can be obtained from the relevant government offices, general employment agencies, job advertisements, present employees and the perspective employees. (ibid.)

3.5.2.3 Process of Modernization

According to Dubin and Olshtain (1986), technical knowledge is necessary for development and progress. Thus it is essential to highlight the language(s) used in the technological and scientific journals and the instruction manuals. Furthermore, it is important to explore whether the professionals are trained abroad and how far the country depends on foreign expertise. (ibid.)

3.5.3 Learners' Attitudes

Dubin and Olshtain (1986) affirm that attitudes of the learners towards the TL can influence the degree of acquisition of the language. For instance, learners' negative attitude towards English can have adverse effects on the language acquisition process leading to the failure of

the English language programme itself. Moreover, if the TL is a recognized means of communication in the international arena, also known as the “language of wider communication” or “LWC” (1986: 7), the learners’ negative outlook can generate a conflict between individual viewpoints and the genuine national needs “for an increased use of the LWC for instrumental purposes” (1986: 14). For these reasons it is important to take into account the prospective learners’ attitudes towards the TL and to introduce changes in the teaching materials and activities, if necessary, in an effort to mitigate the negative impact of the public mind-set. (Dubin and Olshtain ,1986)

3.5.4 Political and National Context

As stated in the relevant literature, political, national and economic priorities separately govern the formulation of language policies and the language curriculum. For instance, in the LWC context, new states may initially need to focus on developing a national language, even at the expense of economic progress. This may involve using the selected national language as medium of instruction in the preliminary stages of education and introducing the LWC in higher classes. (Dubin and Olshtain, 1986)

The preceding discussion has highlighted important features of the language usage scenario, and the following aspects in context of Pakistan are especially relevant for the present study:

- Language policy in relation to English
- Patterns of use of English in education, labour market, and as means of facilitating modernization and progress
- Learners’ attitudes towards English.

It is also pertinent to explore how far the ‘fact-finding stage’ or ‘needs analysis’ has formed the basis of development of the Pakistani national curriculum and textbooks policy. [See chapters 6, 8, 9, 10, 11 and 12 below]

3.6 Language Curriculum

3.6.1 Definitions of Curriculum and Syllabus

A language curriculum can be defined as the identification of general principles, goals and objectives regarding language learning. In contrast, a syllabus is more specific focusing on classroom behaviour, detailed objectives and topics to be covered. (Xiaotang, 2011)

3.6.2 Curriculum Models

Selection of criteria for curriculum evaluation can be based on an examination of the various existing models of curriculum and in this respect the available literature on curriculum is illuminating:-

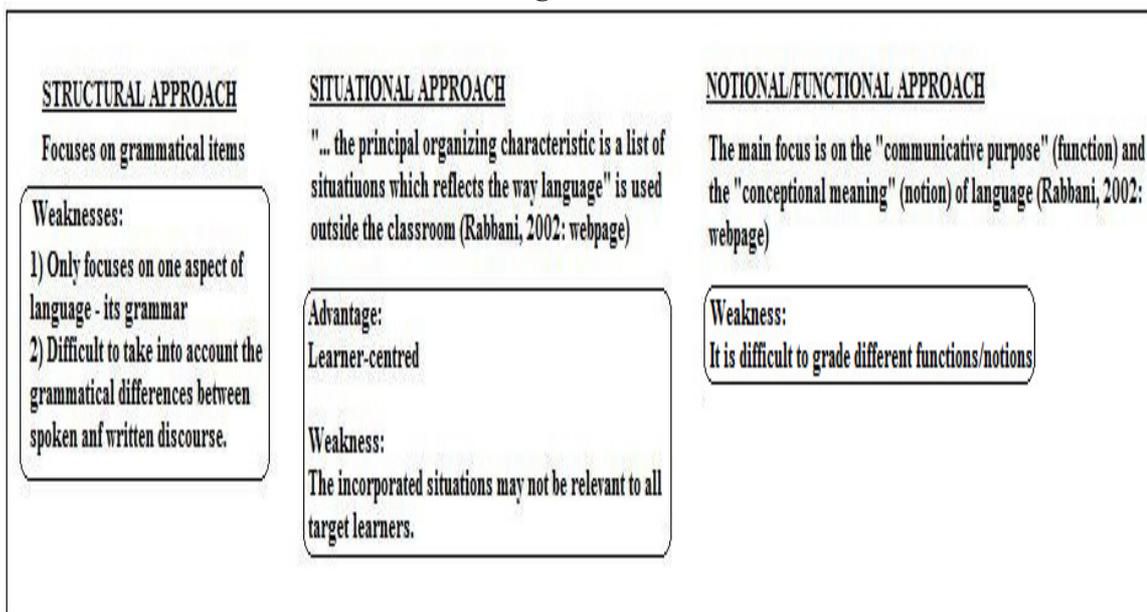
3.6.2.1 The Content Model

The main emphasize of this model is the content that has to be taught to the students. In the context of language teaching the main aim is to impart the knowledge of the language structure including grammar rules and vocabulary. Finney (2002) finds this model “too simplistic” since it treats language as “a relatively fixed concept and it largely ignores factors such as context, ‘appropriacy’ of use, modes of discourse or individual learner needs...” (2002: 71).

3.6.2.2 The Product Model

A curriculum which has been influenced by broad goals related to attainment places stress on product dimension, where ‘product’ implies expected objectives of the course or the behavior to be performed (Dubin and Olshtain, 1986, Finney, 2002). Those objectives which aim at accuracy and utilize discrete elements of grammar can be classified as ‘knowledge based objectives’. On the other hand, the objectives focusing on the actual use of language are referred to as ‘skills based objectives’. (Dubin and Olshtain, 1986) However, later linguists have classified three different approaches towards product syllabi [see figure 3.3]:

Figure: 3.3



(Text adapted from Rabbani, 2002)

Types of Product-based Syllabus Models

The product model also has a number of shortcomings. First of all, the curriculum is presented as a pre-existing plan which has no contributions by the teachers and learners. Moreover, this model requires behavior appraisal; yet it is not possible to assess all kinds of behaviour. Furthermore, this process of measurement involves breaking each item into

smaller elements resulting in “long lists of... competencies” (Smith, 2000: webpage).

Nevertheless, as Finney (2002) points out, the functional approach of the ‘product model’ is based on the communicative approach [see section 3.3.3 above] that changed the whole concept of language teaching, and thus has had a constructive role in the language teaching history.

3.6.2.3 The Process Model

This flexible model is based on language learning theories, with emphasis student needs and interests; it centres on tasks and activities. However, the model is not deemed as very practical and so is largely bypassed for the objectives model in national curriculum development projects. (Smith, 2000; Finney, 2002; Rabbini, 2002)

3.6.2.4 The Mixed- focus Curriculum

In actual practice, an integrated/eclectic approach to curriculum design (in which the aspects of both the product and process models are amalgamated) is proposed (Finney, 2002; Rabbini, 2002).

3.7 Goals of Language Programmes

Acquiring communicative skills is generally recognized as the prime aim of language programmes. In other words, students should learn how to communicate effectively in the target language in situations beyond the classroom (Davies and Pearse, 2000).

Tomlinson (2008) has elaborated upon the definition of language ‘acquisition’ while introducing a new term ‘language development’:

For me language acquisition is ‘the initial stage of gaining basic communicative competence in a language’, whilst language development is ‘the subsequent stage of gaining the ability to use the language successfully in a wide variety of media and genre for a wide variety of purposes.’
(2008: 3)

He goes on to imply that textbooks should facilitate both language acquisition and development.

3.8 Internal Factors affecting Language Acquisition

Language learning is a complex process and dependent on different factors. This section explores the factors which have been deemed to be very influential according to the literature.

3.8.1 Motivation and Attitudes

Motivation is defined as “the learner’s orientation with regard to the goal of learning” (Norris-Holt, 2001: webpage), while attitude “is something an individual has which defines or promotes certain behaviours” (Hohenthal, 2010: webpage). A high level of motivation and an overall positive attitude towards the target language and learning situation facilitates language acquisition (Ngeow, 1998; Norris-Holt, 2001). In the same vein, Cook (2001) affirms that motivating students results in effective learning in a language class.

The psychologists Gardner and Lambert (1972) are considered pioneers in the field of motivation; however, they primarily focused on the social reasons behind language learning. Subsequent researchers established that motivation in second/foreign language learning context is complex and involves several interrelated and unstable elements (Dornyei, 1994). The following table lists only those motivational factors which have been deemed as relevant for the present research:-

Table: 3.1

Motivational Types	Incorporated Factors	Contribution to Language Learning
Integrated Orientations (Gardner and Lambert, 1972)	1) Interest in foreign language and culture 2) Desire to broaden one's view 3) Desire for new stimuli and challenge 4) Desire to integrate into the community (Dornyei, 1994)	Generally, 'integrative motivation' has been shown to be more valuable; however, in the context of second language learning 'instrumental motivation' is considered more important (Hohenthal, 2010; Norris-Holt, 2001)
Instrumental Orientations (Gardner and Lambert, 1972)		
Intrinsic Motivation: the pleasure one gets from the task itself, rather than from some external rewards (Bainbridge, 2010: webpage)		'Intrinsic motivation' is the most advantageous for language learning, while 'external regulation' is the least. (The remaining regulations are beneficial in accordance with the order in which these have been mentioned.)
Extrinsic Motivation: impetus comes from outside the individual	1) Integrated regulation: fully assimilated with personal values and needs 2) Identified regulation: acceptance and identification with the regulation 3) Introjected regulation: externally imposed rules accepted as norms 4) External regulation: external reward/demand controlling behavior	

(Adapted from Dornyei, 1994)

Types of Motivation

Literature has also highlighted suggestions for making courses more motivating for the target students. Relevant, attractive, interesting and satisfying course can be devised if 'needs analysis' is made the focal point; authentic materials are selected; diverse and demanding activities which incorporate "meaningful exchanges" and "imaginative elements" are

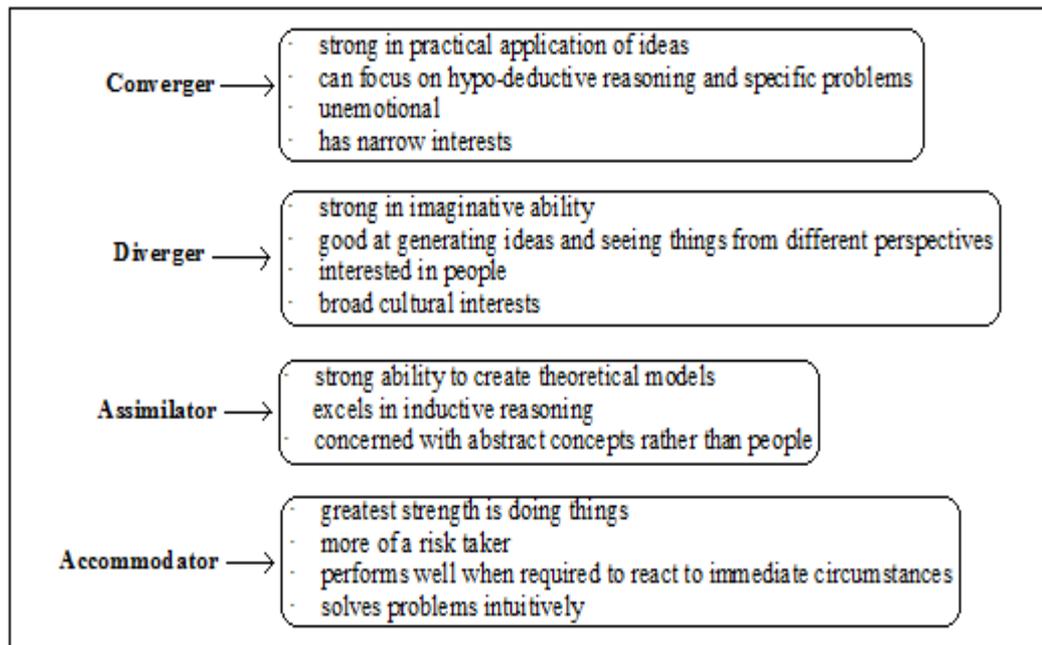
employed; learning strategies are handled; and, finished products are applauded through display or performance (Dornyei, 1994: 281–2).

3.8.2 Learning Styles and Strategies

Each learner has a specific approach (based on his/her personality/cognitive makeup) towards language acquisition; how far the learning situation provides him/her an opportunity to utilize the preferred technique affects the learning outcomes (Oxford, 1989).

Many psycholinguists have presented different models of learning styles. The most well known paradigm was developed by Kolb and Fry (1975):

Figure: 3.4



(Adapted from Smith, 1996: webpage)

Kolb and Fry's (1975) Model of Learning Styles

After Kolb, many other different frameworks of learning styles have surfaced (Putintseva, 2006). One of these models is illustrated in figure: 3.5:

Figure: 3.5

Learning Style	Description
Innovative learners	Look for personal meaning, draw on their values, and are social.
Analytic learners	Want to develop intellectually and to know "important things", draw on facts, and are reflective.
Common sense learners	Want to find solutions, value things if they are useful, and are kinesthetic, practical and straightforward,
Dynamic learners:	Look for hidden possibilities, synthesize information from different sources, and are intuitive, enthusiastic and adventurous.

(Adapted from Putintseva, 2006: webpage)

McCarthy's (1990) Examples of Learning Styles

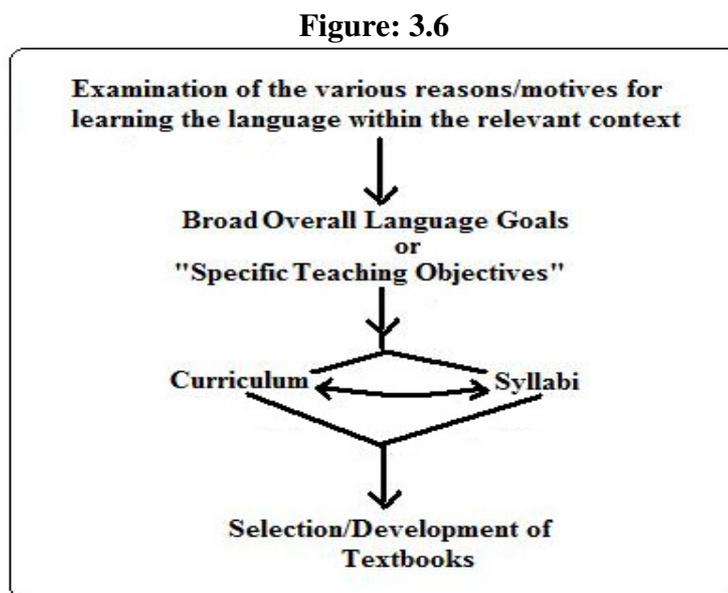
However, both these approaches (like other frameworks) have common underlining ground; each is based on four typical mindsets – intuitive, creative, reflective and pragmatic. In actual fact, it is not easy to neatly categorize learners into these frameworks since one student may display features belonging to two or more learning styles. Nevertheless, this discussion about learning styles illustrates that even learners belonging to one classroom require different learning techniques.

Language learning strategies are procedures consciously used by the students to facilitate language acquisition. For instance, guessing meaning of words from context or using gestures to overcome linguistic deficiency. (Oxford, 1989; Griffiths, 2007) “There is research evidence that conscious and tailored use of such strategies is related to language achievement and proficiency” (Ghani, 2003: 32).

Both learning styles and strategies play a critical role in language learning. (Oxford, 1989) Consequently, language teaching programmes and tools (including textbooks) should cater to diverse learning styles and train students to utilize appropriate strategies.

3.9 The Framework of Materials Development

Materials should be viewed within a general perspective or context. McDonough and Shaw (1993) describe an idealized version of this framework, which show the relationship between the different contextual aspects discussed in this chapter (like language programmes goals, ‘needs analysis’ and curriculum development) and language coursebook preparation, This relationship is illustrated in Figure: 3.6:



(Adapted from McDonough and Shaw, 1993)

Materials Development Framework

3.10 Conclusion

In conclusion, this chapter has presented the assumptions essential as background to the research on textbooks. The succeeding chapter, moving beyond this auxiliary information, focuses explicitly on the theoretical framework behind materials selection, evaluation and development.

CHAPTER 4 – MATERIALS DEVELOPMENT SCENARIO

4.1 Preface

In the earlier years of Teaching English as a Second Language, there was a serious dearth of comprehensive books/ articles on materials development and evaluation; essentially this area was treated as part of methodology (Tomlinson, 2003; Canniveng and Martinez, 2003). As such, materials development received a belated recognition among applied linguists as an independent field:

While much has been published on SLA and on a multitude of topics relevant to language teaching and to applied linguistics, there have been fewer books on materials design... General introductory books on language teaching devote little space to materials development and evaluation... general and more specific books on syllabus design and curriculum offer at least one unit or chapter with some comments on the subject... It is since the 1990s, however, that material development has shown its real value...
(Canniveng and Martinez, 2003: 479)

Cunningsworth (1984) with his views on coursebook evaluation and selection laid the foundations of this emerging field. Succeeding linguists (McDonough and Shaw, 1993; Richards, 1998; Garbrielatos, 2000; Garinger, 2001; McGrath, 2002; Tomlinson, 1998, 2003, 2008 among others) have built on what previously have been proposed, and some have even broken new grounds with additional interest in learning materials preparation.

The following account examines the views, assumptions and concepts behind materials development. The varied attitudes towards textbooks and their role can prove to be illuminating and the theoretical foundation for preparing, selecting and evaluating coursebooks is central to this research. The issues pertaining to cultural awareness through language teaching in general and textbooks in particular is gaining significance, and thus the conflicting views of linguists relevant to this area are examined.

Here it is pertinent to emphasize that given the diversity and complexity of beliefs prevalent in Applied Linguistics and the limited scope of this research paper, in some cases alternative view points could not be presented. The main aim was to devise the textbook evaluation criteria for this study based on the researcher's assumptions about language learning [see section 1.4 above] and thus the discussion of literature was limited to the areas adjudged to be relevant to this purpose. For instance, the term "authenticity" is assigned plurality of meanings. On one hand, Little, Devitt & Singleton (1989) has linked 'authentic text' to the language produced by native speakers, while Morrow (1977) and Nunan (1988) (among others) has equated 'authenticity' to real language (cited in Gilmore, 2007: 98). Other linguists (like Breen, 1985, cited in Gilmore, 2007: 98) have stretched the implications of 'authenticity' to incorporate the task type, the audiences' responses to texts and even the pedagogical context. (See Tomlinson, 2012; Gilmore, 2007; and Mishan, 2004 for details.) However, this study focused on and utilized the concept "authentic text" as that is presented by Morrow's (1977) school of thought since it corresponded to the researcher's own views; the accepted definition of "authentic text" for the present research is given below:

A text which is **not** written/spoken specifically "for language teaching purposes" [own emphasis] (Tomlinson, 1998: viii).

[see Appendix V below for further comments related to this term]

The term "task", which has had diverse implications for different linguists (as highlighted by Mishan, 2004; and, Littlewood, 2004), was also handled in the same way [see Appendix V for the definition of "task"].

4.2 What is meant by English language Textbooks?

The Oxford Advanced Learner's Dictionary (2000) defines a 'textbook' as:

A book that teaches a particular subject and that is used especially in schools and colleges...
(2000: 1343)

A ‘coursebook’ is the British synonym for textbook (Concise Oxford English Dictionary, 2004); MSN Encarta Dictionary, 2009; Macmillan Dictionary, 2009 – 2011, Longman Dictionary of Contemporary English, 2011). Published materials that facilitate English language learning are considered under the general category of ‘English language textbooks’. In this paper, the words *textbook*, *coursebook* and *(teaching) materials* will be used interchangeably.

4.3 Attitudes towards Textbooks

Opinions about coursebooks vary greatly and are in fact disparate. McGrath (2002) has suggested a continuum of attitudes related to textbooks. He implies that educators may reify textbooks, think of them as facilitators, view them as one of available choices, or regard them as restraining. This is well reflected in the following contrasting attitudes of two experienced teachers (quoted in Tickoo, 2003) towards their textbooks:

The textbook often acts as a constraint; it goes against my attempt to respond fully to the pupils’ needs. Its use also goes against learner creativity.
(Tickoo, 2003: 256)

... textbooks are invaluable supports. They represent the syllabus, offer good models of writing and provide exercises that help cover the language items that need attention. I cannot do without a textbook; nor can my pupils.
(Tickoo, 2003: 256)

Many linguists have themselves taken sides against or in favour of textbooks. On one end of the scale are Thornbury and Meddings (1999) who are of the view that using coursebooks paralyzes the ability of the language to convey meaning as they encourage learners to reproduce the suggested language, rather than providing them an opportunity to use their own imagination and utilize words “as vehicles for the communication of their own meanings”

(1999: 2). Moreover, the texts used in these textbooks are ‘dead’, while there is no dearth of English language print material in the real world that can be used as texts:

A classroom library of cheap readers and magazines is worth any number of overpriced coursebooks.
(ibid)

Furthermore, language learning without coursebooks is more motivating and useful.

Similarly, Allwright (1981) contends that:

...the management of language learning is far too complex to be satisfactorily catered for by a pre-packaged set of decisions embodied in teaching materials
(1981: 9)

Block (1990) asserts that the language used in textbooks is inappropriate and outmoded and the activities are too conventional. Hutchinson and Torres (1994) also maintain that the coursebook renders a teacher’s role in the classroom as minimal.

Finally, Garinger (2001) warns that teachers need to guard against the restrictions imposed by the textbooks and proposes that they should try to use the published materials only as far as they enable them to provide systematic and appropriate language tuition.

On the other side of the continuum are linguists (Grant, 1987; O’Neil, 1982, 1993; Ur, 1996; Richards, 1998; Garbrielatos, 2000; and McGrath, 2002) who regard textbooks as a valuable aid that a teacher can utilize in conjunction with other resources in the classroom; a textbook can offer a blueprint, reflect diversity, present examples of language, encourage autonomous learning, contribute towards teacher training, and provide support in terms of methodology and lexis.

In the same vein, O’Neil (1982), and Edge and Wharton (1998) highlight advantages of textbooks over teacher prepared materials. For instance, the coursebook provides a kind of plan that can be followed by teachers, leaving them free to engage in other meaningful activities like lesson planning. Moreover, they can provide inexperienced teachers valuable support and a sense of security. Importantly, the majority of the published materials is prepared by specialists and professionals, and so is more effective than teacher prepared materials. Finally, coursebooks can help to introduce changes in the way of thinking of the users.

In the Asian educational scenario, coursebooks are regarded as valuable aids by the users. Tickoo (2003), supporting this view, asserts that textbooks tend to be “the most reliable source of security and continuity for the teacher and pupils alike”, while at the same time serving “to reassure both parents and school authorities” (2003: 257).

Irrespective of the medley of views about coursebooks the world over, ultimately the usefulness of a textbook is dependent on its inherent attributes. Thus Davies and Pearse (2000) affirm that eventually the value of the textbooks is essentially dependent upon the **QUALITY** of the books being utilized. Similarly, Nunan (1988) holds **EFFECTIVE** materials as a vital component within the curriculum since these can be a resource of valuable language practice within the classroom, provide alternatives to the syllabus, and contribute to teacher development.

4.4 Roles of Textbooks in the Classroom

Notwithstanding the diverse attitudes about textbooks, most linguists accede that these books have a part to play in language teaching. In fact, the majority of the language teachers the world over have to handle textbooks:

... there are very few teachers who do not use published course materials at some stage in their teaching career. Many of us find that it is something that we do very regularly in our professional lives.
(McDonough and Shaw, 1993: 63)

Cunningsworth (1984) holds that published materials can have manifold roles in English language teaching. For instance, a textbook can act as a reserve for presentation material and grammar, a facilitator for self-directed learning, and a prop for less experienced teachers. However, at the same time the function of coursebooks should only be seen as an aid to teaching. A textbook should not be the guiding principle behind any syllabus (in fact it is the other way round) and it should not dominate the classroom:

Coursebooks ... should not determine the aims themselves or become the aims. We are primarily concerned with teaching the language and not the textbooks.
(Cunningsworth, 1984: webpage)

In the same way, McGrath (2002) maintains:

What is important is that teachers should see the coursebook not as the course but as an aid to fulfilling the aims and objectives which they have themselves formulated.
(2002: 4)

Moreover, the teachers should not follow any coursebook slavishly from the start till the last page. Instead, they should select and adapt the material keeping the learners' needs and the educational context in view.

...teachers must use their judgement in deciding which parts of the book to use and how to use them
(McGrath, 2002: 11)

Similarly, Rea-Dickins and Germaine (1992) have criticized the trend of overdependence on classroom teaching materials and the expectation of idealistic outcomes since "materials are

only part of the cooperative management of language learning” (1992: 29). Richards (1998) is also against over-glorification of coursebooks.

In conclusion, textbooks are an important part of our language learning environment, but they should be utilized carefully.

4.5 Principles behind Materials Development

Developments in the field of language learning have led different linguists to suggest their own frameworks for preparing language learning materials. In many cases this also involves highlighting the shortcomings in existing commercially produced textbooks. For instance, the coursebooks remain conventional and stereotyped in spite of their stated assertions of adopting the ‘communicative approach’ [see section 3.3.3 above]. This implies that these books consistently continue to emphasize the language analysis approach while disregarding the need for learners’ personal engagement with the provided materials:

... coursebook materials are focusing more and more narrowly on the encoding and decoding of language rather than opening up rich opportunities for experience, engagement and effect.
(Tomlinson, 2003: 441)

In addition, Mares (2003) terms the speaking activities being used in most textbooks as “contextualized functional drills which are often highly controlled” (2003: 130). Moreover, there is more emphasis on activities that require learners to produce language rather than on receptive comprehension-based tasks which research has shown to facilitate language learning (Mares, 2003).

Tomlinson (2008) goes on to elaborate on the weaknesses inherent in materials which hinder language acquisition. First of all, the presented language is not authentic; instead it is

“simplified” and “de-contextualized” denying the learners opportunities to encounter real language (2008: 8). Moreover, generally the practice tasks are too controlled and mechanical requiring undemanding procedures (like “substitution” and “transformation”) aiming towards “accurate outputs rather than successful outcomes” (2008: 6 and 4). Furthermore, these activities are neither cognitive nor affective. Finally, the textbooks utilize “bland, safe, harmonized” texts (2008: 8).

Moving beyond criticisms, various proposals for preparing effective materials have been presented. Tomlinson (1998, 2003 and 2008) has provided the most comprehensive list of general theoretical principles. He proposes that the materials should have appealing content, attractive presentation, novelty and provide a variety of texts and activities so that they have an impact on the target learners. Then the content of the coursebooks while being relevant to the students’ lives should make them conscious of and responsive to the represented culture. In addition, the learners should be engaged in contextualized tasks which reflect real-life language use and involve “meaningful communication”; they should also be exposed to authentic texts (2008: 4). In fact, only inspiring and thought-provoking texts based on significant topics can help develop listening and reading skills. In the same way, the best way of acquiring production skills is to create opportunities which motivate the learners “to say what they think is worth saying” (2003: 440). Importantly, they should be encouraged to indulge in extensive listening and reading of “relevant, motivating and engaging” texts (Tomlinson, 2003: 439) ensuring interaction with authentic language.

Tomlinson goes on to propose that the textbooks should have a personal voice and ensure personal participation of learners in a relaxed environment by engaging them in valuable and

affective activities. Moreover, they should not overburden the students with knowledge, but instead should incorporate inspiring and problematic though attainable tasks so that the students are encouraged to gain confidence. Furthermore, the coursebooks should promote creative, analytical and “higher order” skills (like “connecting, predicting, interpreting, evaluating”) from the beginning, and should be learner-centred and discovery-based (Tomlinson, 2008: 6). The students should perceive the materials as being relevant and useful. Finally the tasks should lead towards **effective** outputs of language. (Tomlinson, 1998, 2003 and 2008)

Likewise, discussing his theoretical framework, Richards (2001) has declared that the materials should make the learning experience enjoyable and innovative for the learners, allow for independent work and present them with occasions for “self-assessment”. The students in turn should feel that they have gained something useful from the textbooks.

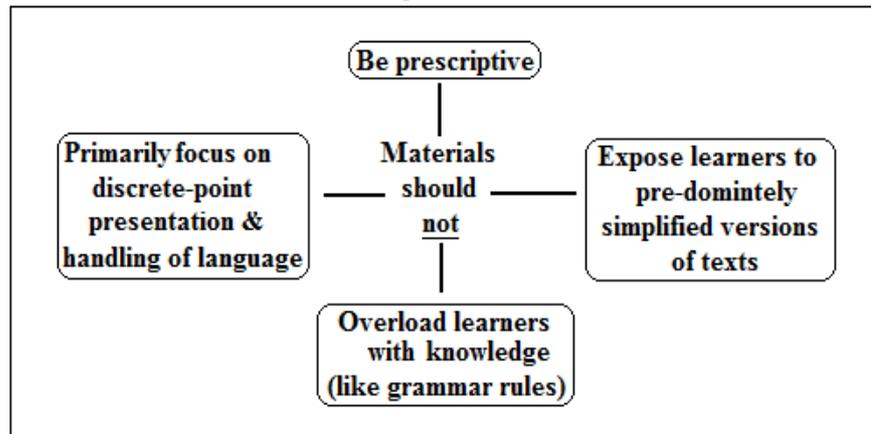
Crawford (2002) also asserts that coursebooks should present authentic language and the activities should be contextualized, realistic, meaningful and purposeful. For this reason she suggests that language teaching materials should incorporate video dramas which have the added advantage of introducing the essential audio visual element thus creating “a learning environment that is rich in linguistic and cultural information about the target language” (2002: 85). However, such a component will increase the price of the textbook, and moreover, will be useless in teaching situations which lack audio visual facilities like video players.

A framework for textbook preparation presented by Mares (2003) is based on the premises of Lewis (1993) and Nunan (1999), who highlighted the basic human tendency “to learn partially many different things rather than systematically gain control over building blocks that lead to an organized fluency” (2003: 135). Mares asserts that these books should primarily aim to “provide the learners with comprehensible input... in an engaging way” (2003: 134). Thus the materials should include a variety of texts and genuinely communicative activities which provide opportunities for reflection. He goes on to criticize the tendency of coursebooks to be prescriptive about what should be learnt when it has been shown that language learning is “an unpredictable and non-incremental process” (2003: 137). Finally, he maintains that the focus should be more on receptive skills, and the ‘Observe-Hypothesizes-Experiment’ cycle (instead of the conventional ‘Presentation-Practice-Production’ approach) should be adopted.

In the end, it is important to touch upon Bolitho’s (2003) proposals that the textbooks should incorporate activities which provide varied input of authentic language and require the learners to exploit the data using cognitive processes like analyzing (referred to as ‘language awareness activities’). Such tasks will make the students think critically “about how language is used for different purposes” (2003: 425) and provide a “real context to their struggles with language systems” (2003: 425).

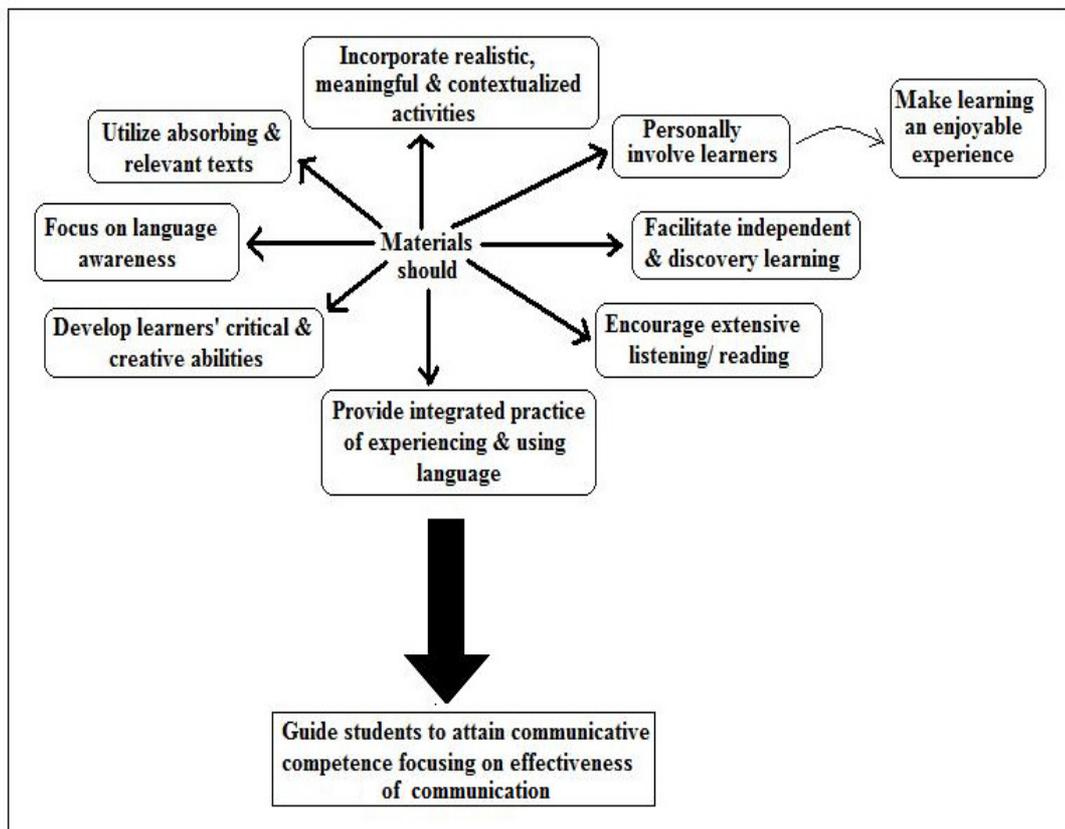
Some of the beliefs presented above are supported by the researcher and so helped to determine the relevant evaluation framework for the present research. These assumptions are presented in Figures 4.1 and 4.2:

Figure: 4.1



Significant Principles of Materials Development – I

Figure: 4.2



Significant Principles of Materials Development – II

4.6 Textbooks and Cultural Awareness

The issues underlining cultural representation and second/foreign language teaching are gaining relevance. There appear to be two schools of thought. One school, represented by

Cunningsworth (1984), assume that second/foreign language learners should be kept away from the unfamiliar target culture and be mainly exposed to their own culture in the target language class. They maintain that the incorporation of the cultural content related to the native speakers in a textbook “might well prove to be an impediment rather than help to the learner” (1984: 61), and claim that the learner’s time “would be better spent learning the language rather than the structuring of the social world in which the learner is never likely to find himself” (1984: 61 – 2). Dat (2003) echoes similar beliefs when he criticizes coursebooks for their incompatibility with the culture of the students:

In many cases, activities [of textbooks] are not effective simply because their subject matter is not culturally appropriate in the local learning situations. [own addition]
(2003: 388)

Moreover, many educators fear that raising target cultural awareness may threaten the cultural identity of the learners or induce feelings of inferiority in them.

The above mentioned assumptions are challenged by the proposals presented by some contemporary linguists who are advocating increasing awareness of the culture of the speech community and other foreign societies through second/foreign language education.

Textbooks, being the main instruments utilized for language teaching, can be an effective resource reflecting the relevant facets of culture. Pulverness (2003) supports cultural awareness through language textbooks since language and culture are closely interconnected and can not be divorced from each other. In fact, without the ability of decoding the cultural implications of the target language discourse, the students may misunderstand the message:

To treat language... as a value-free code is likely to deprive learners of key dimensions of meaning and to fail to equip them with necessary resources to recognize and respond appropriately to the cultural subtext of language in use.
(2003: 428)

Similarly, McGrath (2002) contends that:

...materials embody cultural content and that knowledge of this content is essential if one is to understand the language.
(2002: 212)

McGrath favours a critical and realistic portrayal of multiple cultures that have been integrated into the target speech community. However, at the same time, the attitudes and motives of the textbook users are extremely significant. For instance, the learners who are intending to visit the target language community may be more eager to gain an understanding of the target culture than those who are to remain in their native countries.

Cortazzi and Jin (1999) believe that an attitude of open-mindedness and cultural understanding should be inculcated in the students so that they are in a better position to make comparative judgements. In addition, materials evaluators should focus on the cultural content in the textbooks in the form of a checklist [see Appendix II below for Cortazzi and Jin's checklist].

Having presented both sides of the picture, it is important to affirm that language of a country is a reflection of the national values and traditions, and this is also relevant for English, though the language has acquired the status of an international language (Mckay, 2003). In fact, in the twenty-first century, since English is widely used in all three roles (that is as the first, second and foreign language) and there is constant cross-cultural communication between L1, L2 and FL speakers of the language, the users of English should be aware of the diverse cultural representations (Acar, 2009; Ke, 2009; Mete, 2009). Therefore effective learning of the language will necessarily involve gaining some understanding of the native culture as well as second language and foreign language speakers' culture; in short, English coursebooks should reflect multicultural portrayal. [Also see section 3.2 above]

Finally, the coursebooks should depict culture in a realistic and unbiased manner (McGrath, 2002), and (as proposed by Cortazzi and Jin, 1999) textbook evaluation should focus on the cultural representations. Based on these assumptions, the present research also entails throwing light on the beliefs of the Pakistani learners and English language teachers' about cultural representation and evaluating the cultural content of the coursebooks. [See chapters 12 and 13 below for details]

4.7 Selection of Textbooks

4.7.1 Selection and Evaluation

Some applied linguists like Rubdy (2003) contend that though selection of any material involves evaluation techniques, both 'evaluation' and 'selection' can be differentiated on the basis of the focus and the objectives. 'Evaluation' can have different aims and methods, while the main objective of 'selection' is the choosing of the most relevant (and not necessarily the "best") textbook and the prime focus is on "learner needs and interests".

4.7.2 Different Contexts of Selection

McDonough and Shaw (1993) differentiates between teaching situations where "'open market' materials" (1993: 63 – 64) can be selected and others where "a Ministry of Education (or some similar body) produces materials which are subsequently passed on to the teacher for classroom use" (1993: 64). In the first instance, though theoretically there are a large number of textbooks to choose from, a teacher may not have enough freedom to make a reliable choice. For example, a teacher or administrator may be under some "professional and financial pressure" (ibid) to select the coursebook which they may not consider as the best. In

the second instance, the teachers are provided with definitely no say in the matter and no choice, and they may end up being compelled to adopt a textbook which is ineffective. In Pakistan, the private sector schools are a good example of the first context, while many public sector schools illustrate the second context.

4.7.3 Shortfalls of Prevalent Selection Practices

Generally, in schools 85% of the language coursebooks are selected by administrators and only 15% by teachers (Tomlinson, 2008). In addition, it is widely believed that in many teaching situations a textbook is chosen in an arbitrary manner for superficial reasons (McGrath, 2002). This procedure apparently prevails in some Pakistani private schools in which an imported coursebook is prescribed. Conversely, though at times the evaluator may make an attempt to be rational and systematic, he/she may still end up making a faulty judgement by failing to look beneath the surface while evaluating textbooks. For instance:

As Grant (1987) points out we may even be deluded by the surface appearance of a book...
(McGrath, 2002: 12)

Cultural incompatibility, linguistic difficulty, employment of inappropriate situations, and overuse of diagrams are some of the weaknesses prevalent in the prescribed coursebooks (McGrath, 2002).

4.7.4 Principles behind Selection

It is a fact that every coursebook will have some kind of shortcoming:

No textbook or set of materials is likely to be perfect ...
(McDonough and Shaw, 1993: 65)

Yet administrators and teachers have to make the best choice keeping in view both learners' needs and contextual constraints.

Cunningsworth (1984) offers the following set of guidelines which can form the basis of formulating a personalized criteria checklist having local relevance:

- The selected materials should be related to the teaching objectives.
- The materials should utilize activities which are interesting, involving, and intellectually stimulating for the learners.
- The students should be able to relate personally with the subject matter used in the materials.
- The materials should present and practice English in a systematic and comprehensive way.

In the same way, Rubdy (2003) has provided a framework in the form of criteria questions for selection of coursebooks. She has also discussed the rationale behind the framework.

According to her, the coursebook is meant to facilitate the process of language learning in students, who are thus its main users. Consequently, the target learners' needs should form the basis of any selection criteria:

...a key question in choosing a coursebook would be, 'How does the book relate to the needs of the learners?' ...the need to communicate lies at the heart of all language learning. Since this involves not just communicating within the classroom but, ultimately, in the real world outside, the materials must also take into account students' longer-term goals.

(Rubdy, 2003: 47)

In addition, Rubdy assumes that teachers and textbooks have a 'give and take' relationship:

...a coursebook by itself has little operational value until the teacher populates it with his/her own ideas and experiences and brings it to life. Yet the potential for materials to influence the way teachers operate is considerable. This is because coursebooks embody a whole lot of theoretical positions and principles.

(2003: 49)

Rubdy's detailed criteria checklist is divided into three sections, each section having a different priority area. The first section deals with various aspects related to the learners (like

their needs and motivation), the second section focuses on factors concerning the teachers (like the teaching styles), and the last section considers features pertaining to the coursebook itself (like methodology and layout).

The checklist is too extensive to be presented here [see Appendix II below for the checklist]. It encompasses all the defining aspects relevant to an effective language textbook, yet these details make the list too unwieldy and therefore impractical. In fact, it will be difficult for school administrators, teachers and other coursebook selectors to utilize the list efficiently as it will require considerable time and effort. Moreover, Rubdy has tried to incorporate too much data into the checklist and some of the questions deal simultaneously with more than one aspect. For example, the following question incorporates four items:

Are the topics/texts current and cognitively challenging and do they help enrich the learners' personal knowledge and experience and foster a positive personality?
(2003: 52)

In conclusion, Rubdy's criteria can be adapted and modified to yield a simplified and more workable version. In fact, the basis of her checklist was especially considered significant while developing the textbook evaluation criteria for the present research. [See chapter 7 below for details]

4.8 Evaluation of Textbooks

4.8.1 What is Materials Evaluation?

The literature has defined evaluation as a process which involves examining and forming subjective judgments. It is undertaken for different reasons.

Evaluation is the process of seeking to establish the value of something for some purpose...
(Alderson, 1986 5, cited in Brown and Rodgers, 2002: 227)

According to Nunan (1992), evaluation “involves not only assembling information but interpreting that information – making value judgments” (1992: 185).

Materials evaluation is a course of action that entails assessing the worth of one or more textbooks (Tomlinson, 2003).

4.8.2 Importance of Evaluation

Textbooks have been assigned a prominent role in English language teaching context as asserted by McGrath (2002):

... it influences what teachers teach and what and to some extent how students learn.
(2002:12)

Moreover, these days the market is flooded by a wide range of English Language coursebooks, so the decision to select one is extremely difficult (Johnson et al, 2008).

Yet one needs to select the most effective book. Systematic evaluation helps one to realize the weaknesses and strengths of the textbook(s) in question and arrive at a more informed judgment. Thus a comprehensive coursebook evaluation is of paramount importance.

Cunningsworth (1984) favours making “informed and appropriate choices when selecting coursebooks” (1984: 00). He is supported by Garinger (2001) who recommends to those involved in textbook selection to assess the book according to a criteria checklist which has been either adapted or self prepared in order to ascertain that all essential aspects have been examined. He goes on to advocate that the teachers should be properly instructed about the relevant skills needed to evaluate learning materials so that the learners are able to reap the most benefits from the best possible coursebook.

Tomlinson (2003) upholds “thorough, rigorous, systematic and principled” (2003: 5) evaluation in order to enable writers, publishers, teachers, educational institutions and ministries to prepare and select effective materials which can in turn benefit learners. He asserts that coursebook evaluation plays a significant role in understanding language learning.

While most linguists (Cunningsworth, 1984 to Tomlinson, 2003) have stressed the importance of coursebook evaluation, they have mainly focused on utilizing evaluation for selecting textbooks. Comprehensive evaluation can also be used to highlight strengths and weaknesses prevalent in existing coursebooks thus providing the basis for formulating fresh textbook policies and developing new materials as in the present research.

4.8.3 Context-based Evaluation

Applied linguistics from Cunningsworth (1979) to McGrath (2002) have reiterated that “evaluation (of textbooks) needs to be learner- and context-related” (McGrath 2002:18). Rubdy (2003) also maintains that “coursebook criteria are emphatically local” (2003: 44). Thus evaluation should involve the examination of the particular situations in which the books are to be used. This can be undertaken in two stages, micro-level and macro-level assessment. Micro-level examination involves focusing on the users of the coursebook (teachers and students) and the institutions where these books are to be utilized. Macro-level examination of the context involves investigating the socio-political environment where the targeted institution(s) is/are located.

McGrath (2002) has provided an extensive list of factors, incorporating both micro and macro points of view, adapted from various sources including Daoud and Celce-Murcia (1979),

Mathews (1991), Harmer (1991), McDonough and Shaw (1993), and Cunningsworth (1995). These factors can be used to determine the evaluation criteria. Some of the most significant aspects, especially related to the present study, include the language and educational backgrounds and interests of the learners; the beliefs of the teacher; the medium, syllabus, and the type of the school; and, the educational goals, language policy, and roles of the target language prevalent in the country. [See Appendix II below for the details.]

4.8.4 Guidelines for Evaluation

Linguists have provided a whole range of suggestions for assessing language textbooks. Thus Cunningsworth (1984) recommends formulating some suitable criteria for evaluating coursebooks. He favours a personally devised criteria list since different criteria will apply in different circumstances.

Criticizing evaluation practices, Sheldon (1988) asserts that textbook evaluation is stamped by the evaluator's personal bias and consequently no one can come up with a clear-cut standard:

... it is clear that coursebook assessment is fundamentally a subjective, rule-of-thumb activity, and that no neat formula, grid or system will ever produce a definite yardstick...
(1988: 245)

In addition, McDonough and Shaw (1993) contend that textbook evaluation cannot involve a universal touchstone, implying that the factors which are relevant in one educational situation may not apply in another context:

We cannot be absolutely certain as to what criteria and constraints are actually operational in ELT contexts worldwide and some teachers might argue that textbook criteria often are very local.
(1993: 66)

They further state that assessment is a dynamic and on-going activity, and that the degree of effectiveness of a textbook can only be assessed when it is put to actual use in the classroom “with real learners” (1993: 79).

Moreover, Rea-Dickins and Germaine (1992) propose that the evaluator should examine the ways in which the learning and teaching materials show relationship with the language learning process, the aims and content of the language teaching programme, and the learning techniques.

Furthermore, linguists (Masuhara, 1998 and McGrath, 2002) have asserted that the teachers have an important role in any textbook evaluation since they decode the coursebooks and in a way function as the bridge between the learners and the books:

The fact that teachers are the mediators between published material and learners, and can choose to work with its intentions or undermine them, is a good reason for not only listening to what they have to say ... but actively researching their views.
(McGrath, 2002:20)

Students’ opinions are also important:

... learners’ views on the materials they have been using need to be taken seriously.
(McGrath, 2002: 199)

Similarly, Cook (2001) proposes that the subject matter should co-relate with the students’ interests.

In the end, it is pertinent to discuss, Tomlinson’s (1998, 2003) detailed suggestions about textbook evaluation. He criticizes the usual informal and disorganized practice of coursebook assessment:

Materials are often evaluated in an ad hoc, impressionistic way, which tends to favour materials which have face validity (i.e. which confirm to people’s expectation of what materials should look like) and which are visually appealing.
(2003: 5)

In order to make the evaluation process more comprehensive, methodical and impartial he recommends that attention should be paid to the effects of materials use, like the users' impressions and the long-term learning achievements. Moreover, the evaluation process should involve more than one evaluator. Each evaluator should construe the criteria in the similar manner, but at the same time each one should respond independently. Most importantly the needs and wants of learners, teachers, administrators and publishers should be taken into account. After all, especially the students "will not make effective use of the materials if they do not relate to their interests and lives at the time of using them" (2003: 101). Lastly, evaluation methods and criteria should be adaptable, rather than constraining and rigid.

Being systematic and focusing on the needs of the relevant parties is the common concern underlining all the above discussed assertions and form the basis of the evaluation incorporated into the present research. However, the recommendations of treating evaluation as a process, assessing the outcomes of language learning, and using more than one evaluator are not regarded as feasible for this study mainly because of the time constraints and the objectives of the research. On the basis of Sheldon's (1988) views about limitations of coursebook evaluation, the planned evaluation framework has been designed to be as reliable and objective as possible [see section 6.10 and chapter 7 below for details].

In addition, while focusing on the English language textbook scenario of Pakistan in light of the views presented in the last two sections (sections 4.7 and 4.8) two crucial questions arise:-

- How far are the views of the Pakistani learners and teachers objective, well informed and thus dependable?
- To what extent are the educational policy makers in Pakistan (both at the national and the school level) following the principles behind textbook evaluation and selection expounded above?

[See chapter 12 and section 13.9.2.2 below for the answers to these questions]

4.9 Focus on Different Aspects of Language

The perusal of literature in this section was limited to examination of diverse assumptions of linguists specifically related to teaching of language aspects (the four skills, grammar, vocabulary, and accuracy/fluency) rather than second language acquisition (SLA) theories. SLA literature focuses on areas like *universal grammar*, acquisition order, *scaffolding*, *functions* (for example, *negotiations* and *recasts*) in *interaction*, and *feedback* (Mitchell and Myles, 2004). Some of these concepts are either theoretical or general; others were adjudged to be more relevant for classroom teaching practices rather than determining criteria for materials evaluation for this study. Nevertheless, some of the principles discussed earlier in section 4.5 (specifically those professed by Tomlinson, 1998 and 2003) are claimed to be based on SLA research.

4.9.1 Listening Activities

Listening is the most important skill. First of all, in a single day “listening is used nearly twice as much as speaking and four to five times as much as reading and writing” (Duzer, 1997: webpage). Importantly, this skill is stated to be very significant for communication at work.

Listening is a very demanding process and so requires special training. First of all, listening tasks should teach listening rather than test memory and the learners should be given a reason for listening (Duzer, 2009). In addition, interest in what the students are going to hear and familiarity with the topic on which the spoken message is based also aid in ensuring efficient listening:

Because learners listen with a purpose and listen to things that interest them, accounting for the goals and experiences of the learners will keep motivation and attention high.

(Duzer, 2009: webpage)

In fact, involving learners affectively whether by relating the subject matter to their lives or asking for an emotional response to the situation/views is an effective way of developing the learners' listening comprehension abilities (Hill and Tomlinson, 2003). Moreover, the spoken text should be authentic and the students should be given practice in listening to a wide range of texts as they will be required to do so in their real life because each text type requires a different purpose and diverse set of strategies (adapted from Hill et al, 2003). For instance, one has to follow a lecture or instructions carefully word for word, while watching a television programme requires casual listening. Hill and Tomlinson (2003) provide a list of varied listening texts which can be of future use to the students ranging from teacher's lecture and small-talk with friends to airport announcements, weather forecasts and advertisements. Finally, the learners should be taught to develop critical listening skills as proposed by Tickoo (2003):

We live in a world where powerful media are increasingly at work to... make people believe... This makes it important to learn how to separate the truth of what one hears, from deliberately false claims. Training in critical listening has therefore become a basic need of our time

(2003: 138)

4.9.2 Speaking Activities

Linguists like Bygate (1987) and Dat (2003) have highlighted some observations regarding speaking which can have bearing on the development of speaking activities. For example, native speakers often speak in casually linked phrases, instead of complete, accurate sentences. Another relevant fact is that a conversation involves more than one individual and so the speaker's vocabulary and meaning will depend upon the listener(s):

The business of making sure that the conversation works is shared by both participants: there are at least two addressees and two decision-makers.

(Bygate, 1987:8)

Equally important, effective conversation skills require the participants to be flexible:

We take turns at speaking: it forces us and enables us to adjust to what the other person knows; it forces us to take notice of new mutual knowledge during conversation; it involves varying our degree of formality according to the individual we are speaking to; and it enables us or obliges us to choose or develop topics of conversation which are likely to be of some interest to the other party.

(1987: 13)

Finally, at times oral communication takes place because there is some sort of information gap between the participants.

Based on these reflections, speaking tasks are assumed to follow some basic principles. To start with ideally the students should not be exposed to oral materials in which all or most of the language is provided (like model dialogues, pattern practice and oral drill tables):

If all his [the student's] language production is controlled from outside, he will hardly be competent to control his own language production. He will not be able to transfer his knowledge from a language-learning situation to a language-using situation. [own addition]

(Wilkins, 1975:76, cited in Bygate, 1987: 6)

In addition, speaking materials should train the target learners to anticipate and adapt as they are required to do during actual conversations. Thus the students should be provided with activities which require making choices involved in real life turn-taking preferably "under the

pressure of time and by making do with limited vocabulary” (Dat, 2003: 387). Importantly, the learners should be shown the power of ellipses in spoken utterances. (ibid)

Moreover, the topic should be familiar to the relevant students, but at the same time should not be so well-known that there is really no exchange of new facts (Dat, 2003). Importantly, the speaking material should not undermine the students’ identity, like adults being made to interact about immature topics (ibid). Equally significant, speaking activities should make the learners “feel emotionally involved and enjoy what is going on” (2003: 386).

4.9.3 Reading Activities

According to the examined literature, choosing appropriate reading texts and preparing reading skill activities require careful planning. Reading tasks should try to motivate the learners by activating their schemas and relating it to their lives. Furthermore, the learners should be trained to use a variety of strategies and sub-skills, like predicting and skimming, and they should be exposed to a wide range of texts. (Dubin and Olshtain, 1986; Kawabata, 2007, Iwai 2010)

Though Dubin and Olshtain have recommended narratives for lower levels, Iwai (2007) believes that expository texts are also essential at these levels since this experience facilitates development of skills required for comprehending difficult texts. In addition, it is also important to expose the learners to authentic texts as soon as possible, rather than exclusively depending on abridged or simplified texts (Iwai, 2007).

Importantly, the questions on the reading texts should facilitate the learners' interaction with the texts. In fact, the specific questions should be determined by the texts themselves, not imposed upon them (Dubin and Olshtain, 1986); "an attempt to match [reading] task type to [reading] text type is an attempt to measure normal [reading] comprehension" [own addition] (Alderson, 2000: 250).

Literature has suggested principles which can help textbooks writers prepare better reading skill materials for L2 students. These principles include selecting texts purely because these are "useful, interesting, engaging, involving, important and relevant" to the students, rather than choosing the texts that cater to different teaching priorities like vocabulary, syntax and so on (Masuhara, 2003: 351). Importantly, the learners should be given a chance to deal with a text holistically and relate the presented new information to their prior experiences (Masuhara, 2003). Finally, Alderson (2000), while discussing reading assessment, suggests that reading activities should involve responses similar to real life reading tasks as far as possible:

The challenge for the person constructing reading tests is how to vary the reader's purpose by creating testing methods that might be more realistic than cloze tests and multiple choice techniques.
(2000: 249)

4.9.4 Writing Tasks

Different approaches to second language writing have been promoted since the last century (twentieth century). These models are still being followed in varied degrees. (Silva, 1990) Among the first of these formal approaches was termed "controlled composition" supported by linguists like Pincas (1962). It focused on accuracy and habit formation, and adopted strict structural procedures:

The approach preferred practice with previously learned discrete units to talk of original ideas, organization, and style, and its methodology involved the imitation and manipulation (substitutions,

transformations, expansions, completions, etc.) of model passages carefully constructed and graded for vocabulary and sentence patterns.
(Silva, 1990: 12)

The “current-traditional rhetoric” model, which was based on Kaplan’s theory of contrastive rhetoric (1967), moved beyond language at the syntactic level and focused on paragraph organization. However, its procedures remained inflexible and prescriptive.

The 1980s showed the development of the “process approach” endorsed by Raimes (1983) and Zamel (1983). In contrast to the previous two approaches, this model advocates that ideas and the communicative purposes should determine form. It presumes that “learning to write entails developing an efficient and effective composing process” (Silva, 1990: 16).

Though “process writing” practice is widely accepted, literature has provided diverse views about this approach. On one end of the continuum are linguists who have found the model inadequate in different respects. For instance, Horowitz (1986) held that the premises proposed by the model have proved to be deficient in “many academic contexts” (Silva, 1990: 16). These perceptions led to the development of an alternative approach termed as “English for academic purposes” which specifies procedures and formats for composing acceptable academic texts.

Other linguists like Matsuda (2003) assumed that “process writing” exclusively views composing as an individualized cognitive process. Finally, Cheng (2008) deems that this model is insufficient especially with regard to second language writing:

A major flaw of implementing the process approach in L2 writing classroom is its overemphasis on general principles of thinking and composing with minimal attention to the language and rhetorical patterns L2 students require to express themselves effectively. Students are generally expected to discover the language they need in the process of writing itself. This is a challenging task for L2 writers, who may not have extensive exposure to the target language. A genre-based approach to L2

writing is proposed to address the language needs of L2 learners by offering students discourse knowledge on the way the target language functions in social context.

(Cheng, 2008: webpage)

The latest model of second language writing, “post-process approach”, developed in response to these criticisms. Nevertheless, it is acknowledged not as a negation but rather as an “extension” of the “process movement” since it aims to additionally address issues not handled through process writing (like social aspects involved in composing). (Atkinson, 2003)

At the same time, many linguists have commended the procedures and assumptions of the “process approach”. Thus Atkinson (2003) asserts that “the usefulness and power of process writing has been revealed time and again” (2003: 10 – 11). Furthermore, Rao (2007) and Wyse (2009) affirm that “effective teaching of writing” (Wyse, 2009: 287) specifically involves focusing on ‘process writing’.

Notwithstanding the multiplicity of opinions regarding second language writing process, common beliefs about the nature of writing have emerged. Second language writing is seen by linguists as “**purposeful and contextualized communicative interaction**, which involves both the **construction** and **transmission** of knowledge” (Silva, 1990: 18) [own emphasis].

“Therefore, writing tasks should not simply emphasize formal accuracy and discrete aspects of language, but be situated in meaningful contexts with authentic purposes” (Hyland, 1996: 27).

In the same vein, Hedge’s (2005) elaborates on the above assumptions:

Writing in real life is usually undertaken in response to a demand of some kind... in every case there is a real audience to whom a message must be... communicated. Writing in the... classroom can become unreal if it is only produced for one reader, the teacher, and if its purpose is limited to enabling the teacher to assess the accuracy of the language used.

(Hedge, 2005: 20)

Based on this premise, Hedge (2005) has proposed a detailed framework for assessing writing tasks. Here it is not possible to provide all the specifics; instead the salient features which formed part of the textbook evaluation criteria relevant for the present study are given below:

1. Is the form of the written work relevant and motivating for the learners?
2. Does the activity focus on process?
3. Are the students given opportunities to use their own ideas or their own language resources in creating texts?
4. Does the material involve the learners?
5. How does the content and methodology of the activity motivate the students?
6. Has the context and audience of the writing been made clear?
7. Is the degree of guidance given (if any) appropriate?

(Adapted from 2005:16)

4.9.5 Grammar-based Activities

With the rising popularity of the communicative approach (1980s onwards) [also see section 3.3.3 above] the main focus of language teaching shifted to language skills. Yet teaching of grammar still appears to be the basis of language programmes to varying degrees though not always to the extent of an obsession as claimed by Stranks (2003). Thus the assumptions about effective grammar based materials need to be reconsidered.

Various linguists (Widdowson, 1990; Thornbury, 2000; Stranks, 2003) have highlighted the weaknesses prevalent in the existing textbooks language practice sections – “single sentence practice... transformation exercises” (Stranks, 2003: 329). Moreover, the production activities “are as controlled as possible to avoid learners attempting to use language which they have not ‘learned’ as yet” (2003: 330).

Literature on applied linguistics has suggested innovative procedures to improve the teaching of grammar. Importantly, grammar is not one dimensional, rather it incorporates three dimensions namely ‘form’, ‘meaning’ and ‘use’, and teaching of grammar should address all

these aspects (Larsen-Freeman, 1997; Tomlinson, 2008; Flores, 2008). Thus grammar should be presented at the ‘suprasentential’ or ‘discourse’ level if one wants the learners to understand the rationale behind the use of its different elements (like the indefinite article and verb tenses). In fact, grammar and context should “interact” since language structure and real communication “support” each other (Zhen, 2008: 36)

Moreover, evidence suggests that just knowing the rules of a language does not imply that the learner will be able to use the language efficiently:

In general, grammar is best learnt when it grows from language in use rather than when it gets taught as a system of rules which are not yet anchored in the pupils’ own use of language.
(Tickoo, 2003: 179)

There are a wide range of texts in English which illustrates “language items in natural exchanges” (Tickoo, 2003: 185), and these can be used to provide a framework for presenting grammatical items.

Stranks (2003) supports this view of presenting grammar as a ‘receptive skill’ – which implies drawing attention of the learners towards the different grammatical features in the input and asking them to draw their own conclusions. However, this input should consist of realistic representation of language, and the practice and production activities should provide genuine contexts to elicit realistic responses from the students.

Furthermore, teaching of grammar should involve provision of “meaningful input through contextual examples, pictures, and texts” and “an opportunity to put grammar to use”, and “relate grammar instruction to real life situations” (Pekoz, 2008: webpage).

Finally, Ur (2006, 2008) has recommended a practical approach towards grammar teaching that involves balancing both the traditional and communicative dimensions. Importantly, if grammar is handled in diverse ways in the classroom it can act “as a contributor to successful communication” (Zhen, 2008: 39).

4.9.6 Vocabulary Development

Vocabulary acquisition is a complex and long drawn-out process:

Knowing a word involves a lot more than knowing its meaning or what it stands for. It... is similar to know a human being. In both cases it takes a lot of time to know his or its habitual behavior and, importantly, to become fully aware of the company that he or it habitually keeps.
(Tickoo, 2003: 190)

Other educationists have elaborated the above mentioned assumptions as follows:

To know a word, students need to encounter it in context and see how its meaning relates to the words around it, and how it relates to the other words that might have been used in its place... In addition, they need to understand how the meaning of words shift and change as they are used in different contexts.
(Texas Education Agency, 2002: 8)

Vocabulary acquisition is further rendered complicated and unpredictable because there is no one acceptable effective vocabulary teaching technique – the educationists have given diverse views about the efficiency of the different teaching strategies. Tickoo (2003) believes that extensive reading, contextualized presentation of words, and inference can lead to more effective vocabulary learning than procedures predominantly relying on dictionary usage and translation. However, Gu (2003) presents support from second language learning research highlighting that dictionaries (even bilingual ones) and intentional learning of words are valuable tools. On the other hand, Mehta (2009) and Iwai (2010) have promoted contextualized vocabulary learning:

If English language learners study vocabulary in the context where the word is most likely to be used, and if they can connect that scenario to their real life experience, authentic learning occurs.
(Iwai, 2010: webpage)

Moreover, all these techniques, especially if not utilized properly, can have pitfalls. Thus conventional ways of using dictionaries (“like having students look up words and use information from the definitions they find to write sentences”) only results in shallow learning (Texas Education Agency, 2002: 7). Consequently, learners need to be trained to utilize a dictionary efficiently; for instance, look up the difficult word, carefully reflect, and select the most relevant meaning in accordance with the specific context (Texas Education Agency, 2002; Lehr, Osborn, and Hiebert, 2010). Contextual teaching of vocabulary is also accompanied by drawbacks: its advantages are mainly “long-term” since the likelihood of acquiring the meaning of a word from just a single exposure within the context is a remote possibility (Texas Education Agency, 2002).

In conclusion, it is best to assume that instead of reliance on a few procedures for lexical development, diverse tools should be utilized to ensure adequate vocabulary acquisition (Lehr et al., 2010; Mehta, 2009).

4.9.7 Accuracy and Fluency

Theoretically ‘accuracy’ and ‘fluency’ are presented as opposite concepts - ‘accuracy’, in the context of language teaching, implies “grammatical and lexical correctness” (Davies and Pearse, 2000: 205), while ‘fluency’ is the ability to produce language “both appropriately and spontaneously and with good speed” (Tickoo, 2003: 425). The following table illustrates the differences between activities focusing on accuracy and fluency:

Table: 4.1

	Accuracy based Tasks	Fluency based Tasks
Purpose	To help students achieve accurate perception and	To help students practice language in skills based

	production of a target item (a sound, a word, or a sentence structure).	activities in order to develop the ability of using the language spontaneously and confidently.
Features	The texts are usually composed of separate (“discrete”) items: sentences or words; texts may be used in any mode regardless of how they are used in real life (dialogues may be written, written texts used for listening); the target items are usually practiced out of context or situation.	The texts are usually whole pieces of discourses: conversation, stories, etc.; texts are usually used as they would be in real life: dialogues are spoken, articles and written stories are read; an effort is made to use authentic material from real life.

(Adapted from Ur, 1996)

Differences between Accuracy and Fluency

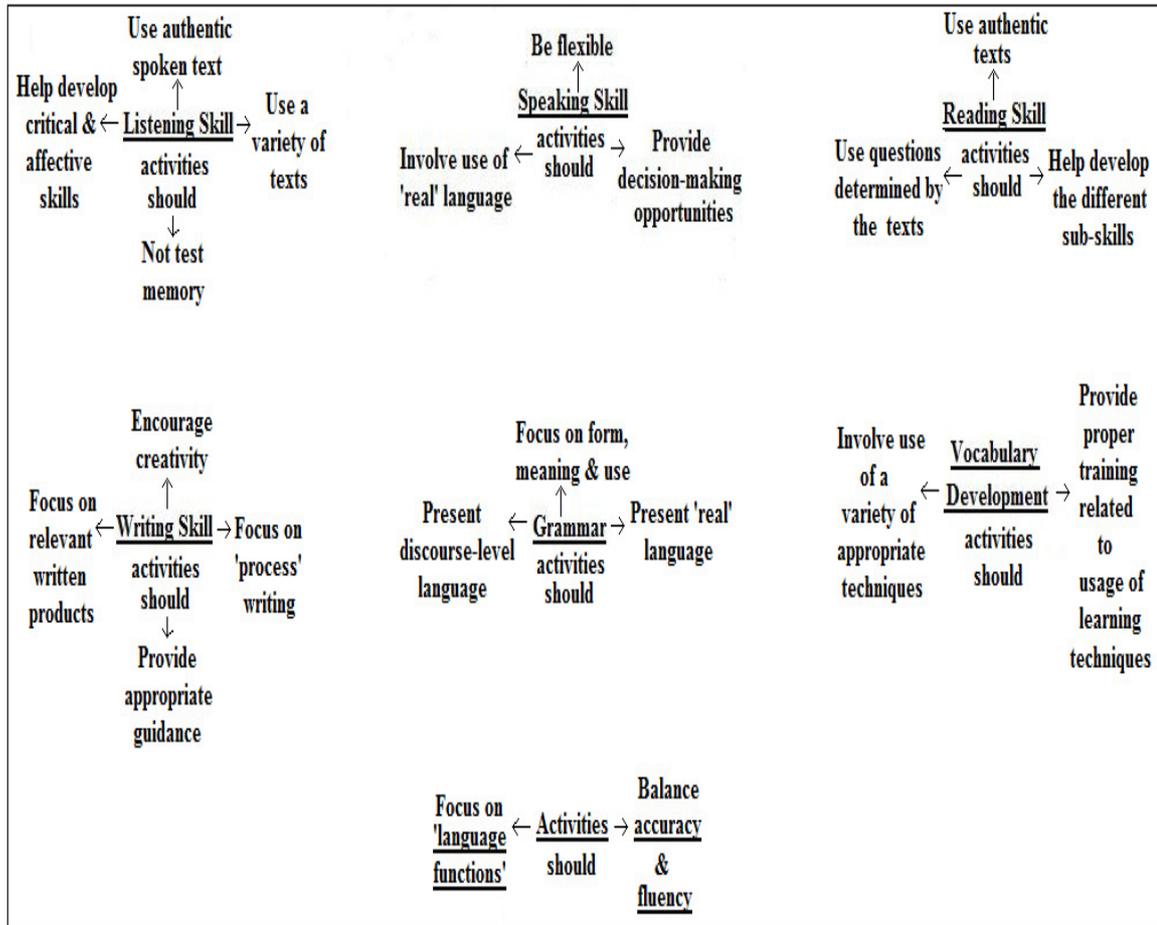
Yet it is not always possible to label an activity exclusively accuracy or fluency orientated; rather a task may **predominately** display features related to one dimension or another.

In the first half of the twentieth century, the main focus of language learning was accuracy, making students handle inflexible activities. However, with the advent of the Communicative Approach (in the 1980s), the aim shifted towards fluency. [Also see section 3.3 above] In the post-methodology era [see section 3.3.4 above], the exclusive status being assigned to fluency has started diminishing with the realization that an incorrect utterance may not be able to communicate the intended meaning and language acquisition also involves knowledge about grammatical accuracy. Thus the most effective approach advocates a balance between accuracy and fluency. (Ur, 2006, 2008)

4.9.8 Critical Overview

The principles (derived from the above discussion) deemed essential by the researcher for the current study are illustrated in Figure 4.3:

Figure: 4.3



Essential Features of Activities

4.10 Conclusion

Having illustrated in detail the theoretical basis behind materials development, it is now pertinent to examine the literature focusing on research methodology. The next chapter will focus in depth on the varied research designs and instruments, thus highlighting the diverse choices available to the researcher.

CHAPTER 5 – RESEARCH METHODOLOGY THEORY

5.1 Preface

Before selecting the appropriate research methodology for any study, it is important to examine the various designs that have been accepted for research in the Social Sciences. As such the approaches and tools discussed below can be taken as the resource bank from which the relevant principles and techniques were selected for the present study.

5.2 Research Paradigms

The literature on research methodology revolves around two approaches – quantitative and qualitative methods. The qualitative method presumes an open-ended, subjective, exploratory and inductive approach focusing on profuse data; it is descriptive and naturalistic. On the other hand, quantitative research underlines an objective, inferential, deductive approach which deals with hard numerical data and utilizes standardized assessment techniques.

(Nunan, 1992)

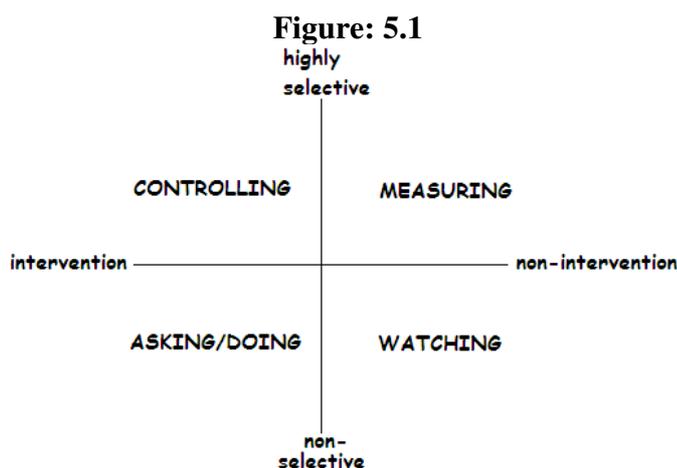
Dornyei (2007) has elaborated upon the distinctions between the methods. Most research involves gathering information from the world and this information has to be categorized or coded in order to be interpreted. However, the nature of the codes and the categorization process is very different in both approaches. According to Dornyei, quantitative research involves identifying the variables in advance and allocates a scale of values which can be specified as numbers. Qualitative research, on the other hand, uses verbalized categories and these categories are not determined beforehand. Moreover, the quantitative researcher is

interested in generalizing the results obtained, while the qualitative researcher values individual cases (ibid).

Dornyei (2007) goes on to emphasize that both methods have their advantages and shortcomings. The quantitative approach tends to be methodical, precise, focused, and provides a good return for time and money. However, the quantitative mode of inquiry disregards individual differences; in addition, it does not elucidate reasons that underline observations. (Dornyei, 2007) On the other hand, qualitative research can be considered to be “an effective way of exploring new, uncharted areas” (2007: 39). Qualitative data also reflects the complexity of the phenomenon under study. Furthermore, it broadens the researcher’s perspective and the flexibility of the approach ensures meaningful use of modifications. Finally, it “is particularly useful for longitudinal research” (2007: 40). Conversely, qualitative research is subjective and may be underlined by the researcher’s bias. Then it does not utilize standardized procedures and can produce poor quality analysis or generate narrow theories. Above all, it is “time consuming” and “labour-intensive” (ibid).

Grotjahn (1987) (cited in Nunan, 1992), moving beyond quantitative and qualitative labels, has distinguished between varied research traditions on the basis of data collection method (whether experimental or exploratory), the data type (whether quantitative or qualitative), and the type of analysis (whether statistical or interpretive). There can be pure research models like exploratory-qualitative-interpretive or hybrid forms like experimental-qualitative-statistical.

Another framework for classifying research paradigms is suggested by van Lier (1988) (cited in Nunan, 1992) who uses two dimensions – the ‘interventionist’ dimension and the ‘selectivity’ dimension. According to the first dimension, a formal experiment, in which the researcher interferes the most, would be positioned at one end of a continuum, while a naturalistic examination of a classroom would be placed at the other end. According to the second dimension, once again the formal experiment (in which the researcher identifies the variables before the investigation) will occur at one end of the selectivity continuum, while an ethnographic study would be positioned at the other end. The correlation between both these dimensions establishes four ‘semantic spaces’ – a ‘controlling space’, a ‘measuring space’, a ‘asking/doing space’, and a ‘watching space’ – as shown in the following figure:



(adapted from van Lier, 1988, cited in Nunan, 1992:7)

Parameters in Research Design

The controlling space is distinguished by a high degree of intervention and a high degree of control. However, as asserted by Nunan (1992) this model is a “simplification” of what actually happens in research since a study may not be limited to a particular semantic space.

An alternative set of outlooks towards social science research has been provided by Cohen and Manion (1989). They base their paradigms on opposing views of social reality – one that takes reality as being external to the individual (a *nominalist*) and the other that believes that truth is created by the mind itself (a *realist*). From this it follows that a *nominalist* will adopt “an observer role” (1989: 7) in research, whereas a *realist* is bound to get involved with the subjects. Moreover, the *nominalists* will give significance to the concepts themselves, concerning themselves with their measurement and trying to unravel general principles – a primarily quantitative outlook which is termed *nomothetic*. On the other hand, the *realists* will focus on comprehending the ways in which the individuals amend and construe reality and stressing the uniqueness of the phenomena – both a qualitative and quantitative stance called *idiographic*. (Cohen and Manion ,1989)

In conclusion, it is pertinent to discuss another framework of research design that has been gaining significance in some sections of the literature. This paradigm entails using both quantitative and qualitative methods. It gained acceptance in applied linguistics research with the introduction of the concept of *triangulation* (see section 5.5.3 below) into Social Science research.

First of all, Creswell (1994) has discussed the combined qualitative and quantitative approaches in terms of three models. According to the first model termed ‘two-phase design’ the researcher undertakes two separate stages, one following a quantitative approach and the other a qualitative approach. In the second model called ‘dominant-less dominant design’ there is a one principal approach with “one small component of the overall study drawn from the alternative paradigm” (1994: 177). The third model referred to as ‘mixed-methodology

design' involves blending features of both paradigms at different phases of the research and thus may entail making the best of both the approaches.

While focusing on quantitative and qualitative approaches independently, Oliver (1997) has commended the practice of integrating both approaches:

...it is often a sensible approach to try to incorporate both strategies into a research design, using what are sometimes called 'multiple methods', which can often help to provide a more detailed picture of the research topic than would otherwise be the case.
(1997: 17)

Dornyei (2007) is also in favour of adopting a mixed approach and terms it 'mixed methods research'. He defines this research practice as "the collection and analysis of both quantitative and qualitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process" (2007: 163). The approach has its strengths. For instance, both forms of inquiry can contribute and supplement each other effectively in a single study:

Words can be used to add meaning to numbers and numbers can be used to add precision to words.
(Dornyei, 2007: 45)

However, the selection and combination of the techniques should be undertaken in a principled and systematic manner (Dornyei, 2007).

Mixed methods research can be employed for different purposes. First of all, both the methods can be used to complement each other's findings, that is, "by illustrating, clarifying or elaborating on certain aspects" (Dornyei, 2007: 164). The two approaches can also be utilized sequentially so that the second approach builds upon the investigation undertaken by the previous method (Dornyei, 2007). In addition, the conflicting results of quantitative and qualitative methods can be used to highlight discrepancies and contradictions leading to fresh

insights about the issue/situation under focus (ibid). Finally, both the methods can be employed effectively in multi-dimensional studies (ibid). [See section 6.4 below for the selected approach of the present research]

5.3 Sampling

As stated in the literature about research methodology, at times it is not feasible to involve the whole population or all the relevant parties in the research. Therefore the researcher has to adopt sampling. (Dornyei, 2007 and Nunan, 1992) Dornyei (2007) characterizes a ‘sample’ as “the group of participants whom the researcher actually examines in an empirical investigation” (2007: 96). He goes on to specify that in the case of quantitative research a “good sample is very similar to the target population in its most important characteristics (for example age, gender, ethnicity, educational background, or socioeconomic status) as well as all the more specific features that are known to be related to the variables that the study focuses on...” (ibid). Thus the crucial concern is to make sure that the chosen sample is really representative of the relevant population, and the most effective way of ensuring this is by selecting the most suitable ‘sampling procedure’ (Dornyei, 2007). These procedures are classified into ‘probability sampling’ and ‘non-probability’ sampling. The former includes ‘random sampling’, ‘stratified random sampling’, ‘systematic sampling’ and ‘cluster sampling’. The latter includes ‘quota sampling’, ‘snowball sampling’ and ‘convenience sampling’ (ibid).

According to Dornyei (2007), sampling has a different role in qualitative research:

...at least in theory, qualitative inquiry is not concerned with how representative the respondent sample is or how the experience is distributed in the population. Instead, the main goal of sampling is to find individuals who can provide rich and varied insights into the phenomenon under investigation so as to maximize what we can learn.

(2007: 126)

Qualitative sampling must have a sampling plan which sets the boundaries regarding subjects and events and these boundaries should be compatible with the purposes of the research (Dornyei, 2007). Sampling strategies include ‘homogeneous sampling’, ‘typical sampling’, ‘criterion sampling’ and ‘deviant case sampling’ (ibid). [See section 6.7 below for the sampling techniques employed for the present study]

5.4 Research Tools

5.4.1 Survey

Survey research figures prominently among research instruments in the literature. It is considered as the most frequently used descriptive procedures in educational context (Cohen and Manion, 1989 and Nunan, 1992).

The survey is used for the following purposes:

- Depicting the situation
- Highlighting criteria for assessing the present situation
- Understanding the relationships between particular happenings

(Cohen and Manion, 1989)

The data can be gathered using “structured or semi-structured interviews, self-completion or postal questionnaires, standardized tests... and attitude scales”. (ibid) Brown and Rodgers (2002) also consider questionnaires and interviews as survey tools.

The surveys may involve a cross-sectional official study or a small level research. The aim of a survey is to get an overview of the attitudes, views, conditions or events at one particular period of time without attempting to alter any single element. (Nunan, 1992)

Creswell (1994) has defined a survey as “a quantitative or numeric description of some fraction of the population – the sample – through the data collection process of asking questions of people” (1994: 117). He maintains that this kind of research can allow a researcher “to generalize the findings from a sample of responses to a population” (ibid). The key words/phrases in this definition are *quantitative*, *sample*, *asking questions*, and *generalize*. While sampling and utilization of questions are an integral part of survey studies, it is important to point out that this instrument can also be used to elicit qualitative data and the aim of all kinds of survey may not necessarily be to generalize findings. [See Cohen and Manion (1989), who list interviews as a tool for surveys, above]

The rationale behind using a survey has been discussed by Oliver (1997). He maintains that if the research involves a large number of subjects (though the amount of data to be gathered from each subject may be comparatively small) surveys can prove to be very useful. However, he also limits the use of this tool to quantitative research.

5.4.1.1 Questionnaires

Questionnaires are the main instruments used in surveys. Questionnaires are “any written instruments that present respondents with a series of questions or statements to which they have to react either by writing out their answers or selecting from among existing answers”

(Brown, 2001: 6, cited in Dornyei, 2007: 102). They can be used to extract three kinds of information about the respondents-

- Facts about their personal and academic life
- Details about their behavioural patterns and personal histories
- Their attitudinal position – related to their “opinions, beliefs, interests, and values” (ibid)

Cohen and Manion (1989) have categorized questionnaires into self-completion questionnaires (personally delivered) and postal questionnaires (delivered by mail). A slightly different classification of questionnaires is suggested by Oliver (1997) – the interview questionnaires and the self-completion questionnaires. The former are personally administered by the researcher, while the latter are sent out either by mail or by hand. The interview questionnaire is not very practical since the researcher has to reach out to each and every respondent, though it has its advantages like any confusion regarding the questions can be clarified by the researcher. (Oliver, 1997) In the case of the self-completion questionnaires the instructions and items should be understandable and explicit (ibid).

Cohen and Manion (1989) assert that open-ended questions should not be included since the subjects will not be available for clarifying their responses if required. Dornyei (2007) also emphasizes that mainly closed-ended questions should be included in a questionnaire since the prime aim of this tool is to elicit precise data from the subjects and this very fact defeats the purpose of utilizing open-ended items which require detailed and fuller responses. Nevertheless, some types of ‘guided’ open questions can form part of questionnaires (Dornyei, 2007). These include specific open questions, clarification questions, sentence

completion and short answer questions (each of which require more than a phrase and less than a paragraph response) (ibid).

On the other hand, Nunan (1992) believes that both closed and open-ended questions can be included in questionnaires; in fact, open-ended questions can be more effective tools in a survey:

While responses to closed questions are easier to collate and analyse, one often obtains more useful information from open questions. It is also likely that responses to open questions will more accurately reflect what the respondent wants to say.
(1992: 143)

Mackey and Gass (2005) have also highlighted the benefit of using open-ended items in the questionnaire since these types of questions while providing the respondents an opportunity to convey their views freely “may result in more unexpected and insightful data” (2005: 93).

The literature on questionnaires accentuates the necessity of wording the items of the questionnaires carefully. In fact, a questionnaire shares the characteristics of an effective law, that is, it should be “clear, unambiguous and uniformly workable” (Cohen and Manion, 1989: 106). Similarly, “the construction of valid and reliable questionnaires is a highly specialized business” (Nunan, 1992: 143). Each item should focus on only one aspect and that the question should be explicit. Moreover, the item should not expose the actual attitude of the researcher, and each question should be “directly referenced” against a research objective.
(ibid)

Brown and Rodgers (2002) propose that double barreled, incomplete, loaded, biased and irrelevant items should not be incorporated in questionnaires. In addition, simple language

should be used so that all respondents can understand the questions. Finally, only those questions should be included which can be answered by the subjects. (ibid)

Moreover, Dornyei (2007) affirms that the exact phrasing of the questionnaire items can be significant when the focus is on personal attitudes/beliefs. For instance, most subjects tend to keep away from strong or loaded words like 'forbid'. 'Not agree' is a more acceptable alternative. 'Multi-item scales' (which present a whole continuum of responses) are one way of getting around this problem. The researcher should limit each item to 20 words at the most, use simple language and avoid confusing ambiguous words and negative constructions. (Dornyei, 2007)

5.4.1.2 Interviews

Some researchers have considered interviews as tools of surveys (Cohen and Manion, 1989), while others have categorized them separately (Oliver, 1989 and Dornyei, 2007).

Nevertheless, the objectives behind the interview can only determine whether this tool is being used as a survey or as some other research tool.

Cohen and Manion, 1989 highlight the advantages and disadvantages of interviews. For instance, on the positive side, interviews provide ample opportunities for asking questions including probes as well as extensive scope for responding. However, only a limited number of respondents can be accessed (ibid). Furthermore, generally this research instrument is relatively not very reliable and valid mainly because it is influenced by the biases of the interviewer and the respondent (ibid). Thus it is important to ensure that the prejudices are controlled as far as possible and that both the participants clearly and unequivocally inquire or

respond as a safeguard against misunderstanding (ibid). Oliver (1997) favours interview as a research tool since in his view it “produces data of a detail and richness which it is difficult to acquire in any other way” (1997: 111)

Literature (Nunan, 1992; Dornyei, 2007) also discusses the three main types of interviews – the ‘unstructured interview’, the ‘semi-structured interview’, and the ‘structured interview’. The direction of the ‘unstructured interview’ is dependant solely on the responses of the interviewee; the researcher does not prepare any questions beforehand. The ‘semi-structured interview’ follows a more controlled format in the sense that the interviewer has an approximate plan, but again there is no set of prepared questions (ibid). During the “structured interview’, the researcher just asks set questions in a predetermined order (ibid). The format of the interview should depend on the kind of research being undertaken. ‘Unstructured interviews’ are valuable in situations “in which the researcher knows very little about the topic being investigated and wishes to build up a picture of the relevant research issues” (Oliver, 1997 120). Generally, ‘semi-structured interview’ is the preferred choice in interpretive research or when the researcher has a general idea about the field under focus since this flexible format provides a pre-determined sense of direction (Nunan, 1992; Dornyei, 2007).

The literature has provided detailed suggestions about planning and conducting interviews for research. Thus Cohen and Manion (1989) suggests that the interviewer can ask different kinds of questions – direct and indirect inquiries, general and specific queries, and factual and opinion-based questions.

The questions and the response mode should depend on the studied variables, type of subjects and the available resources (Nunan, 1992). The interview should preferably open with general questions so as to put the respondent at ease and that the questions should be worded very carefully (Oliver, 1997).

Dornyei (2007) has offered detailed guidelines about interviews. First of all, all the questions should be direct and explicable. The interviewer should also use appropriate probes like asking for elucidations, elaborations or comparisons in order to impart depth to the responses. (ibid) The final question should provide the interviewee an opportunity to add further detail or to say something relevant which the researcher had missed out (ibid). It is important that the interviewer appears unbiased and does not give any clues during the course of the interview (ibid). Finally the researcher should indulge more in listening than speaking (ibid).

5.4.2 Attitude Survey

Here it is important to examine the literature about the attitude surveys since one section of the student questionnaire used in the present research specifically focuses on the learners' attitudes towards English. The most relevant discussion on this topic is provided by Dubin and Olshtain (1986) in the context of course design. It is asserted that though it is difficult to decipher the exact attitudes of the learners, the most common instruments for obtaining an indication about attitudes are interviews and questionnaires. The subjects can be asked direct questions. For instance:

Why is it important for an educated person to know English?
(1986: 16)

However, many respondents may not respond frankly to such questions as they may only state what in their view the researcher wants to hear. Thus indirect questions may also have to be used. For example:

Which is your favourite TV programme?
(1986: 16)

The above example illustrates how a researcher can implicitly find out whether the respondent likes to watch English programmes. However, one drawback of such questions is their open nature since the responses are hard “to interpret in a significant manner” (1986: 16). On the other hand, modifying these questions to fit the closed format by providing a number of choices may not reveal sufficient information about individual respondents. Due to these reasons an attitude assessing questionnaire should preferably include both open and closed questions.

In conclusion, while the questionnaires may not provide a definite or accurate idea of the subjects’ viewpoints, these research tools are essential in any curriculum/syllabus related survey since they help “the investigator to know the target audience better” (1986: 17).

5.4.3 Textbook Evaluation

5.4.3.1 Types of Evaluation

McGrath (2002) and Tomlinson (2003) have classified textbook evaluation on the basis of the point in time when the evaluation is taking place (that is, whether before the particular textbook has been used, while it is being utilized, or after it has been used).

5.4.3.1.1 Pre-Use Evaluation

‘Pre-use evaluation’ involves examining coursebook(s) before they actually reach the classrooms. This kind of evaluation is utilized in journals, by publishers, or even by teachers when they are selecting a coursebook. Though this method is the most widely discussed format of evaluation, it is not highly recommended because it merely indicates potential suitability (McDonough and Shaw, 1993; Tomlinson, 2003). Moreover, it usually involves examining the textbook to obtain a “quick impression” and so can result in errors of judgement (Tomlinson, 2003: 23). Thus more sound procedures are needed in order to determine the true merit of materials.

5.4.3.1.2 In/While-Use Evaluation

‘In-use evaluation’ focuses on the use of the coursebook in the classroom to determine whether it is relevant or not (McGrath, 2002). This type of evaluation primarily involves the actual users of the textbook, that is, the teachers and the students. It is usually undertaken by the teachers themselves who are directly dealing with the particular textbook(s). (ibid)

Though ‘in-use evaluation’ is being used in some educational institutions, the employed methods are informal, erratic and disorganized, and the main focus is on ascertaining whether these materials contribute to learning outcomes in the form of final test scores. However, these scores are only a partial measure of the merits of a textbook. (McGrath, 2002) The evaluator should extract relevant data from other sources in an organized manner since “comparison of different perspectives” makes data more reliable (2002:182). Moreover, the teacher-evaluator can focus on questions like ‘What worked well?’ ‘What difficulties did learners have?’ ‘What additional help might be needed?’ (2002: 15).

McGrath (2002) includes ‘records of use’, observation, and ‘rating slip’ as systematic techniques for recording the students’ and teachers’ views. [See Appendix III below for a detailed description and discussion of these techniques] He also lists benefits of ‘in-use evaluation’. First of all, it incorporates gathering data regarding the suitability or otherwise of the materials. Moreover, teachers become more susceptible and responsive to the reactions of their learners to their textbooks. Importantly, Jolly and Bolitho (1998) have recorded how student reactions during class helped to improve materials (Tomlinson, 2003).

However, according to Tomlinson (2003), the merit of this kind of evaluation is partial since it can only assess what is observable. This evaluation can mainly focus on clarity of instructions, comprehensibility of texts, “teachability”, flexibility and appeal of the materials, and their “effectiveness in facilitating short-term learning” (2003: 24).

A more valid ‘in-use’ evaluation can be undertaken by some external evaluator who together with exploiting the users’ opinions about their textbook can utilize some standard criteria of his/her own to assess the book.

5.4.3.1.3 Post-Use Evaluation

‘Post-use evaluation’ is usually undertaken at the end of the academic year/course. It examines “in a more comprehensive way” the impact of using the coursebook. These outcomes can be short-term, like assessing how far the material motivates the students, or long-term, such as examining the application of knowledge or skill (under focus) to a different situation without any assistance (as mentioned by Ellis, 1998). The areas of learning that can

be measured quantitatively include “lexical repertoire”, “length or complexity of sentences”, and “spoken or written fluency” (McGrath, 2002: 199). Some psychological attitudes can be also assessed as outcomes of learning, such as increasing self-confidence and increased interest in language learning (ibid). Questions that can be asked include:

- List up to 3 things you liked about the book.
 - List up to 3 things you did not like about the book.
 - List up to 3 reasons why you thought the book was useful.
- (2002: 200)

As discussed in literature, ‘post-use evaluation’ has enumerable advantages, like learning valuable lessons about the use of the particular materials and the selection process. However, as linguists (McGrath, 2002; Tomlinson, 2003) point out, this type of evaluation has some drawbacks. For instance, many external factors can influence evaluation, and put question marks on the conclusions drawn as a result of this process. The influencing factors include varying learning styles, different teaching styles, and, above all, the teacher’s own attitude towards the material. Moreover, in some contexts it is difficult to distinguish between the effects of using the coursebook from the effects of out-of-class exposure to the target language. Finally, the assessment process is too time consuming and requires expertise. Nevertheless, these pitfalls can be minimized if the experiences of many teachers and learners, an objective evaluator who has no direct link with the relevant context, or publishers and ministries are utilized. In addition, questionnaires focusing on external factors (influencing the target language learners) can be administered in order to ensure greater reliability. (McGrath, 2002; Tomlinson, 2003)

5.4.3.2 Stages of Evaluation

McDonough and Shaw (1993) have proposed a three stage evaluation process.

5.4.3.2.1 External Evaluation

The external evaluation gives an “overview” of the textbook “from the outside”, like examining the blurb, introduction/forward and table of contents and assessing the claims made about the organization of the book (McDonough and Shaw, 1993). This stage involves looking at the intended audience, the proficiency level, the context of use, the layout, the main objective and the cultural bias (if any) of the coursebook (ibid).

5.4.3.2.2 Internal Evaluation

The broad overall examination of the textbook should be followed by a close in depth analysis (of preferably two units) to determine whether the claims deciphered in the previous stage are justified (ibid). This stage can focus on the presentation of skills, the grading and sequencing of the material, the presence or absence of discourse level language, and authenticity of texts and activities. In addition, the relevance of the textbook to the learners’ needs and learning styles can be evaluated. (ibid)

5.4.3.2.3 Overall Evaluation

During the overall evaluation stage the conclusions and final judgments are reached in relation to whether the coursebook is usable, adaptable and flexible (ibid).

5.4.3.3 Methods of Evaluation

According to McGrath (2002) different methods can be used for conducting evaluation.

5.4.3.3.1 The Impressionistic Method

This is a kind of general examination involving techniques similar to those used in ‘external’ evaluation discussed above [see section 5.4.3.2.1 above]. It is a sweeping evaluation to assess and determine the practicality, objectives and syllabus-type of the textbook (McGrath, 2002). However this method is insufficient on its own, unless the evaluator wants to screen and reject those coursebooks which are completely inappropriate (for the relevant context) or are worthless.

5.4.3.3.2 The Checklist Method

This method involves using a prepared checklist of criteria against which the textbook is assessed. It has many advantages over the other methods. First of all, it is methodical, “ensuring that all elements that are deemed to be important are considered” (McGrath, 2002: 26). Then it is “cost effective”, allowing the evaluator to note many relevant details about the textbook in a comparatively short duration. Moreover, its layout is practical; it enables the evaluator to compare two or more books. Finally, it is clear (provided there is no ambiguity in the wording), and presents “a common framework for decision-making” (2002: 27).

Item format and response-

The evaluator has to make a choice between closed (the response to which is a mark) items or open-ended questions. Tomlinson (1998) prefers open-ended questions since they are more flexible as far as the format is concerned and provide more comprehensive responses. On the other hand, the closed-ended items can ensure that the evaluation is undertaken more quickly and “the responses... compared more easily” (McGrath, 2002: 49). Moreover, this kind of format can also incorporate one or more detailed remarks (ibid). However, especially in the

context of the present research, Tomlinson's proposition of formulating a flexible checklist (consisting of open-ended questions) can ensure more detailed and relevant data.

Rating, weighting and scoring-

Some checklists can ask for Yes/No responses, while others (like Williams 1983, Sheldon 1988, and Skierso 1991) comprise a three to five points rating scale leading to quantitative assessment [see Appendix III below for examples of these scales]. Here it is important to point out that quantitative scoring is limiting and can only be used to assess a few aspects of the textbook. Nevertheless, it can provide more reliable and specific data and consequently the present study additionally involved structured materials assessment, though the devised tools were different and more comprehensive from those identified above [see section 7.4.2 below for details].

Piloting and Revising-

Preferably an evaluation checklist should be piloted and then revised if necessary. McGrath, (2002) proposes that the piloting should be undertaken by the individual who designed the list or better still by some other person, and the checklist should be tested on one familiar and another unfamiliar coursebook. The first instance will demonstrate whether the list reveals the known positive and negative aspects.

Group Evaluation-

Daoud and Celce-Murcia (1979) and McGrath (2002) believe that textbooks should be evaluated by more than one person. This will ensure that the evaluation is undertaken from different points of view and that the responsibility of making the judgements and selecting any textbook is shared. However, in order to ensure that group evaluation is effective it is essential that each evaluator construes and utilizes the criteria in the same manner. (McGrath,

2002) Nevertheless, using two or more evaluators may not be appropriate or feasible in every situation.

5.4.3.3 The In-depth Method

As implied by the title, this technique involves examining the textbook thoroughly.

Preferably the evaluator should analyse only one or two units/chapters of the coursebook in detail. (McGrath, 2002) However, there are some drawbacks in using this method. First of all, the chosen units may not be representative of the whole book, and so may only offer a partial assessment. Moreover, in-depth analysis is time consuming and requires expert knowledge. (ibid)

5.4.3.4 Criteria for Evaluation

Applied linguists have reiterated the importance of choosing appropriate criteria for materials evaluation and have proposed diverse bases of criteria selection. Ur (1996) differentiates between *general* and *specific* criteria for evaluation. *General criteria* can apply to any textbook regardless of the context in which it is being used, while *specific criteria* are limited to a specific situation, like coursebooks meant for beginners or college students. The advantage of classifying criteria points into *general* and *specific* categories is that one can determine “a set of ‘core’ criteria which can be applied irrespective of evaluation method in any situation” (McGrath, 2002:32).

In addition, McGrath mentions the *essential/desirable* criteria distinction which in his view “establishes a principled basis for rejection” (2002: 32). This implies that if a textbook is found to be lacking in any of the *essential* items, then that book could be discarded. On the

other hand, if the coursebook is deficient in only the *desirable* aspects, then it cannot be immediately rejected. Thus this proposal ensures that the checklist is applied effectively to different coursebooks in varied contexts. The present study also involved the categorization of materials evaluation criteria into *essential* and *desirable*, but the purpose was not textbook selection/rejection [see sections 7.3 and 7.5 below]

Tomlinson (2003) provides a comprehensive, systematic and practical plan for formulating evaluation criteria which is included in Appendix III below.

[See section 6.5 and chapter 7 below for the research instruments used during the present research]

5.5 Quality Criteria

5.5.1 Quality Criteria in Quantitative Research

Quantitative research has to fulfill certain set standards. *Reliability* is one of the foremost of these criteria. *Reliability* “refers to the consistencies of data, scores or observations obtained using elicitation instruments...” (Dornyei, 2007: 50). The data comprising people’s opinions and views is comparatively least reliable (Oliver, 1997).

Reliability is of two types – *internal reliability* is “the degree to which we expect consistent results if the data for the study were re-analyzed by another researcher” (Brown and Rodgers, 2002: 241), while *external reliability* is “the degree to which we expect consistent results if the study were replicated” (ibid).

Validity is also considered an essential aspect of high quality research. This is a complex concept and the perusal of the literature has revealed different interpretations. Brown and Rodgers (2002) have classified validity into *internal validity* which is “the degree to which the results can be accurately interpreted” (2002: 241), and *external validity* which is “the degree to which the results can be generalized” (ibid).

Creswell (1994) has mentioned some other categories of validity. These include *content validity* which focuses on how far the research tool measures the content that it proposes to measure, *construct validity* which assesses whether the tools are measuring hypothetical claims or proven concepts, and *face validity* which looks at whether the instrument is actually measuring what it professes to measure. However, Dornyei (2007) contends that “validity is the quality of the interpretations” (2007: 52), and not that of the instrument. Moreover, it is almost impossible to prove perfect validity which is in any case specific to a particular situation.

Objectivity, another important feature of quantitative research, “is the observation of an object as it actually is rather than as it exists just in the mind of the person making the observations” (Brown and Rodgers., 2002: 242).

5.5.2 Quality Criteria in Qualitative Research

Dornyei (2007) asserts that the quality criteria in qualitative research are indistinct and can be characterized in many different ways. Lincoln and Guba (1985) have suggested the following terminology, each term having a quantitative counterpart. *Credibility* is “essentially the believability of the results for a qualitative study” (Brown and Rodgers, 2002: 242), and can

be considered equivalent to *internal validity*. *Transferability* is “the degree to which the results of a qualitative study could be transferred to other settings” (ibid), and this almost corresponds to *external validity*. *Dependability* is “the consistency of the results of a qualitative study or the degree to which they can be trusted” (ibid), and can be equated to *reliability*. *Confirmability* is “the degree to which qualitative results are or could be corroborated” (ibid) and is linked to *objectivity*.

Maxwell (1992) has classified the validity of qualitative research. *Descriptive validity* focuses on the “factual accuracy of the researcher’s account” (Dornyei, 2007: 58).

Interpretative validity is concerned about the way the researcher represents the subjects’ viewpoint. *Theoretical validity* is related to the theoretical basis of the research in terms of “how well this theory explains or describes the phenomenon in question” (ibid). *Evaluative validity* is concerned with how effectively the researcher assesses the phenomenon. *Internal generalizability* focuses on the selected community or institution observed, while *external generalizability* concerns other communities or institutions. Dornyei (2007), while discussing the relationship between qualitative study and generalization, asserts:

Internal generalizability is more important in qualitative research than external generalizability
(2007: 59)

He goes on to contend that in the case of qualitative research “if the particulars of a study do not generalize, the main ideas and the process observed might” (ibid).

5.5.3 Triangulation in Research

Brown and Rodgers (2002) hold that the validity and reliability of qualitative research can be improved by means of *triangulation*, which implies undertaking research from different

points of view. Some of the more frequently employed types of *triangulation* are detailed below:

Data Triangulation- using multiple sources of information, usually people with different roles, helps you understand and moderate the natural biases of those people; e.g. in a language course/programme evaluation, you might use students, teachers, and administrators.

Investigator Triangulation- using multiple researchers to examine the same data independently helps you understand and moderate the researchers' biases; e.g. two or three researchers might analyze the same open-response questions on a questionnaire; then compare their conclusions.

Methodological Triangulation- using multiple data-gathering procedures; e.g. you might choose to use interviews, questionnaires, and classroom observation to gather data.

Time Triangulation- using multiple occasions to gather data; e.g. you might gather data at the beginning, middle, and end of a school term.

Location Triangulation- using multiple sites to gather data; e.g. you might gather data from three different high schools, or from two junior high schools, and two high schools.

(Adapted from Brown and Rodgers, 2002: 244)

Oliver (1997) maintains that *methodological triangulation* is a very effective research procedure. Triangulation is common in different kinds of educational research (like an appraisal of various teaching methods or examination of a complex situation – applicable to the current study) (Cohen and Manion, 1989). *Triangulation* is commonly associated with 'mixed methods research' [see section 5.2 above] (Dornyei, 2007).

5.5.4 Quality Criteria in 'Mixed Methods Research'

According to Dornyei (2007), the 'mixed method research' is a relatively new approach and so it does not have any specifically assigned standards. Therefore generally the same criteria can apply to 'mixed methods research' as that of independent quantitative or qualitative research. However, *design validity* introduced by Teddlie and Tashakkori (2003) is appropriate for this approach. *Design validity* has two facets. First of all, the researcher should rationalize their selection of the research methods. Then they should establish that their research has better internal or external validity than a study following a single approach.

[See section 6.10 and Appendix IV below for a discussion about the quality criteria of the present study]

5.6 Research Ethics

The research is conducted in a real world and as such ethical and moral issues need to be addressed:

Ethical issues arise in research because of the complex web of rights and responsibilities which link participants together.

(Oliver, 1997: 61)

Thus all respondents should be made to comprehend their own role in the research and the precise application of any data collected.

The researcher should ensure that the subjects' rights are respected. First of all, this involves revealing the purpose and objectives of the research to the respondents. They should also be informed about the activities that they will be undertaking and any risks involved. Moreover, any participant should have the choice to pull out from the study at any time. Importantly, confidentiality should be maintained as per agreement. For instance, fictitious names (which provide no indication of the actual identity) can be used for organizations. Finally, the researchers should not try to fabricate or distort authorship, evidence, data, findings, or conclusions, and they should try to convey their findings to all concerned parties. (Dornyei, 2007; Oliver 1997) [See section 6.11 below for the precautions taken to address the ethical issues involved in the current project]

5.7 Conclusion

The above survey of the literature dealing with general research methodology is followed by the examination of the specific research approach, methods and tools that were relevant to the present research in the succeeding two chapters.

CHAPTER 6 – THE RESEARCH DESIGN OF THE PRESENT STUDY

6.1 Preface

This chapter focuses on the methodology of the current study. The questions that form the basis of the research, the relevant approach and procedures are elaborated. In addition, the present chapter touches upon the analytical procedures, quality criteria and ethical issues pertinent to the research.

6.2 Research Questions

As the language textbook scenario comprises many inter-dependent facets and elements, it is not possible to restrict the present study within the framework specified by rigid questions. Nevertheless, perusal of the relevant literature has highlighted some crucial issues which formed the basis of the investigation into the Pakistani English materials situation:

1. What is the role of English in Pakistan especially in the field of education and the professional arena?

Language programmes, including the prescribed textbooks, should be based on the appraisal of target language requirements within the relevant context [see sections 3.4, 3.5, and 4.8.3 above]. Hence ‘needs analysis’ of the Pakistan (in relation to English) is an important stage of the present research. Moreover, English is spoken by a very small section of the society and yet proficiency in English is claimed to be necessary in high quality jobs [see section 2.3 above]. Thus it is pertinent to find out whether these jobs in actual fact require the use of English.

2. How far are the educational documents an effective framework and guide for English language programmes at the national and institutional level?

Language courses, including the teaching tools like textbooks, should be based on curriculum/syllabi [see section 3.9 above]. Thus it is necessary to examine critically the relevant documents from the viewpoint of current literature.

3. What are the premises and procedures behind the formulation of educational policies and selection of the English language textbooks in the public and private sectors of Pakistan?

Language curricula/syllabi preparation should be preceded by some essential procedures [see sections 3.4 and 3.5 above]. Similarly, the preparation and selection of coursebooks should have a sound theoretical base as brought out by various linguists [see sections 4.5, 4.7.3, 4.7.4, and 4.8 above]. Thus it is important to bring to light the assumptions (if any) behind English curriculum/syllabi and materials selection in Pakistan both in the government and private sectors and to assess how far they are appropriate to the Pakistani educational scenario.

4. What are the English teachers' views about language teaching and the textbooks that they use?

English language teachers act as a kind of bridge between students and their textbooks. Their varied teaching styles and views about language learning should be compatible with the coursebooks they are using. Moreover, the opinions, preferences and beliefs of the instructors can provide valuable insights about the expertise and mindset of the teaching body in Pakistan [See sections 4.7.4 and 4.8.4 above]

5. What are the needs and interests of Pakistani students?

Learners are deemed to be the foremost stakeholders as far as the prescribing of textbooks is concerned. Therefore it is important to ascertain why they need to learn English and what are their diverse tastes. [See sections 4.5, 4.7.4, and 4.8.4 above]

6. What techniques will be effective and valid for evaluating materials in Pakistan?

Linguists have provided a wide range of procedures and guidelines for assessing coursebooks, while reiterating that evaluation has to be context-bound [see sections 4.7.3, 4.8.3, 4.8.4 and 5.4.3]. Thus it is essential to test the most relevant techniques and develop a practical and useful framework.

7. What are the strengths and weaknesses of the prescribed English language textbooks seen in the light of relevant literature and findings of the previous stages?

Effective language materials should possess some features, as has been discussed in the literature, and these aspects should provide the pivotal basis of the coursebook evaluation [see sections 3.3, 3.7, 3.8, 4.5, 4.6, 4.7.3, 4.7.4, 4.8.4, and 4.9 above]. In addition, the findings of the evaluation should be examined in relation to the data of the preceding stages since all these factors (mentioned above) are dependent on each other.

6.3 Nature of the Study

The aim of the present study is to examine the English language textbook context in Pakistan. The language materials scenario is influenced by varied factors.

Coursebooks should be based on the learning objectives which are outlined in the curriculum or the syllabus [See section 3.9 above]. ‘Needs analysis’ is a prerequisite for the development of any language curriculum or syllabus [See sections 3.4, 3.5 and 4.8.3 above]. Consequently, the preparation and selection of teaching materials should also be related to ‘needs analysis’. Moreover, the textbook publishers and writers are directly involved in the development of teaching materials and their requirements and constraints need consideration.

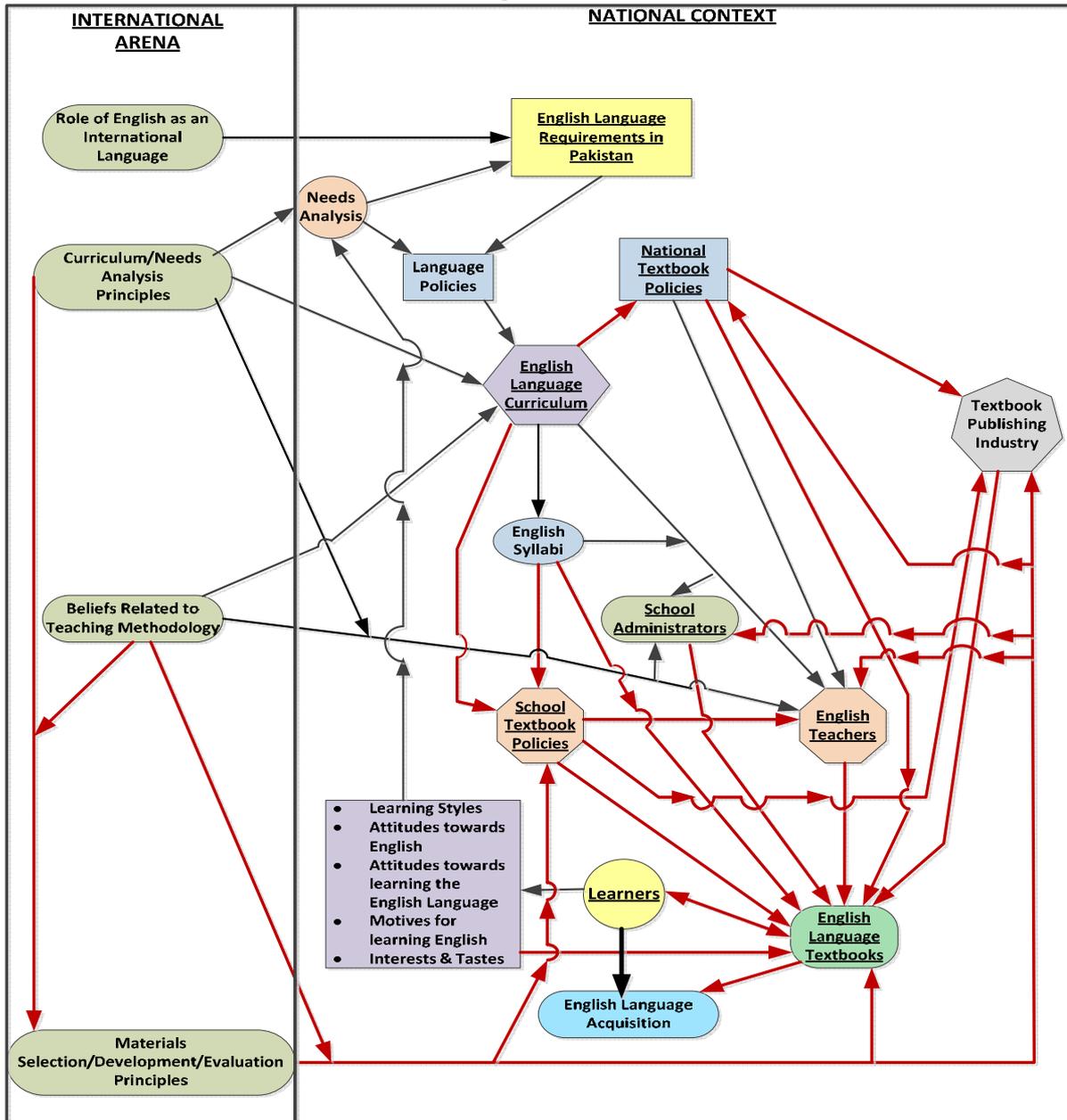
In Pakistan the school administrators are responsible for the selection of the textbooks within the private sector; while the public schools follow government directives which are verbalized in the form of textbook policies [See section 2.4.4 above]. Furthermore, the coursebooks are used by the teachers and students, and so these books should ideally cater to the needs and wants of the users [see sections 4.5, 4.6, 4.7.4, and 4.8.4 above]. Finally, textbooks are major tools which are used in the classrooms and so these books should facilitate language acquisition [see sections 3.7, 4.5, and 4.9 above].

In conclusion, a comprehensive examination of the textbook situation should entail collecting the data from most of the relevant parties – those who have an impact on the development of materials, like the policy makers, and those who are the stakeholders, like the students. It should also incorporate materials evaluation, which is by its very nature has many facets:

...evaluation demands the use of a variety of research tools...
(Brown and Rodgers, 2002: 248)

Moreover, the different stages of the research in question had diverse objectives, each contributing towards the overall aim, that is, the exploration of the textbook scenario. Keeping all this in mind, the proposed research was multi-dimensional (see figure 6.1 below for an overview of the various interrelated aspects ideally incorporated in the language materials context and the different stages of the present research derived from this context):

Figure: 6.1



Important: The red lines signify direct linkage with language materials; the components of the scenario which were directly involved in the present study have been underlined.

Language Materials Scenario in context of the Present Research

Thus the study could not be limited to a single approach and was bound to be dependant on varied research instruments.

6.4 Approach of the Study

If seen in the light of the research dimensions proposed by Grotjahn (1987), the present study can be labeled exploratory, qualitative, and interpretive, though at the same time having quantitative and statistical dimensions. On the basis of van Lier's (1988) 'semantic spaces' framework, some procedures of this research (like interviewing) fall under 'asking/doing space' category and some (like textbook evaluation) under 'measuring space'. With respect to the *nomothetic/idiographic* categorization, which has been proposed by Cohen and Manion (1989), the study appears to have leanings towards both *nomothetic* and *idiographic* frameworks; the evaluation and 'needs analysis' stages can be related to the former dimension (to a limited extent), while the survey stage can be primarily linked to the latter dimension. According to Creswell (1994) and Dornyei (2007) research model classification, the research can be linked to 'mixed methods approach'. It is primarily qualitative in nature, but elicited and utilized both qualitative and quantitative data and made use of a quantitative sampling technique. [See sections 5.2 and 5.3 above, and 6.5 and 6.7 below]

However, categorization of such a multifaceted study into a particular research paradigm amounts to taking away the very flexibility that underlines its exploratory nature. After all, as the research got underway every new finding entailed revising and modifying the subsequent procedures and instruments.

6.5 Research Procedures and Research Tools

The research was undertaken in five stages. Some of the stages were carried out simultaneously. The prime aim of the first three phases was to provide the background

information regarding the development and selection of published English language materials in Pakistan.

The different stages and the varied research procedures and instruments employed during each phase are detailed below.

6.5.1 Stage I

During the first stage data was collected about the role of English language in Pakistan. Since English is spoken by a meager minority of Pakistanis and its main role is only as the second language in the country, the research focused only on the higher education and the better paying employers of the labour market. The research was carried out on a small scale because it was assumed that the selected universities and organizations were representatives of others belonging to the same categories.

6.5.1.1 Survey of the Higher Education Scenario

The department heads of two major universities were interviewed. Structured format was adopted for the interviews as there was only one objective, namely that of finding out how far English is required in the universities. [See Appendix IV below for the interview questions]

In addition, perusal of eleven websites of the major public and private universities from all over Pakistan highlighted the language requirements in this sphere. Since the parameters of this survey were narrow and access was required to universities from all over Pakistan, this means of obtaining the necessary information was deemed as viable.

6.5.1.2 Job Market Survey

Diverse means were adopted for surveying the job market. Perusal of job advertisements appearing in newspapers is an effective way of highlighting the recruitment criteria of wide ranging jobs. [See section 3.5.2.2 above] Thus 63 job advertisements present in randomly selected pages of five Urdu and English newspapers published in late 2008 and early 2009 were scrutinized for the language requirements. In addition, the websites of the three provincial public service commissions were examined to determine whether the applicants applying for the various provincial government posts needed to clear an English entry examination. Brief structured interviews were also conducted with two professionals belonging to different fields (a chief executive of an industrial consultancy and a leading lawyer). [See Appendix IV below for the interview questions]

Finally twenty eight short questionnaires with mainly closed questions were personally given to the heads (senior officials/chairmen/ managers) of 13 organizations. Since this stage had a single focused aim of finding out the domains in which proficiency in English is an essential criterion, it required a research tool which could provide specific, accurate and clear-cut data [see section 5.4.1.1 above]. Thus structured questionnaires were considered effective tools for this phase. As different professional levels or grades have different language demands, a question requiring the respondent to choose the level whose language needs were being considered was included in the beginning of the questionnaire; a choice of three general levels – “Lower staff”, “Supervisors”, and “Managers/Executives” – was provided. Five organizations provided data for all three levels, five for two levels, and the remaining three for one level (the highest level). The main items of the questionnaire were divided into two sections. The first section had questions related to recruitment criteria, while the second

section contained questions dealing with the language requirements while working. [See Appendix IV below for the relevant questionnaire] [The data of this stage has been analysed in Chapter 8 below]

6.5.2 Stage II

The previous English language national curriculum (2002) and the latest English curriculum (2006) were examined. Perusal of both documents was essential because the new curriculum has as yet not been completely implemented and most prescribed textbooks follow the older document. This procedure threw light on the main learning objectives and textbook policies as officially declared in the government document. As the textbooks prescribed in the public sector schools are dependant on the official guidelines, this stage was an important requirement for the study. In addition, the English syllabi of 10 schools and one other related curricular document were scanned in order to find out the English language teaching goals in these institutions since all private schools do not necessarily follow the National Curriculum.

The curriculum documents were examined according to some pre-determined criteria mainly adapted from Dubin and Olshtain (1986) and section 3.6 above. [See Appendix IV below for the criteria] [The data of this stage has been discussed in Chapter 9 below]

6.5.3 Stage III

Two government officials of the education department (one head of the textbook board and the other member of the curriculum wing of the education ministry) were questioned within the format of a structured interview. This interview type was relevant in this case since “the researcher is aware of what he/she does not know and can frame questions that will yield the

needed answers” (Dornyei, 2007: 135) [see section 5.4.1.2 above]. The main focus was the process of curriculum development, the details of the new textbook policy and the preparation of the textbooks which are being prescribed at present in the public sector schools. [See Appendix IV below for the interview questions]

In addition, two officials of the major private textbook publishing houses were asked to highlight their requirements and constraints. One of the two respondents (the managing director of the publishing house) was handled through semi-structured interview since the researcher had a general notion about the areas which would be under focus. The specific questions arose in the course of the interview. [See section 5.4.1.2 above] The second respondent (the editor of English textbooks department) was contacted through e-mail. In this case the utilized questions were clearly formulated as the interview with the first respondent had already highlighted the relevant areas and also there was no face to face interaction. Open questions were mostly used to provide the official an opportunity to freely express his views. A second e-mail with follow-up inquiries was also forwarded to this respondent in order to clarify certain responses. [See Appendix IV below for the interview/e-mail questions] [The data of this stage has been presented in Chapter 10 below]

6.5.4 Stage IV

This stage involved a survey of the views of the administrators, and the Grade VI English language teachers and students of fourteen schools belonging to both the private and the public sectors. This entailed following all the essential guidelines of surveys as mentioned by Nunan (1992) and Brown and Rodgers (2002) like examining the prevalent circumstances without attempting to alter anything or interfere in any way. [See sections 5.4.1 and 5.4.2

above] 335 questionnaires and two interviews (for the administrators) were utilized during this phase. [See below for details]

The opinions of these groups are important for any research related to textbooks [see sections 6.2 and 6.3 above], and thus the findings of this phase formed one of the main databases of the study.

The interview questions and the questionnaires were piloted in one local public and one local private school since trialing is the best way of highlighting any limitations in these research tools:

... it is important for all elicitation instruments to be thoroughly piloted before being used for research.
(Nunan, 1992: 152)

[See chapter 11 below for details related to piloting]

The format of the two interviews in the pilot study was semi-structured as the researcher had a general idea about the relevant areas to be examined. [See section 5.4.1.2 above] After the piloting stage, the specific areas to be under scrutiny in relation to administration were clearly selected and questionnaires were prepared [see chapter 11 below for details]. Subsequently, the questionnaires were personally delivered to the administrators of six schools, while data was collected from those of the remaining eight schools through postal questionnaires.

A central part of this stage was the review of the opinions of the textbook users. The views of the grade VI students and the English teachers were obtained through questionnaires which ensured the participation of schools from all over the country:

Interviews are most useful for discovering what the issues are in a particular survey project or even for finding out which questions should be asked. They are, however, very time-consuming. If large-scale information is needed from a great many people, questionnaires are typically a more efficient way of gathering that information.

(Brown and Rodgers, 2002: 142)

The subject matter of the questionnaire items were selected keeping in view the objectives of the research.

Though Cohen and Manion (1989) and Dornyei (2007) have stressed the value of using closed questions in questionnaires, this mode of questioning would have had a limiting effect on the present research. The students and teachers had to be provided an opportunity to express their opinions more fully so that a faithful and penetrating picture of the situation was obtained as asserted by Nunan (1992), and Mackey and Gass (2005). Thus together with structured questions, open questions (which required the respondents to state reasons for their views or list their wants and interests) were utilized. The question types included multiple choice questions, questions requiring identification on a scale, and short answered questions. The wording of the items was given special attention so that all questions remained clear, unambiguous, precise and unbiased. [See section 5.4.1.1 above]

The questionnaires meant for students and teachers were translated into Urdu and both English and Urdu versions were simultaneously provided to the subjects so that they had a choice of completing either version. This ensured that the respondents who belonged to Urdu medium institutions or who were not very proficient in English should not face any disadvantage.

The teachers' questionnaire was divided into three sections. The first section was based on their general views about students' needs, language learning and teaching. The second section focused on their outlook towards their textbooks. The third section dealt with the selection of textbooks. [See appendix IV below for the original questionnaire]

The students' questionnaire was divided into four parts. The first part dealt with the students' language background and preferences. The questions included in the second part were related to their attitude towards English. The third part concerned their tastes and hobbies. The final part focused on their views about their English language textbooks. The items of the questionnaire had been worded in such a way that they could be understood by students from varied backgrounds. [See appendix IV below for the original questionnaire]

Twenty students' questionnaires and one teacher's questionnaire were handed to the administration of each of the fourteen schools. These questionnaires were personally delivered to eight schools (including those included in pilot study), while the remaining eight questionnaires were sent out by post. The timing of conducting the survey in each school was dependant on the academic year of that particular school since the teacher and students would be in a position to offer valuable views about the prescribed textbook only after they have had a sufficient time working with it. Thus the questionnaires were administered in the middle or end of the school year, and this survey can be considered part of 'while' and/or 'post' textbook evaluations as discussed by McGrath (2002). [See section 5.4.3.1 above] [The data of this stage has been critically analysed in Chapter 12 below]

6.5.5 Stage V

During the last phase the prescribed textbooks were evaluated and the interpreted findings were used as the key data for drawing out conclusions. The coursebooks were assessed according to a specially formulated criteria checklist and scales of communicative, cognitive and creative potential. The next chapter (7) discusses the procedures and different instruments of materials evaluation in depth. [The data of this stage has been discussed and interpreted in Chapter 13 below.] [Also see section 5.4 above.]

6.5.6 Overview of the Research Procedures and Instruments

Table: 6.1

Stages	Focus Points	Techniques and Instruments
I	Senior officials, chairmen, managers and department heads of 15 organizations related to the job market 13 universities	2 structured interviews and 28 questionnaires 3 websites 63 Newspaper job advertisements 2 structured interviews and 11 websites
II	2 National English language curricula and 14 school syllabi	Curriculum/syllabi evaluation criteria checklist
III	Two officials of the education ministry Two officials of major private publishing houses	Structured interviews Semi-structured interview/e-mail
IV	14 school administrators 14 Grade VI English language teachers 267 Grade VI students	6 questionnaires delivered personally, and 8 postal questionnaires 6 questionnaires delivered personally, and 8 postal questionnaires 120 questionnaires delivered personally, and 147 postal questionnaires
V	7 main English language textbooks prescribed in Grade VI of the selected schools	Textbook evaluation criteria checklist and three potential scales

Synopsis of Research Techniques and Tools

6.6 The Role of the Researcher

The researcher undertook varied roles in this research project. One function was that of a surveyor working at two different levels – the small scale assessment of the English language requirements in the country and the investigation of the views of the teachers and students from all over the country. The second role was that of a document analyst who examined the national English language curricula and related documents. The researcher also figured as an interviewer who gathered information pertaining to national, provincial and institutional textbook policies. The final role was that of a materials evaluator reviewing the prescribed textbooks.

6.7 Sampling Criteria

The administrators of the two universities were approached directly by going to their institutions and obtaining time for interviews. The remaining interviewees and institutions were accessed through the researcher's personal contacts.

6.7.1 Selection of Organizations (for the First Stage)

In the case of education sector the main universities (thirteen in number) from all over Pakistan formed part of the study. The major areas under focus in the labour market were the government organizations, the private banking sector and the private industrial sector since these are assumed to provide the bulk of the most lucrative jobs in Pakistan. The total number of specific selected organizations for the questionnaire survey was thirteen.

6.7.2 Selection of Education Ministry Officials and Private Sector Publishers (for the Third Stage)

In order to gather data about the curriculum process in Pakistan, one official belonging to the curriculum wing of the education ministry was interviewed. One representative of the public sector textbook publishing house was also contacted so that the government's coursebook policy and relevant views about materials selection could be elucidated. Finally two major private sector publishing houses were selected and one official from each (who could be conveniently accessed) was approached. The prior intention was to interview a few more officials (both from the public and private sector), but the data provided by these four respondents was judged to be adequate for fulfilling the aims of this stage of the research, namely highlighting the main priorities and policies of the public and private sector publishing industry and curriculum developers.

6.7.3 Selection of the Educational Institutions (for the Fourth Stage)

The present research focused on the schools from all over Pakistan. Since it is not practical to approach each and every school, the researcher resorted to 'quota sampling' which involved first identifying relevant categories, then deciding about the numbers of subjects from each category and finally selecting those which were accessible within the specified number. [See section 5.3 above]

The relevant categories and the specific fourteen schools were selected according to the following criteria-

Table: 6.2

School Category	Selected Number	Urban/Rural	Provincial Location
Government I	2	Rural	One in Punjab & one in Sindh

Government II	1	Urban	Punjab
Public Elite	1	Urban	Khyber Pukhtunkhwa
Private I	4	Rural	Two in Punjab, one in Sindh, & one in Balochistan
Private II	3	Urban	Two in Punjab and one in Sindh
Private III	2	Urban	One in Sindh, and one in Khyber Pukhtunkhwa
Private School Chains	1	Urban	Punjab
TOTAL	14		

Selected Schools

The selection of schools depended on various factors. Generally those school categories were chosen which catered to a more representative section of the population. A branch of a private school system was included because this system has branches all over the country including smaller towns, and moreover, all branches follow a uniform programme. Similarly, two schools belonging to the category Private II were chosen because one belonging to Punjab had schools all over the province and the second one from Sindh had branches in different parts of the country, all following a centralized policy. The private elite schools were excluded because they cater to a very small minority of the population and are limited to the main urban centres – Islamabad, Karachi and Lahore. The cadet schools generally only commence from Grade VIII and are thus irrelevant to this research. Finally, ‘madarassas’ were not incorporated in the study because they are not part of the mainstream educational system. [Also see table: 2.3 above for the details about school categories]

The proportion of private schools included in the research was greater (10 versus 4 for public schools) because recent surveys have shown greater trend towards these schools even in the rural areas. Moreover, all public schools in Pakistan follow the policies specified by the local provincial educational ministry as well as the general guidelines laid by the federal government and so there is consistency of syllabus and system. [See section 2.4 above]

More urban institutions (8 versus 6 for rural areas) were chosen because of accessibility and the assumption that the socio-cultural and linguistic background of the students in rural areas in the provinces (with the exception of Sindh) may not much differ from their urban counterparts belonging to the same social class.

The maximum number of schools (7) was selected from Punjab since the greatest percentage of the population (about 56% according to 1998 census) resides in this province. The remaining provinces also got representation approximately according to the population percentage. [See section 2.2 above] [Also see section 5.3 above]

6.7.4 Selection of the Grade and the Number of Students per School (for the Fourth Stage)

The research focused on Grade VI in view of the following assumptions:

- The Grade VI learners (aged between 10 and 12 years) have clearer ideas about their current wants and interests
- They have had sufficient exposure to English
- They are at a level in between the period of acquiring basic English and that of being made to perform more advanced tasks
- One or two years after this level the focus will shift from language learning to (matriculation/O' level) examination preparation with simultaneous change in the kinds of textbook being prescribed

Twenty students were chosen from each school mainly as this was deemed to be the least number present in each class of most schools. However, two rural institutions (F and H – see chapter 12 below for identification of these school tags) selected for research had even smaller number of pupils in grade VI – specifically 10 and 17 students respectively.

6.8 Presentation and Analytical Techniques

6.8.1 Stage I

The general trends revealed from the examination of websites and job advertisements, and the interviews were discussed in descriptive mode, while the quantitative data (especially from the university websites) was presented as percentages.

The quantitative findings obtained from the questionnaires were tabulated as raw frequencies and percentages and presented in the form of column graphs using *Microsoft Excel*. The qualitative data was summarized. [See chapter 8 below]

6.8.2 Stage II

The evaluation of the official documents showed up some positive aspects and limitations. These were examined to draw inferences. [See chapter 9 below]

6.8.3 Stage III

The details obtained during the interviews of both the government and private personnel were analyzed to highlight the main facts and views. Subsequently, these opinions and observations were critically examined to draw conclusions. [See chapter 10 below]

6.8.4 Stage IV

The responses of the school administrators were classified into two categories – one pertaining to the social background of the students and the other related to the school textbook policies and the relevant syllabi.

The quantitative data obtained through the questionnaires was analyzed and converted into percentages. The percentages were also presented in some instances in the form of pie charts and column graphs. *Microsoft Excel* was used for this analysis. The open responses were categorized using key words as clues and the highlighted generalizations critically discussed. The teachers' views were analysed together and the derived findings were critically reviewed to draw inferences.

The data obtained from the students of different institutions was placed into four categories:

- Category I Data- Data of students of public schools (Government I and II) – 3 schools.
- Category II Data- Data of Elite Public College – 1 school.
- Category III Data- Data of private schools catering to the lower social classes (Private I and II) – 7 schools.
- Category IV Data- Data of private schools catering to the upper social classes (Private III and School Chains) – 3 schools.

Then the data of each category was analysed separately and the drawn conclusions discussed.

[See chapter 12 below]

6.8.5 Stage V

The data obtained from the checklist evaluation and scale assessment was analyzed for overall aspects and underlying patterns. [See Chapter 7 below for the format related to Stage V data analysis and chapter 13 below for details of the analysis]

6.9 Scope of the Research

The main research was limited in its scope because of the following reasons:-

- The research was restricted to only 14 schools and it was assumed that these would be representative of the educational scene in the country as a whole. [See section 6.7.3 above]
- The prime focus was exclusively on Grade VI. [See section 6.7.4 above]
- Questionnaires were the only instruments used to gather data about the students' linguistic background, hobbies and views related to textbooks, and there was no way of ascertaining whether the respondents were disclosing accurate information. [See chapters 11 and 12 below]
- The data related to administration, and the teacher's and students' views was not backed up with interviews or other means for obtaining clarifications and elaborations. [See chapters 11 and 12 below]
- The data obtained from three stages of the study (stage two, four and five) was subjective which could have affected the reliability and validity of the whole research [see section 6.10 below].

However, in spite of these shortcomings, it is hoped that this study will open up avenues for further research in this highly neglected area of English Language Teaching in Pakistan.

6.10 Quality Criteria Relevant to the Present Study

The quantitative and qualitative data collected during Stage I was factual and thus reliable, valid and objective. The findings revealed during Stage III consisted of both facts and opinions, yet this data also fulfilled the quality criteria since it was mainly related to policy matters or highlighted the official mindsets. The survey of Stage IV highlighted the respondents' personal views, while the (the researcher's) interpretation was also subjective. Similarly, the evaluation carried out in phases II and V was by its very nature subjective [also see section 4.8.1 above]. In these circumstances, it was difficult to ensure that the research undertaken during these stages displayed the highest standard with regard to quality criteria. However, some measures were taken to limit the level of subjectivity and make the data more *dependable* and *credible*. In the case of Stage IV, the questionnaires included some items which could countercheck the views/claims of the subjects [see chapter 12 below for details]. For Stage II the review of documents was backed by the theoretical basis. Finally, Stage V evaluation involved use of both quantitative and qualitative instruments of data collection and analysis which counterbalanced each other and was based on a framework which was derived from the relevant literature. In fact, the complete study involved utilizing different kinds of *triangulation* – *data triangulation*, *methodological triangulation* and *location triangulation* – which are prerequisite for any multifaceted project and consequently overall validity was enhanced. See Appendix IV below for the illustration of criteria quality in each stage of the present research. [Also see section 5.5. above]

6.11 Ethics involved in the Present Research

The researcher took necessary precautions to safeguard the rights of the different respondents. First of all, the aims and the relevant procedures of the proposed research were disclosed to the participants, that is, officials, administrators, teachers and students.

Moreover, confidentiality was maintained as far as possible. During the first stage, the names of the involved organizations were concealed, but the relevant sector in the context of the job market (like the banking sector) to which the particular organization belongs had to be identified since the objective was to report accurately the sections in the job market where English is a requirement. Then the names of the respondents interviewed during this phase were not revealed. Similarly, the identities of the officials involved in the third stage were concealed. In the fourth stage, all the selected schools were assigned fictitious names and the respondents of the questionnaires remained anonymous. However, the titles of the evaluated materials (Stages II and V) were revealed since only direct identification could lead to a comprehensive illustration of the textbook scenario. [See section 5.6 above]

6.12 Conclusion

While this chapter has mainly presented the procedures and instruments specifically utilized in the first four stages of the research, the following chapter discusses in detail the methodology of the last and the most important stage – the evaluation of the prescribed textbooks.

CHAPTER 7 – MATERIALS EVALUATION FRAMEWORK

7.1 Preface

Tomlinson (2003) has suggested that each coursebook evaluation should have some theoretical basis [see section 1.4 above]. Thus this chapter highlights the principles which formed the foundation of the materials evaluation – the fifth stage of the current research. In addition, the following account discusses the procedures and tools adopted for the assessment of textbooks.

Here it is important to clarify the following points:-

- The framework and criteria for the materials evaluation checklist have been mainly derived from the relevant literature.
- The communicative and cognitive potential scales were adapted from Dubin and Olshtain (1986), while the creative potential scale [though suggested by Dubin et al] has been formulated by the researcher.
- The procedures for coursebooks evaluation and data interpretation have been developed by the researcher.

7.2 Explanation of Relevant Technical Terms

It was deemed essential that the specific technical lexis related to language textbooks and learning activities should be explained so that the evaluation undertaken in the course of the study appears explicit and unambiguous. It is also important to offer personal interpretation of the concepts in the context of their role in language teaching (in many instances supported by the relevant literature). All these words/phrases appear in italics in the chapters dealing

with materials evaluation (7 and 13). The terms (like *activities*, *tasks* and *workouts*) with their explanations are listed alphabetically in Appendix V below.

7.3 The Basis of Present Textbook Evaluation

The textbooks were evaluated with regard to how far they help prepare the learners for future English language communication [see sections 1.4, 2.4.7 and 3.7 above]. In this respect, the English language coursebook having the following characteristics is deemed as effective:

- Prepares the students for current and future social, academic and professional language use, rather than only formal examinations
- Focuses on both *accuracy* and *fluency*
- Adopts a *global* and *discourse level* approach
- Focuses on all aspects of language (the four *skills*, pronunciation, grammar, and vocabulary) and also on the *integration of skills* and language *functions*
- Relies more on *authentic texts* and *activities* rather than on *contrived texts* and *tasks*
- Makes use of a wide variety of *texts* and *activities*
- Provides opportunities for *discovery learning* and *self-awareness* rather than only presenting explicit explanation of rules
- Includes *communicative*, *cognitive* and *creative activities*
- Facilitates the development of *communicative competence* in the learners
- Portrays different cultures, instead of focusing exclusively on one culture, but does not promote any stereotypes or display any insensitivity to the students' own cultural/religious views
- Is linguistically appropriate for the students

- Caters to the learners' diverse interests

[The above framework has been derived from the relevant literature – see sections 4.5, 4.6 and 4.9 above]

McGrath (2002) has suggested that textbook evaluation criteria can be categorized into *essential* and *desirable* aspects to make the coursebook selection process more effective [see section 5.4.3.4 above]. Though selection/rejection is not the aim of the present research, distinguishing between characteristics which make language materials **effective** (*essential*) and those which **improve** textbooks (*desirable*) can help to highlight important findings and aid in interpretation. Thus keeping in mind the evaluation framework (given above), its theoretical basis and the researcher's personal assumptions (presented in sections 1.4, 4.5, and 4.9 and figures 4.1, 4.2 and 4.3 above), those items of the coursebook evaluation criteria specifically assumed to develop skills needed for real life communication were considered *essential*; these are listed in the following figure:-

Figure: 7.1

-
- ➡ Incorporation of *communicative tasks*; variety of *activities*; *discourse-level* and realistic language; diverse and *authentic texts*; *flexible speaking workouts*; effective *listening comprehension* and *vocabulary activities*; *reading comprehension* questions *derived from the texts*; *process writing*; and, *pronunciation tasks* integrated with oral interaction
 - ➡ Main focus on *language functions*; both *accuracy* and *fluency*; all three dimensions of grammatical elements; and, the different reading *sub-skills*
 - ➡ Contribution towards development of *communicative competence*
 - ➡ Relatively less reliance on *controlled, mechanical* and *discrete-point activities*
-

Essential Aspects of Textbook Evaluation Criteria

7.4 Textbook Evaluation Procedure

The textbook evaluation for the present research involved two phases followed by overall analysis and conclusions. Both the phases are discussed in detail below.

7.4.1 Phase I of Textbook Evaluation

First of all, each textbook was evaluated on the basis of a criteria checklist developed especially for the present study. This research tool was selected in order to ensure that the evaluation is conducted in an organized and thorough manner according to the relevant context. [See sections 4.7.4, 4.8.4, 5.4.3.3.2, and 5.4.3.4 above] The selected criteria were based on the framework presented in section 7.3 above. At the same time in order to ensure that the checklist did not become too unwieldy, the criteria were limited to the most important aspects [see section 4.7.4 above].

The checklist was divided into eleven sections, each section examining the textbook from a different perspective. The first section dealt with the main objectives of the coursebook and the second one with the relevant teaching requirements. The next seven sections focused on the content, skills and tasks included in the textbook. The tenth section was related to the underlined cultural representation. The last section examined the compatibility of the textbook with the students' needs and interests. [See Appendix V below for the criteria checklist]

The checklist mainly included open-ended items which needed descriptive answers. It was adjudged that pure closed items with scoring would not fulfill the purpose of the research.

The aim of this study was not to select, reject or compare textbooks. Instead, the objectives of

the materials evaluation were to highlight the strengths and shortcomings of the textbooks. Consequently, a simple score would not have been sufficient to reveal all these relevant particulars about the coursebooks. [See section 5.4.3.3.2 above] Instead, comprehensive appraisal of coursebooks depended on examination of qualitative data.

7.4.2 Phase II of Textbook Evaluation

The second phase of evaluation involved assessing each coursebook quantitatively for communicative, cognitive and creative potential and communicative competence.

7.4.2.1 Scales for Assessing the *Communicative, Cognitive and Creative Potential*

While the grammar translation and audio-lingual methodologies have focused on “mechanical and analytical processes” (Dubin and Olshtain al, 1986: 95) exemplified in operations and transformations, the CLT has laid emphasis on more “global, cognitive and creative” *workouts* (ibid.). In the post communicative era, this recognition of the value of *holistic, realistic, cognitive and creative activities* in language learning programmes is accepted in some sections of literature [see sections 4.5 and 4.9 above]. Thus three independent scales were used during the research for assessing *workouts* on the basis of their *communicative, cognitive and creative (CCC) potential*. [See Appendix V below for definitions of *communicative, cognitive and creative*]

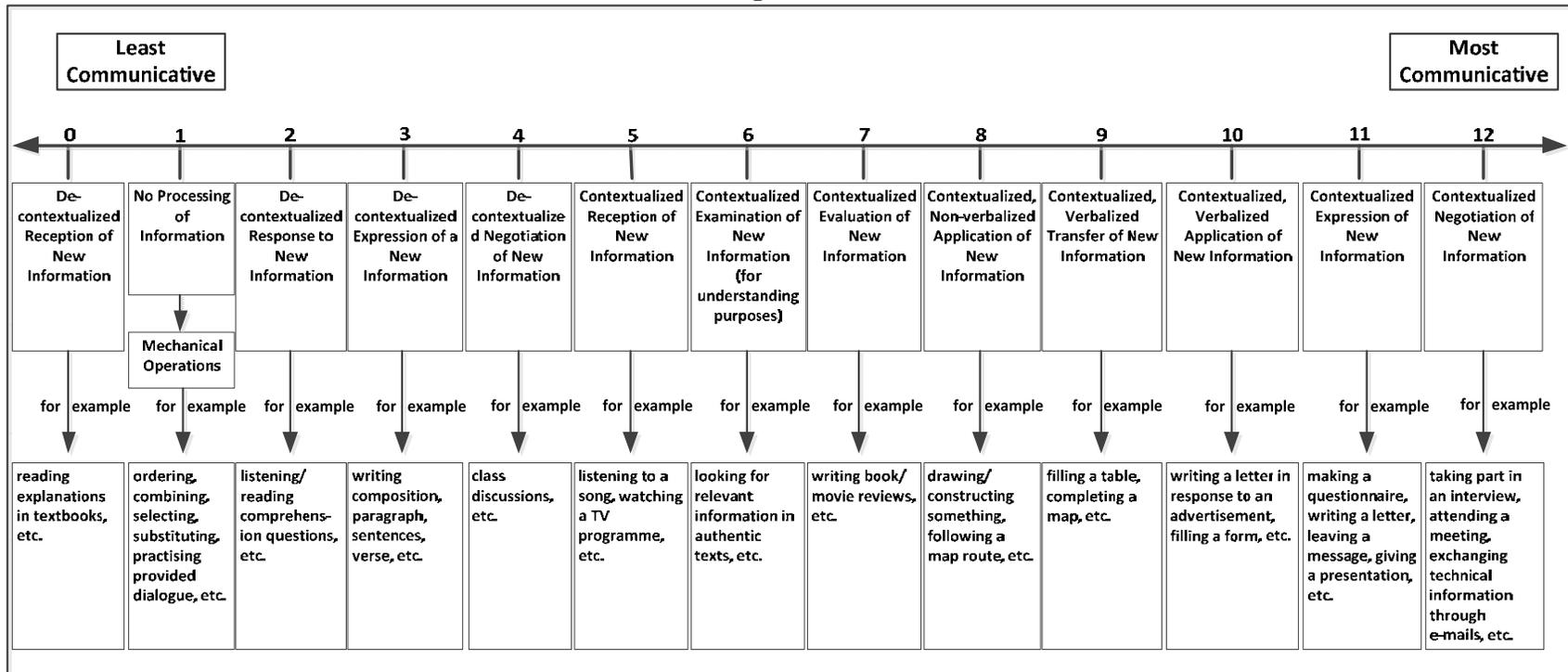
According to my assumptions and in the context of the present research, *communicative activities* are deemed to have the following features:-

- They allow learners to engage in interaction involving genuine exchange of information

- They are realistic and purposeful (partly derived from sections 3.3.3 and 4.5 above)

Dubin and Olshtain (1986) have presented a scale for measuring the *communicative potential* of activities, but their scale tags focused exclusively on “communicative” as implying exchange of information. Thus an updated *communicative potential* scale which focuses on both aspects of “communicative” (discussed above) is given below (figure 7.2):

Figure: 7.2



(Based on Dubin et al., 1986: 98 – 9)

The Scale for Assessing the *Communicative Potential* of Workouts

The individual scores and their tags are discussed in the following table (7.1):

Table: 7.1

Scale Score	Scale Tags (representing each score)	Explanations
0	<i>De-contextualized reception of new information</i>	<i>Contrived</i> exposure to new data
1	No processing of information – <i>mechanical operations</i>	<i>Exercises</i> involving simple procedures such as those not really employed beyond the classroom
2	<i>De-contextualized response to new information</i>	Answering <i>comprehension</i> questions based on new data
3	<i>De-contextualized expression of new information</i>	<i>Contrived production</i> of language
4	<i>De-contextualized negotiation of new information</i>	<i>Contrived</i> exchange of data
5	<i>Contextualized reception of new information</i>	Exposure to new data in a realistic scenario
6	<i>Contextualized examination of new information</i>	<i>Activities</i> requiring comprehension of new data in a realistic scenario
7	<i>Contextualized evaluation of new information</i>	Reflection about or interpretation of new data in a realistic scenario
8	<i>Contextualized non-verbalized application of new information</i>	Non-verbalized use of provided data in a realistic scenario
9	<i>Contextualized verbalized transfer of new information</i>	Using the provided data in a different realistic scenario
10	<i>Contextualized verbalized application of new information</i>	Oral or written use of provided data in a realistic scenario
11	<i>Contextualized expression of new information</i>	Expression of feelings, beliefs, reactions, and/or interpretations of new data in a realistic scenario
12	<i>Contextualized negotiation of new information</i>	Engaging in exchange of new data in a realistic scenario

Explanation of the Tags of the *Communicative Scale*

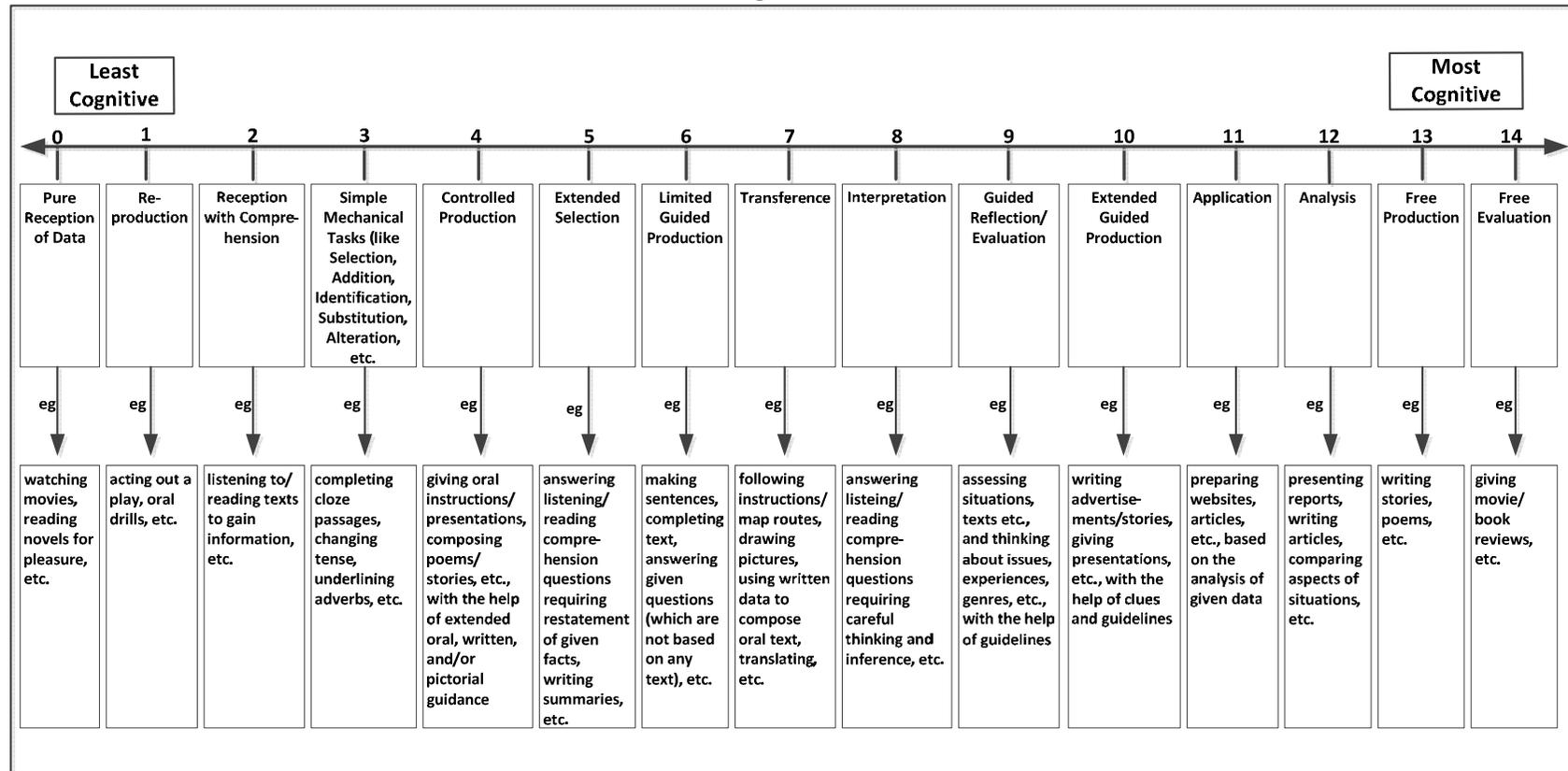
Only those *activities* receiving a score between ‘7’ and ‘12’ can be considered genuinely *communicative* (to varying degrees) since these are *realistic* and involve meaningful use or exchange of information; these scores will henceforth be referred to as *significant scores*.

Conversely, those tasks falling beneath ‘7’ are not *communicative*.

The cognitive scale focuses on the degree to which the tasks involve the use of analytical skills like prediction, inference, analysis and evaluation. Dubin and Olshain (1986)’s

cognitive potential scale was also found to be limited and has been modified to include more score tags. The adapted scale incorporates '0' to '14' scores and is presented below (figure: 7.3):

Figure: 7.3



(Based on Dubin et al., 1986: 99 – 100)

The Scale for Assessing the *Cognitive Potential of Workouts*

The scores and the representing tags are elucidated in the following table (7.2):

Table: 7.2

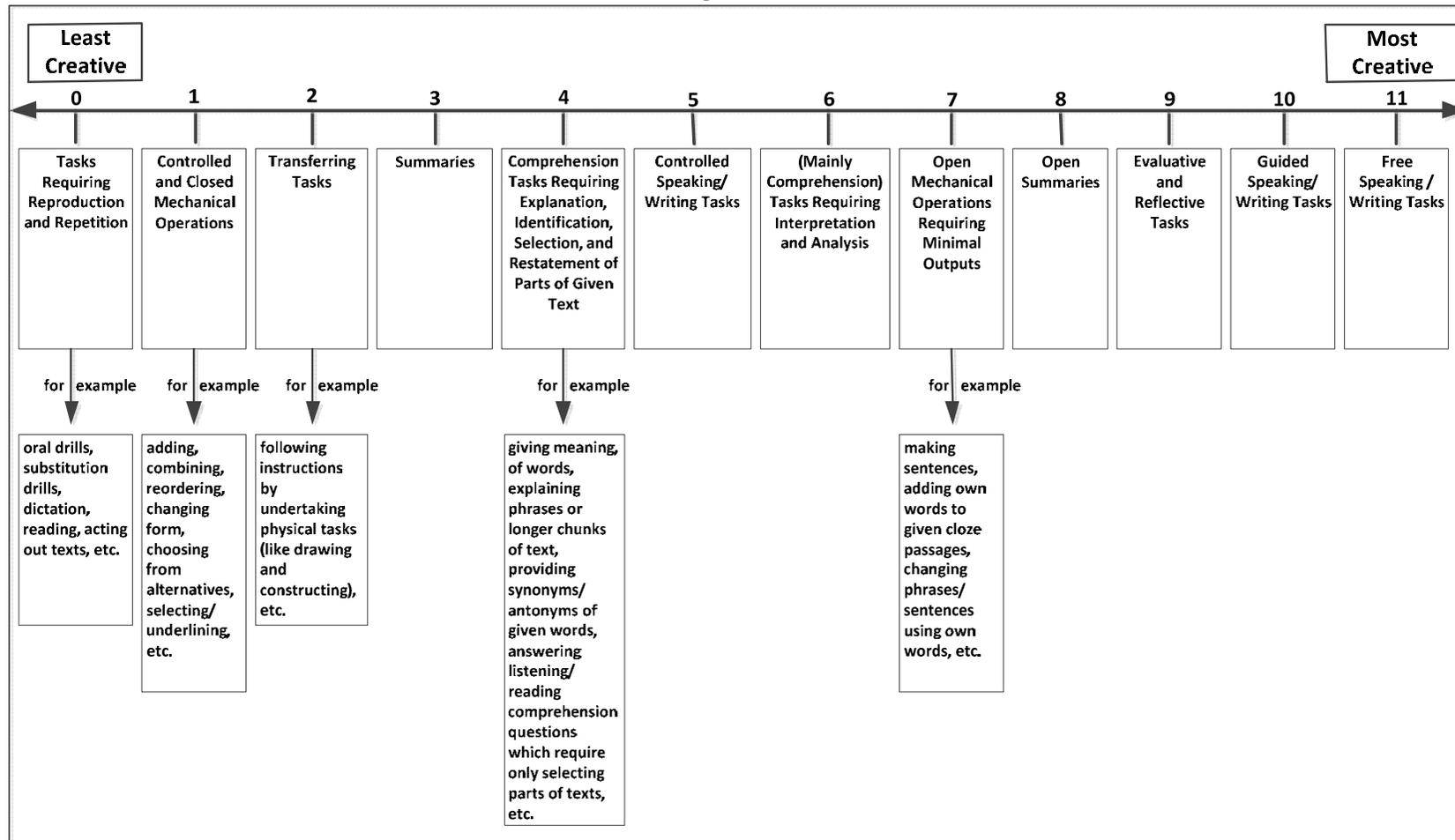
Scale Score	Scale Tags (representing each score)	Explanations
0	Pure Reception of Data	No manipulation or comprehension of data is required
1	Reproduction	Involves simple copying or repetition of provided data
2	Reception with Comprehension	Exposure requiring understanding of data
3	Simple <i>Mechanical Tasks</i>	Basic steps involving addition and selection
4	<i>Controlled Production</i>	Producing language with the help of detailed assistance
5	Extended Selection	Finding answers to questions or chunks of information from the given <i>texts</i>
6	Limited <i>Guided Production</i>	Producing small chunks of language with the help of some basic provided instructions or steps
7	Transference	Understanding and using provided data in different <i>tasks</i>
8	Interpretation	<i>Tasks</i> involving inference of provided data
9	<i>Guided Reflection /Evaluation</i>	Assisted assessment of provided data or issues
10	Extended <i>Guided Production</i>	Composing <i>texts</i> with the help of provided instructions
11	Application	Using examined data to produce own <i>text</i>
12	Analysis	Critically examining the component factors/ aspects of the provided data
13	Free <i>Production</i>	Unaided composition of <i>texts</i>
14	Free Evaluation	Unaided appraisal of provided <i>texts</i>

Explanation of the Tags of the *Cognitive Scale*

Tasks obtaining scores from ‘7’ to ‘14’ (*significant scores*) are *cognitive* (to differing degrees), while those receiving scores of ‘6’ and below do not require any *analytical abilities*.

Dubin and Olshtain (1986) have given the idea of the *creative scale* under “Practical Applications” (1986:104). A scale of *creative potential*, which aims to assess the degree of flexibility (both in terms of content and language) provided to the students, has been devised by the researcher. It ranges from scores ‘0’ to ‘11’ (see figure: 7.4 below):

Figure: 7.4



(Suggested by Dubin et al., 1986: 104)

The Scale for Assessing the *Creative Potential* of Workouts

The different scores and tags are illustrated below (Table: 7.3):

Table: 7.3

Scale Score	Scale Tags (representing each score)	Explanations
0	Tasks requiring reproduction and repetition	<i>Activities</i> only involving use of provided content and language
1	Controlled and closed mechanical operations	<i>Activities</i> involving selection from provided data
2	Transferring tasks	Using provided data for undertaking other tasks
3	Summaries	Extended selection of relevant data from provided <i>texts</i>
4	Comprehension tasks requiring explanation, identification, selection and restatement of parts of the text	<i>Activities</i> involving clarification and selection of content from the <i>text</i>
5	Controlled speaking/writing tasks	<i>Producing</i> language with the help of detailed <i>guidance</i>
6	(Mainly comprehension) tasks requiring interpretation and analysis	<i>Activities</i> involving inference
7	Open mechanical operations requiring minimal output	Simple <i>guided activities</i> involving <i>production</i> of very small chunks of language (like words, phrases and sentences)
8	Open summaries	<i>Activities</i> involving selection, manipulation and limited <i>production</i>
9	Evaluative and reflective tasks	<i>Activities</i> involving assessment of data and issues
10	Guided speaking/writing tasks	<i>Producing</i> language with the help of basic instructions
11	Free speaking/writing tasks	Unaided <i>production</i> of language

Explanation of the Tags of the *Creative Scale*

Workouts receiving scores ‘7’ and above can be regarded as creative to varying degrees (so the scores ‘7’ to ‘11’ are *significant*), whereas those activities scoring ‘6’ and below are not creative.

7.4.2.2 Procedure for Using the Scales

The following procedure was followed for assessing the coursebook according to each scale.

Firstly, all the *activities* of a particular textbook were listed separately. This list included background details, explanations and comprehensive instructions as independent entries. Then all the listed items were counted to reveal the total number of items/*tasks* included in the coursebook. Thereafter, each item was examined separately according to the scale and given the relevant score [see Appendix IX below for an example of how the tasks were assigned scores]. After this, each score of the scale and the number of items receiving that particular score were noted down in a table and the **percentage** of items (in the context of the complete textbook) having obtained **each score** calculated according to the following formula-

$$\frac{\text{Number of items receiving a particular score}}{\text{Total number of items in the textbook}} \times 100$$

Reading/listening comprehension activities were initially handled separately since each *activity* includes a number of questions which can exhibit different features. For each *comprehension task*, the total number of questions and the number of questions displaying each relevant score were noted down. Thereafter the percentages of the questions displaying the different scores were calculated in terms of the whole *workout*. The *activity* itself was assigned the score which was linked to the greatest percentage of questions. For example, the different questions of one *comprehension activity* having total ten items were assigned the following scores according to the *cognitive* scale:

Table: 7.4*

Number of Questions	Percentage of Questions (in terms of the whole <i>activity</i>)	Scores
3	30%	'5'
6	60%	'8'
1	10%	'9'

*All examples in this section (7.4.2.2) are hypothetical.

An Example of Tabulating Scores of *Comprehension Activities*

60% of the questions of this particular *task* received the score '8'. Since the majority of the questions were assigned '8', the *activity* was given the same score. Finally, the total number of *comprehension tasks* with one specific score was added to the other *tasks* of the textbook having that same score. On a few occasions during the actual evaluation equal percentage of questions of a single reading *activity* received two different scores. In these cases, the *activities* were not given any scores, and instead it were specified that these *tasks* "could not be assigned any score".

In conclusion, the *task* percentages having received the *significant scores* were added for each coursebook and the resulting sum termed as the "significant score total task percentage" (SSTTP) was noted down. In addition, the percentage of *mechanical operations* included in the coursebook (determined by the percentage of *tasks* having scored '1' on the *communicative* scale) was recorded. Finally, the percentage of incorporated *controlled activities* (calculated by adding the percentages of tasks having scored '0' – '5' on the *creative* scale) was noted. These figures were interpreted on the basis of the key presented in Table: 7.5:

Table: 7.5

Percentage Range	Grade	Interpretation
80% and above	A*	Extremely High
60% – 79%	B	High
40% – 59%	C	Moderate
20% – 39%	D	To a limited extent
19% and below	E	No consideration
<p>* It is important to point out that a grade of ‘A’/80 - 100% potential on all three scales is not necessarily possible or even desirable because of the following reasons:</p> <ol style="list-style-type: none"> 1. Students have different learning styles and so it is recommended that a textbook should ideally incorporate a variety of <i>activities</i> [see sections 3.8.2, 4.5 and 7.3 above]. 2. <i>Tasks</i> involving language awareness and explicit focus on grammar and vocabulary are assumed to be beneficial [see sections 4.5 and 4.9 above] and these <i>activities</i> cannot be included under <i>communicative</i> and/or <i>creative</i> categories. 3. <i>Controlled tasks</i> can also have a role to play in language learning especially as far as <i>accuracy</i> is concerned [see Ashwell (2010) for details about a study on the role of <i>gapped workouts</i> in the acquisition of complex grammatical items] 		

Textbook Quantitative Data Interpretation Key

For instance, a textbook was assessed according to the *creative* scale and the following data was obtained:

Table: 7.6

Score	Number of Activities	Percentage
0	60	15%
1	90	22.5%
2	20	5%
3	0	0
4	50	12.5%
5	30	7.5%
6	30	7.5%
7	26	6.5%
8	0	0
9	30	7.5%
10	60	15%
11	4	1%
Total Activities	400	100

Creative Potential of a Hypothetical Textbook

Here it is important to clarify that in the case of the actual evaluation the calculated percentages were presented as whole numbers. The *SSTP* of the coursebook is $(6.5 + 7.5 + 15 + 1 =)$ ‘30%’,

while the percentage of the included *controlled activities* is $(15 + 22.5 + 5 + 12.5 + 7.5 =)$ '63%'. Analysed according to the key, the textbook obtained grade D for *creative potential* (implying limited *creative potential*) and grade B for incorporated *controlled activities* (indicating a high number of these *tasks*). Obviously, as the above interpretation has shown, a high number of *controlled workouts* automatically signifies a low number of *creative tasks*.

7.4.2.3 *Communicative Competence*

Based on my assumptions¹, those *activities* of the textbook which focused on *discourse*, sociolinguistic and/or strategic knowledge (rather than exclusively linguistic and grammatical competence) were assessed to facilitate the development of *communicative competence* [see section 3.3.3 above and Appendix V below] in the learners and were assigned the symbol '+'; other *workouts* were given the symbol '-' to show that they did not help students acquire *communicative competence*. Thereafter, the *tasks* with '+' and '-' were counted separately for each coursebook, the percentages calculated, and the results noted. The *reading/listening activities* were incorporated in the assessment in the same manner as for the three scales. These percentages were also interpreted according to Table: 7.5 given above.

7.4.2.4 *Importance of Phase II*

This phase played a significant role in the research on the following grounds:-

- It made the evaluation comparatively more reliable and objective.

¹ According to the researcher, though linguistic knowledge is also considered an aspect of communicative competence [see section 3.3.3 above and Appendix V below], total disregard of the other competencies and a sole focus on linguistic competence in language materials cannot be assessed as conducive towards development of communicative competence.

- It provided an opportunity to verify and support the qualitative data and vice versa.
- It highlighted the types of *tasks* incorporated in each textbook
- It illustrated the degree the coursebooks displayed *communicative, cognitive* and *creative potential* and the extent they contributed towards the development of *communicative competence*.

7.4.3 Piloting Evaluation Tools

The checklist and scales were tried on two textbooks being used in the schools selected for pilot study before being utilized in the actual research. This highlighted how far each item/scale was effective in evaluating the coursebook. [See section 5.4.3.3.2 above and chapter 11 below]

7.5 Analysis of Data

After the completion of both phases of evaluation, the under focus features (like ‘meaningful grammar tasks’) were listed in tables. Thereafter it was indicated whether each textbook exemplified the different features or not. In the case of quantitative data, the exact percentages obtained were noted down, while for qualitative data specific symbols (‘●’ signifying that the coursebook possesses the features; ‘×’ indicating that the book does not have the feature; and ‘-’ meaning “Not applicable”) were used. Clearly, it is not easy to compartmentalize qualitative findings precisely; so at times some additional details were provided in parenthesis. Finally, the total percentage of coursebooks possessing each relevant feature was recorded and interpreted as follows (see Table 7.7):

Table: 7.7

Percentage Range related to the textbooks possessing the feature	No. of examined textbooks possessing the feature (total textbooks: 7)	Inferences in the context of the Overall Textbook Scenario in Pakistan
Above 57%	5 – 7	Generally the textbooks possess the relevant feature
57%	4	Some textbooks possess the feature
43%	3	A few textbooks possess the feature
Below 43%	0 – 2	Generally the textbooks do not possess the feature

Interpretation of the Textbook Evaluation Data in terms of the Overall Pakistani Textbook Scenario

In addition, the percentage of the *essential* aspects displayed by the majority of the evaluated coursebooks was calculated as follows:

$$\frac{\text{Number of displayed } \textit{essential} \text{ aspects}}{\text{25 (Total number of } \textit{essential} \text{ aspects)}} \times 100$$

25 (Total number of *essential* aspects)

[See sections 5.4.3.4 and 7.3 above.] This percentage was recorded and interpreted according to the following table:

Table: 7.8

Percentage Range – Displayed <i>Essential</i> Aspects	Interpretations based on Incorporation of <i>Essential</i> Aspects
70% or above	The textbooks prescribed in Pakistan are effective
40% – 69%	The prescribed textbooks are effective only to a limited degree
39% or below	The prescribed textbooks are ineffective

Interpretations based on incorporation of *Essential* Aspects

[See chapter 13 below for the discussion and interpretation of the findings of the fifth stage of the research.]

7.6 Conclusion

This first section concludes with the specifics and justification of the research methodology employed during the current study. The next section will examine and critically discuss the data obtained during the various stages of the research.

**SECTION II:
EXAMINATION AND ANALYSIS OF COLLECTED DATA**

CHAPTER 8 – ENGLISH LANGUAGE REQUIREMENTS IN PAKISTAN

8.1 Preface

The development and evaluation of language curriculum and materials is dependent on the survey of the actual target language requirements in the society, a study known as ‘needs analysis’. [See sections 3.4, 3.5, 3.8.1 and 4.8.4 above and Appendix II below] Since English is the second language in Pakistan [see section 2.3 above], the focus of the present study was on two main spheres, namely the higher education sector and the job market [see section 3.5 above]. The requirements of the education sector were examined through interviews of teachers and the websites of the major universities, while for the job sector four means were employed – newspaper job advertisements, websites, interviews and questionnaires. This ‘needs analysis’ forms part of the first stage of this research.

8.2 Higher Education Sector

Generally tertiary education in Pakistan is assumed to be in English medium especially for science subjects. However, many universities can adopt a flexible approach with social sciences and humanities being offered in Urdu as well in order to cater to the Urdu medium students. Nevertheless, there may be other additional English requirements in higher education which need to be investigated. First of all, English may be a compulsory subject in universities implying that all students have to clear an English exam before obtaining a Bachelors degree. Moreover, passing an English entry test may be a prerequisite for obtaining admission. The main objective of this phase of the research was to examine the

Bachelors programmes of the major universities to extract information related to the above mentioned aspects.

8.2.1 Interviews with Teachers

Two senior administrators (each belonging to a major Pakistani university) were interviewed. According to the department head of a public sector university located in central Punjab, English Language is compulsory throughout undergraduate level in government institutions. Most private colleges and universities also teach compulsory English courses at Bachelors level, though the courses may be entitled ‘communication’, ‘language skills’ or ‘academic English’.

A coordinator in charge of the English department of a public university belonging to northern Punjab stated that English was compulsory at all levels including Ph.D. in the university.

[See Appendix IV below for the interview questions]

8.2.2 Websites of Major Universities

The websites of eleven major universities were examined for their admission criteria and scheme of studies/course outlines. The main focus was the Bachelors programmes. Here it is important to specify that the obtained figures [see tables 8.1 and 8.2 below] were based solely on the information provided on these universities’ websites. This implies that while a clear indication of English admission tests and English as a compulsory subject makes this information valid and acceptable, an omission regarding both focal points on the website of a

university does not necessarily mean that proficiency in English is not a criterion for gaining admission, or English is not a core subject.

The following data was obtained from the universities' websites:

Table: 8.1

Type of University	Number	Province	English Language Requirements
Public	3	Punjab, Balochistan, and Khyber Pukhtukhawa	English is a compulsory subject
Private	3	Punjab	An English test is mandatory for admission in all universities. In addition, English is compulsory in two universities, while some departments (like Management Studies, Engineering and Information technology) of the third university include English as a compulsory subject.
Public – university of engineering and technology	1	Khyber Pukhtukhawa	The website revealed no indication about any English admission test or core subjects.
Private – universities of engineering and technology	2	Sindh and Khyber Pukhtukhawa	English is compulsory in one university, while an English test is prerequisite for admission in the other
Public – medical college	1	Punjab	Clearing a test which assesses English (as well as science subjects) is a requirement for admission.
Private – medical college	1	Sindh	Clearing a test which assesses English (as well as science subjects) is a requirement for admission.

English Language Requirements in Bachelors' Programmes

Table: 8.2

	Public Universities (5)	Private Universities (6)	Total (11)
Proficiency in English a pre-requisite for admission	20%	83%	55%
English as a compulsory subject	60%	50%	55%

Percentage of University Websites clearly indicating English Proficiency Entry Test and/or Compulsory English as a Subject

As can be seen, more than half of the selected universities utilize an English entry test for their Bachelors programme. However, among these the majority are private institutions. Once again, more than half of the under focus universities offer English as a compulsory subject, but in this case the number of public and private institutions was found to be almost the same.

8.3 The Job Market

8.3.1 Newspaper Job Advertisements

This phase of the research had twofold objectives:

- To highlight the kinds of jobs requiring English
- To determine which English language skills are needed for the advertised jobs

Job advertisements were compiled from the Lahore (capital of Punjab) issues of three Pakistani newspapers. Two newspapers were English language publications – *Dawn* and *The News International* (which has the widest circulation among English newspapers). The third newspaper *Daily Jung* is an Urdu language publication which has the widest readership amongst the Urdu papers. 63 advertisements were scanned for the language requirements. Table: 8.3 shows the publicized jobs which directly cited proficient/fluent (spoken/spoken & written/general) English language skills as criteria:

Table: 8.3

Newspapers	No.	Sectors and Designations	Language Skills
<u>Dawn dated 28th December, 2008-</u>	1.	Human Resource and Administrative Officer for Brooke Hospital for Animals	General English
	2.	Front Desk Officer, Telephone Operator and Sales Officers for companies	Spoken English
	3.	Manager Finance for an international seafood/food contracting firm	General English
	4.	Call Centre Agents	General English
	5.	Personal Assistant for a company	Spoken and written English
<u>Dawn dated 28th December, 2008-</u>	6.	Service Delivery Officer for an information technology service providing firm	General English
	7.	Assistant/Secretary	Spoken and written English
	8.	Marketing Manager for a plastic bottles manufacturing unit	General English
	9.	Executive Secretary	General English
	10.	Sales Executive for a multinational company	Spoken English
	11.	Telephone Operator cum Receptionist for a private company	Spoken and written English
	12.	Sales Personal for retail menswear stores	Spoken English
		[See Appendix VI, page a below]	
<u>The News dated 28th December, 2008-</u>	1.	Head of Evaluation, Research and Development Sector of Pakistan Poverty Alleviation Fund	General English
	2.	For Polymer Petrochemical manufacturing firm (a) Marketing Manager (b) Senior Marketing Positions	Spoken and written English
		[See Appendix VI, page b below]	
<u>Jung dated 18th January, 2009-</u>	1.	For Punjab Board of Investment and Trade, Government of Punjab (a) General Manager, International Business Development and Marketing (b) International Desk Heads (c) General Manager, Project Development (d) Heads of Sectors (e) General Manager, Legal (f) Assistant General Manager, One-window Operations	Spoken & written English Spoken & written English General English General English Spoken & written English Spoken and written English

		(g) Assistant General Manager, Dispute Resolution (h) Chief Accountant	Spoken & written English Spoken & written English
	2.	Teachers for “The Knowledge School”	Spoken English
	3.	Bakery Technicians for an industrial bakery based in UAE	General English
	4.	Coordinator/Executive Assistant for an educational consultancy firm	General English
	5.	Secretary to Chief Executive and Office Receptionist for Daewoo Pakistan Express Bus Service	General English
<u>Jung dated 18th January, 2009-</u>	6.	Manager Sales and Consultant for a hair transplant surgery centre	Spoken English
	7.	Teachers for “Aitchison College”, Lahore	Spoken and written English
	8.	Office Manager	Spoken/written English
	9.	Information Technology Professional for a global company	General English
	10.	Composers for housing projects	General English
		[See Appendix VI, pages c – f below]	
<u>The News dated 25th January, 2009-</u>	1.	Magazine Designer	General English
	2.	MBA	General English
		[See Appendix VI, page g below]	
<u>The News dated 1st February, 2009-</u>	1.	Chartered Accountant for Packages Limited	Spoken and written English
	2.	Technical Experts in agriculture and livestock for a global consulting firm	General English
	3.	Senior Manager, Hygiene Promotion	General English
	4.	Hardware Engineers	General English
		[See Appendix VI, page g below]	

English requirements as specified in Newspaper Job Advertisements

47% of the scanned job advertisements directly quoted English proficiency as a criterion for recruitment. In 43 % of the advertised jobs citing English as a requirement spoken English skills were considered necessary for recruitment.

8.3.2 Provincial Public Service Commission Websites

The employees of the four provincial governments are hired through the Public Service Commission. These employees include members of the provincial management group like the deputy commissioners, medical doctors, and session judges and magistrates. Each province has its own independent commission. All the provincial commissions conduct competitive examinations and the successful candidates are called for interviews. The candidates are selected on the basis of both the examinations and the interviews.

The competitive examination is taken in compulsory and elective subjects. The perusal of the websites of Punjab, Sindh and Balochistan Public Service Commissions revealed that English is among the core examination subjects in all these three provinces. In other words, the candidates have to clear a general proficiency English written examination before being considered for employment in the different sectors of the provincial governments. In addition, the instructions for the Sindh Public Service examination included the following directive:

Credit will be given for good English including orderly, effective and exact expression combined with due economy of words, **in all the subjects** of the examination and not only in the subjects which are specially devoted to English. [own emphasis]
(2009: webpage)

8.3.3 Interviews with Employers

Interviews were conducted with two professionals – a chief executive of an industrial consultancy and a leading lawyer. Both were questioned about the language requirements in their respective professions. [See Appendix IV below for the interview questions]

The consultant stated that English language is essential in the industrial sector. Even the workers belonging to the lowest level namely the machine operators and technicians have to read instruction manuals which are written in English. In addition, the operators have to compile log books in English.

The lawyer maintained that English is used in the higher courts, that is, the Supreme Court and the provincial High Courts. However, in the lower courts, that is, the district courts, both Urdu and English can be used.

8.3.4 Questionnaires

8.3.4.1 Surveyed Job Sectors

The respondents of this survey were the top level employees of different organizations belonging to the government sector (Federal Civil Services, government organizations, banking, hospitals, and universities) and the private sector (industrial – both multinationals and local industry, information technology, banking, and consultancy). Twenty eight questionnaires were utilized during this phase. [See Appendix IV below for the questionnaires]

8.3.4.2 Presentation and Analysis of Data

The respondent organizations were divided according to the chief sectors and levels into six categories – lower staff employed in government sector; lower staff employed in private sector; supervisors employed in government sector; supervisors employed in private sector; managers/executives employed in government sector; and, managers/executives employed in private sector.

The subjects belonging to one category responding positively to each quantitative question were added up and were represented as percentage of the total respondents within that category. For instance (this example is hypothetical):

The category	Managerial/executive level employees in government sector
The question	Do your employees receive training abroad?
Total number of respondents in this category	6
Total number of positive responses	3
Percentage of subjects responding positively within this category	50%

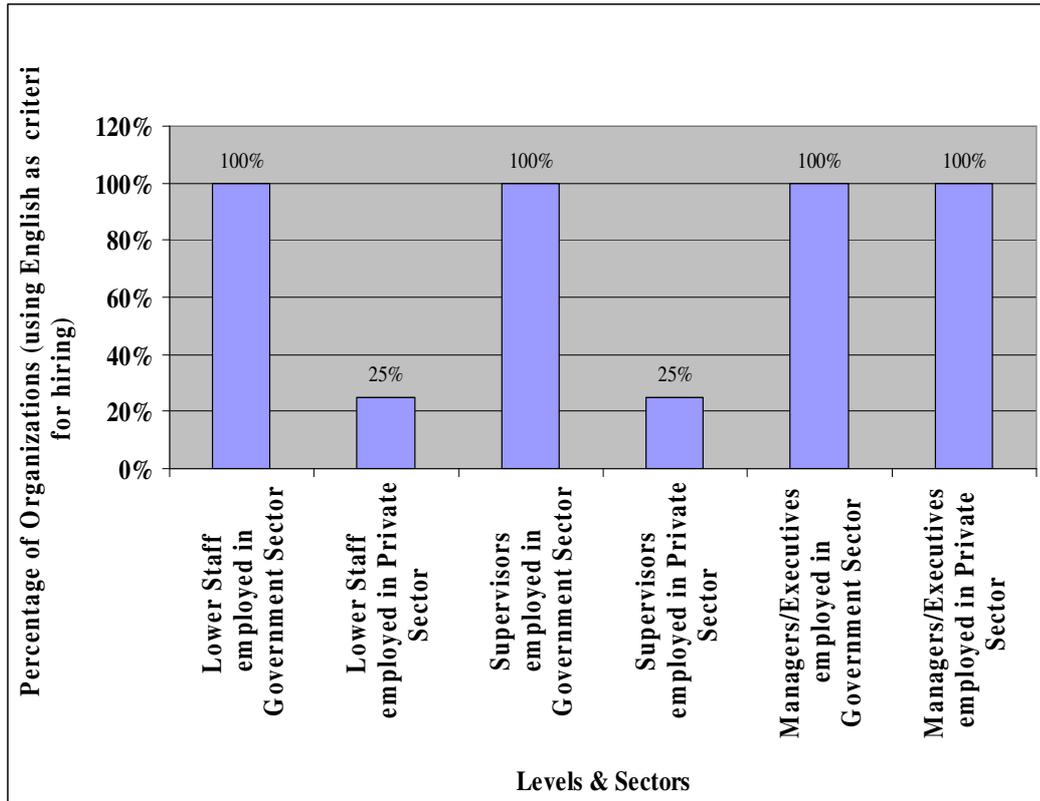
Finally, the percentage responses of the different categories to each question were compared in the form of column graphs and tables.

8.3.4.2.1 Language Specifications for Recruitment (Questionnaire Items 1 – 3)

The data (see figure: 8.1 below) revealed that proficiency in English is used as criteria for recruiting personnel for the managerial level in both government and private sectors.

Moreover, 100% of the respondents maintained that competence in English is necessary for hiring employees even for lower grade government jobs.

Figure: 8.1



Efficiency in English as Criteria for Hiring

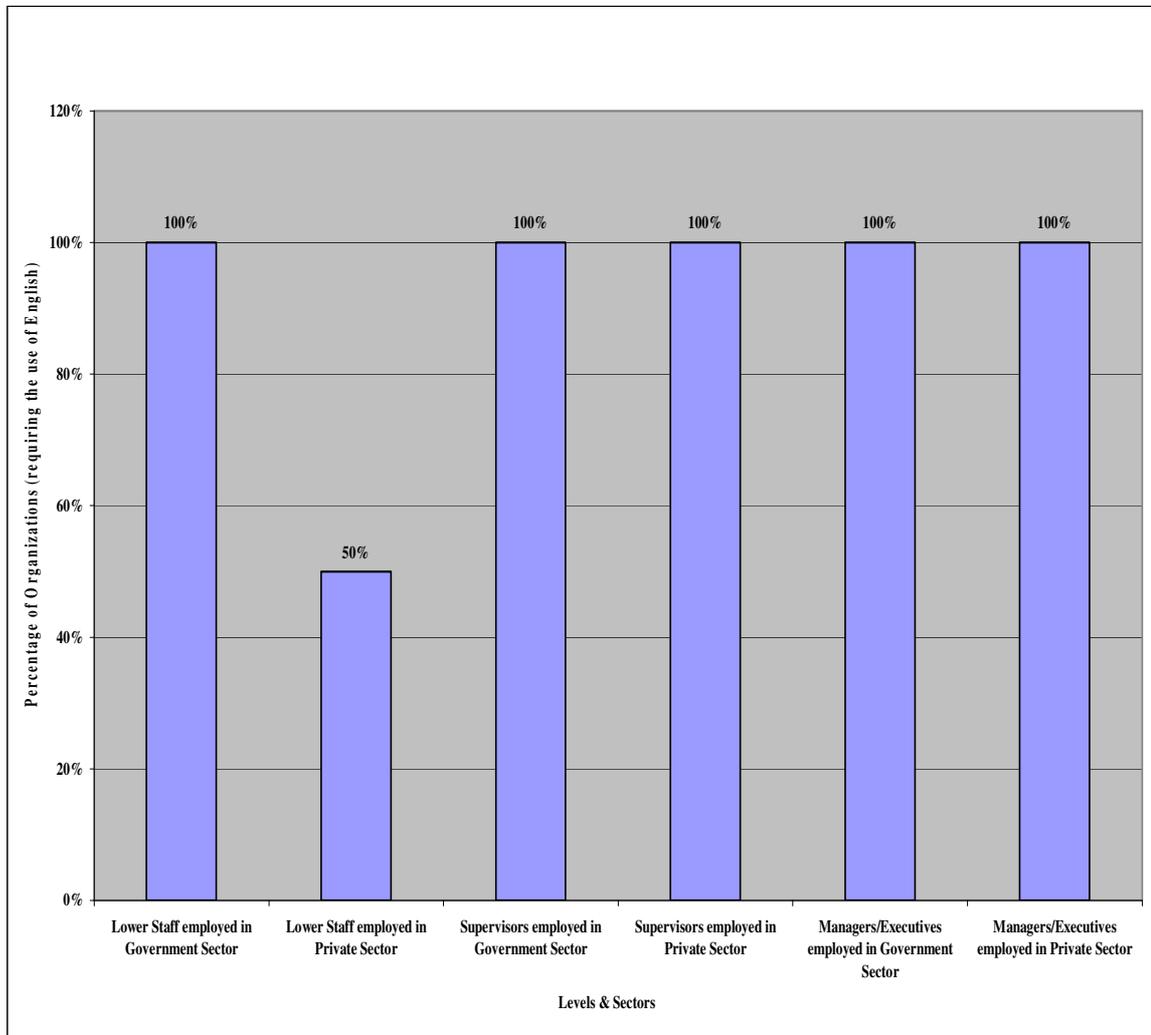
The research also highlighted that this criterion is applicable in all departments of the organizations. Finally, the specified lowest positions requiring English for recruitment include junior clerks, typists, operators, technicians, administrative officers, accounts officers, superintendents, office assistants, assistant foremen, senior house officers, assistant directors, assistant managers and engineers across the six categories.

8.3.4.2.2 Language Requirements at work (Questionnaire Items 4 – 5)

The findings related to the actual language requirements of the job market (see figure: 8.2 below) were similar to those examined in the previous section. 100% of the government organizations disclosed that their employees use English at all levels. Then all of the private

sector respondents also acknowledged that English is utilized but mainly for supervisory and managerial jobs.

Figure: 8.2

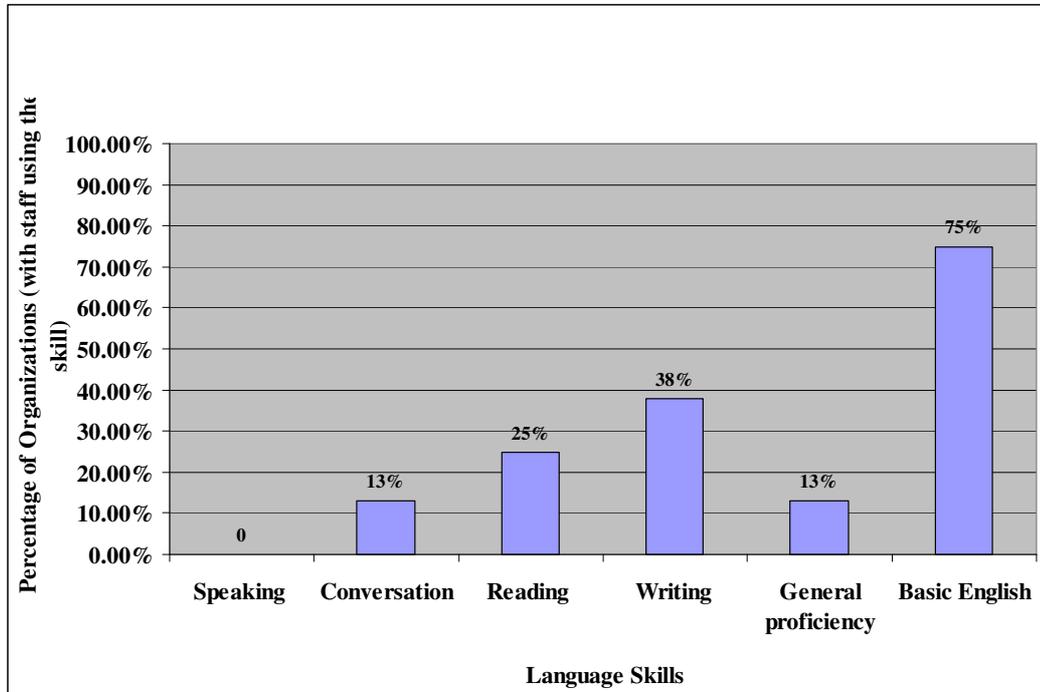


English Requirements at Work

It is also important to ascertain which sub-skills of English are most essential at the three different levels. In this case the data obtained from both public and private sectors was examined together. 75% of the organizations stated that ‘basic English skills’ are most frequently employed by their lower level staff members. 86% of the respondents maintain that writing is the most commonly used skill for their supervisory level employees. Finally, 85% subjects specified conversational skills as the most regularly utilized English language

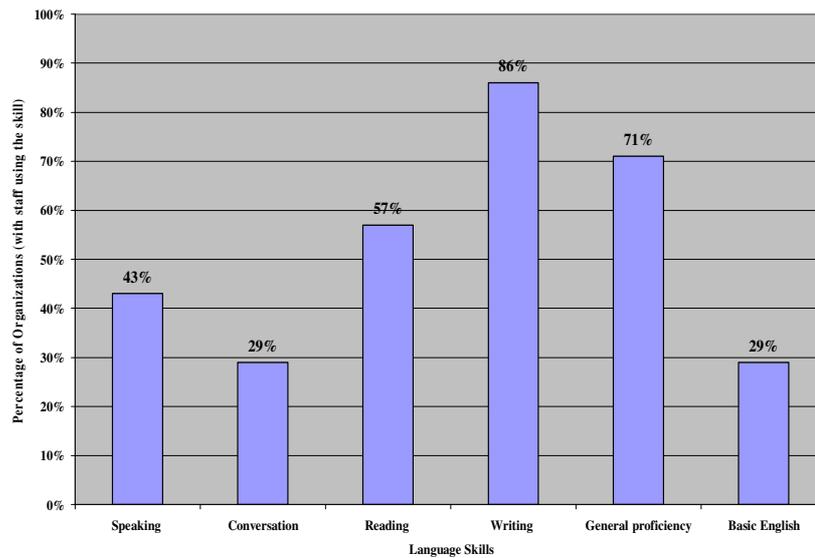
skills for managerial/executive level posts. The following graphs (figures 8.3, 8.4 and 8.5) compare the skills requirement at each level:

Figure: 8.3



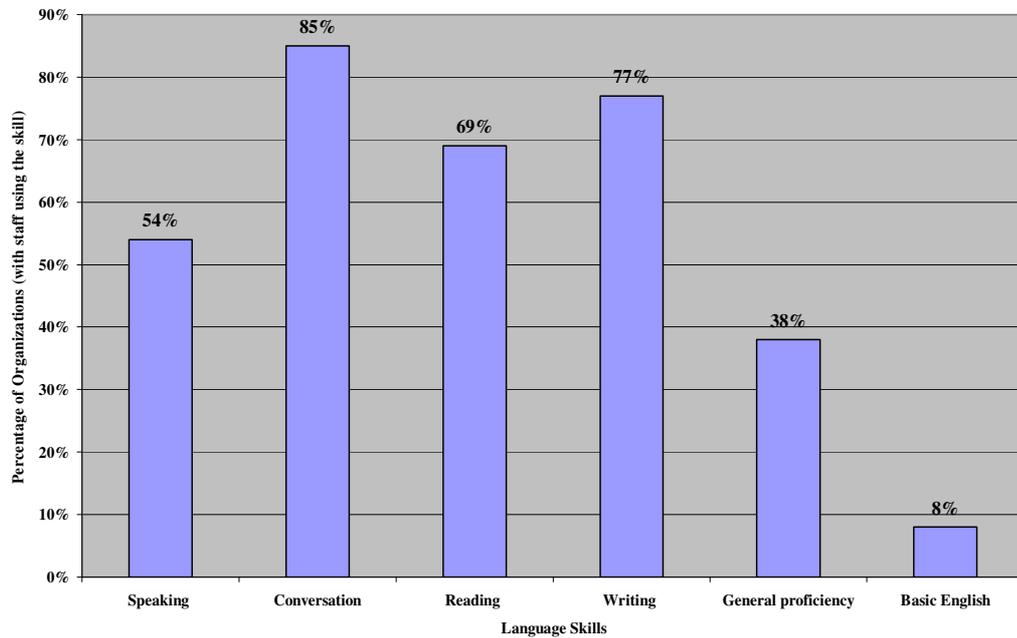
Frequently Employed English Language Skills at the Lower Level

Figure: 8.4



Frequently Employed English Language Skills at the Supervisory Level

Figure: 8.5



Frequently Employed English Language Skills at the Top Level

8.3.4.2.3 Foreign Dealings (Questionnaire Items 6 – 10)

In an organization generally there are two ways of establishing professional contact with foreigners – through training abroad and interacting with foreigners at home or abroad.

According to the collected data, the foreign training is limited to the managerial/executive level personnel. 50% of the government organizations and 43% of the private firms affirmed that their top level employees receive foreign training. The survey also highlighted that only the Federal Civil Services (about 49% - 25%) and private multinational organizations (74% - 50% for the respondent multinational) train substantial number of their personnel in foreign countries (refer to the following table for details):

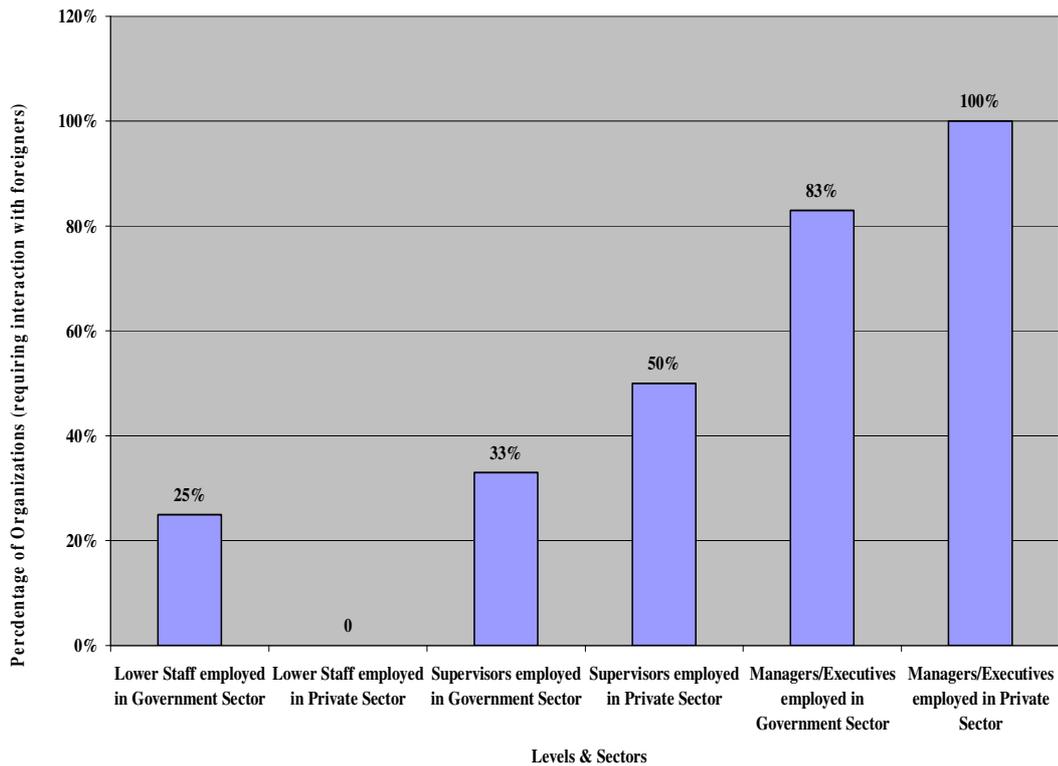
Table: 8.4

	90% & above	89% - 75%	74% - 50%	49% - 25%	Below 25%
Managers/Executives employed in Government Sector				33%	67%
Managers/Executives employed in Private Sector			33%		67%

Percentage of Employees Sent Abroad for Training

Finally, foreign interaction can be expected at all levels in government sector, while for the private organizations this interaction is restricted to supervisory and top level employees:

Figure: 8.6



Opportunities for Interaction with Foreigners

Majority of the top level government employees have frequent interaction with foreigners, while higher proportion of the private sector managers/executives have only occasional

contact with foreigners. However, a small section of the private job market requires very frequent dealings with foreigners, and once again this section consists of the multinational organizations.

Table: 8.5

	Seldom	Occasional	Frequent	Very Frequent
Managers/Executives employed in Government Sector	20%		80%	
Managers/Executives employed in Private Sector		57%	29%	14%

Frequency of Interaction with Foreigners

8.4 Critical Overview

During this stage varied research tools were used to highlight underlying patterns.

8.4.1 Education Sector

Proficiency in English is essential for higher education in Pakistan. English is a compulsory subject in all public colleges and universities and some private universities till Bachelors level. Moreover, admission to some universities is dependent on passing an English test. This is also an acceptable admission criterion in some technical (engineering and medical) universities. In general, a higher percentage of private sector institutions utilize English proficiency entry tests. [See section 8.2 above]

8.4.2 Job Market

The above discussion of data throws light on the following salient points:

- Efficient English skills are considered important for different positions – ranging from secretaries, clerks, and machine operators to general managers and Grade 22 (the highest federal government grade) employees. Moreover, this requirement applies to diverse professions – administration, engineering, law, medicine, sales and marketing, finance, information technology, teaching, agriculture and magazine design.
- In the context of the private sector, while proficiency in English is a criterion for selection for only higher level jobs, English is generally needed at work for most levels.
- English is necessary for recruitment and work at all levels in government sectors.
- Oral English skills are the most frequently used skills for managerial/executive posts and are required for all positions at this top level.
- Training abroad and general foreign interaction are likely usually for top level jobs. Moreover, foreign training can especially be expected only for employees working for the Federal Civil Services and multinational companies.

[See section 8.3 above]

Here it is important to point out that the above listed findings are broad based; additional research aiming to highlight the specific English sub-skills/tasks that are required in the educational and professional arenas can be even more illuminating [also see section 14.2 below].

There should be a direct link between the English language requirements in Pakistan and the national curriculum, syllabi and educational policies related to this target language [see chapters 3 and 4 above]. Thus the next chapter will examine the English curricula and syllabi.

CHAPTER 9 – APPRAISAL OF THE NATIONAL AND INSTITUTIONAL EDUCATIONAL DOCUMENTS

9.1 Preface

The curriculum is supposed to present a blueprint of what is to be taught and has to be followed by schools as general guidelines. In Pakistan, theoretically the public schools follow the national curriculum, while the private schools are free to either adopt the national document or devise their own curricula. In addition, individual schools are expected to follow specific syllabi.

The textbooks are presumed to be based on the relevant subject curriculum/syllabus. Thus this chapter critically discusses the older and latest versions of the national English language curriculum (2002 and 2006) as well as the different English syllabi and other related documents being used in the schools. This examination forms part of the second stage of the research.

9.2 Evaluation of the Pakistani National English Language Curriculum (2002)

9.2.1 Introduction

This is the older version of the Pakistani national curriculum. Two of the prescribed textbooks (*English* and *Every Day English*) are based upon this curriculum. The curriculum is divided into four documents: the first document is meant for Classes I to V, the second one for Classes VI to VIII, the third for Classes IX to X, and the last one for Classes XI to XII. Since it is not possible to examine each document in detail, the scope of the examination has

been limited to one document keeping in view the requirements of the present research. Thus the main focus is on the second document (intended for Classes VI to VIII) in general and class VI in particular. [See Appendix VII below for some sections of this curriculum]

9.2.2 Overall Approach

The curriculum follows ‘product’ dimension, utilizing skills based objectives. It has leanings towards both ‘language use’ and ‘language analysis’ approaches, focusing on accuracy and fluency. ‘However, it reflects a ‘discrete viewpoint’, dealing with isolated aspects of the target language. [See section 3.6 above and Appendix IV below] Moreover, the programme provides few opportunities for developing the students’ creative and critical ability since it mainly focuses on controlled and mechanical tasks. [See the following sections for details]

9.2.3 Objectives and Content

The key goal as set out in the curriculum is the development of communicative competence. The general objectives for classes VI, VII and VIII are outlined briefly. The main concern is the writing skill and effective communication is emphasized. The specific objectives, presented in the form of outcomes and listed grade wise, are skills based. In the case of grade VI, objectives related to oral skills focus on both sub skills (like listening for specific information) and language functions (like requests). The objectives for reading skills mainly deal with the different sub skills like scanning. The writing skills objectives focus on the different forms of writing (like filling forms and stories) and language functions (like invitations). The grammatical aspects are listed separately as suggested structures – these include simple sentence patterns and main parts of speech; there is an appropriate reference to

the roles of a few grammatical structures (like using “shall”/”will” to express decision, offer and request). However, there is no focus on integration of skills.

Overall, the specified outcomes seem simplistic and easily achievable. Yet no opportunity for variety and flexibility is provided to the students. For instance, only a few genres (letters, instructions, stories and descriptive paragraphs) and two clause sentences are under focus, though a wide range of options are available.

The curriculum does not incorporate detailed content. Other than objectives, a list of topics (for the benefit of textbook writers) are provided grade wise. These include mainly familiar subject matter and local, national and Islamic themes. In fact, the provided topics seem more appropriate for subjects like Islamic and Pakistani history/culture and moral science.

9.2.4 Activity Types and Teaching Methodology

A number of activities are suggested for the different skills. In the case of oral skills, mainly simple tasks and drills are included. Primarily listening is meant to be practiced as a complement to speaking and thus there is little focus on listening comprehension. Moreover, most writing skills activities consist of mechanical operations and de-contextualized production. In contrast, the reading skill workouts are more relevant for developing communicative competence since they focus on discourse features and involve use of inference. [See Appendix VII below for examples]

Some general aspects of methodology are not really compatible with the specific details provided in the sections on objectives, topics, and activities. For instance, the general

methodology chapter recommends catering to diverse tastes and learning styles, and widening the learners' outlook, but the listed outcomes, themes and task types (discussed in other portions of the document) appear to be limiting. Moreover, situation based language practice is suggested, yet no elaboration is provided.

9.2.5 The Textbooks and the Curriculum

The textbook writers have been provided general and at times ambiguous guidelines. They are asked to incorporate interesting stories (with moral lessons) and poems, grammar exercises, situational pictures and 'useful' tasks for skills development.

9.2.6 The Target Learners and the Curriculum

The curriculum is apparently compatible with the target learners' linguistic and educational backgrounds. Moreover, as it focuses on both fluency and accuracy, it can cater to their short time English language needs to a limited extent. However, some of the objectives and activities dealing with the oral and writing skills seem inadequate (as discussed in section 9.2.4 above) and the document is assumed to be based on a narrow and discrete viewpoint. Consequently, the students cannot be expected to sufficiently acquire the necessary competence (especially with regard to the production skills) that will enable them to communicate effectively in their future academic and professional life.

9.2.7 The Teaching Context

The document makes it mandatory that the teachers should receive regular training, indicating that the teacher body is not fully competent to implement the curriculum. The training should focus on (among other aspects) classroom management, effective adoption of

communicative and task based approach, and preparation of activities; it is commendable that there are specific references to these essential areas.

9.2.8 Critical Overview

The curriculum is sketchy and many aspects appear ill-defined and vague. It mainly consists of lists of objectives, grammatical structures, topics and activities. Conversely, this attribute can be viewed positively since it allows the administrators and teachers scope to make use of varied procedures to achieve the stated general objectives. Yet the learning outcomes and suggested themes seem restrictive and some important aspects pertaining to language receive minimal reference [see sections above for details]. Nevertheless, this curriculum is gradually being replaced by the 2006 version, and so there will be a change in direction as guided by the new document.

9.3 Evaluation of the Pakistani National English Language Curriculum (2006)

9.3.1 Introduction

The “National Curriculum for English Language: Grades I – XII” (2006), the latest curriculum, has just (2010 –) become operational. It is much more comprehensive than the older document.

At present (2010) most of the prescribed textbooks are based on the 2002 curriculum. Yet constructive recommendations can only be proposed after thoroughly examining the future direction that is envisaged for the teaching of English in Pakistan. [See Appendix VII below for some sections of this curriculum]

The document commences with a discussion of the importance of English in the context of Pakistan thus presenting the rationale behind introducing English as a medium of instruction across the board in the country [see section 2.3 above]. It is maintained that Pakistani students should be exposed to the language from the earlier years:

In the current scenario, English is the language of international communication, higher learning and better career options. It should, therefore, reach the masses so that there is no discrimination amongst the rich and poor in Pakistan in terms of opportunities for personal, professional and economic development.

With this perspective, teaching of English has been introduced as a language from grade one and would be used as a medium of instruction across the curriculum for various subjects.

(2006: 1)

However, no attempt has been made to examine the patterns of use of English in the country and as in other documents we come across general and imprecise phrases like “higher learning” and “better career options”. After all, this shortcoming in a curriculum which is supposed to streamline the learning outcomes in accordance with the future needs of typical Pakistani learners implies an ad-hoc approach towards curriculum development on the part of the planners:

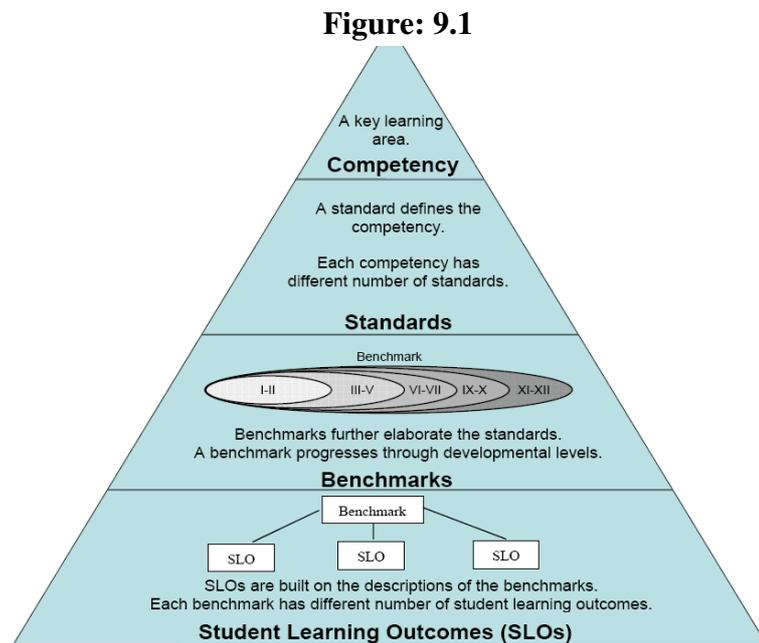
The curriculum is designed, particularly, to promote the academic and employment language needs for learners who wish to pursue their higher studies, as well as, for those who might terminate education after grade XII. Consequently, it aims to offer academic and practical skills that learners can use to complete their studies or build their careers after graduating from school.

(2006: 2)

9.3.2 Content and Approach

The curriculum has a ‘product dimension’ approach which makes use of both ‘knowledge based’ and ‘skills based’ objectives [see section 3.6.2.2 above]. These objectives are broadly discussed in terms of competencies which are further classified into standards. The standards are composed of benchmarks which are to be attained in different developmental levels – grades I – II, grades III – V, grades VI – VIII, grades IX – X, and grades XI – XII. Finally,

the benchmarks are specified into student learning objectives which are to be achieved grade wise. (See figure: 8.1 below for organizational details of the curriculum framework)



(Adapted from “National Curriculum for English Language: Grades I – XII”, 2006: 6)

Organization of the Curriculum (2006) Framework

The document goes on to list the competencies, standards, benchmarks and student learning outcomes. It is not possible to highlight all the benchmarks and the student learning outcomes in this paper since these are detailed separately for each level/grade. However, the specific competencies and the standards together with the number of benchmarks incorporated in each standard are illustrated in Appendix VII below (Table VII-1). In addition, a few extracts of the curriculum depicting the ‘learning outcomes’ related to a few ‘standards’ earmarked for Grades VI, VII and VIII are included in Appendix VII below.

The curriculum follows both ‘language use’ and ‘language analysis’ approaches [see appendix IV below], focusing on language skills as well as grammar:

...the curriculum places greater emphasis on the understanding and use of the English language in different academic and social contexts than on acquiring knowledge about the language for its own

sake. Such an approach acknowledges, on one hand, the importance of teaching the knowledge about the language system; on the other, it moves a step forward to emphasize the appropriate use of that knowledge so that students' ability to communicate in real life situations is improved and made effective for various purposes.

(2006: 2)

It deals with all four skills, though emphasizing reading and writing skills. The skills are dealt with separately; nonetheless integration of skills is prescribed. In the same way, the document reflects mainly a 'discrete' viewpoint, though asserting that all the isolated elements (that are listed) should be taught in an integrated manner [see appendix IV below]. In addition, it stresses both accuracy and fluency. Thus though the focus is on structure especially when dealing with the formal and lexical aspects of language, the roles of some grammatical items are also emphasized. In the same way, functions are mentioned mainly in the context of the oral skills. [See section 3.6 above]

9.3.3 Activity Types and Teaching Methodology

A variety of activities are suggested; these include communicative activities, group work, role play, discussions, investigative analysis, presentations and projects. The curriculum stresses higher order cognitive skills, like deduction, evaluation, analysis and interpretation especially in the higher grades. It also encourages affective responses on the part of the learners.

However, with the exception of some benchmarks related to the writing skill, the document is not very explicit about how the students' creative abilities are to be developed.

The curriculum document specifies that the students should be made to undertake communicative activities during which "they are provided with a purpose to speak, read, write or listen" (2006: 150), and the teacher should not be doing most of the talking. Moreover, it is recommended that allowance should be made for developmental errors.

9.3.4 The Textbooks and the Curriculum

Textbooks play an important role in the Pakistani educational scenario as admitted in the curriculum:

A textbook remains one of the most extensively used resources in Pakistani classrooms as learning materials are not easily available in some teaching-learning contexts.
(2006:160)

However, in future it is proposed that the textbook “will not be the only resource used for assessment” (2006: 160). Instead, it will be “a contributing resource for acquisition of the SLOs given in this document” (ibid). The details and specifics of this new role are not highlighted in this document. Instead it is only suggested that the English teachers should not “passively” teach the textbooks, rather they should “adapt and supplement the existing material with their **own teaching materials and classroom activities**” [own emphasis] (2006: 165). This suggestion indicates the necessity of training the English teachers to prepare their own materials.

The curriculum also provides guidelines about preparing textbooks. The writers are advised to familiarize themselves with the various aspects of the curriculum and base each unit of the book on the relevant student learning outcomes. It is commendable that the coursebooks are to be centered on the curriculum, rather than vice versa. Nevertheless, the materials writers could have been given some kind of freedom and discretionary powers as far as the selection of content and themes is concerned.

9.3.5 The Target Learners and the Curriculum

Overall, the curriculum appears to cater to the future academic and professional needs of the learners. First of all, it focuses on all aspects of language – structure, phonology, lexis, discourse and the four skills. Moreover, it suggests the use of a variety of activities and texts and introduces the concept of purposeful reading and writing. It also deals with the functional aspect of oral interaction and aims to provide practice in oral activities which the students may be required to undertake beyond the classrooms, like interviews and presentations.

However, some important aspects of language learning are ignored. For instance, there is no mention of listening comprehension activities. After all, listening to announcements (like at airports), lectures, and television/radio programmes are assumed to play a role in the normal life of Pakistanis and all these require training in the use of special strategies [see section 4.9.1 above]. In addition, there seems to be a covert emphasis on reading and writing skills, whereas the data obtained during the first stage of the present research has shown that the use of oral English skills is necessary in the Pakistani job market – efficient conversational ability is the most important skill in high level jobs; and moreover, fluent spoken English was a requirement in 43% of the job advertisements that cite good English as criteria for recruitment [see chapter 8 above]. Finally half of the suggested themes (about 50%) recommended in the document are of a didactic nature like ethical values, peace/environment/population education, gender equality, and dignity of labour and may not cater to a wide variety of tastes. In the same way, the stress at lower grade level is pre-dominantly on Pakistan as far as the cultural content is concerned, based on the premise that younger children have no interest in reading about other countries. If a comprehensive ‘needs analysis’ or fact- finding survey had

preceded the preparation of the curriculum, these weaknesses could have been minimized [see section 10.3 below].

9.3.6 The Teaching Context

The objectives of this curriculum may only be achievable once a drastic overhauling of the educational context including the administration and teachers is undertaken. As highlighted in the document itself, at present the teachers are not competent enough to fulfill the aims.

The curriculum planners are of the view that by making the teachers familiar with this curriculum, nurturing an attitudinal change and making an effort to improve their proficiency in English in the course of their training will equip them with the skills necessary to teach English in accordance with the new curriculum. However, this seems a very simplistic view of the situation. First of all, inculcating changes in outlooks (probably a long-drawn process) might not be easy. More importantly just making the teachers acquainted with the curriculum document, might not really make them comprehend the incorporated concepts and the different techniques required to implement the curriculum. Instead, they may have to be encouraged to acquire practical expertise and skills in order to become instrumental in developing the students' English language skills in line with the stated objectives and through the means of the suggested techniques.

9.3.7 Critical Overview

Above all, the curriculum seems too prescriptive and limiting. It has all the weaknesses inherent in a 'production' oriented educational document [see section 3.6.2.2 above]. While the regulatory list of outcomes to be attained can help the materials writers prepare textbooks with a ready set of elements relevant for each level, there could have been scope for choice

keeping in view that both the stakeholders – the teachers and learners – can have varied needs and interests. The document also does not take into account the teachers’ differing teaching techniques and diverse beliefs about language and learning. Finally, it is important to point out that it is not possible to prescribe **exactly** which elements/concepts/skills can be acquired at each developmental stage, age or grade [see section 4.5 above, especially Mares’s (2003) assumptions]. Thus expecting the learners to attain even most of the learning outcomes at the end of each grade seems an idealistic scenario.

9.4 Examination of the School s’ Grade VI English Language Syllabi

9.4.1 Particulars about the Surveyed Schools

The relevant details about the institutions involved in the research are tabulated below:

Table: 9.1

School Type	School Category*	Location	School Tag Name
Public	Government II	Urban Punjab	School A
Public	Government I	Rural Punjab	School B
Public	Government I	Rural Sindh	School C
Public	Public Elite	Urban Khyber Pukhtunkhawa	School D
Private	Private I	Rural Punjab	School E
Private	Private I	Rural Punjab	School F
Private	Private I	Rural Sindh	School G
Private	Private I	Rural Balochistan	School H
Private	Private II	Urban(suburb) Punjab	School I
Private	Private II	Urban Punjab	School J
Private	Private II	Urban Sindh	School K
Private	Private III	Urban Sindh	School L

Private	Private III	Urban Khyber Pukhtunkhawa	School M
Private	Private School Chain	Urban Punjab	School N

*This refers to the school types specified under classification schemes conducted by other researchers and are detailed in Chapter 2 [see section 2.4.3 above].

Particulars about the Surveyed Schools

9.4.2 Presentation of Course Particulars

The administrators of the 14 schools (listed above) were asked to specify the grade VI English syllabus [see Appendix VIII for the administrator's questionnaire].

Schools A, C, E, and G did not specify any English language syllabi. Schools B and F just listed topics limited to writing skill (mainly genres like essays and letters) and grammatical aspects (like tense) which will be assessed in the examination. Schools D, J, and L also presented a group of items focusing on writing skill, reading skill, vocabulary building and grammar. School K provided relatively more comprehensive syllabus details. The activity types related to the oral and reading skills and the varied genres for the writing skills were specified.

School H listed the textbook chapters and structural elements. Similarly, School M syllabus consisted of the coursebook units. School I professed an integrated skills based approach with additional focus on grammar. However, only the textbook units were documented in the school syllabus document.

School N was the only private institution which claims to follow a formal curriculum. However, it has adopted the British National Curriculum. The stated rationale behind this measure was that the students are being prepared for the Ordinary Level examination. Yet the school system simultaneously trains learners for the local matriculation examination. Moreover, this implies that the school follows an examination centred approach.

9.4.3 Critical Overview

On the basis of the provided data, it is assessed that most of the surveyed schools (60% among those who specified syllabi) follow the 'language content' dimension [see section 3.6.2.1 above]. 30% of the schools with professed syllabi (schools I, K and N) have a skill based scheme of studies, while the rest have adopted predominately structural and discrete-point syllabi. In addition, School J explicitly focuses on accuracy and end-of-school examination.

Some underlying patterns emerged from the above presented examination of grade VI English programmes. First of all, (with the exception of School N) there is no mention of any central focal point (curriculum) on which the English course is based. It is understood that the three public schools A, B and C follow the Pakistani National Curriculum. The fourth public school D is autonomous and does not necessarily have to adopt the National Curriculum. The same is the case with all the private schools involved in this research. Nevertheless, here it is important to point out that School H has to prescribe the provincial government's approved textbooks, which implies that it is bound to follow the National Curriculum.

The second highlighted aspect pertains to the focus and content of the syllabi. Surprisingly, four schools apparently do not have any official syllabi. Moreover, in the case of those who listed course details, only I, J, and N specified any objectives. Furthermore, most institutions just mentioned a list of language features/topics which did not even cover all areas. For instance, there was a predominate focus on writing skill and grammar, while language functions and oral skills were ignored, even though both the 2002 and 2006 versions of the National Curriculum explicitly incorporate these aspects. (Schools I, K and N are exceptions in this case) Apparently since the institutional and end-of-school examinations do not assess oral skills, the schools do not lay any importance to these essential features of language. Finally, the syllabi of three institutions consisted of coursebook units. This illustrates a major weakness in the policies of these schools – the textbook should be prescribed on the basis of the subject syllabus and not vice versa, as stressed by linguists like Cunningsworth (1984) and McGrath (2002) [see section 4.4 above].

9.5 Evaluation of the British National English Language Curriculum (2007)

9.5.1 Introduction

Since School N has adopted the British National Curriculum 2007, it is deemed necessary to briefly discuss this document. The curriculum is presented in the form of different sections (known as “Key Stages”) aiming at different periods of schooling. Here only the section dealing with grades 6 – 8 (“Key Stage 3”) is examined. [See Appendix VII below for the relevant section of this curriculum]

9.5.2 Goals, Approach and Content

The main goal of the curriculum is to imbibe the learners with the ability to communicate effectively and fluently in the society at large. Here it is important to point out that since Britain is predominately a native English speaking country (though it is home to people with varied linguistic and cultural roots), the target language is used widely in all spheres (unlike Pakistan where English is only the second language). The document specifies four objectives (termed “Key Concepts”) – imparting communicative competence, “creativity”, analytical understanding, and cultural awareness in the students.

The curriculum follows the ‘product’ orientation with a focus on skills [see section 3.6.2.2]. The learning outcomes (referred to as “Key Processes”) are presented as a list of sub-skills and strategies relevant to the main skills of listening, speaking, reading, and writing; specific grammatical structures are not mentioned.

The document is based on the ‘language use’ approach and a ‘holistic’ viewpoint. [See Appendix IV below] Both accuracy and fluency are emphasized. In addition, the curriculum stresses roles of students as listeners, speakers, readers and writers in the real world, and promotes opportunities for coping with varied communicative purposes and creating diverse effects.

9.5.3 Activities and Texts

The task types are specified only for the oral skills; otherwise broad characteristics of the relevant activities are detailed under “Curriculum Opportunities”. Purposes behind using

language (like instructing and analysing) and general categories and features of the texts (to be utilized) are provided in the section entitled “Range and Content”.

9.5.4 Critical Overview

This educational document reflects the shortcomings associated with the typical synthetic (product) approach [see section 3.6.2.2 above]. However, the listed learning outcomes are open-ended and wide-ranging. Moreover, the other mentioned aspects (like tasks and genres) are broad and not at all restricting. Thus the curriculum has a flexible outlook allowing the educators and materials writers freedom to make their own precise choices within the set general parameters. In this respect, it contrasts with the latest Pakistani English language curriculum (based on the same ‘product’ dimension) which incorporates a catalogue of specific competencies and elements expected to be mastered at each schooling year [see section 9.3 above for details].

Moreover, the British curriculum in broad terms encompasses the whole range of aspects related to language while aiming to develop accuracy, fluency, communicative competence, appropriate cultural appreciation, and imaginative and critical abilities in the target learners. The only excluded skill is listening comprehension; listening is mainly incorporated as complement to speaking (except when focusing on critical reactions to drama).

9.6 Concluding Remarks

It is assumed that each school should have a proper documented syllabus based on a relevant official curriculum. Yet the perusal of the data obtained from the schools’ administrators

illustrated shortcomings in the institutional policies. First of all, the schools reflected ignorance of the course goals, objectives and learning outcomes presented in the national curriculum since the adopted approaches were different from that implied in the national document and the listed course details did not include some important specified elements. The main concern of most institutions was apparently the areas either to be assessed in examinations or incorporated in their textbooks. One major school system has categorically disregarded the Pakistani curriculum, and opted for the British document irrespective of the fact that in Britain English is the first language while in this country it is the second language.

In addition, some schools (29% of the surveyed institutions) have no proper subject syllabi. In fact, even in the case of 30% of schools with official syllabi, the coursebook selection is not based on its compatibility with the relevant documents; instead the programmes of study are prepared keeping the textbooks in view. Moreover, the majority of the institutions (78%) highlighted no clear sense of direction exemplified in the form of guiding principle(s) or goals/objectives as far as English language teaching was concerned.

Finally, a comparative synopsis of the three curricular documents illustrates that the British document seems the most inspiring curriculum; the older Pakistani document is vague, while the newer version appears to be inflexible.

In conclusion, this chapter had provided a comprehensive analysis of the official and institutional English language educational documents. In order to gain more insight into the official outlook and additionally highlight the publishers' mindset, the next chapter will

examine the views of both the government and private sector officials directly involved in decision making regarding materials development.

CHAPTER 10 – PERSPECTIVES OF THE GOVERNMENT OFFICIALS AND THE MAJOR PUBLISHERS

10.1 Preface

The organizations responsible for sanctioning, publishing and distributing textbooks are an important part of the materials scenario. Therefore during the third stage of the present research four officials of the main institutions dealing with coursebooks publishing in Pakistan were consulted.

One interviewee (R1) was the head of a provincial textbook board; the second subject (R2) belonged to the curriculum wing of the education ministry. The other two respondents (R3 – the managing director of the publishing house – and R4 – the editor of English textbooks department) were members of two major private publishing houses. Only R4 is directly involved with English language textbooks; the other three officials focused on general school coursebooks.

10.2 Official Viewpoint about the Textbook Policies

10.2.1 Responses of R1

R1 provided details of the new textbook policy which applies to the public sector. According to him, the provincial textbook boards have a supervisory role under the new policy.

First negotiations are held between the officials of the government boards and the different private publishers and once the publishers agree to the conditions set by the government, the

publishers are shortlisted. The relevant publishers initially send sample chapters; if these units are approved, then they submit their complete manuscripts. The selected manuscripts are sent to the Provincial Review Committee which consists of:

- two subject experts – college professors; writers
- two subject experts at the relevant class level
- one subject specialist from the textbook board
- one ‘ideology of Pakistan’ expert – to foresee that nothing against national values and beliefs has been incorporated

Then the sanctioned manuscripts are sent to the curriculum wing of the federal education ministry. The national review committee further examines the manuscripts and finally gives the no objection certificate.

One textbook for every subject taught in each class has finally to be approved. This textbook will be prescribed in all public schools of the province. Standardization is essential since provincial board’s examinations for each subject are based on a single syllabus; since the textbooks supply the syllabus, selection of one textbook per subject per class ensures uniformity of syllabus.

There are no restrictions on the publishers with regard to the textbook writers. For instance, the authors can be local or foreign. Generally, each publishing house has its own panel of writers. The textbooks are evaluated according to set criteria and then these are piloted in selected public schools.

10.2.2 Critical Overview

The main reason for opening up the public sector coursebooks publishing to the private sector was to provide viable alternatives to the users as affirmed by the policy planners [see section 2.4.8.1 above]. However, the element of choice has been minimized with only one subject textbook (for every grade) being thrust on all schools of each province. Moreover, the government official has affirmed that coursebooks govern the syllabus rather than the other way round as has been proposed by different linguists [see section 4.4 above]. Furthermore, the latest English curriculum implicitly states that the learners will not only be assessed on the content of the prescribed English textbooks [see sections 9.3.4 above]. Thus the reasons for the single textbook per province rule belie the claims incorporated in the curriculum. This in turn highlights that the principles laid out in the educational documents are not necessarily applied; in fact it seems that these documents have merely face value as far as the actual implementation of the official policies is concerned. Finally, though it is claimed that the official departments now have only a supervisory responsibility as far as public sector textbook scenario is concerned, the actual reality appears to be quite different with the officials **controlling** (rather than guiding) the private publishers. This is apparent from the different levels and the numbers of approvals to be undergone by each manuscript before final sanction.

10.3 Official Viewpoint about Curriculum Development (R2's Responses)

R2 discussed the curriculum development procedure briefly. He admitted that in Pakistan the language curriculum development is not preceded by 'needs analysis'. He believed that this preliminary stage is just time consuming and so impractical; meeting the deadlines is more important. However, as affirmed by linguists (Dubin and Olshtain, 1986; Hutchinson and Waters, 1987; Graves, 2000), finding out the requirements of learners is a pre-requisite for any language programme [see sections 3.4 and 3.5 above].

This respondent also acknowledged that generally the local textbooks are of poor quality because coursebook writing is just a business venture for most publishers and writers. Nevertheless, some selected writers are better since they have been trained by experts.

10.4 The Private Textbook Publishing Scene

10.4.1 Responses of R3

The publishing house of R3 caters to the private sector. In many instances, this involves obtaining the distribution rights of foreign textbooks in Pakistan. The respondent believed that there is no need to adapt and modify these books to Pakistani context (like changing unfamiliar names to local ones) since exposure to foreign culture was beneficial for the local students. This outlook apparently did not give any consideration to the learners' views about coursebook cultural content.

R3 was extremely critical of the schools (especially the teaching), government textbook boards and the new official textbook policy. He felt that the government officials were not

giving any importance to the publishers' viewpoint and constraints, especially with regard to compensation for the publishers whose manuscripts were being rejected.

The respondent asserted that the publishing house encourages local authorship, but no local writer was willing to undertake middle level textbook writing. The main reasons include:-

- No local person willing to share his/her manuscript
- Big publishers do not want to risk publishing a locally produced manuscript
- Private schools opting for O' Levels programme prefer prescribing foreign textbooks written by experienced non-Pakistani materials developers who are familiar with the O' Level programme; in fact a wide range of these books is available in the local market.

Moreover, R3 shared a personal anecdote which implied that few effective textbook writers are available in Pakistan. The official advertised asking local writers to submit manuscripts for a secondary level social studies series. However, only one poor quality manuscript was submitted. Finally, an experienced school principal was assigned the job, but she merely plagiarized material from the internet.

10.4.2 Responses of R4

The last respondent belonged to an internationally recognized publishing house. This organization produces textbooks for both public and private sector schools. In fact, it has submitted manuscripts for review to the relevant government departments in accordance to the latest textbook policy.

The publishers have the following criteria for approving English language coursebook manuscripts:-

1. It should be in line with the syllabus/curriculum (Pakistan or UK National Curriculum or Cambridge University Board).
2. Ideally, authors should have substantial teaching experience.
3. His/her language skills should be strong.
4. Market potential (the market size, number of registered student, competition available, and any gap areas).

According to R4, the organization has commissioned both foreign and local authors for English textbooks. Generally choosing a foreign or local writer depends on the need or the target audience. For instance, if the coursebook is intended for schools following the O level stream, then non-Pakistani authors have the edge. Nevertheless, the official admitted that most of the prescribed English textbooks published by this organization are foreign because to a certain extent the foreign writers are assessed to be more effective English textbook writers.

10.5 Conclusion

Stage III of the research highlighted the following aspects:

- ‘Needs analysis’ is not part of the curriculum development process in Pakistan [see section 10.3 above].
- Examinations and school syllabi in the public sector are exclusively based on the textbooks [see section 10.2 above].
- The government has adopted a single coursebook policy per subject per grade for all public schools of each province [see section 10.2 above].

- Generally a small number of individuals (belonging to the federal and provincial textbook review committees) are predominately responsible for the quality of materials being used in majority of Pakistani educational institutions (belonging to rural and urban public and rural private sectors – mainly schools of these categories prescribe official textbooks) [see section 10.2 above].
- The government educational department exercises considerable control even over the coursebooks being produced under the new policy [see section 10.2 above].
- Some private and public sector publishers apparently consider textbook development a commercial enterprise, instead of a means of facilitating learning in students; for instance, one main Pakistani publishing house (involved in the present study) gives considerable importance to market value of books when reviewing manuscripts [see sections 10.3 and 10.4 above].
- Some representatives of the government educational departments and the private publishing industry presume that Pakistan does not have sufficient efficient textbook writers [see section 10.3 and 10.4 above].
- The interviews could be assessed to reflect the mindsets of the local private sector publishers. For instance, apparently R4 did not give considerable import to the proper training of language materials writers (his cited criteria for selecting English language textbook manuscripts did not include trained writers) [see section 10.4.2 above]. In addition, R3 seemed not to give any importance to **appropriate** cultural portrayal in textbooks [see section 10.4.1 above].

While the above discussion has fulfilled the aim of the third stage of the study (highlighting the coursebook policies and publishing scene in Pakistan to a limited extent), the next chapter will review the results of piloting the research tools of the last two stages of research.

CHAPTER 11 – PILOT STUDY (SCHOOLS SURVEY AND TEXTBOOKS EVALUATION)

11.1 Preface

Before conducting a survey, the piloting of the research instrument is recommended. In the case of the present study, the school questionnaires (21 questionnaires for each school) were piloted in grade VI of two schools – one a public sector school and one a private institution (School Y and School Z respectively) – both located in urban Punjab. [See section 6.5.4 above] Moreover, the interviews were conducted with the two administrators to highlight the areas related to administration which would prove to be relevant for the research. Similarly, it is extremely essential to pilot a textbook evaluation criteria checklist [see section 5.4.3.3.2 above and Appendix III below]. Thus one grade VI English textbook prescribed in each surveyed school was evaluated. This chapter briefly discusses the findings of the piloting of the questionnaires, interviews questions, and the evaluation checklist and scales.

11.2 Repercussions on the Main Research

11.2.1 Questionnaires

After the completion of the pilot study, a number of alterations were made in the questionnaires based on the responses to the different questions. First of all, since the students were having problems in stating exactly when, where and why they will need to use English in future, question 5 was modified requiring the respondents to mention only the reason or occasion. Then the spaces for responding to the questions on hobbies and tastes were reduced because otherwise the presentation and analysis of the detailed responses obtained would prove to be too time consuming. Moreover, as the students had difficulty in

comprehending the question asking about the most useful exercise/activity, this item was shifted to the teacher's questionnaire (assuming the teachers will be better able to grasp its meaning). In addition, the overt item determining the students' satisfaction with their textbooks was replaced by a relative covert question asking them whether they want their textbooks to be changed.

The purpose of the survey was to find out the users' views about the strengths and weaknesses of the prescribed coursebooks. However, as was revealed during the pilot survey, especially in case of the public school, the users were reluctant to disclose any negative aspects. Thus the following direct questions were added in the students' questionnaires:

What do you like about your English language textbook?
What do you dislike about your English language textbook?
(Adapted from McGrath, 2002: 200)

In addition, the teachers were asked to suggest anything they found missing in the coursebooks and any changes that they considered necessary in the books [adapted from Breen and Candlin, 1987:27 – see Appendix III below]. Finally, a question focusing on the instructor's cultural preference in reference to English language materials was also incorporated in the teachers' questionnaires.

[See Appendix VIII below for the final versions of the teacher's and the students' questionnaires]

11.2.2 Interviews with the Administration

Based on the small scale pilot research, it was deemed essential that the administrative data should focus on the following aspects:

- The school category
- Social background of the students
- English language textbooks selection process
- English language textbooks selection criteria
- A brief description of the Class VI English language syllabus

It was also concluded that a questionnaire keeping the above listed areas in view should be prepared for the administrators since this will make it easier to access the subjects and organize the qualitative data so obtained. [See Appendix VIII below for the questionnaire]

11.2.3 Textbook Evaluation Criteria Checklist and Scales

The prepared textbook evaluation criteria checklist and the three scales proved to be effective tools for the present research. Here it is important to point out that only the criteria questions relevant to the coursebooks in question were utilized in the pilot study.

As a result of the completion of the above discussed pilot study, it was possible to undertake the country wide survey of schools as well as evaluate the prescribed textbooks. The next chapter critically examines the findings of the survey which formed part of the stage IV of the research.

CHAPTER 12 – VIEWS OF THE TEXTBOOK SELECTORS AND USERS – SCHOOLS SURVEY

12.1 Preface

This chapter presents, discusses and analyses the responses obtained through the survey conducted during the fourth stage of the research. The data was collected through three types of questionnaires – for administrators, grade VI English language teachers, and grade VI students. [See chapter 6 above] All the respondents were only approached once and there were neither any follow up interviews nor were they asked for any clarifications; thus the raw data included some ambiguous, indistinct and irrelevant answers. In addition, a few subjects in some schools chose not to respond to a particular question. Nevertheless, the survey managed to attain its objectives namely that of highlighting by and large the educational environments, mindsets, interests and outlooks of the textbook users. [Also see section 5.4.2 above]

The following table (Table: 12.1) provides details about the schools involved in the study:

Table: 12.1

School Type	School Category*	Location	School Tag Name	Research Category●	No. of Respondents (students)
Public	Government II	Urban Punjab	School A	Category I	20
Public	Government I	Rural Punjab	School B	Category I	20
Public	Government I	Rural Sindh	School C	Category I	20
Public	Public Elite	Urban Khyber Pukhtunkhawa	School D	Category II	20
Private	Private I	Rural Punjab	School E	Category III	20
Private	Private I	Rural Punjab	School F	Category III	10
Private	Private I	Rural Sindh	School G	Category III	20
Private	Private I	Rural	School H	Category III	17

		Balochistan			
Private	Private II	Urban(suburb) Punjab	School I	Category III	20
Private	Private II	Urban Punjab	School J	Category III	20
Private	Private II	Urban Sindh	School K	Category III	20
Private	Private III	Urban Sindh	School L	Category IV	20
Private	Private III	Urban Khyber Pukhtunkhawa	School M	Category IV	20
Private	Private School Chain	Urban Punjab	School N	Category IV	20
Total No. of Schools /respon dents	14				267

*This refers to the school types specified under classification schemes conducted by other researchers and are detailed in Chapter 2 [see section 2.4.3 above].

●This refers to the school groupings that have been specially devised for the purposes of analyzing the data for this particular research and are elaborated in Chapter 6 [see section 6.8.4 above].

Details about the Surveyed Schools

12.2 Information Gathered from the Schools' Administration

12.2.1 Objectives of the Administrative Survey

The prime purpose of this survey was to critically examine the general textbooks selection procedures and the professed English language coursebooks selection criteria of each institution. The qualitative data is discussed according to the research categories specified in section 6.8.4 above.

12.2.2 Category I Analysis

This category consists of three public schools, namely A, B and C. All these institutions, like other public schools, merely prescribe the provincial government boards approved textbooks.

12.2.3 Category II Analysis

Only one public school – D – is included in Category II. It is a branch of a school system. The central secretariat of the system has the responsibility of selecting textbooks. However, the exact process detailing how the coursebooks are actually finalized was not clearly detailed. The listed selection criteria included “modern” textbooks which cater to the needs of the learners providing them skills to compete with the other candidates taking the Cambridge Syndicate Ordinary Level examinations.

12.2.4 Category III Analysis

This category consists of seven private schools (E, F, G, H, I, J and K). The details about the coursebook selection process and English language textbook selection criteria for individual schools are provided below (Table: 12.2):

Table: 12.2

School Tag	Textbook Selection Procedure	English Language Textbook Selection Criteria
E	No procedure specified.	Possessing sound knowledge
F	Till Grade V the administration and teachers finalize books, while for Grades VI and above the Punjab Textbook Board approved books are chosen.	No selection criteria provided.
G	The owner, aided by suggestions of the experienced teachers, selects textbooks.	No criteria provided.
H	Generally the principal and the governing body offer recommendations; however, in most cases (like other private registered institutions of Balochistan) the school administration is bound to follow the directives of the provincial government and choose only the officially approved coursebooks.	No criteria provided.

I	The administration selects samples of textbooks which are examined and the teachers offer their suggestions; the final approval is undertaken by a committee consisting of administrators, coordinators and the principal. The teachers are also encouraged to prepare their own activities.	The selection criteria include presentation, interest level, compatibility with students' ability, and being activity based.
J	The administrators finalize the coursebooks.	Compatibility with the syllabus, availability, correct usage of English, and attractive presentation are the aspects used to assess the English language textbooks.
K	The regional office of the school system is the sole authority which approves textbooks.	No criteria provided.

Textbook Selection Data for Category III Schools

12.2.5 Category IV Analysis

This category includes three private schools – L, M and N. L is part of a city-based school system. A committee termed 'Quality Enhancement Cell' (QEC) is involved in textbooks selection. The QEC sends the coursebooks with review forms to the teachers and then shortlists the books after examining the reviews. Finally, the principal is responsible for conclusive approval. The administration believes that the textbooks should be interesting, according to the students' comprehension level and incorporate contextualized rather than isolated grammar work.

A committee consisting of teachers related to different subjects selects coursebooks for School M. The members keep reviewing and making suggestions. Books having integrated skills approach are first shortlisted and then chosen for longer duration.

School N is part of a country wide school system. The English Language Curriculum Group in consultation with teacher representatives from the different branches selects textbooks. The coursebooks are chosen according to their content areas and skills development potential. Price is considered a key factor as well. The selection criteria include suitability according to the key skills development, variety of content related to all genres, cultural and social sensitivity, and availability of teacher's resource for the coursebook. The experienced teachers are encouraged to prepare own activities.

12.2.6 Critical Overview of School Administrative Findings

The data illustrated that in general the provincial educational departments have an extremely significant role in textbook selection in Pakistan: a large number of schools (50% in the case of the present study) are directly and indirectly under their control. Not only the public institutions catering to the lower sections of the society (Category I schools) follow the government directives, but even private schools targetting lower income groups especially in rural areas (E, F, G and H) may be compelled to prescribe the government approved coursebooks. This claim appears to be validated by the School H implied assertion that even private schools in Balochistan are required to select the textbook board sanctioned coursebooks in order to obtain registration.

The prescription of textbooks of the public and private schools focusing on the affluent social classes and/or having more than one branch (Schools D, K , L and N) is the responsibility of a centralized authority. While these commissioned groups may include some highly competent and resourceful professionals, they probably have no direct contact with the teachers and students, functioning from high pedestals sheathed in head offices far removed from the

environment where their policies are put into effect. The remaining schools (I, J and M) also assign this important duty to committees consisting of mainly senior teachers and administrators. Though some claim to take into account the relevant teachers' suggestions, in practice this seldom seems the case. The relevant teachers' data justifies these assumptions whereby only two respondents maintained that they were involved in choosing the coursebooks [see section 12.3.5 below].

The administrators of Category I institutions did not provide any textbook selection criteria, while the Category II school administration primarily chooses materials which aid the learners in obtaining good grades in examinations, rather than facilitate the acquisition of language skills which will be beneficial in their future life. Only two institutions of Category III provided any detailed selection criteria and even these points of reference were found to be minimal and rudimentary. The only exception was one characteristic listed by School I principal namely that the textbook should be activity-based. Finally, two schools belonging to Category IV (L and N) provided the most comprehensive standards for assessing coursebooks. However, the prescribed Grade VI textbook of School N falls short of the administrator's own devised criteria since it contains culturally insensitive material [see section 13.8.12 below for details]. Similarly, the School L administration listed contextualized grammar work, yet the relevant coursebook incorporates decontextualized grammar activities [see sections 13.6.5, 13.6.9, and 13.6.10 below for details]. These discrepancies illustrate that mere theoretical policy formulation is inadequate; attempts should be made to apply the prescribed guidelines. And these deficiencies necessitate the use of thorough materials evaluation in schools. Finally, School M highlighted only one aspect related to textbook selection. This response (together with the analysis of Categories I, II and

III responses) underscores that the schools' administration appear to take a narrow viewpoint of English language materials selection criteria.

12.3 English Language Teachers' Viewpoints

12.3.1 Objectives of the Teachers' Survey

The main aims of this survey were as follows:

- To critically examine how far the instructors were aware of the needs of English in Pakistan.
- To identify the teachers' beliefs regarding English language teaching approach and methodology
- To show how far the teachers' views about the specific prescribed textbooks were compatible with their beliefs about general language learning and the detailed evaluation of the relevant textbooks (presented in chapter 13 below)
- To highlight the extent to which the instructors demonstrated English language materials development and evaluation skills.
- Finally, to explore the degree the teachers' views could be considered relevant for materials evaluation as pointed out in the literature [see sections 4.7.4 and 4.8.4 above and appendix II below].

Both the quantitative and qualitative data obtained from the 14 teachers is discussed in the form of a relative analysis.

12.3.2 ‘Needs Analysis’ Regarding English

Item 1 of the teacher’s questionnaire focused on the respondents’ views with regard to the English language ‘needs analysis’. The findings are presented in the following table:

Table: 12.3

English Language Needs	Number of Respondents	Percentage of Respondents	Relevant Schools
Passing O’ Level/Matriculation examination	6	43%	B, C , F, I, K, and M
Undertaking higher education in Pakistan	12	86%	A, B, C, D, E, F, I, J, K, L, M, and N
Reading technical books/article	5	36%	A, C, G, K, and L
Using the internet/mobile phones	5	36%	A, C, D, G, and K
Completing forms	2	14%	C, and K
Writing CVs	3	21%	C, D, and K
Appearing in job interviews	7	50%	C, E, G H, I, K, and L
Working in Pakistan	4	29%	C, E, I, and K
Writing official letters	3	21%	C, I, and K
Studying abroad	10	71%	D, E, F, G, H, I, K, L, M, and N
Visiting abroad	4	29%	C, F, K, and L
Working abroad	8	57%	C, D, E, F, H, I, K, and L
Living abroad	2	14%	C and L

Teachers’ ‘Needs Analysis’ of English in Pakistan

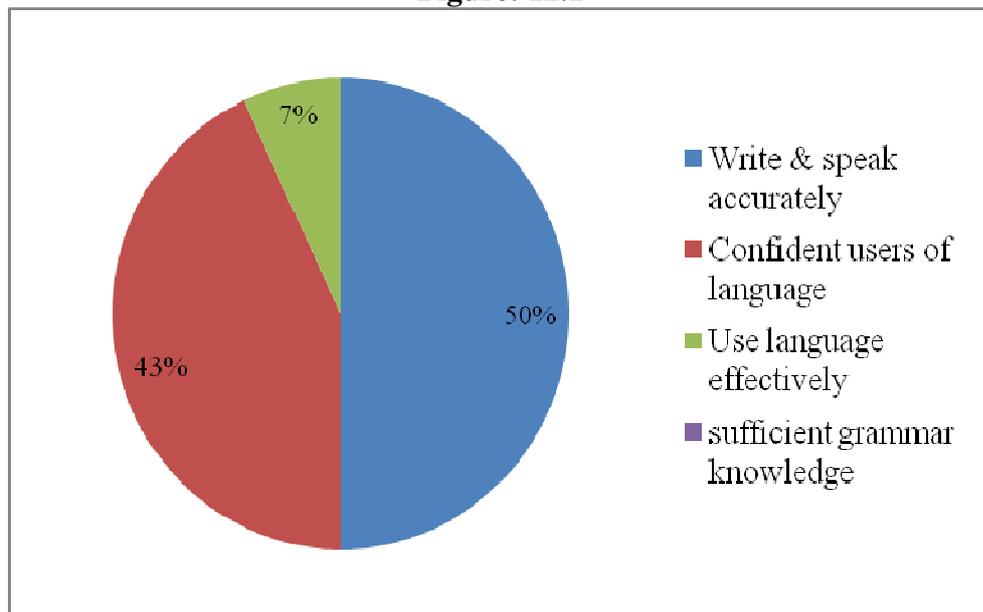
The majority believed that English will be needed primarily for education whether in Pakistan or abroad. The only other two categories that received significant importance were appearing in job interviews and working abroad. Most of the instructors did not consider completing forms, and writing CVs and official letters requires English. Surprisingly, only 29% of the subjects believed that English language will be needed while working in Pakistan; the first stage of this research has clearly revealed that English is required in high quality jobs in

Pakistan [see chapter 8 above]. Thus the above data highlights that the English teachers may have an inadequate perception about English language requirements in Pakistan.

12.3.3 Teaching Objectives and Methodology

The **second item** of the questionnaire dealt with the English language teaching objectives and the relevant findings are illustrated in Figure: 12.1 given below:

Figure: 12.1



Teachers's Views about Language Learning Objectives

The figure highlights that most teachers believed that accuracy should be the prime objective of language learning. However, substantial number of respondents also considered fluency as important, while a very inconsequential percentage deemed effective usage as essential. Having sufficient grammatical knowledge was not regarded as an acceptable language learning aim. Yet the subsequent views of these instructors about the relevant prescribed textbooks (specifically revealed in reply to **questions 10 and 11** – questions focusing on missing items in the prescribed textbooks and preferred changes in coursebooks) appear to

believe these assertions. 36% of the teachers felt that more detailed focus on grammar was missing from their coursebooks, and more importantly, 50% believed that these books needed to give more importance to grammar. These respondents belong to both public and private schools (categories I, III and IV). The textbooks under focus included *Step Ahead – I* and *Oxford Progressive English – 6*, both books which incorporate in depth grammar explanations and practice activities. Thus this assessment shows that the relevant instructors may lay excessive value on the grammatical aspects of language. *Advanced with English – I* (the third relevant coursebook) also focuses on language structures in the section entitled “Language Practice”. The other coursebooks in question were *Oxford Progressive English – 5*, *English – 6*, and *Every Day English – 6*: the opinion regarding these three books was valid since they marginally discuss language structure. [See sections 13.2, 13.3, 13.5, 13.6, 13.7 and 13.8 below for details]

Other views regarding missing aspects and required changes in the prescribed textbooks (**questions 10 and 11**) dealt with the low interest level of the books (*English – 6* and *Advanced with English -1*), the high linguistic difficulty level (*Step Ahead – I* and *Oxford Progressive English – 6*), the general poor standard (*English – 6*) and ignorance of speaking skill (*English – 6*) among others characteristics. These opinions were mostly justifiable. [Also see sections 13.2, 13.6, 13.7 and 13.8 below] Nevertheless, they were based on limited or superficial aspects implying that apparently the respondents neither have any in depth knowledge of these textbooks nor they have developed any critical skills for materials evaluation/development.

Surprisingly, two respondents (referring to *English – 6* and *Guided English – 0*) even felt that nothing was missing from their coursebooks and no change was required (in response to **questions 10 and 11**). Since the detailed evaluation of these coursebooks revealed some shortcomings [see sections 13.2 and 13.4 below for details], the teachers’ extreme satisfaction with these materials seems unfounded. Nevertheless, these responses may be due to limited awareness about the diverse types of activities which can be incorporated in textbooks.

The **third item** of the questionnaire revealed the following data about the respondent’s favoured teaching techniques:

Table: 12.4

Teaching Technique	Percentage of Respondents Favouring the Technique	Percentage Breakup according to the Research Categories of Schools
Communicative tasks	50%	100% from Category II schools; 43% from Category III schools; 100% from Category IV schools
Group Discussions	50%	33% from Category I schools; 100% from Category II schools; 57% from Category III schools; 33% from Category IV schools
Exercises	29%	100% from category II schools; 29% from category III schools; 33% from category IV schools
Explaining the rules	21%	33% from Category I schools; 29% from Category III schools
Mechanical Drills	7%	33% from Category I schools

Popular Teaching Techniques

These findings clearly indicate that most instructors prefer the more modern teaching techniques. Moreover, the preference is not dependant on the school type or targeted social classes.

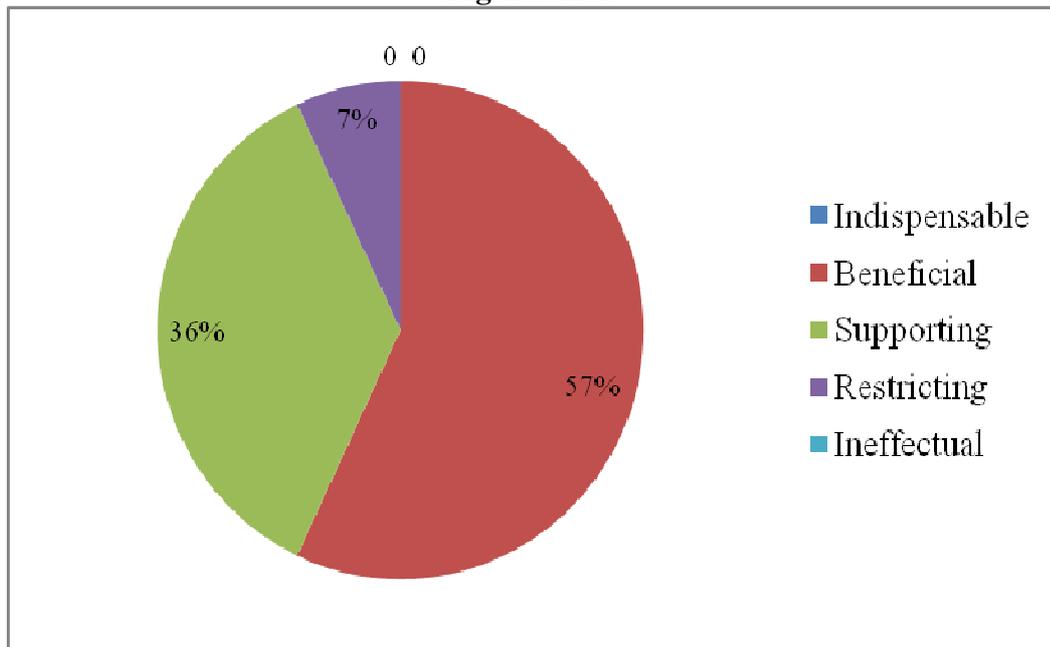
Finally, favoured teaching techniques other than those listed in the questionnaire included extensive listening and speaking tasks, and creative writing – all three are considered essential type of workouts [see section 4.5 above].

However, the above presented views are not compatible with some of the respondents' listed most useful activities of their coursebooks (**item 8** of the questionnaire). Thus the School M instructor preferred techniques were group discussions, communicative tasks and creative writing, while the picture stories, contrived dialogues and comprehension questions, which were listed as the most beneficial portions of the prescribed textbook, can not be categorized as these procedures. Similarly, the Schools E and G teachers favoured communicative tasks, yet the former respondent vaguely referred to activities providing general knowledge as most effective and the latter considered the whole book (possessing only 4% communicative tasks – see section 13.3 below) as useful. Moreover, making sentences is in no way linked to group discussions (School H teacher's views). Finally, Schools D, I and L respondents' preferred techniques included communicative tasks/group discussions as well as exercises, but their specified activities were mostly mechanical operations (focusing on vocabulary, grammar, reading comprehension and writing) which qualify as 'exercises' [see Appendix V above for details]. Conversely, Schools A, B, C, J, K, and N teachers' presented compatible views (that is, with **question 3**). One instructor (belonging to School F) did not respond to **question 8**.

12.3.4 Views about the Textbooks

Question 5 focused on the teachers' overall opinions about their textbooks and the provided responses are illustrated in Figure: 12.:2:

Figure: 12.2



Teachers' Overall Opinions about Textbooks

The data highlights that the respondents did not take any extreme positions with regard to their coursebooks. The majority adopted a positive attitude, while a substantial number took the middle ground. Only one teacher (from School H) felt that the textbook was ‘restricting’ because it focused on topics which were unfamiliar and limited in number (response to **item 6**).

Other responses to **question 6** were varied across the board. Schools A and B respondents considered the coursebook helpful in imparting knowledge, though the latter also rightly felt that the book did not help develop the students’ creative abilities. Schools I, J, K, M and N instructors preferred the sections dealing with skills, and the grammatical, mechanical and lexical aspects. School L teacher based her assessment on just the text types; she found the book beneficial since it included a variety of texts related to one theme. School F teacher believed that the coursebook was easy, while School E instructor stated that other books were

needed to clarify topics (yet she was satisfied with the textbook). Schools C and G respondents believed that the coursebook employed ‘daily life’ English (the title of the prescribed textbook is “Everyday English”) and that the book provided good information respectively. Finally, School D teacher held the view that the coursebook helped the students learn English, though she admitted that some portions were very difficult.

The findings regarding the level of effectiveness and interest of the relevant textbooks (**items 7 and 9**) once again clearly exemplify the majority’s overall satisfaction with their textbooks (see Tables 12.5 and 12.6):

Table: 12.5

Scores	Number of Respondents	Percentage of Respondents
6	2	14%
5	5	36%
4	4	29%
3	2	14%
2	1	7%
1	0	0

Teachers’ Views about the Textbooks’ Level of Effectiveness

Table: 12.6

Scores	Number of Respondents	Percentage of Respondents
6	0	0
5	6	43%
4	5	36%
3	1	7%
2	2	14%
1	0	0

Teachers’ Views about the Textbooks’ Level of Motivation

79% gave their coursebooks high scores for both aspects and these responses are compatible with their answers to **question 5** discussed above.

12.3.5 Textbook Selection

Questions 12 and 13 dealt with textbook selection. The responses and their implications are discussed in the following two paragraphs.

Only 14 % of the instructors claimed that they were involved in selection of the coursebooks. Both these teachers belonged to Category III (Private I) schools. This figure implies that in general the administration neither trusts the individuals who have been chosen to act as bridge between the textbooks and the students, nor do they give importance to their views. This also contradicts the claims of those administrators who stated that the teachers were part of the coursebook selection process [see section 12.2 above].

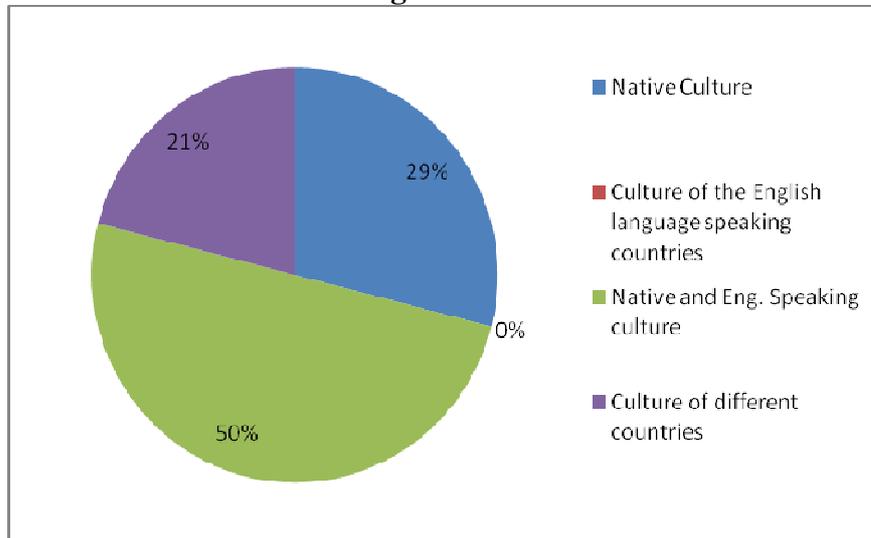
The cited selection criteria appeared to be very limiting and simplistic at best. 5 respondents merely cited the students' interest level as an important aspect to consider when selecting textbooks, while 3 felt that the coursebook should be compatible with the mental level of the learners. Other criteria included the books satisfying the "standard", covering all aspects of language, providing practical knowledge, being easy and informative, focusing on vocabulary and providing "good" information about the rules of basic English. Words like "standard" and "good" seem vague and general.

12.3.6 Cultural Focus

The **last item** of the questionnaire focused on the teacher's beliefs regarding appropriate cultural portrayal in textbooks. Most of the respondents believed that the coursebooks should

depict the native and English language speaking countries' culture, while only 21 % felt that culture of different countries should be presented [see Figure: 12.3 below]:

Figure: 12.3



Teachers' Views about Cultural Focus in Textbooks

These findings seem to illustrate the conservative nature of 79% of the teachers' beliefs about cultural representation [see section 4.6 above for details] and these assumptions are even not completely compatible with the students' views discussed below [see section 12.4 below].

12.3.7 Critical Overview of the Teachers' Beliefs

The respondents were assessed to display inadequate awareness of the English language requirements in Pakistan [see section 12.3.2 above for details]. In addition, many instructors (about 50% of the respondents) had theoretical knowledge about the current beliefs regarding language learning and the progressive teaching techniques, but might have insufficient understanding of their practical implications. This assumption is based on the incompatibility of their general convictions with their detailed views about their own textbooks. The

remaining teachers had limiting outlooks; they favoured accuracy and rule explanations/mechanical drills.

Furthermore, the opinions of the respondents appeared to illustrate their narrow or vague perceptions about language materials. First of all, the coursebook selection criteria of the majority (79% of the respondents) exclusively focused on students' interest and mental ability, satisfying "standard" and including all language aspects; these features are important, but not the sole touchstones for choosing textbooks. Also most teachers could only specify the strengths of their coursebooks in general terms; for instance, only 43% of the subjects could list **specific** activities (like listening, reading comprehension, and vocabulary activities) as being most useful, while 57% praised the books in vague terms like ("activities for the four skills"). In the same way, the reasons for liking the coursebook were mostly ambiguous, sketchy and imprecise. [See discussion of responses to items 6, 8, 10, 11 and 13 above]

In conclusion, the teachers' views do not appear to have any significant value for textbook writers and evaluators since their outlook about language acquisition and coursebooks were assessed to be restrictive and inadequate. In fact, the majority's high level of satisfaction with their English language materials echoes the findings and assumptions derived from a study conducted by Shamim (2011), though her research focused on college instructors, (rather than school teachers) and English courses (rather than English textbooks) [see section 2.4.7 above]. Moreover, the in-depth analysis of most of these textbooks has revealed some shortcomings [see chapter 13 below for details] which can make one question the overwhelming satisfaction of the instructors. Thus at present it is adjudged that the instructors can not undertake the role of effective materials evaluators/developers. These implications indicate that the linguists'

suggestions related to the involvement of teachers in materials selection/evaluation are at present inappropriate as far as the Pakistani context is concerned [also see sections 4.7.4 and 4.8.4 above]. Finally, it is important to point out that the English instructors' own English language ability can be questioned since 50% of the respondents handled the Urdu version of the questionnaire.

12.4 Students' Views

12.4.1 Objectives of the Students' Survey

The following objectives underlined this survey:

- To reveal the “patterns” (Dubin and Olshtain, 1986: 6) of actual usage of English as identified by the learners themselves.
- To highlight the students' attitude towards English and its usage.
- To illustrate the learners' general interests and tastes (which can be of value to materials developers).
- To critically examine the students' opinion about their textbooks.
- Finally, to explore the extent the learners' views regarding their textbooks could be deemed significant for textbooks evaluation/development as emphasized in the literature [see sections 4.7.4 and 4.8.4 above].

The qualitative and quantitative findings of this survey are discussed from the viewpoint of the research categories [see section 6.8.4 above].

12.4.2 Category I Analysis

12.4.2.1 Introduction

Category I focus on public schools – A, B and C [see Table: 12.1 above for details]. 60 respondents belonged to this category. These institutions target the poorest sections of the urban/rural population since the relatively more affluent families prefer sending their children to private schools [see section 2.4.5 above]. As revealed through the survey, most of the urban students' L1 is Urdu, while generally the rural respondents considered the provincial languages – Punjabi and Sindhi – as their L1 (responses to **item 1** of the student's questionnaire).

School A is an all girls' institution, while B and C are boys' schools. All three institutions follow the local education system (Matriculation). School A conducts independent Urdu and English medium classes, whereas the other two institutions use the local vernaculars (Urdu/Punjabi/Sindhi) as the medium of instruction.

12.4.2.2 Patterns of Use of English

The **questions 2** and **3** of the questionnaire focused on the frequency of English usage and the popular activities requiring English respectively. The following data was revealed:

Table: 12.7

English Usage Frequency	No. of Respondents	Percentage of Respondents
Most of the time	1	2%
Sometimes	30	50%
On a few occasions	27	45%
Never	2	3%

English Usage Frequency – Category I

Table: 12.8

Pastimes requiring English	No. of Respondents	Percentage of Respondent
Reading English books	33	55%
Reading English magazines/newspapers	14	23%
Watching English movies	6	10%
Watching English programmes	10	17%
Using internet	4	7%
None of these	0	0

Popular Pastimes requiring English – Category I

Most of the students claimed that they used English on some/few occasions. Reading English books was the most popular activity. These assertions are surprising since the general home/social environment of these respondents probably does not provide them with opportunities to use English or access books. At the most they may be exposed to English through television and usually only their textbooks may provide them with their reading materials. Otherwise, their English usage may be limited to their schools. Thus those learners who made these claims were probably either referring to the use of English in their classrooms or trying to create a favourable impression since (as the responses to **question 5** highlighted) the respondents and their families assign a higher status to English.

12.4.2.3 Attitude towards English

The **items 6, 7 and 8** revealed the following learners' orientations with regard to English:

Table: 12.9

Attitude	Positive	Negative
No. of Respondents	57	1
Percentage of Respondents	95%	2%
2 students did not respond		

Attitude towards Learning English – Category I

Table: 12.10

Attitude	Positive	Negative
No. of Respondents	55	1
Percentage of Respondents	92%	2%
4 students did not respond		

Attitude towards Using English – Category I

Table: 12.11

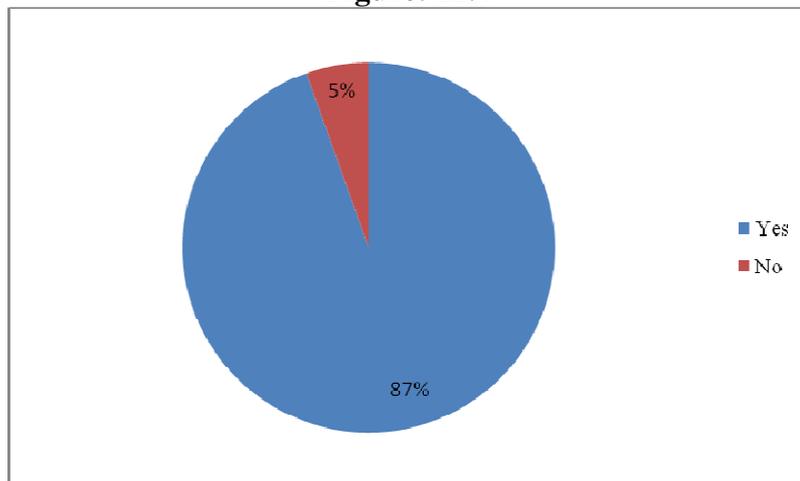
Language Skill	No. of Respondents	Percentage of Respondents
Speaking English	51	85%
Reading English	14	23%
Writing English	14	23%

Popular Language Skills – Category I

The results throw light on an overwhelmingly positive viewpoint towards English and the speaking skill.

Similarly, a vast majority of the students believed that English will be necessary in their future life (replies to **question 4**):

Figure: 12.4



(5 students did not respond)

Future Requirement for Using English – Category I

The rationale behind future requirements of English included the importance of the language worldwide and in the local job market (specifically related to teaching and medicine), and for

national progress, interviews, education, computers and communication abroad. Other cited reasons were personal preferences and beliefs like using English creates a good impression. Interestingly, three respondents stated that knowing the language would help them answer English questions in English; this is an indirect reference to the fact that they have not been able to respond to the English version of the questionnaire. (Responses to **question 5**)

12.4.2.4 Interests and Tastes

Items 9, 10 and 11 highlighted the general interests of students. The learners engage in very few pastimes – studying, reading, watching television, playing indoors, and participating in outdoor games like cricket, football and ‘hide and seek’. Similarly the respondents’ taste in books and programmes/movies is limited. The majority prefer to read Islamic, informative, historical and humorous books, poetry and magazines. They like cartoons, informative and Islamic programmes, and action and horror movies.

12.4.2.5 Opinions about the Textbook

Responses to the **questions 13 and 16** of the questionnaire revealed that the vast majority of the learners found the prescribed books both interesting and helpful in teaching English [see Tables 12.12 and 12.13 below]:

Table: 12.12

Score on the Scale	School A	School B	School C	Total No. of Respondents	Percentage of Respondents
1	0	0	0	0	0
2	0	0	2	2	3%
3	0	1	0	1	2%
4	0	12	2	14	23%
5	1	4	4	9	15%
6	19	2	12	33	55%

Views about the Interest Level of the Textbooks – Category I

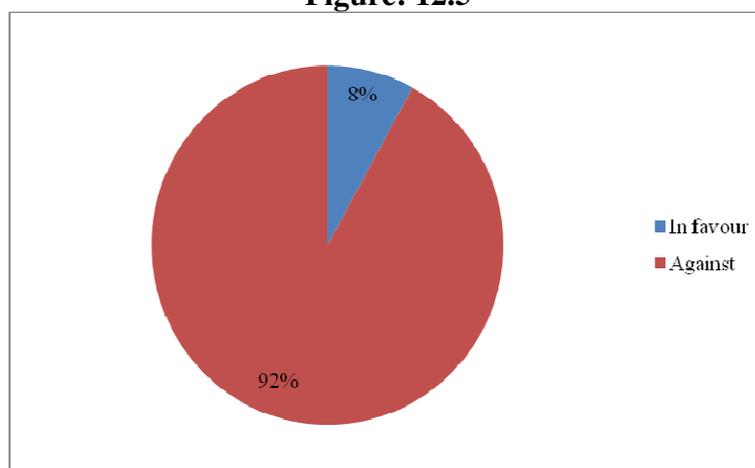
Table: 12.13

Score on the Scale	School A	School B	School C	Total No. of Respondents	Percentage of Respondents
1	0	0	0	0	0
2	0	1	0	1	2%
3	0	1	0	1	2%
4	1	10	3	14	23%
5	3	2	5	10	17%
6	6	1	11	19	32%

Views about the Effectiveness of the Textbooks – Category I

As can be seen, 70% of the respondents assigned the highest two scores ('5' and '6') to their coursebooks for the interest level. In the case of effectiveness, a relatively smaller number of students (49%) gave high scores to the books with 25% selecting the middle two scores ('3' and '4'). Nevertheless, this data highlights the learners' overall satisfaction with the teaching materials. And this fact is supported by the responses to **item 19** – 92% did not want their textbooks changed [see Figure: 12.5 below]:

Figure: 12.5



Attitude towards Changing the Prescribed Textbooks – Category I

While most of the School C students did not provide any reason for continuing with their coursebook, other respondents found the books interesting, easy, informative, helpful, better than other books, and relaxing. Other strengths of the teaching materials included the inclusion of stories, poems, illustrations, and activities (like making and completing

sentences, answering reading comprehension questions, and letter writing). (Responses to **items 17 and 20**)

The few identified weaknesses included the books (or some sections) being boring, difficult, and lengthy. In addition, a few learners disapproved of exercises (like sentence formation), black and white illustrations and the poor quality of the paper. (Answers to **questions 18 and 20**) It is interesting to note that at times different respondents praised and criticized the **same aspects** of the textbook. This highlights individual differences in learning styles.

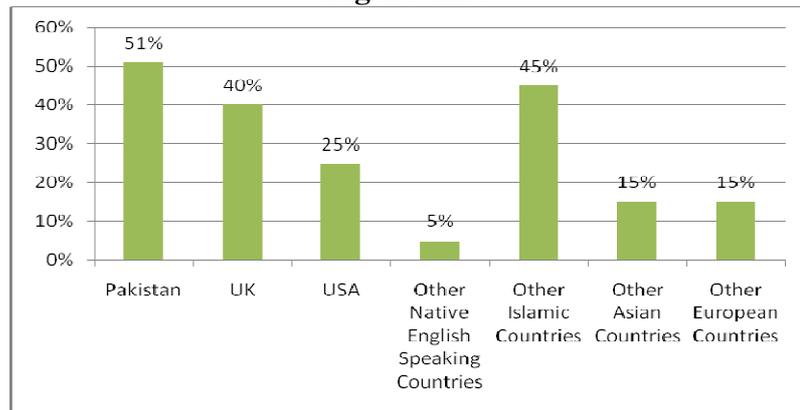
12.4.2.6 General Suggestions

Item 21 required the learners to list their preferred topics. Once again a small range of subject matter – historical and Islamic themes, cultural aspects, honesty/cleanliness, new/interesting/true stories, and foreign countries – was suggested. One respondent (from School B) felt that the English coursebook should include “good” topics like the Urdu textbook.

The responses to **question 22** (cultural preferences) are represented graphically in Figure:

12.6. The data clearly indicates that the learners favour focus on Pakistan and other Islamic countries (primarily Saudi Arabia) in their coursebooks. Nevertheless, a substantial number are also interested in UK and USA.

Figure: 12.6



Cultural Preferences – Category I

12.4.3 Category II Analysis

12.4.3.1 Introduction

This category consists of School D [see Table: 12.1 above for details]. This public institution is located in an urban area and its target students are mostly from middle classes and above.

The learners' mother language is presumably the regional Pushto, though 80 % of the respondents claimed that Urdu is their main language (responses to **item 1** of the questionnaire). It is an all girls' English medium school offering both matriculation and Ordinary Level.

12.4.3.2 Patterns of Use of English

The following data was revealed in response to **questions 2** and **3** (Tables 12.14 and 12.15):

Table: 12.14

English Usage Frequency	No. of Respondents	Percentage of Respondents
Most of the time	5	25%
Sometimes	15	75%
On a few occasions	0	0
Never	0	0

English Usage Frequency – Category II

Table: 12.15

Pastimes requiring English	No. of Respondents	Percentage of Respondent
Reading English books	16	80%
Reading English magazines/newspapers	11	55%
Watching English movies	7	35%
Watching English programmes	4	20%
Using internet	10	50%
None of these	1	5%

Popular Pastimes requiring English – Category II

The respondents profess to use English on most (25%) or some occasions (75%). Reading books is the most popular activity requiring English (80%). Reading newspapers/magazines (55%), using internet (50%), and watching movies (35%) are other favoured activities. These responses highlight that the students use English frequently outside the classroom.

12.4.3.3 Attitude towards English

The respondents have an extremely positive attitude towards English since 100% of the learners want to learn and use English (replies to **questions 6 and 7**). These beliefs are compatible with their professed patterns of using the language in daily life. Speaking is the most popular skill with 90% of the students favouring the skill (responses to **item 8**):

Table: 12.16

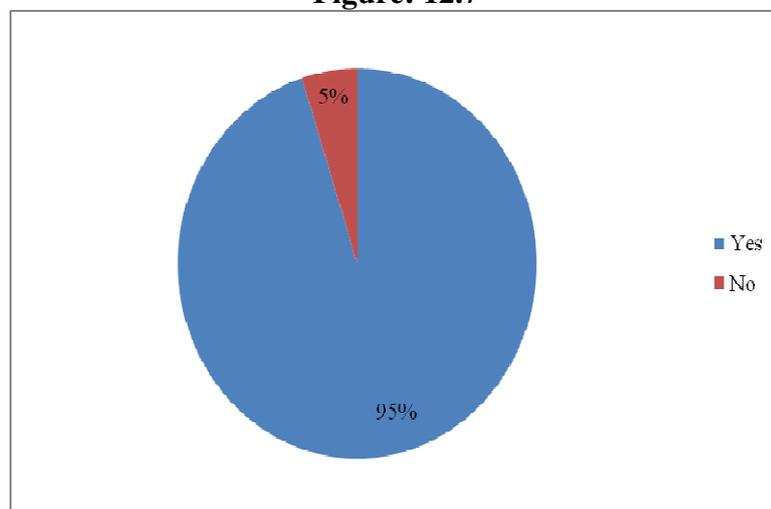
Language Skills	No. of Respondents	Percentage of Respondents
Speaking English	18	90%
Reading English	5	25%
Writing English	7	35%

Popular Language Skills – Category II

As can be seen from the above table, significantly smaller numbers expressed preference for the other two skills – writing and reading.

The students' responses to **items 4** and **5** showed that the majority believed that they will have to use the language in their future life (Figure: 12.7):

Figure: 12.7



Future Requirement for Using English – Category II

The cited reasons predominately focused on the importance of English in the present world as an international, most understood, and most popular language. Other reasons included the language creating a good impression, being useful for education and jobs, and being used in most technical books and instruction manuals.

12.4.3.4 Interests and Tastes

The popular hobbies were reading books, using the computer/internet and watching the television. In fact, most of these past times overlap those indicated in response to **item 3** [see Table: 12.15 above]. The most popular books were horror stories (50% respondents listed this preference). Other favoured book types included adventurous, humorous, mysterious and detective novels. A few students mentioned fairy tales, stories with morals, autobiographies, and fantasy stories, and informative and Islamic books. Popular movie/programme types were horror, action, humorous, adventure, tragic, animated and informative movies, quiz

programmes, cartoons, comedies, and *Discovery* and *National Geographic* channels' programmes. A few respondents mentioned programmes specifically dealing with animals and biology. (Responses to **items 9, 10** and **11**)

12.4.3.5 Opinions about the Textbook

Responses to **items 13** and **16** highlighted the positive views of the majority about the textbook (see Tables 12.17 and 12.18 below):

Table: 12.17

Score on the Scale	Total No. of Respondents	Percentage of Respondents
1	0	0
2	1	5%
3	2	10%
4	6	30%
5	8	40%
6	3	15%

Views about the Interest Level of Textbook – Category II

Table: 12.18

Score on the Scale	Total No. of Respondents	Percentage of Respondents
1	0	0
2	0	0
3	1	5%
4	2	10%
5	9	45%
6	7	35%
[One student did not respond]		

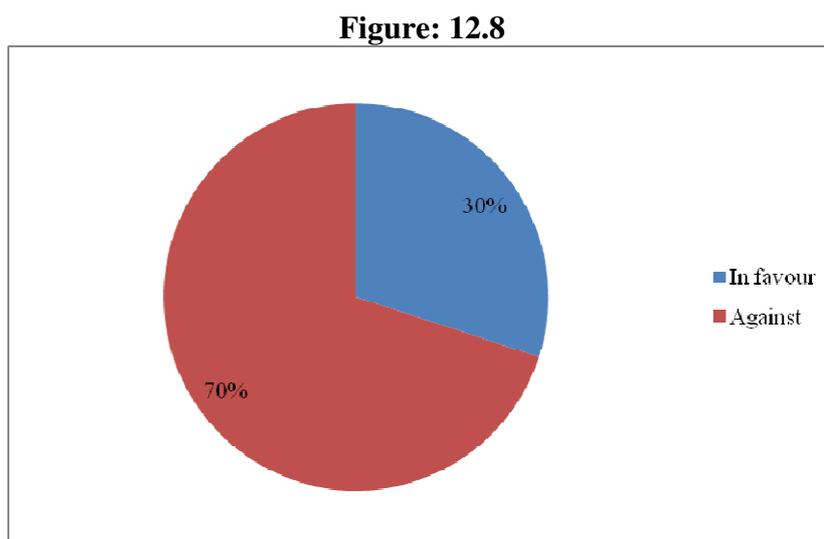
Views about the Effectiveness of the Textbook – Category II

85% respondents gave the coursebook high scores for the level of interest, and an even greater percentage (90%) believed that the book was an effective tool for teaching English.

The responses to **questions 17** and **18** (asking about what the learners liked and disliked about their coursebooks) were varied and even at times contradictory. The majority favoured the sections dealing with grammar and the effective use of illustrations. Other positive aspects

included the textbook being considered interesting, informative and a useful tool for teaching English, the incorporated stories, clear explanations of different concepts and the provision of the Activity Book (which helped revise each topic). The listed negative aspects were the reading comprehension questions, exercises and the difficult vocabulary of the reading texts. Nevertheless, 45% of the students felt that the coursebook did not have any weakness. Conversely, one respondent disliked almost everything in the book.

The responses to **item 19** were not completely compatible with the answers given to **questions 13** and **16** with 30% students opting to change the textbook (see Figure:12.8 below):



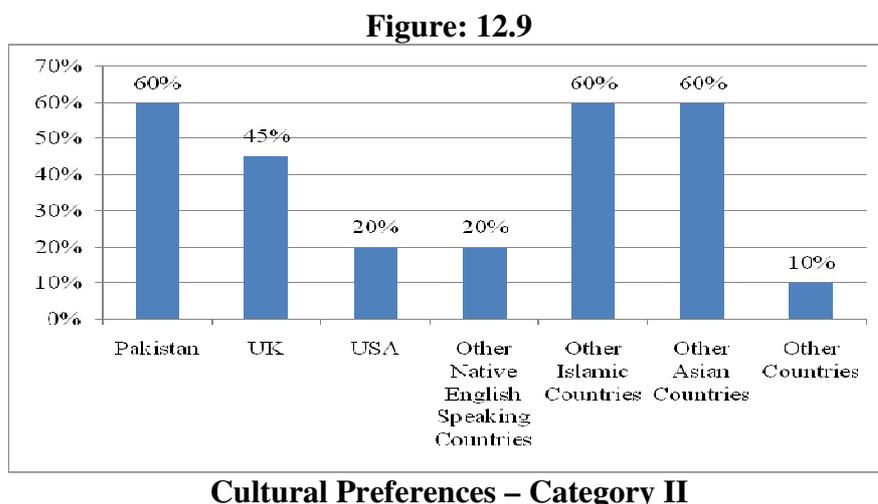
Attitude towards Changing the Prescribed Textbook – Category II

The learners in favour of changing stated that the coursebook was boring, lengthy, used hard vocabulary and its content was not related to Pakistan. Conversely, the students holding the opposite view point found the book interesting, easy, and informative, especially about the grammatical concepts.

12.4.3.6 General Suggestions

The respondents suggested diverse topics that can be under focus in coursebooks (responses to **item 21**). These included weather, religion, world, Pakistan, animals, plants, current affairs, stories with morals, biographies, cartoons, and fashion.

The answers to **question 22** illustrated that the learners generally favour Asian and Islamic countries, especially Pakistan, as focus of cultural content in their textbooks; the United Kingdom was the only other country preferred by a substantial number of respondents [see Figure: 12.9 below]:



12.4.4 Category III Analysis

12.4.4.1 Introduction

This category includes the private schools E, F, G, H, I, J, and K [see Table 12.1 above for details]. These institutions generally target the lower social classes; the parentage includes working class members and farmers. Only School K caters to children of mixed social backgrounds. Schools E, F, G, and H are located in rural areas. School I is situated in an economically backward urban suburb area, while Schools J and K are located in the midst of

big cities. Mainly respondents residing in the urban areas stated that they spoke Urdu at home; 17 learners (majority belonging to School K) even claimed that they used English. Conversely, most of the students of the rural institutions acknowledged that they usually communicated in the provincial/regional languages (like Punjabi, Sindhi, Pushto, Balochi, and Hindku) outside the classroom. (Answers to **question 1** of the questionnaire)

Schools E, F, and K are co-educational; School J has separate classes for boys and girls (the boy's section was involved in the present research). Schools G and H are all boys' institutions, while I is an all girls' school. All seven institutions prepare the pupils for the local Matriculation examination. Schools E, F, I, J and K are English medium institutions, whereas Schools G and H use Sindhi/Urdu as the medium of instruction.

12.4.4.2 Patterns of Use of English

Most of the respondents (57%) maintained that they used English on some occasions, while 17% of the students stated that they utilized the language mostly or on few occasion.

(Responses to **item 2**):

Table: 12.19

English Usage Frequency	No. of Respondents	Percentage of Respondents
Most of the time	21	17%
Sometimes	72	57%
On a few occasions	21	17%
Never	11	9%

English Usage Frequency – Category III

Considering that the majority of the learners have very limited opportunities to use English informally, the claims of the respondents opting for the first two options are questionable.

Similarly, the popular response (reading English books) in reply to the **third question** also appears to be debatable (see Table: 12:20. and explanation below):

Table: 12.20

Pastimes requiring English	No. of Respondents	Percentage of Respondents
Reading English books	60	47%
Reading English magazines/newspapers	24	19%
Watching English movies	17	13%
Watching English programmes	17	13%
Using internet	33	26%
None of these	15	12%

Popular Pastimes requiring English – Category III

Due to poor/moderate financial conditions purchasing books probably is the least priority for most of the families of these children. In many cases, textbooks may be the only books available for the students. Thus it is likely that these subjects were either talking about their coursebooks or trying to create a good impression. On the other hand, the presence of television sets in a large number of houses and the access to cable networks in varied regions all over Pakistan makes the assertions of watching English programmes/movies more plausible. A substantial number of learners asserted that they used internet (this was also listed as hobbies by a few respondents – see section 12.4.4.4 below). As this facility is available in both urban and rural schools, in these cases the students are most probably referring to the time spent on computers in their schools. A few respondents admitted that they did not indulge in any of the listed activities.

12.4.4.3 Attitude towards English

A large majority of the students were in favour of learning and using English outside the classroom (answers to **questions 6 and 7**):

Table: 12.21

Attitude	Positive	Negative
No. of Respondents	123	4
Percentage of Respondents	97%	3%

Attitude towards Learning English – Category III

Table: 12.22

Attitude	Positive	Negative
No. of Respondents	115	12
Percentage of Respondents	91%	9%

Attitude towards Using English – Category III

Responses to **item 8** highlighted that speaking was the most popular skill:

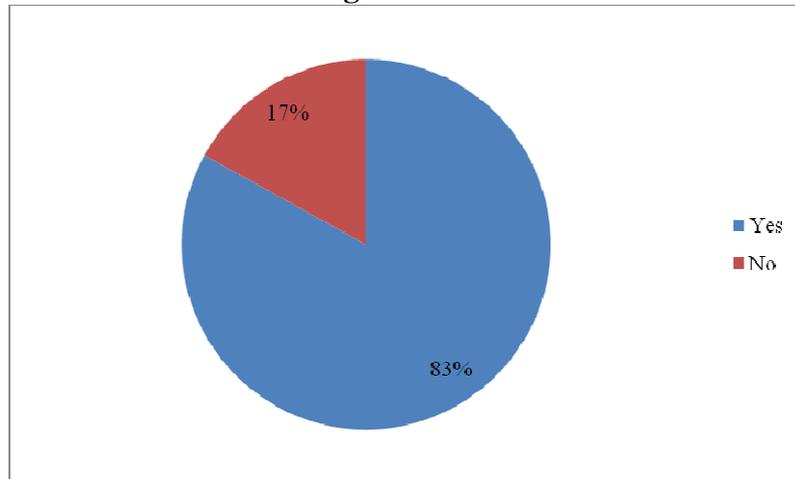
Table: 12.23

Language Skill	No. of Respondents	Percentage of Respondents
Speaking English	87	69%
Reading English	45	35%
Writing English	36	28%

Popular Language Skills – Category III

Once again majority of the learners believed that they will be using English in future (answers to **question 4**):

Figure: 12.10



[One student did not respond]

Future Requirement for Using English – Category III

The small numbers of negative responses were mainly provided by the majority belonging to School G.

The respondents were aware of the varied uses of English language for Pakistanis. The reasons/purposes ranged from general ones like English being an international/important language and essential in every area to personal ones like preferring the language and finding it easy. In addition, many students realized that English will be important in their professional lives specifically in jobs related to teaching, scientific research, business, banking and information technology. Moreover, the language was considered necessary for obtaining further education and (technological, scientific and general) information. Furthermore, visiting abroad and communicating with foreigners were also mentioned as opportunities when English will have to be used. Finally, the ability to use the language was believed to boost one's social image and enhance the parents' honour. On the other hand, one student implied that he will **have** to use English in future because Pakistanis have started giving this language more importance at the expense of the national language Urdu.

(Responses to **item 5**)

12.4.4.4 Interests and Tastes

The data revealed in response to **questions 9, 10, and 11** threw light on the wide ranging tastes of the respondents. The students indulge in different kinds of hobbies; these range from common activities like reading, playing (outdoor games/sports like 'hide and seek' and cricket or computer games), watching television, and studying to individual preferences like keeping pets (for example, hens), painting/drawing, gardening, using internet/computer, cooking, singing and writing diaries.

The learners prefer romantic, humorous, detective, horror, adventurous and/or fantasy novels/stories. In addition, some respondents like to read Islamic, informative, and/or historical books. Others mentioned books related to sports, geography, science, poetry, and simplified Shakespeare plays, and biographies. Interestingly, one respondent listed coursebooks. A large number of students mentioned the preferred language used in books: while many chose Urdu or Sindhi, some also listed English.

Horror, action, romantic, humorous, ‘ghost’, children’s, cartoon and ‘Harry Potter’ movies were listed as favourites. The preferred types of programmes included cartoons, soap operas, interviews, songs, comedies, and cricket matches. Additionally, many respondents listed programmes based on Islam, sports, politics, quiz, and movies. Specific identified channels were the foreign *Cartoon Network* and *Animal Planet*, the Indian *Star Plus*, and the local *Geo Channel*.

12.4.4.5 Opinions about the Textbooks

An overwhelming majority of the respondents displayed a positive attitude towards their coursebooks, as is evident from the answers to **questions 13** and **16** (see below):

Table: 12.24

Score on the Scale	School E	School F	School G	School H	School I	School J	School K	Total No. of Respondents	%
1	0	0	0	0	0	0	0	0	0
2	1	0	0	0	0	1	1	3	2%
3	5	3	1	3	5	1	1	19	15%
4	5	6	2	2	2	3	5	25	20%
5	3	1	4	2	7	1	4	22	17%
6	6	0	13	10	6	14	9	58	46%

Views about the Interest Level of the Textbooks – Category III

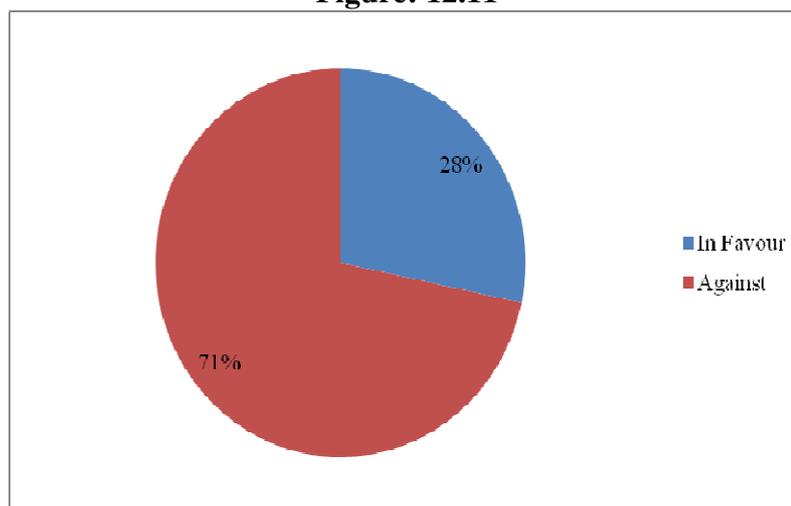
Table: 12.25

Score on the Scale	School E	School F	School G	School H	School I	School J	School K	Total No. of Respondents	%
1	0	0	0	0	0	0	0	0	0
2	0	0	2	0	0	1	1	4	3%
3	1	2	4	5	0	2	1	15	12%
4	7	3	3	1	4	2	1	21	17%
5	4	4	5	0	5	2	6	26	20%
6	7	0	6	8	11	12	11	55	43%
[Five students did not respond]									

Views about the Effectiveness of the Textbook – Category III

83% of the students assigned high grades to their textbooks for the level of interest. In the same way, 80% also gave the books high grade for effectiveness. In addition, 71% did not want their textbooks to be changed (in response to **item 19**):

Figure: 12.11



Attitude towards Changing the Prescribed Textbooks – Category III

Finally, 20% found nothing to dislike in their coursebooks (responses to **question 18**).

By and large, the learners liked the stories and illustrations included in their books. In addition, some found the books interesting, easy, useful, informative, according to the accepted “standard”, and effective tools for teaching English in general or vocabulary, reading

and speaking skills in particular. Other respondents praised the interesting exercises/activities, grammar and vocabulary exercises, reading comprehension questions and letter/application writing. One student (belonging to School K) specifically stated that the relevant coursebook was better than other books. (Responses to **item 17** and **20**)

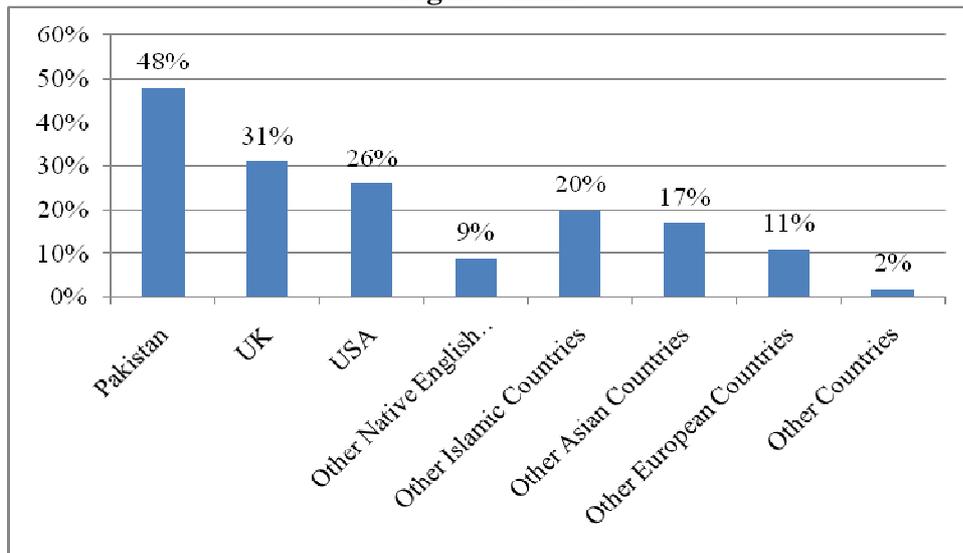
Nevertheless, as also illustrated in Figure: 12.11, 28% (including 100% subjects of School H) want to change their textbooks because these books are difficult, boring, ineffective, do not focus on all the language aspects, do not deal with science, and include black and white illustrations. Other identified weaknesses include some activity types (like ‘fill in the blanks,’ translations, reading comprehension questions, and providing explanations), lengthy chapters, wrong use of English, and incorporating less activities/stories, incomplete stories, and a large number of illustrations. (Responses to **items 18, 19** and **20**)

12.4.4.6 General Suggestions

The learners prefer to read about diverse topics ranging from Islamic to informative, from fantasy to horror. In addition, they want to learn about northern areas, valuable assets and martyrs of Pakistan, and different sports, science, medicine, animals and plants, space, tourism, seasons, art and culture in general. They are keen about foreign countries as well as Pakistan. Some of the respondents mentioned genres that should be included in their textbooks – poems (including those of the past), biographies, fables, fairy tales, dialogues, jokes, puzzles, games and more activities. (Answers to **question 21**)

The students gave mixed responses to the **last item** of the questionnaire. The percentages of learners preferring the different countries are represented graphically below (Figure: 12.12):

Figure: 12.12



Cultural Preferences – Category III

Most students showed leanings towards the home country. UK was second in line in the list of preferences. Other popular countries included USA, Saudi Arabia, China, Australia, Afghanistan, India, France, Canada, Japan and Russia (this list only includes countries which were selected by four or more of the respondents), revealing diverse tastes. The results show that the learners want their coursebooks to focus on any familiar country. Thus it is not surprising that the largest number of respondents selected Pakistan.

12.4.5 Category IV Analysis

12.4.5.1 Introduction

The private schools L, M, and N have been assigned to this category [see Table: 12.1 for details]. They are all located in urban areas catering mostly to middle and upper social classes. This implies that the target learners have wide exposure and relatively greater opportunities to use English. The students of all three schools claim to use a variety of

languages at home – English, Urdu, Punjabi, Sindhi, Pushto, Balochi, Gujrati, Seriaki, Kashmiri and Persian. (Responses to **item 1** of the questionnaire)

L is co-educational, M is co-educational till Grade V with separate branches for both sexes in subsequent grades, and N is an all boys’ institution. All three institutions have English as the medium of instruction. L and N offer both Matriculation and Ordinary Level, while M solely follows the local examination system.

12.4.5.2 Patterns of Use of English

The **second** and **third** questions highlighted the following findings [see Tables 12.26 and 12.27 below]:

Table: 12.26

English Usage Frequency	No. of Respondents	Percentage of Respondents
Most of the time	9	15%
Sometimes	37	62%
On a few occasions	10	17%
Never	3	5%
[One student did not respond]		

English Usage Frequency – Category IV

Table: 12.27

Pastimes requiring English	No. of Respondents	Percentage of Respondents
Reading English books	33	55%
Reading English magazines/newspapers	17	28%
Watching English movies	19	32%
Watching English programmes	12	20%
Using internet	25	42%
None of these	5	8%

Popular Pastimes requiring English – Category IV

The majority of respondents (62%) professed that they used English on some occasions. The most popular activities requiring English were reading books (55%), using internet (42%) and watching movies (32%). On the other hand, a very few students admitted that they hardly or never used English outside the class; in the same way, a very few learners acknowledged that they did not indulge in any of the mentioned pastimes.

12.4.5.3 Attitude towards English

The following data was obtained from the responses to **questions 6, 7 and 8**:

Table: 12.28

Attitude	Positive	Negative
No. of Respondents	58	2
Percentage of Respondents	97%	3%

Attitude towards Learning English – Category IV

Table: 12.29

Attitude	Positive	Negative
No. of Respondents	52	8
Percentage of Respondents	87%	13%

Attitude towards Using English – Category IV

Table: 12.30

Language Skills	No. of Respondents	Percentage of Respondents
Speaking English	47	78%
Reading English	29	48%
Writing English	29	48%
[One student did not respond]		

Popular Language Skills – Category IV

97% students displayed a positive attitude towards learning English and 87% favoured using the language outside the classroom. Speaking was the most preferred English language skill with 78% respondents choosing the skill. However, a substantial number (48%) also favoured each of the other skills (writing and reading).

Responses to **items 4 and 5** further highlighted the positive stance of the students towards English. All the learners believed that they will be using English in their future life. The main reasons were for jobs and foreign visits. In addition, 17% wanted to use the language for personal preference and 10% felt it will be required for higher education. 12% believed that using English creates a good impression. Other occasions when the language will be used included writing speeches, interviews, and communicating with foreigners.

12.4.5.4 Interests and Tastes

Answers to **questions 9, 10 and 11** threw light on the diverse interests and tastes of the students. The hobbies ranged from playing outdoor sports like football to using internet, from collecting items (like coins and flowers) to gardening, and from painting and drawing to reading books and watching television. The preferred types of books included both fictional - tragic, adventurous, historical, humorous, dramatic, mysterious, horror, and folktales – and non-fictional – educational, informative, and Islamic. Most learners favoured adventurous, tragic, humorous, suspenseful, horror, action, historical, and heroic movies. They generally like watching both English movies (especially those featuring Harry Potter, Spiderman and Batman) and Indian movies. Many mentioned cartoons (specific examples include “Tom and Jerry” and “Barbie”). In addition, they prefer watching *Cartoon Network*, *Discovery*, *National Geographic*, and *Animal Planet* channels’ programmes. Quiz and Islamic programmes, wrestling, and Indian soap operas were also listed as favourites.

12.4.5.5 Opinions about the Textbooks

Responses to **items 13 and 16** revealed the following data:

Table: 12.31

Score on the Scale	School L Respondents	School M Respondents	School N Respondents	Total No. of Respondents	%
1	0	2	0	2	3%
2	2	2	1	5	8%
3	3	0	1	4	7%
4	7	0	3	10	17%
5	5	9	6	20	33%
6	3	7	9	19	32%

Views about the Interest Level of the Textbooks – Category IV**Table: 12.32**

Score on the Scale	School L Respondents	School M Respondents	School N Respondents	Total No. of Respondents	%
1	0	0	0	0	0
2	0	3	0	3	5%
3	0	3	2	5	8%
4	4	0	2	6	10%
5	7	8	4	19	32%
6	9	6	12	27	45%

Views about the Effectiveness of the Textbooks – Category IV

82% of the respondents gave their textbooks high scores for the interest level. Even greater percentage of students (87%) considered their coursebook as an effective tool for teaching English.

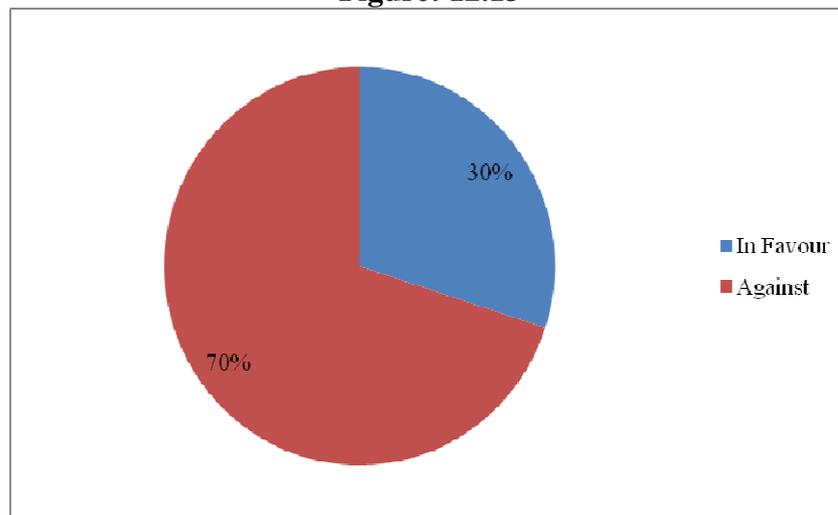
Answers to **questions 17** and **18** focusing on the strengths and weaknesses of the textbooks are discussed school-wise. School L students liked the interesting and wide variety of stories, poems and topics that have been incorporated in their textbooks. A few respondents believed that the book provides new information about grammar, improves their vocabulary, and helped them learn English. On the other hand, some respondents found their textbook difficult, boring, too dense and lengthy. They held that the book had very few (especially suspenseful and horror) stories.

School M learners liked the games, vocabulary, language practice, and pronunciation activities, guided compositions, and the interesting stories in their coursebook. Conversely, a few disliked the maps, reading comprehension questions and jigsaw puzzles. One respondent only approved of interesting stories, while nine students approved of everything.

School N students found the grammar, punctuation, vocabulary and the reading comprehension tasks useful. A few respondents praised the textbook for being interesting, informative and including many stories. Interestingly, one learner liked everything in the book, while another liked nothing. In the same way, seven students did not specify any weakness. According to the respondents, the few negative aspects included action stories, the book being boring and lengthy, and it having less stories.

However, answers to **question 19** revealed surprising data (see Figure: 12.13 and the discussion given below):

Figure: 12.13



Attitude towards Changing the Prescribed Textbooks – Category IV

Contrary to the expectations (a small percentage of respondents assigning low scores to their relevant textbooks), a relatively higher percentage (30%) wanted their coursebooks changed. The reasons behind this negative viewpoint included the textbooks being considered boring, less informative, containing less ‘good’ stories, and not helping the students learn English. The rationale behind not changing the coursebook included the textbooks being viewed as interesting, easy and informative. A few also professed that the book helped them acquire English language, notably vocabulary. Moreover, one respondent stated that the relevant textbook is better than others, while another declared that no book can be perfect. (Responses to **item 20**)

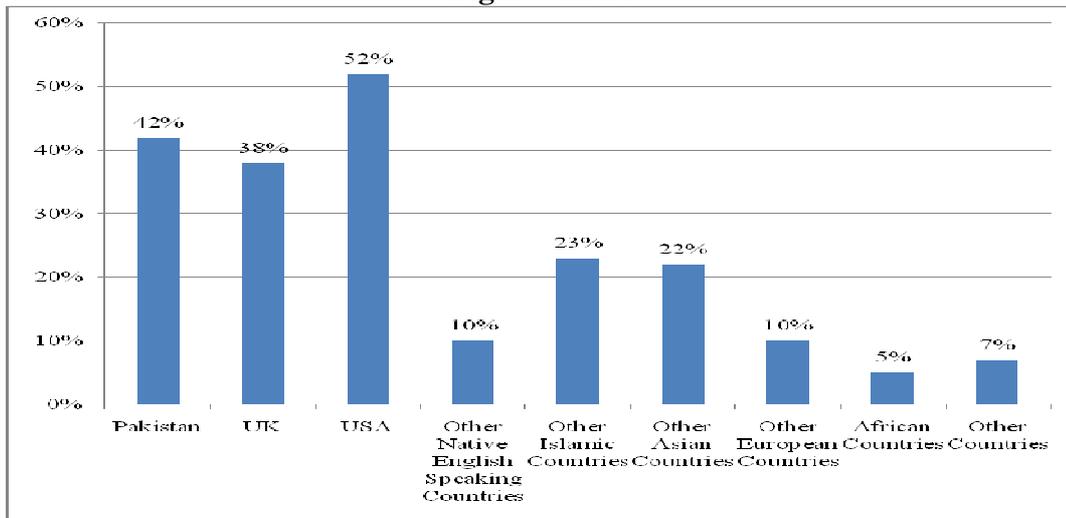
12.4.5.6 General Suggestions

Most respondents of all three schools wanted the inclusion of mysterious, adventurous, horror, and humorous stories, riddles, puzzles and guessing games. In addition, they wanted to read tragedies, comedies, and fairy tales and legends. They were interested in the culture of different countries and sports. The School L learners gave the most diverse responses.

(Answers to **question 21**)

The responses to the **final item** illustrate that most respondents want their textbooks to focus on the United States of America, Pakistan and the United Kingdom. However, their preferences also extended to other Islamic, Asian, European and African countries. (See Figure: 12.14)

Figure: 12.14



Cultural Preferences – Category IV

12.4.6 Critical Overview of the Students' Views

12.4.6.1 Students' Linguistic Background (Item 1 of the questionnaire)

Overall, Urdu was the most popular choice as the students' first language (for instance, 60% respondents of the Category III schools listed Urdu). However, in actual fact this language is the mother tongue of only a small section of Pakistanis residing mainly in the urban centres of Sindh and Punjab [see Table: 2.2 above]. Regional languages are predominately spoken all over Pakistan. Nevertheless, mainly the rural respondents affirmed that they used the local vernaculars at home. Surprisingly, 20% of the subjects even claimed to use English at home. These assertions illustrate that a higher status is assigned to both English and Urdu.

12.4.6.2 Patterns of Use of English (Items 2 and 3)

Category II students appear to be the most frequent English users. In the case of other categories, most respondents (50%, 57%, and 62%) maintained that they used the language on some occasions. As pointed out earlier [see sections 12.4.2.2 and 12.4.4.2 above] since the

social setup of students belonging to categories I and III could not provide opportunities for using English, the responses of these learners seem to be debatable. Only in the case of category I, a large number of respondents (45%) admitted that they seldom used the language. Conversely, only 17% and 9% of category III students mentioned that they seldom or never used English respectively.

In the context of all categories, reading English books was the most popular activity requiring English. Other favoured activities were internet (primarily for learners belonging to categories II, III, and IV) and reading magazines/newspapers (for categories I and IV students). These assertions (if taken at face value) reveal that students across the board use English beyond the classroom.

12.4.6.3 Attitudes towards English (Items 4 – 8)

The students had an extremely positive attitude towards learning and using English; above 85% respondents favoured English in each category. Speaking was the most popular skill universally (85%, 90%, 67%, and 78%). Only in the case of category IV, a substantial number of learners favoured the other two skills as well (48% for each skill), while reading was also preferred by 45% of category III students.

The majority of the students (87%, 95%, 83%, and 100%) of each category affirmed that they will be required to use English in their future life. The slight differences in the percentages could be due to the distinctions in the social environment and the resulting disparity in acquired perceptions about future prospects. However, the reasons given for English requirements were similar across the board; the respondents held that English is needed for

jobs, education, access to information, going abroad and interaction with foreigners. In addition, English was also valued because it was considered an important international language and its use was believed to improve one's public image.

12.4.6.4 Tastes of the Students (Items 9 – 11, and 21 – 22)

With the exception of category I learners, the respondents displayed diverse interests and hobbies. Both fictional (of different types) and informative books were preferred. The students of all four categories liked to read humorous books, while those belonging to categories II, III, and IV enjoyed fantasy and horror fiction. Horror and action movies, cartoons and informative programmes were favoured predominately among all four categories. The favoured topics for textbooks were again wide-ranging especially for categories II, III and IV. Some common areas included stories, culture, sports, science, biographies, riddles, puzzles and Islamic topics. These findings highlight individual differences in taste, but general spheres of interest can be determined.

Most respondents of each category desired Pakistan to be the focus of their textbooks. The only exception was the category IV learners; the majority (52%) in this case favoured USA. In other categories, UK was the preferred second choice (40%, 45% and 31%). Islamic countries were also a popular choice (with 45%, 60%, 20% and 23% of the respondents opting for various Islamic countries). However, in addition, other Asian nations and also European countries (to a lesser extent) were mentioned by different learners belonging to all four categories. This data illustrates that the students are keen to read about diverse cultures, and their choice essentially seems dependant on the level of exposure. Thus the assertions

prevalent in current literature that textbooks should portray the traditions of different countries will win support of most students [see section 4.6 above].

12.4.6.5 Views about Textbooks (Items 13 – 20)

Overall, the students displayed a very positive viewpoint about their prescribed coursebooks; in addition to significant numbers of respondents assigning high scores to their textbooks, an overwhelming majority (75%) are against having their coursebooks changed [see Table: 12.33 below]:

Table: 12.33

Category	I	II	III	IV	Total
No. of Respondents	55	14	90	42	201
Percentage of Respondents	92%	70%	71%	70%	75%

Overall Percentage Against Changing Textbooks

The respondents provided diverse views about the textbooks and at times these opinions even appeared conflicting when focusing on the same coursebook. The focused features included general comments like the coursebook being interesting, the opinions related to the reading texts, and the more specific observations about the various sections/activities of the teaching materials. By and large, the listed positive aspects exceeded the perceived weaknesses.

Items 14 and **15** required the respondents to mention their most interesting chapters and state the reasons for the choice. The rationale behind the preferences revealed that generally the learners (belonging to all categories) based their judgment solely on the content of the reading texts. The few other reasons were the diversity of the included texts/tasks. The preferences of the majority together with the implications are listed below according to the prescribed textbooks:-

Table: 12.34

Textbook Title	Number of Schools	Preferred Chapters	Implications – Tastes of the Respondents
<i>English – 6</i>	5	“Tolerance of the Holy Prophet (PBUH)”, “The Mosque”, “A Kind Deed”, and “Children’s Iqbal”	Stories with morals, texts dealing with historical figures, and informative discourse focusing on Islam were preferred.
<i>Every Day English – 6</i>	2	Units “Using Public Transport” and “Telling a Comic Story”	Informative texts and animal fiction were favoured.
<i>Guided English – 0</i>	1	“Aladdin”, “The story of Writing” and “The Arabian Nights”	Stories with Eastern settings and informative texts were preferred.
<i>Oxford Progressive English – 5</i>	1	“Hot Rocks”, “What’s in the Future”, and “Kidnapped”	Adventure stories, and texts about disasters, environment and future were chosen.
<i>Oxford Progressive English – 6</i>	2	“Where we Live now”, “Lions and Tigers”, and “Sports”	Reading topics ranged from places and homes to animals and sports; in addition, interest in humorous stories and fables was evident.
<i>Advance with English – 1</i>	1	“Tangrams”, “The Golden Touch”, and “Hurricane Flora”	Informative texts, adventure stories and fables were preferred.
<i>Step Ahead – 1</i>	2	“Folktales and Legends”, “Animal Stories”, “Fantasy Stories” and “Action Stories”	Interest was shown in legends, fantasy and adventurous stories, and animals.

The Popular Chapters

12.4.6.6 General Inferences

The majority’s views reveal the following underlying implications:

- 1) Generally the students want to use English beyond the classroom. They are well aware of the utilitarian role of the language in Pakistan and abroad. In addition, English is assigned a high status and in most cases this standing is willingly acknowledged.

The Pakistani students' positive attitudes towards English can have two important implications related to language teaching. First of all, the learners are 'instrumentally motivated' and some even displayed 'integrated' and 'identified' 'regulations'; these orientations can facilitate language acquisition [see section 3.8.1 above]. Secondly, the prevailing awareness regarding the varied roles of English in Pakistan can lead to the acceptance of communicative activities (similar to the ones that target students will have to undertake in their future life) in textbooks. In fact, the inclusion of realistic tasks may help to make learning meaningful for the learners.

2) Most favoured use of English centred on reading books and oral communication.

Thus coursebook writers should provide opportunities for the learners to utilize and develop effective reading and speaking skills. Moreover, the few negative comments included the usage of only extracts of stories in textbooks implying that these students would love to read the complete versions. These observations illustrate the respondents' inclination towards extensive reading.

3) The learners possess a variety of learning styles and tastes. Yet common patterns are discernable and can be of value to materials developers when selecting/preparing texts for coursebooks. Importantly, teaching materials are a useful means of acquainting the students with fresh ideas and topics, and unfamiliar countries and traditions, and consequently widening their general knowledge and viewpoints. This assumption is supported by the observation that those groups of respondents whose books included diverse subject matter displayed wide ranging tastes. Thus materials developers can play an important role in expanding the target learners' scope of experience and outlook.

- 4) The majority of the respondents are satisfied with their textbooks. However, in most cases considerable value cannot be attached to their detailed views as these seem superficial. For instance, analysis of the listed positive features highlights that only 30% of the respondents actually focused on any significant aspects like the activities and the effectiveness of the coursebooks as teaching tools. In fact, the majority's prime concern with the subject matter of the provided texts implies that the generally learners have not developed critical abilities needed to assess textbooks. After all, the topics and types of texts are not the only criteria for assessing teaching materials [see chapter 4 above].
- 5) The learners apparently prefer to maintain the status quo; reasons like their books being better than others and no book being perfect indicate that they do not want to risk change. Conversely, since a large number of students have probably been exposed to one kind of textbook, they may have limited awareness about the variety of activities and texts that can be included in coursebooks. [Also see section 2.4.7 for another survey project with similar findings (Shamim, 2011)]
- 6) While the majority view that the teaching materials are interesting for the users (see the students' and teachers' responses to the relevant scales) can be accepted as an indisputable fact, the pertinent question is whether the books facilitate the acquisition of English. Yet the observation that about 50% of the respondents could handle only the Urdu version of the questionnaire can indicate that the prescribed textbooks have not been able to help them acquire basic English; they might have been unable to understand or use the target language when being provided an opportunity for utilizing it in a real life task (taking part in a survey).

Here it is also important to contend that the minority viewpoint revealed in the course of this research can not be ignored altogether. In this respect, two observations are worth considering:

- First of all, 24% of all the respondents are in favour of having their textbooks changed, implying dissatisfaction with the teaching materials. Though it is not possible to gratify all concerned parties, their opinions merit attention.
- Moreover, the small percentage of learners focusing on the value of the coursebooks as tools for teaching English shows that the students can be trained to assess books on the basis of more significant aspects moving beyond such superficial features as the quality of illustrations and the topics of the reading texts.

12.5 Concluding Remarks

This chapter has examined in detail the data obtained through the stage IV survey. The inferences can help in formulating recommendations related to school policies, teacher training, and textbook evaluation and development. However, the respondents' views about the prescribed coursebooks were found to be inadequate and more specific responses were required.

The following chapter will directly focus on the prescribed coursebooks. It will analyse the teaching materials in detail, highlight the deficiencies in the views expressed in this chapter, and present an overview.

CHAPTER 13 – EVALUATION OF THE PRESCRIBED ENGLISH LANGUAGE TEXTBOOKS

13.1 Preface

This chapter focuses on comprehensive evaluation of the coursebooks being prescribed in the Pakistani institutions involved in the research (Stage V of the study). This analysis was partly based on the ‘internal’, ‘in-depth’ and ‘criteria checklist’ evaluation explored generally as research tools earlier in Chapter 5 [see section 5.4.3 above] and has been conducted according to the framework and procedures discussed in Chapter 7 above and piloted [results of piloting detailed in Chapter 11 above]. The evaluation procedures are supported by relevant beliefs (specifically summarized in figures 4.1, 4.2, and 4.3) illustrated during the literature review [presented in Chapter 4 above].

The main objectives of this stage of the research were as follows:

- To highlight the **strengths** of the prescribed textbooks
- To illustrate the **weaknesses** of the materials
- To co-relate the findings of this stage of the study with the data obtained during the previous stage in order **to assess the validity of the teachers’ and students’ claims about their coursebooks.**
- To draw implied conclusions about the **textbooks being prescribed in Pakistan in general** on the basis of the detailed evaluation

- To illustrate how far the overall analysis of this stage is **congruent with the assumptions and findings cited in the literature related to materials development**

Each evaluated textbook is part of a series and so the relevant level is specified.

13.2 Evaluation of *English* – Book 6 (Punjab/Balochistan Textbook Board)

13.2.1 Introduction

The textbook, (sanctioned by two provincial governments – Punjab and Balochistan) has been prescribed in 5 schools involved in the research (A, B, E, F and H) for grade VI. It has been written by local writers. The book is divided into 17 lessons, each consisting mainly of a reading *text* and a few *exercises*.

13.2.2 General Objectives

This textbook is based on the Pakistani National English Language Curriculum (2002) [see section 9.2 above]. However, it does not follow the ‘language use’ approach recommended therein and disregards many significant objectives specified in the curriculum; for instance, oral interaction, *reading sub-skills* and *language functions* are ignored. Nevertheless, the suggested themes, grammatical structures and situational pictures are utilized.

According to the writers this coursebook is “fully comprehensive” and is based on an approach endorsed by CLT (Akhtar-ud-din, Siddiqui and Hassan, 2003: png). It aims to prepare the learners to “use English confidently, appropriately and accurately according to the

circumstances” (ibid.). The *reading comprehension activities* are employed to test the students’ comprehension and reproducing abilities and the textbook deals with listening and speaking skills through pronunciation, spelling and dictation tasks (ibid.). However, a closer examination highlights that the coursebook does not follow the principles of CLT [see section 3.3.3 above]: it employs *meaningless* tasks which do not aim to develop *communicative competence*. Thus, in actual fact, *fluency* and appropriateness are not the objectives of the included *exercises* (contrary to the writers’ claims). Moreover, most of the *reading skill* and oral *activities* are ineffective (once again refuting the writers’ assertion). [See the sections below for details]

The detailed evaluation data [see sections below] indicates that the textbook neither fully prepares the students for their formal examinations (many important portions of the examination, like letter and story writing, are ignored) nor helps to develop their English language.

13.2.3 Teaching Context

Most of the relevant teachers displayed a positive attitude towards the coursebook because they found it informative; only 20% believed that the book was “restricting” and gave it low scores for effectiveness since it was considered to be below standard.

The textbook provides support to the teachers who favour *mechanical drills* and explanation of rules as teaching techniques. In that sense, it is incompatible with the views of some teachers (those of Schools E, F, and H) who additionally or exclusively prefer *communicative tasks* and group discussions, techniques which are not catered to by the book. Interestingly

two of these teachers even find the book “beneficial”. Nevertheless, generally the coursebook is congruent with the majority’s views about language teaching objectives, namely favouring “*accuracy*”. Reading and writing tasks, sentence formation and factual texts are considered the most ‘useful’ portions of the coursebook. [See section 12.3 above and Appendix VIII below]

13.2.4 General Content

The textbook mainly focuses on reading and writing skills. Though it claims to handle oral skills, the exclusive use of *mechanical* pronunciation and dictation tasks cannot foster these skills [see section 4.9.2 above]. The grammar content is limited to basic definitions and simple exercises dealing with nouns, simple present tense, adjectives, adverbs, articles, pronouns and sentence types. Importantly, the *skills* are practiced in isolation and there is no focus on *integration*.

The *functional aspect* of language is completely ignored. The pronunciation tasks focus on isolated words only. The new vocabulary is mainly introduced through the reading texts. Their Urdu meanings are provided at the back of the book. The vocabulary development activities are of two types – making sentences with the unfamiliar lexis and completing *gapped* passages/ sentences exactly reproduced from the *text*. The second task type is especially ineffective since the exact words can easily be copied from the provided *texts*, even if the learners do not understand their meaning or usage.

The coursebook does not focus on *discourse-level* language; sentence or word is the focal point of most activities. There are a few exceptions – the grammar practice exercises concerned with articles and pronouns employ longer discourse.

13.2.5 Focus on Grammar and Skills

The grammar activities neither involve *meaningful* use of language nor expose the learners to *authentic* language. [See Appendix IX-A (c) below for an example of the grammar exercises.] A *deductive* approach is adopted; explanations of structural aspects of grammar are followed by illustrations in the form of isolated sentences. The focus is only on the *form* of the grammatical elements.

The *activities* do not provide opportunities for any oral **interaction**. Dictation and repeating isolated words after the teacher are promoted as listening and speaking *tasks*. Moreover, such *exercises* do not allow the learners any freedom to use their own ideas or language.

In the case of reading skill, each *text* is more or less followed by the same type of task: factual questions whose answers are explicitly stated in the *texts*. Moreover, the different *sub-skills* are not handled. However, some questions based on pictures and a few other items involve interpretation. For example, in one *activity* the learners are asked to infer the taste of the ‘niece’ (the topic of the reading text) (Akhtar-ud-din et al., 2003: 13). [See Appendix IX-A (e) below for another example] Moreover, some items personally involve the students. For instance, the poem “My Pretty Doll” is followed by *activities* asking the learners about their own playthings/games [see Appendix IX-A (d) below].

The coursebook does not provide any practice of *process* or *contextualized* writing.

Formulating sentences with the provided words is the most common production *activity*. In addition, the students are asked to write about their sisters and a religious festival with the help of guide questions. Other *tasks* involve paragraphs writing, based on the theme of the reading texts or on common topics like ‘friends’, and sometimes guide words or examples are provided to aid the students.

13.2.6 *Texts and Activities*

The reading *texts* are mostly factual based on topics familiar to the students (family, local festivals and health). The few other text types include five poems and one narrative. In addition, the textbook does not deal with any topical or thought-provoking issue. Moreover, only two *texts* are *authentic*.

The *activities* are also limited to a few types like questions answers, multiple choice questions, completing/changing/making/ sentences, identifying word class, dictation, oral drilling of words and writing paragraphs. There are no innovative, *analytical* or *meaningful* tasks. The grammar practice activities are *discrete-point*. The main focus is on *accuracy*.

13.2.7 *Communicative Potential and Communicative Competence*

The *activities* received the lowest scores for *communicative* potential [see Table: 13.1]:

Table: 13.1

Score	Number of Activities	Percentage
0	11	14%
1	36	44%
2	19	23%
3	15	19%

4	0	0
5	0	0
6	0	0
7	0	0
8	0	0
9	0	0
10	0	0
11	0	0
12	0	0
Total Activities	81	100

Communicative Potential of English – 6

As illustrated in the table, many *tasks* are *mechanical* (44% workouts received score ‘1’) and the coursebook did not obtain any *significant* scores. Thus the book does not have any *communicative potential* [see section 7.4.2.2 above]. This is contrary to the claims made in the *Preface* [see section 13.2.2 above].

Similarly, mainly due to the minimal use of *discourse-level* language and the predominance of *controlled activities*, the textbook does not foster *communicative competence* in students [see table: 13.2 below]:

Table: 13.2

	Number of Activities	Percentage
+	0	0
-	81	100%
Total Activities	81	100

Degree of Communicative Competence: English – 6

[See section 7.4.2 above]

13.2.8 *Cognitive and Creative Potential*

The data for *cognitive potential* is presented in the following table:

Table: 13.3

Score	Number of Activities	Percentage
0	0	0
1	6	7%
2	11	14%
3	32	40%
4	5	6%
5	15	19%
6	7	9%
7	0	0
8	3	4%
9	0	0
10	1	0
11	0	0
12	0	0
13	0	0
14	0	0
Total Activities	81 (1 <i>task</i> could not be assigned any score)	100

Cognitive Potential of English – 6

As highlighted in the sections above, most portions of the coursebook include *mechanical* and selecting activities, so the *SSTP* is only ‘4%’. Therefore, examined from the point of view of the interpretation key, the textbook also has no *cognitive potential* [see Table: 7.5 above].

The result for *creative potential* is shown in the following table:

Table: 13.4

Score	Number of Activities	Percentage
0	17	21%
1	31	38%
2	0	0
3	0	0
4	15	19%
5	3	4%
6	3	4%
7	10	12%
8	0	0
9	0	0
10	2	2%

11	0	0
Total Activities	81	100

Creative Potential of English – 6

Once again most of the *activities* received low scores. Yet the *SSTTP* is comparatively better ('14%') mainly because 63% of the lessons include tasks requiring learners to make their own sentences. Nevertheless, the *SSTTP* is still low and consequently, the coursebook has no *creative potential* [see Table: 7.5 above]. Conversely the number of *controlled tasks* is extremely high (82%) [see section 7.4.2 above].

13.2.9 Representation of Culture

The textbook primarily focuses on Pakistani and Islamic culture which is familiar to the target students. However, foreign customs are totally ignored. Moreover, the coursebook has adopted a very narrow minded approach; it does not highlight the traditions of the religious minorities (like Christians) residing in Pakistan. Furthermore, it presents an unrealistic picture by depicting only the positive side. For instance, while generally focusing on Muslims, it is implied that the Muslims have become "strong in belief" (2003:4). Another example is the reading text entitled "My Family". The learners are informed that the Grandmother is a "loving and caring", and "kind and generous" lady who is "very regular in her prayers" (2003:7 – 8). The father, who is a doctor, treats the poor free and the mother is "an educated lady" (2003:8) who takes care of the grandparents. All in all, they all "are a happy family" (ibid). Such details also tend to promote gender and religious stereotypes.

13.2.10 Relevance to the Target Students

Most of the lexis and sentence structure is easy and so apparently compatible with the relevant learners' linguistic abilities. Some difficult/unfamiliar words are included in the *texts* in order to introduce the students to the new vocabulary. Though the subject matter in a few instances is linked to the students' life, a very narrow range of topics is included.

With the exception of one school (H), the majority of the relevant respondents were satisfied with the textbook. Even the detailed comments highlighted a predominately positive outlook. For instance, most of the learners of School A, B, E and F liked the reading *texts* and believed that the textbook was interesting and informative, whereas only a few found some sections of the book difficult and boring, and wanted focus on *speaking skills*. The Schools H students favoured the incorporated poems, while criticizing the overall standard, the poor illustrations and boring topics.

School E provided the most varied data as far as the 'most interesting chapter(s)' was concerned. Overall, the lesson "Tolerance of the Holy Prophet" was the most popular with 26% respondents preferring it. "The Mosque" (16%) and "Our Health" (9%) were the other relatively favoured chapters. The content of the reading *texts* was the cited reason for preferring the mentioned lessons. [See section 12.4 above and Appendix VIII below]

Notwithstanding the views of the respondents, it is adjudged that the coursebook probably does not cater to the target learners' future academic and professional life because of the following reasons:-

- No focus on the sociolinguistic and *discourse-level* aspects of the language
- Exposure to *contrived* language
- Includes *meaningless, discrete-point exercises*
- Limiting *text* types
- No oral interaction
- No focus on *listening comprehension*

[See Appendix IX-A (a) – (c) below for the sample of a typical lesson incorporated in this textbook]

13.3 Evaluation of *Every Day English* – Book 6 (Sindh Textbook Board)

13.3.1 Introduction

This textbook has been prescribed in Schools C and G. It has been prepared by a Pakistani writer. The book is divided into twelve main units, which are further divided into lessons. Each unit has been given thematic titles and contains dialogues followed by different *activities*.

13.3.2 General Objectives

This coursebook also follows the 2002 English curriculum [see section 9.2 above].

Apparently it has adopted the objectives detailed in the document. Yet the main approach appears to be ‘Audio-lingual’ with emphasize on *oral drills* [see section 3.3.2 above]. In addition, the *reading skills activities* are generally incompatible with those proposed in the curriculum [see sections below for details].

The preface of the textbook does not offer any aims directly related to the English language course/methodology. The main focus of the coursebook appears to be language learning, rather than examination preparation. However, as detailed below, it does not fully facilitate language acquisition.

13.3.3 Teaching Context

Both relevant teachers were extremely satisfied with the coursebook because it makes use of “every day” English and is informative. However, the book appears to be incompatible with their professed language teaching beliefs (*fluency* and effective language usage). School C instructor considered dialogue practice as the most useful activity, while School G teacher believed that the complete textbook is beneficial. However, the inadequacy of this assessment is illustrated in the following discussion. According to the respondents, the main shortcoming is the limited presentation of grammar. [See section 12.3 above and Appendix VIII below] This is a valid criticism since generally the book ignores this essential area [see sections below for details].

13.3.4 General Content

The main focus is on oral interaction, reading and writing *skills*. Only speaking and listening are *integrated*. The pronunciation tasks deal with isolated words. In addition, a very few oral tasks focus on pronunciation. The unfamiliar/difficult lexis (listed at the beginning of the lessons) is introduced through the main *texts* and only two main types of *exercises* (matching words to the meaning and making sentences) are used to develop vocabulary. One of the few effective vocabulary *tasks* involves labeling the provided picture of a house (Nasir, yng: 25).

However, two parts of the house which have to be labeled (door and terrace) are not clearly shown in the picture.

Since the main *texts* are usually dialogues and at times short paragraphs, the textbook exposes the students to *discourse-level* language. In addition, the book also introduces the learners to speech acts through dialogues; the main under focus *language functions* include greetings, farewells, asking and giving information/permission, and giving advice. With the exception of greetings, no direct attention is drawn to the structures used for these speech acts.

However, since the students are asked to listen, read out, and reproduce the presented sentence patterns, most of these oral activities function more as *mechanical drills* rather than *authentic role play* or *speaking tasks*. Moreover, subsequent *workouts* require completion of related dialogues with similar content and structure [see Appendix IX-B (a) – (c) below for examples].

13.3.5 Focus on Grammar and Skills

Except for five *mechanical form-based exercises*, there is no direct focus on grammatical aspects. Main stress is on oral *activities* which are generally similar to *drills* with all/most of the language and content being provided. Thus the learners are not provided any decision-making opportunities.

The provided dialogues consist of a string of greetings, questions and answers. They appear to be *realistic* only in the sense that they make use of contractions; otherwise the texts are *contrived* because they consist of misused words, repetitive and hackneyed expressions, useless information, and artificial responses:

TEACHER (to the students): **Good! you know the names** of the days in a week.

MUMTAZ (to the booking clerk): **Would you mind telling us** the train timings?

JAMAL: **Let's talk about people of your village... Tell me something about womenfolk.**

DONALD DUCK: **Oh, my goodness! You are very intelligent.**

CHICKEN: **Thank you teacher, you are very kind.**

[own emphasis]

(Nasir, yng: 1, 20, 35 – 36, and 51)

[See Appendix IX-B (a) and (b) below for samples of some more dialogues]

Four interviews are also included among oral *tasks*. Guidance is provided in the form of questions for three of these *workouts*. The few genuine oral *activities* include *role plays* between a traveler and information officer, and telephonic conversations between a father and son (picture provided) and two friends (topic of the dialogue given).

The dialogues meant for oral *tasks* are also used as reading *texts*. The reading skills *activities* only require the use of scanning, ignoring the other *sub-skills*, and utilize the same kind of questions. In the same way, writing *tasks* do not focus on developing *strategies* or *skills* (like using discourse markers and cohesive devices) which can make the learners effective writers. The writing *workouts* range from *controlled* ones like completing and composing sentences to writing paragraphs with the help of words/phrases and pictures. In some instances, examples or initial sentences are provided. These *activities* are not *contextualized*. [See appendix IX-B (d) below for a sample]

13.3.6 *Texts and Activities*

Only a few kinds of *texts* and *activities* are incorporated in this coursebook. The *texts*, consisting of dialogues, poems and factual paragraphs, have been prepared for the classroom. Thus many contain weaknesses like those discussed above in Section 13.3.5 above. The *tasks* include reading out dialogues, rearranging letters/words to form sentences/words, completing *gapped* sentences, answering questions, conducting interviews, composing sentences/paragraphs, matching words meanings, discussing pictures and completing tables. Moreover, most *workouts* do not involve any *integration of skills*. Importantly, even though the focus is on oral interaction, generally this requires reading out given dialogues, rather than genuine speaking and listening *tasks*.

A major strength of this coursebook is the effective uses of illustrations – some production activities require students to interpret the provided pictures, and describe/discuss them, answer questions based on them, label them, or prepare a *role play* focusing on the characters featuring in them. [See appendix IX-B (f) below for a sample] Another positive aspect is the incorporation of *pre-oral/reading tasks* in most lessons which include discussion questions introducing the theme, activating the learners' schemata and relating the subject matter to their lives. For instance:

How do you come to school? (“Using Public Transport”)

What services other than mailing does a post office offer? (“Visiting a Post Office”)

(yng:13 and 61)

The topics/themes are familiar ones and are of value to the target students. These include writing addresses, daily routines, holidays, using public transport, telephone and post office, neighbours, villages, parks and healthy living. In addition, three dialogues featuring animal

characters are also incorporated in the unit entitled “Writing a Comic Story”. Yet these *texts* appear to be artificial and incongruous. [See Appendix IX-B (e) below for a sample of such a dialogue] In addition, most of the subject matter is only related to the learners’ immediate surroundings; some interesting information about the wider world and some more fictional material could have made the textbook more stimulating.

The coursebook does not incorporate any explicit explanations of language features (excepting a few pronunciation *activities*) and *discrete-point exercises* (excepting a few grammar based *activities*). It mainly exposes learners to *contrived* stretches of language which they are required to read out with main focus on the *functional aspects*, and reproduce with/without minor changes in content. Additional *tasks* involve answering questions based on the subject matter. It is debatable whether these *activities* will help the learners understand and acquire the English language since they function more as *drills*, use *artificial texts*, and most *comprehension* questions only entail selecting portions of the *texts*.

13.3.7 *Communicative Potential and Communicative Competence*

The following data was received for *communicative potential* [see Table: 13.5 below]:

Table: 13.5

Score	Number of Activities	Percentage
0	14	8%
1	74	43%
2	29	17%
3	44	26%
4	4	2%
5	0	0
6	1	0.5%
7	0	0
8	1	0.5%
9	0	0

10	0	0
11	2	1%
12	3	2%
Total Activities	172	100

Communicative Potential of Every Day English – 6

The textbook contains very few *communicative tasks* and thus its *SSTTP* is just ‘4%’, which implies zero *communicative potential* [see table: 7.5 above]. On the other hand, 43% *mechanical tasks* have been utilized [see section 7.4.2 above]. Moreover, in spite of incorporating *discourse-level texts* and focus on *language functions*, most of the *activities* do not impart *communicative competence* in the learners mainly because they function as *drills* and utilize *artificial texts*:

Table: 13.6

	Number of Activities	Percentage
+	2	1%
-	170	99%
Total Activities	172	100

Degree of Communicative Competence: Every Day English – 6

13.3.8 *Cognitive and Creative Potential*

The findings for *cognitive potential* are illustrated in the following table:

Table: 13.7

Score	Number of Activities	Percentage
0	0	0
1	35	20%
2	15	9%
3	48	28%
4	18	10%
5	9	5%
6	27	16%
7	2	1%
8	4	2%
9	7	4%
10	5	3%

11	2	1%
12	0	0
13	0	0
14	0	0
Total Activities	172	100

Cognitive Potential of Every Day English – 6

In this case, the *SSTTP* is ‘11%’. This indicates that a small number of *tasks* actually help develop the *critical* abilities of the students; these include the *activities* requiring interpretation of given and personal information. One such *workout* involves the identification of landmarks which the learners come across on their way to school. Other *tasks* utilize illustrations and are discussed above. Nevertheless, overall the coursebook does not have any *cognitive potential* [see Table: 7.5 above].

Similar data was received for *creative potential*:

Table: 13.8

Score	Number of Activities	Percentage
0	49	28%
1	44	26%
2	2	1%
3	0	0
4	10	6%
5	46	27%
6	3	2%
7	11	6%
8	0	0
9	3	2%
10	4	2%
11	0	0
Total Activities	172	100

Creative Potential of Every Day English – 6

The *SSTTP* comes out to be ‘10 %’, once again highlighting zero *creative potential* [see Table 7.6 above]. The qualitative analysis validates this assessment; it has highlighted that the

textbook mainly relies on inflexible *oral drills*. Thus the coursebook was assessed to incorporate an extremely high number of *controlled activities* (88%) [see section 7.4.2 above].

13.3.9 Representation of Culture

The coursebook only focuses on Pakistani culture; it makes use of names, situations and topics which represent the learners' native traditions. Even at times Pakistani greetings are presented in the provided dialogues [see Appendix X-B (a) and (b) above]. Other cultures have been disregarded. Thus the different lessons inculcate a narrow viewpoint in the students, and this assertion is supported by the limited tastes of the respondents using this textbook. Furthermore, gender stereotypes are promoted through the subject matter. For instance, in the lesson describing village life, one speaker in the provided dialogue first inquires about the "people" of the listener's village and then a little later asks about the "womenfolk", suggesting that people only implies men. (yng: 35-6) Similarly, the poem "Holidays" is said to be written by a student and the questions based on this *text* when referring to the writer use the pronoun "he", signifying that a student can only be a boy (yng: 76).

13.3.10 Relevance to the Target Students

The linguistic level is appropriate for the target students; the sentence structure is simple and generally easy vocabulary is used. The few unfamiliar words are introduced to increase the learners' vocabulary. This assessment is supported by some learners' own assertions that the textbook is easy.

The relevant students hold a very high opinion about this coursebook. First of all, 83% and 68% respondents gave the book high scores for the level of interest and effectiveness respectively. Above all, none of the learners want to have the book changed. The students liked the included stories, poems, and exercises. Some felt that book helped them to acquire English language skills. 60% of the School C respondents liked lessons with informative texts, namely the unit “Using Public Transport”, while 60% of School G learners liked fictional texts included in unit “Telling a Comic Story”. The students identified few weaknesses, mainly black and white illustrations and the poem “Holidays”. [See section 12.4 above and Appendix VIII] below

The textbook focuses on some *language functions* which may prove helpful in different social occasions requiring the use of English like greetings and writing addresses. It also deals with different *language skills*. However, there is an inadequate focus on some essential aspects/*strategies* related to these *skills*. For instance, the oral *activities* are too *controlled*; students are not given any freedom – they are mainly asked to read aloud the given dialogue or reproduce that same sentence patterns. Then the writing activities only deal with paragraph or sentence writing, while most structural and *discourse-level* features are not handled. Lastly, *listening comprehension* is completely disregarded. Keeping all this in view, it is assumed that the coursebook cannot prepare the target learners for most of their future English needs. It is also debatable whether by just practicing the provided dialogues the students can understand how to effectively carry out the different speech acts handled in the book. In conclusion, the fact that all the respondents using this textbook could only handle the Urdu version of the questionnaire probably reflects their inability to comprehend and communicate in English.

13.4 Evaluation of *Guided English* – Book 0 (Oxford University Press)

13.4.1 Introduction

This coursebook has been prescribed in School J. It has been written by a native English speaker, and it is meant to be used in Pakistani schools. The book has thirty lessons. Each lesson is divided into six sections –“Comprehension and Vocabulary”, “Oral Exercises”, “Written Exercises”, “Punctuation Practice”, “Composition” and “Useful Words and Phrases”.

13.4.2 General Objectives

The English language course objectives specified by School J imply a structural approach with an emphasis on accuracy [see section 9.4 above]. Generally, this coursebook is compatible with these objectives [See below for details].

This textbook follows the Audiolingual methodology [see section 3.3.2 above]. The main stated aim of the coursebook is to instill “**good language habits** and skills” [own emphasis] (Howe, 1972: iii) in students. Each chapter contains substitution tables which are meant to introduce and ‘teach’ sentence structures. Moreover, it is recommended that “the various patterns in each structure are **thoroughly drilled**” [own emphasis] (1972: iii) and that the students should **use only the learnt patterns** even in their compositions. Oral practice is stressed because of the following professed belief:

If the oral preparation has been thorough, very few errors should occur.
(1972: iv)

In fact, all through the “Preface” language errors are presented as something unacceptable. For instance, the section dealing with reading comprehension justifies the inclusion of controlled exercises on the grounds that “freely composed sentences, with the inevitable errors, would defeat the purpose” of this book (1972: iii).

13.4.3 Teaching Context

The relevant teacher prefers teaching English language through explanation of rules and in this respect the purely structural approach of the textbook is appropriate for this particular teaching context. He is apparently satisfied with the coursebook, especially the language structure exercises, and feels that there is no need for improvement. He believes that the aim of language teaching is making students confident users of the language (interestingly the textbook also uses the same term “confident”), but the adopted approach can not guarantee the attainment of this goal. [See section 12.3 above and Appendix VIII below] After all, *discrete-point exercises, de-contextualized drilling, and inflexible production activities* probably cannot help learners in becoming fluent users of English. [See sections above and below for details] [Also see sections 4.5 and 4.9 above]

13.4.4 General Content

The textbook focuses on oral and *reading skills*, and grammar. There is no *integration of skills* or language practice at *discourse level*. The book primarily deals with grammatical structures; the few *language functions* handled are orders, instructions, and polite requests.

The pronunciation *tasks* focus on either isolated words or sentences incorporated in substitution tables; the learners are asked to read out these sentences following the given

instructions. Vocabulary is handled through *reading comprehension exercises*. Mostly the *activities* involve either using dictionaries to find the meanings of the listed words or matching words/phrases to the given meanings. However, very few *tasks* (like that given in the following example) deal with actual usage of lexis:

Here are some phrases taken from the passage. Use them to complete the sentences below: on top of; the foot of; to pieces; in front of; close to.

1 The cup slipped out of her hand and smashed on the floor. (1972: 121)

13.4.5 **Focus on Grammar**

The textbook focuses on ‘accurate’ sentence patterns; thus it is concerned with *form*. The targeted sentence structure is at times presented through *oral drill* tables and then the students are asked to complete/change similar *de-contextualized* sentences. [See Appendix 1X-C (b) below for an example] These grammar *activities* are not *meaningful*; moreover, no opportunities for interaction with *authentic language* are provided.

13.4.6 **Focus on Skills**

Listening comprehension is completely ignored. The speaking *activities* are designed as *oral drills* which primarily focus on grammar structure.

Generally the *reading skill activities* just require the students to copy the answers from the texts and not use any *analytical abilities*. These tasks are neither *derived from the texts* nor do they aim to assess the students’ comprehension. However, there are some notable exceptions. For example, the *tasks* requiring the students to arrange the series of incidents in the order these occurred in the given stories (1972: 76, 105-6, 115, and 126) involve some kind of interpretation. Another *activity*, dealing with the mistakes made by the pedestrians in the

provided picture, expects the learners to have understood the road safety code provided in the reading *text* (1972: 154). Other weaknesses of reading *workouts* include lack of opportunities for using *sub-skills* and *learning strategies*, and *interacting* with the *text*. [See Appendix IX-C (c) – (d) below for a sample]

The writing *activities* are predominately ineffective. First of all, the coursebook does not deal with *process writing*. Moreover, writing *tasks* focus on very few *text* types. In the beginning the students are required to write a number of sentences based on familiar topics like their possessions, homes, families, friends, schools and towns. Later the focus shifts to narratives mainly stories. Instructions (like of making toys or using libraries) and letters are the only other *text* types handled through this textbook.

Some kind of context is provided for only one writing *activity* requiring the learners to write two sets of directions, one to a school visitor guiding him/her towards two different parts of the school and the other to a visitor from the railway station/bus stop to the student's house (1972: 103). The remaining *workouts* do not provide any *sense of the audience and purpose*. Nevertheless, in some lessons some limiting roles are prescribed for the students. For instance, in Lesson 27 (containing a reading text on first aid) the learners are required to describe what they did in four situations requiring first aid (1972: 145). In addition, in four chapters the students are given some roles directly related to the reading texts. This involves rewriting the story from the point of view of one character. Finally, the Lesson 29 *activity* (based on a road safety code text) requires a description from the position of a traffic policeman (1972: 157). However, as can be perceived, the relevant reading *texts* provide the content of most of these *tasks*.

The learners are not provided any *guidance* on how to organize written *texts*. In fact, a textbook which views the sentence as the focal unit cannot be expected to emphasize *coherence*.

13.4.7 *Activities, Texts and Cultural Representation*

The coursebook includes a limited range of *activities*. It mainly uses *drill based tasks* and *discrete-point exercises*, like sentence completion/formation, short answered questions, true and false responses, reordering the statements, and *substitution tables*.

Generally, the content and structures/forms are provided for the *production skills*. The speaking *tasks* are completely inflexible and limiting. The students are mainly required to read out sentences from the provided tables. The *writing skills* are mostly practiced using the material of the reading *texts*. At other times simple models are provided [like the sample in Appendix X-C (a) below]. These examples consist of a series of unrelated, simple sentences, and effectively illustrate the kind of writing demanded from the learners – a string of isolated, sentences following the simplest pattern which can easily be memorized and thus allowing limited opportunities for making errors. Similarly, the learners are not provided any opportunities for acquiring awareness about the different features of language.

Most of the selected reading *texts* are *authentic*. These include extracts from classical novels, stories, and factual articles (dealing with common things like telephones, good manners and ants). The textbook does not make use of any recent material or more topical subject matter/issues. [See Appendix X-C (c) – (d) below for an example of a reading text]

Cultural representation is mainly limited to the reading *texts* which portray situations from all over the world. However, most of the provided material is dated.

13.4.8 *Communicative Potential and Communicative Competence*

The *tasks* of this textbook scored between ‘0’ and ‘4’ on the *communicative* scale (only one *activity* had the *significant* score of ‘11’), with the majority obtaining ‘0’ and ‘1’ (see Table: 13.9 below):

Table: 13.9

Score	Number of Activities	Percentage
0	164	37%
1	141	32%
2	73	17%
3	55	13%
4	5	1%
5	0	0
6	0	0
7	0	0
8	0	0
9	0	0
10	0	0
11	1	0
12	0	0
Total Activities	439	100

Communicative Potential of Guided English - 0

Thus according to the key, this textbook obtained no grades [see Table: 7.5 above]. Hence the coursebook has no *communicative potential*. This is to be expected of a textbook which follows a structural and behaviouristic approach to language teaching, employing mainly *drill* based *tasks* and *discrete-point exercises* [see section 3.3 above].

Similarly, majority of the tasks of this textbook do not help to impart *communicative competence* in students [see Table: 13.10 below]:

Table: 13.10

	Number of Activities	Percentage
+	1	0
-	438	100%
Total Activities	439	100

Degree of *Communicative Competence: Guided English - 0*

On the other hand, 32% of the tasks are *mechanical operations* [see section 7.4.2 above].

13.4.9 Cognitive and Creative Potential

As the following table shows, the different *activities* of the textbook displayed varied levels of *cognitive potential* ranging between ‘1’ and ‘11’:

Table: 13.11

Score	Number of Activities	Percentage
0	0	0
1	164	37%
2	11	3%
3	181	41%
4	51	12%
5	11	3%
6	2	0%
7	1	0%
8	4	1%
9	0	0
10	8	2%
11	6	1%
12	0	0
13	0	0
14	0	0
Total Activities	439	100

Cognitive Potential of Guided English – 0

However, the greatest concentration of the activities obtained scores between ‘1’ to ‘4’.

Consequently, the textbook has the *SSTP* of merely ‘4%’, implying zero *cognitive potential*

[see Table: 7.5 above]. This is to be anticipated since most of the *exercises* do not involve any kind of evaluation or analysis.

A limiting degree of *creativity* is permitted in the earlier writing *activities* requiring personal information. However, in the later chapters the students are just asked to rewrite stories which they have either encountered in the coursebook or have read elsewhere. For instance:

Write out your favourite story simply, in your own words. Do not try to write long sentences. Use sentence patterns that you have already practiced.
(1972: 151)

The above instructions clearly highlight the extent of conformity expected from the learners.

The result for *creative potential* supports these assertions:

Table: 13.12

Score	Number of Activities	Percentage
0	159	36%
1	131	30%
2	1	0
3	1	0
4	76	17%
5	34	8%
6	6	1%
7	22	5%
8	0	0
9	0	0
10	9	2%
11	0	0
Total Activities	439	100

Creative Potential of Guided English – 0

The *SSTTP* is calculated as only ‘7%’, and so the textbook once again is assessed to possess zero *creative potential* [see Table: 7.5 above]. Conversely, as has been reiterated again and again, the coursebook possesses an extremely high number of *controlled tasks* (91%) [see section 7.4.2 above].

13.4.10 Relevance to the Target Students

In general the respondent learners have expressed satisfaction with the textbook. The majority (70 % and 60 %) have rated the coursebook very high for the level of interest and effectiveness respectively. Most of the users have either praised the chapters or specifically the stories included as reading *text*. However, no one has in particular really commended the *activities*. Conversely, the sentence completion and *reading comprehension exercises* have been included in the list of the things disliked, implying that these kinds of *tasks* do not appeal to some students.

The learners generally appear to be more interested in stories with eastern settings like “The Arabian Nights” and “Aladdin”, while extracts from classical English novels like “Oliver Twist” and “Robinson Crusoe” seem to have little appeal. Nevertheless, exposure to texts from countries beyond Asia can help to widen the perspective. [See section 12.4 above and Appendix VIII below]

The textbook appears to be appropriate for the linguistic level of the students. However, it is assessed that the book does not cater to their long-term academic and professional needs since it mainly encourages memorizing fixed sentence patterns and does not involve learners in actually experiencing and using the varied stretches of language in accordance with the relevant contexts and purposes as they will be doing so in their lives beyond the classroom [see sections 4.5 and 4.9 above].

13.5 Evaluation of *Oxford Progressive English – Book 5 (OUP)*

13.5.1 Introduction

This coursebook has been prescribed in School K. Though the book has been prepared for Pakistan, its writer is a native English speaker. The book consists of 21 units including the revision chapters. Each unit is further divided into lessons. Excluding the revision units, the lessons are entitled “Speaking and Listening”, “Words”, “Reading”, “Sentences”, and “Writing”.

13.5.2 General Objectives

The textbook does not specify any theoretical assumptions. It just makes the following claims:

- The book follows both the British and the Pakistani curricula.
- It is based on an innovative approach.
- It covers all essential *skills*.
- The activities are *student-centred*.
- Equal importance is laid on oral and written tasks.
- *Listening comprehension* and vocabulary development are stressed.
- The book uses *texts* of different genres
- Imaginative and *creative* writing is encouraged.
- It is easy to use in the classroom.

Most of these assertions are justified. However, the coursebook provides very few opportunities for imaginative writing [see sections below for details]. Furthermore, since the word “innovative” is ambiguous, it is not really possible to assess the validity of this claim.

The textbook may neither fully cater to any examinations nor facilitate overall language acquisition since it pre-dominantly deals with receptive skills. [See below for details]

School K listed content related to all four *language skills* as syllabus; and this coursebook does focus on all the *skills* (even though for a limited extent as far as the *production skills* are concerned).

13.5.3 Teaching Context

The relevant teacher is satisfied with the textbook as it deals with all the four *skills*; she gives it high scores for both the level of effectiveness and motivation. Though the textbook allows the teacher to make use of her preferred teaching techniques (exercises, group discussions and listening tasks), the book may not help the learners to become confident users of English (the teacher's view about language teaching objectives) since the *activities* are too *controlled* and the students are provided a great deal of *guidance* in many tasks requiring actual production of language [see sections below for details]. [See section 12.3 above and Appendix VIII below]

13.5.4 General Content

The book deals with nearly all main aspects of language – the four *skills*, grammar and vocabulary. However, pronunciation is completely ignored. *Receptive skills* are stressed, while *writing skill* is given relatively less importance.

The textbook touches upon some *language functions*. These include giving advice and suggestions, making predictions, and expressing decisions, purpose, conditions and

probability. In addition, different language structures which can be utilized for communicating suggestions, decisions and probability are presented. For instance, Unit 2 focuses on the use of “will” for instant decisions and “going to” for already formulated decisions. [See section 13.5.5 below for details]

Vocabulary building is emphasized and by and large the *exercises* dealing with this aspect are effective. First of all, a wide range of lexis, including text message vocabulary and abbreviations, is handled throughout the textbook. Then in each chapter, different vocabulary items belonging to the same lexical family (like computers and natural disasters) are introduced with the help of pictures or *texts*. For example, in Unit 1 the lexis related to two specific expeditions is presented through two *texts*, and attention is drawn to the relevant vocabulary through an exercise which asks the students to find the words in the *texts* for the given pictures, representing the meanings of the words (Jacques, 2006: 4 – 5). Similarly, descriptive words are presented through illustrations in Unit 17 [see Appendix IX-D (e) Exercises 1, 2 and 3 below]. These *activities* (instead of providing direct explanations) require inference of meaning.

The usage of the lexis is illustrated and clarified with the aid of *exercises*. The most common *tasks* involve completing *gapped sentences* with the target vocabulary taken from the reading *texts* (Units 2, 3, 7, 8 and 12). [See Appendix IX-D (e) exercise 3 below] Though a good way of assessing whether the students have understood both the meanings and the usage of the lexis, the repetition of this *activity* in one unit after another makes vocabulary practice quite monotonous and inadequate [see section 4.9.6 above]. Moreover, the provided sentences are *de-contextualized*.

13.5.5 Focus on Grammar

Language structure is handled through both spoken and written *tasks*. Generally, these *activities* are *contrived* and *artificial* having language practice as their sole objective. For example, making sentences and choosing appropriate words to complete statements. Even the oral *tasks* are highly structured being strictly based on the given models. The few *meaningful* tasks include surveys and report writing (2006: 28 and 44). [See Appendix IX-D (a) and (e) below for examples of grammatical activities]

At times the *forms*, *meanings* and *usage* of the different grammatical elements are introduced within the context of *texts* like dialogues or through exercises. The dialogues are not *authentic*, but similar to real life oral informal interaction [see section 13.5.7 below]. Thus in Unit 2 the different uses of “going to” and “will” are presented through short dialogues (to be spoken by the teacher). For instance:

“Are you **going to** play in the match tomorrow, Irfan?”
“I don’t think I can, Tahir. I’ve hurt my ankle.”
“Oh no! That’s bad luck. I’ll ask Kamal if he’s free.” [own emphasis]
(2006: 110)

The use of “going to” to express already made decisions and that of “will” (‘ll in the example) to convey instant decisions has to be inferred from the dialogue heard by the students. Tahir thinks that Irfan has **already made up his mind** (“going to”) to play in the match, but when he learns that Irfan cannot play because of his injured ankle, he (Tahir) **at that moment decides** (“will”) to ask Kamal. Then in Unit 6 the learners are asked to conduct a survey about their partners’ diet and compare their answers with their own dietary habits. This comparing *activity* requires the use of verbs in the simple present tense. The provided model sentences make this use clear. For example:

“**Imran drinks** more soft drinks than I do, but **I eat** more chips.” [self emphasis]
(2006: 28)

At other times most relevant grammar rules are explained explicitly to the students in the form of information boxes known as “study corners”.

13.5.6 Focus on *Listening Skills*

Listening *texts* are meant to be read out by the teachers. Some listening *activities* display a number of strengths. First of all, most of the material used for listening consists of in effect oral *texts*. Moreover, a wide range of genres are used – instructions (for making “time capsules”), expository accounts (like about regional natural disasters and wildlife in a park), advice (about participating in triathlons), riddles, monologues, dialogues, weather broadcasts and timetables. A few stories are also included, but it is debatable whether this genre is appropriate for listening especially for this level of students (about ten to thirteen years old). Furthermore, most activities require the students to identify specific information needed for performing tasks, like determining the order of events and filling tables, and not reproduce from memory large chunks of the *text*.

However, there are some weaknesses inherent in the listening *tasks*. For instance, the teacher on his/her own cannot effectively articulate dialogues which involve more than one speaker, unless one of the learners is also given a role. Then there is repetition of phrases in some listening *texts* like ‘but not so many/much’ and ‘from time to time’ (2006: 111 and 113). In addition, some *while-listening tasks* do not in actual fact assess the *comprehension* abilities of the students. At best they require them to pick out words/phrases to complete sentences or check their work. For example, the *activity* asking the learners to check whether they have

filled in the correct past perfect form of the verbs (2006: 18). Nevertheless, a few activities require the use of *analytical abilities*, like the Unit 2 task requiring the identification of the topic/context of the short dialogues [see Appendix IX-D (a) Exercise 1 below]. Finally, it is important to specify that none of the *tasks* help to foster *affective* or *critical listening* skills of the learners. This can be justified on the grounds that this particular level in the textbook series deals with young students aged between ten and thirteen and so the purpose of the book is to develop very **basic** listening abilities. In fact, most learners may not be prepared to handle complicated listening *tasks* which require higher level cognitive skills (like evaluating a spoken message to judge how far the speaker is misleading his/her audience).

13.5.7 Focus on *Speaking Skills*

Most of the *speaking tasks* aim to present and practice the various grammatical elements (like the future tenses), sentence structures and vocabulary (like words related to natural disasters). Thus in the majority of the cases the appropriate sentence pattern is provided. Even at times the relevant lexis and content is suggested. For example, in a Unit 8 *activity* the students are asked to make some suggestions for collecting money for charity using the provided phrases like “Why don’t we...?” and “We could ...”. In this case, even the ideas are given in the form of the five items of the *exercise* like ‘selling postcards’. (2006: 40) However, at times the students have to produce their own content using suggested structures. [For example, see Appendix IX-D (a) exercise 4 below]

Sometimes the different *activities* ask for the repetition of the same sentence pattern or vocabulary within a single unit or lesson. For example, three consecutive Units 1 *exercises*

involve talking about different actions (like hitting the finger with a hammer) using the present perfect tense and “just” (2006: 2).

The dialogue expected from the students is apparently realistic as can be inferred from the given models. For instance:

“Sorry, I’ve just lent it to somebody”

“I think it’s going to be hot”

(2006: 2 and 60)

The feature common in these examples is the use of contractions, a regular characteristic of informal everyday speech. Since the learners are asked to base their output on these models, they will be using contractions.

Moreover, some units open with dialogues which include the following examples:

“Um... I could do that. Yes, I think that’s a really good idea.”

“You’re not being serious!”

“That’s right.”

“I’d better explain...”

(2006: 40, 46, 80, 86)

In addition to contractions, the above quoted speeches include exclamations, hesitations, revisions and incomplete sentences – familiar features of oral conversations [see sections 4.9.2 above]. Thus these dialogues can serve to make the students familiar with the predominant sentence patterns and lexis associated with informal spoken discourse.

However, the students are not encouraged to use these aspects in their own oral interactions; instead they are mainly required to use the dialogues as *reading comprehension texts*.

13.5.8 Focus on *Reading Skills*

The reading *texts* predominately consist of stories and dialogues. A few units (2, 6, and 18) contain poems as additional texts.

The reading *tasks* do provide the students opportunities to utilize various *sub-skills and strategies*. Thus some initial *exercises* require the students to find out the gist of the provided material involving *skimming*. Some of these *exercises* are interesting and effective. One such activity asks the learners to match the given pictures and maps to the relevant accounts of expedition (2006: 4). Another useful *task* requires placing the named natural disasters in the order they occur in the story (2006: 56). In addition, many exercises involve the use of *scanning* in order to find answers to direct questions like:

“How did William and his friends plan to collect money? Were they successful?”
and
What kind of machine is Uncle Steve making? What does the machine have?
(2006: 16 and 98)

Generally all of these *scanning tasks* are quite straightforward and do not require any higher cognitive skills.

Moreover, a few *activities* involve the *pre-reading* strategy of *predicting*, like one *task* entails guessing the content of the story “Pied Piper of Hamelin” with the help of pictures before having actually read the text (2006: 82). Furthermore, some *exercises* included in the different parts of the textbook require inference. For example:

“Is the number of cheetahs in the world going up or down?”
“How many rats were there in Hamelin?”
(2006: 80 and 83)

A few questions also assess the students' commonsense:

“When do you think the factory sells most ice cream?
(2006: 23)

Then again some *exercises* help to enhance the learners' general knowledge like by asking them to guess the locations of different buildings/events presented in the form of pictures (2006: 100). Finally, some *tasks* ask for personal responses:

“Which five things would you put in your time capsule?”
(2006: 89)

Another similar effective *activity* (which also utilizes the students' *imaginative* ability) requires the learners to invent one delicious flavour and one horrible flavour for an ice cream (2006: 23).

Conversely, a limiting range of *exercises* are used for developing the learners' reading comprehension – answering structured questions, choosing/correcting true/false statements, completing tables/boxes, completing sentences and matching reported sentences/speech/thoughts with relevant portions of the texts. Most of these *tasks* are not directly *derived from the text* on which they are set; in other words two completely different *texts* (as far as content or genre is concerned) have similar type of questions. Moreover, the majority of these *workouts* do not provide any opportunity for *interaction with the text*. However, there are a few exceptions. For instance, one *workout* involves matching different groups of people (like people who have lost their houses in an earthquake) with the listed services (like Emergency Relief) of the charity organization *Oxfam* (2006: 75).

13.5.9 Focus on *Writing Skills*

There is no focus on *process writing* in this textbook. In fact, *writing activities* are either introduced as an afterthought or as *post-reading tasks*. For instance, in Unit 19 the learners are required to compose a different email-ending to the provided story on time travel (2006: 103).

The coursebook deals with a few kinds of genre as far as writing is concerned – story, story ending, book blurb, email/letter, summary, poem, report, recipe, and boasts. Moreover, in most *tasks* detailed *guidance* about the content is provided or a model is given. Assistance is usually presented in the form of questions (2006: 7, 39, and 77), notes [like Appendix X-D (c) exercise 2, and (d) exercise 3 below], and pictures (2006: 53). In many of these cases such comprehensive *guidance* seems overwhelming and inappropriate. For example, the Unit 7 activity asks the students to write a story ending from the point of view of the listed eight questions (2006: 39). In this activity only one question suggesting a general idea could have been sufficient, like: “Describe what happened when someone stole Kutut’s brush”. Then the Unit 8 task asks for a report on the orang-utans having provided all necessary information about this species of animals together and the list of connectives to be employed (2006: 45). The resulting *written products* will be similar reports by all the students. Instead, the learners could have been encouraged to research information about the orang-utans themselves.

Finally the *context* is provided for only some writing activities like the workout asking the learners to write e-mails as their mothers justifying their absence from school (2006: 13). Conversely, the other tasks merely instruct students to write paragraphs with no mention of the *purpose* and *audience* [see Appendix IX-D (d) exercise 3 below for an example]. (See

pages 71, 91, 97, and 103 for workouts focusing on *written products* other than sentences and paragraphs).

13.5.10 *Activities and Texts*

Generally, the *tasks* are limited to sentence formation and completion, listening to and repeating of words, talking about pictures, question answer sessions between class fellows, class discussions, and matching sentence halves and pictures/text. Nevertheless, surveys and table completion break the monotony of the regular *exercises* in a few units. The reading *texts* are also generally restricted to narratives and dialogues. However, a variety of listening texts are utilized [see section 13.5.6 above].

Some of the *activities* use purely de-contextualized sentences to practice the various aspects of language. For instance, the Unit 3 *exercise* focuses on making isolated short sentences with given verbs in past tense (2006: 18). Similarly, the Unit 19 *workout* on the role of “so that” consists of *isolated sentences* (2006: 102).

However, some *discourse level* work is also included notably focusing on oral *skills*, grammar and vocabulary. For example, in Unit 3 an *exercise* requires the students to complete a dialogue using the correct forms of the provided verb (2006: 18). Similarly, in Unit 6 the learners are asked to complete a report of an athlete’s diet with relevant determiners (2006: 28). Nevertheless, only a limited number of revision *exercises* deal with proper texts. One such *activity* utilizes a dialogue related to sports to assess the learner’s usage of verbs (2006: 52).

Here it is important to emphasize that all oral *skills*, grammar and vocabulary based *tasks* of the main units, whether using isolated sentences or longer spans of language, consist of *discrete point exercises*. Thus, as can be seen, the examples quoted above deal with only **one** grammatical element (like determiners) or vocabulary class.

Some *activities apparently* aim towards *integration of skills*. Most of the time this involves ‘checking’ answers of the previous tasks using one or more of the other skills. [For instance, see Appendix IX-D (b) exercises 1 and 5 below]. The most ineffective *activity* is given in Appendix IX-D (d) exercises 2 and 3 below. Though these *tasks* make use of different *skills*, they involve an unnecessary repetition of content and lexis which in any case can be copied from the listening text given at the end of the student coursebook. Nevertheless, the series of activities assessed to incorporate genuine *integration of skills* are presented in Appendix X-D (e) exercise 4 and (g) exercises 4, 5 and 6 below. These *workouts* require comprehending both an instructive text and a narrative text about time capsules, and subsequently involve students in group discussions on the topic.

The high percentage of *controlled tasks* (83%) [see Table: 13.16 below] illustrates that the overall focus of the textbook is on *accuracy*.

Acknowledgements are given for a limited number of *texts* (mainly poems). Thus this implies that all the listening *texts* and most of the reading *texts* are not *authentic*. A few of the included stories, like “The Pied Piper of Hamelin”, are adapted.

The coursebook deals with topical subject matter like computers, animals and their conservation, and future predictions. In addition, the units focus on expeditions, diet, recipes, natural disasters, weather, charities, pre-historic times, time travel and classical tales like “Kidnapped”. In many instances, the topics of the unit are directly related to students’ lives. Thus in units focusing on natural disasters, buildings and charities the learners are also asked to discuss the phenomena, structures and organizations prevalent in their native countries (Units 11, 13 and 14). The students are also involved in other ways. For example, in Unit 9 students are asked to reveal their understanding of subordination and coordination by completing sentences with personal information. [See Appendix X-D (f) below for a sample of a reading *text*]

A main weakness of the textbook is the repeated focus of the same topics in different exercises. For instance, the learners are made aware of the use of “going to” in three consequent *activities*, all based on two provided pictures (2006: 55). Moreover, the same subject matter (like computers, animals and natural disasters) appears again and again in *tasks* across units. All this repetition can prove to be monotonous for the learners.

13.5.11 *Communicative Potential and Communicative Competence*

Since the textbook has pre-dominantly *de-contextualized tasks*, substantial number of *activities* obtained scores between ‘0’ and ‘4’ on the *communicative* scale as illustrated in

Table 13.13:

Table: 13.13

Score	Number of <i>Activities</i>	Percentage
0	25	7%
1	134	36%

2	148	40%
3	33	9%
4	10	3%
5	0	0
6	7	2%
7	1	0
8	2	0
9	7	2%
10	4	1%
11	2	0
12	0	0
Total Activities	373	100

Communicative Potential of Oxford Progressive English – 5

Thus the coursebook has a very low *SSTP*, just ‘3%’, signifying zero *communicative potential* [see Table: 7.5 above]. Conversely, the book utilizes a relatively higher number of *mechanical operations* (36%) [see section 7.4.2 above].

Nevertheless, the textbook displayed more significant potential for imparting *communicative competence* in students [see Table: 13.14 below] because of the use of dialogues and other *discourse*; thus it helps to facilitate *CC* in students to a limited extent [see Table: 7.5 above]:

Table: 13.14

	Number of Activities	Percentage
+	74	20%
-	299	80%
Total Activities	373	100

Degree of Communicative Competence: Oxford Progressive English – 5

13.5.12 Cognitive and Creative Potential

The majority of the *activities* displayed lower levels of *cognitive potential* ranging between scores ‘1’ and ‘5’. Nevertheless, a considerable percentage (17%) obtained the *significant*

score of ‘8’ as some vocabulary, listening and reading *tasks* are *analytical* [see the sections above for detail]. [See Table 13.15 below]

Table: 13.15

Score	Number of Activities	Percentage
0	0	0
1	21	6%
2	32	9%
3	121	32%
4	53	14%
5	48	13%
6	5	1%
7	9	2%
8	63	17%
9	10	3
10	3	1%
11	1	0
12	2	1%
13	5	1%
14	0	0
Total Activities	373	100

Cognitive Potential of Oxford Progressive English – 5

The *SSTTP* is calculated as ‘23%’ and thus according to the key, the textbook obtained grade D, implying *cognitive potential* to a limited extent [see Table: 7.5 above].

The following results were obtained for *creative potential*:

Table: 13.16

Score	Number of Activities	Percentage
0	44	12%
1	102	27%
2	0	0
3	0	0
4	112	30%
5	52	14%
6	47	13%
7	10	3%

8	0	0
9	0	0
10	3	1%
11	3	1%
Total Activities	373	100

Creative Potential of Oxford Progressive English – 5

The *SSTTP* is calculated to be only ‘5%’, implying zero *creative potential* [see Table: 7.5 above]. Detailed evaluation of the textbook supports these findings. Most of the *activities* require the use of fixed patterns and are very *controlled*, such as involving the selection of one appropriate word from two alternatives or a provided list to complete sentences. Thus as such these *tasks* do not utilize the learners’ *creative abilities*. Moreover, the book lays more focus on *receptive skills*. The few *creative tasks* include composition of a story about a time capsule (2006: 91) and a ‘shape poem’ on a particular home type (students are required to choose their own types of houses) (2006: 99).

13.5.13 Representation of Culture

The textbook focuses on different cultures – the learners’ own native culture and that of other countries. For instance, the names used are Muslim, Asian and Western (like Steve, Emily, Singh, Kutut, Imran, and Parveen,). Even the names of places are taken from all over the world including Pakistan (like North Pole, Australia, Madagascar, Sri Lanka, Caribbean, Wales, Sindh, Rome, Kuala Lumpur, and Rawalpindi). In addition, while focusing on charities, the coursebook includes material on one Pakistani charity (Edhi Foundation) and one international charity (Oxfam). However, it is observed that most (81%) of the main reading texts, especially the stories, are not Pakistani. Nevertheless, the cultural representation is in accordance to the views of the relevant respondents utilized in this

research – the teacher favoured focus on different cultures, while the majority of the students preferred reading about the culture of the English speaking countries.

The coursebook does not promote any kind of biases or stereotypes. The characters and events appear to be realistic – the children are not presented as perfect creatures and in the course of the narrated incidents things can go wrong.

13.5.14 Relevance to the Target Students

The relevant students were in favour of this textbook. The majority (65%) gave the book high score for the level of interest; even higher percentage (85%) assigned high scores for effectiveness, and 80% were against having the coursebook changed.

The detailed views about the textbook were diverse. The most popular unit was “Kidnapped” implying many learners enjoyed adventure stories. The chapters “Hot Rocks” (Unit 11) and “I’m Full!” (Unit 4) were included in the list of items that the students disliked. Both of these units include very *controlled activities* like matching halves of sentences and providing titles to the boasts from a given list. [See Appendix IX-D (b) exercise 1 and (c) exercises 1 and 2 below for some more examples] In addition, the main reading *texts* of these units may not interest many young individuals; especially, the tour of the ice cream factory (Unit 4) does not seem either informative or engaging. Other weaknesses as pointed out by the respondents included excessive use of pictures and utilizing only shorter extracts of stories. The former opinion is justifiable since most *activities* of the textbook rely excessively on pictures. [See section 12.4 above and Appendix VIII below]

This coursebook may facilitate the students towards their short term educational goals and train them to make effective use of their *receptive skills* as needed in their future life. However, it probably inadequately prepares them for their long term educational and professional language production goals. First of all, the textbook does not train the learners for using English language as is appropriate for varied purposes and audience. For instance, the students are not made aware of the important differences with regard to content and lexis when writing/speaking in formal and informal situations. Moreover, the target learners' real life future language use opportunities will require some kind of flexibility and independence, whereas generally the *activities* incorporated in this book are too *guided*. [See sections 4.5 and 4.9 above]

13.6 Evaluation of *Oxford Progressive English – Book 6* (OUP)

13.6.1 Introduction

Schools I and L have prescribed this coursebook. Once again the book, written by a native English speaker, is specifically meant for Pakistan. It is divided into ten units, which are further classified into sections given titles based on the under focus language aspects.

13.6.2 General Objectives

The course outline provided by the relevant schools is primarily based on the content of this textbook. In fact, School I has just listed the units of the coursebook as 'syllabus'. [See section 9.4 above]

The textbook claims to cater to both the British and Pakistan English language curricula, bridge the gap between Primary and Ordinary levels, and develop all four *language skills*. In addition, it professes to include a wide variety of interesting and innovative local and international (classical and modern) texts, “extensive vocabulary-building exercises”, “simple and clear” grammatical explanations, and “structured” and graded writing tasks aiming to promote “independent” writing skills (Redford, 2005: blurb). While the claims about texts, vocabulary exercises and grammatical explanations are justifiable, the assertions regarding skills development, Ordinary Level examination preparation and facilitation of independent writing might not prove to be completely valid [see sections below for details].

With emphasis on reading skill and vocabulary development, the coursebook mainly prepares students for some sections of the English language examinations, but it may not facilitate overall language development [see sections below].

13.6.3 Teaching Context

The relevant respondent teachers (belonging to Schools I and L) prefer use of *exercises*, *communicative tasks* and group discussions. While this coursebook provides opportunities to utilize *exercises* and class discussions, very few offered *activities* are genuinely *communicative* [see sections below for details].

Both the instructors are satisfied with the textbook since according to them it is a source of vocabulary, grammar *exercises*, *reading comprehension tasks*, and different types of texts. Nevertheless, School I teacher finds some chapters of the coursebook very boring and above the level of students, while School L teacher believes that discussions on parts of speech

should be included (though the book does focus on most parts of speech – see sections below). [See section 12.3 above and Appendix VIII below]

13.6.4 General Content

The textbook primarily deals with *reading skills* and vocabulary development. Grammar is the only other aspect which receives some substantial focus. However, a few language functions (like persuading, informing, and promoting) are under focus in some writing tasks.

A wide range of lexis, including specialist vocabulary (like “conjoined”, “ham”, and “cosmonaut”) and acronyms (like SUPARCO and OXFAM), is handled. In some instances, the focus is on words linked to specific topics – like persuasive vocabulary and words related to colour (Redford, 2005: 107 and 248). In addition, the definitions of similes, metaphors, homophones, homonyms and affixes with explained examples are provided.

The meaning, derivation and pronunciation of some unfamiliar words/phrases from the reading *text* are elucidated clearly. In fact, the textbook plays the role of a comprehensive dictionary. More importantly at times the usage of the lexis is also explicitly explained with examples. For instance, in Unit 3 the different tenses of verb “hang” are clarified in four sentences (2005: 57). Similarly, Unit 6 focuses on “poach” and “conservation” [see Appendix IX-E (b) below]. Finally, in Unit 7 the learners are informed that the expression “beyond ... wildest dreams” is “an adjective phrase describing the things” that were seen. It is “used with ‘it is’ or ‘they are’ (2005: 167).

The major weakness is the use of unrelated, isolated sentences (except when extracted from the given texts) as examples. In addition, generally, the vocabulary building *activities* are limited to three types – the students are required to match given definitions to the listed words taken from the *texts*, find words from the *text* for the provided definitions [see Appendix IX-E (b) for an example], or write down the meanings of listed words. Especially for the last *exercise* type, the learners are allowed to use dictionaries, rather than trying to decipher the meaning from the context. Though dictionary usage is an essential vocabulary development tool, the coursebook overemphasizes dependence on this resource. Moreover, it does not provide clues about effective ways of using dictionaries. [See section 4.9.6 above]

The students' comprehension of the usage of words is assessed in conventional *exercises* requiring them to either make sentences or complete *gapped* sentences with the lexis in focus [see Appendix IX-E (c) below for an example]. Nevertheless, a few *tasks* are distinctive and effective. One such activity asks learners to find words connected with fire from the provided text and then use some of these words to write a dramatic paragraph like the original text (2005: 90). In addition, a few *activities* require the use of *critical abilities*. For example, in Unit 6 the students are required to suggest a reason why “trample” is used for elephants with the help of these guide words “weigh, heavy, crush, and weighs” (2005: 143). Then in Unit 8 the learners are asked to make their own acronyms for different organizations (details provided) (2005: 189 – 190). Finally, in Unit 10 the learners are asked to draw the diagram of a ship (figuring in the reading text) and label its different named parts with the help of a dictionary.

Two reading *workouts* focus on *coherence* and *cohesion* since they require the learners to organize the given parts of the texts in logical sequence (2005: 35 and 191). These *activities* also include detailed guidance about *discourse* organization by referring to specific word classes like semantic markers.

13.6.5 Focus on Grammar

The grammatical items handled in the coursebook include nouns, articles, verbs, adjectives, adverbs, prepositions, conjunctions and punctuation (use of commas and apostrophes).

Generally, the examples are presented through the *reading text*. At times further illustrations in the form of isolated sentences are given.

The *forms* and the *usage* (in a very few instances) of the grammatical elements are elucidated clearly. For example, in Unit 2 the rules governing the formation of superlatives and the part played by these words in texts are discussed (2005: 33 – 34), while in Unit 6 the principles governing present simple and continuous tenses are illuminated [see Appendix IX-E (a) below]. At times the grammatical explanations also include clarification of the differences between two similar parts of speech; for instance, the specification of the separate roles of conjunctions and connectives (2005: 227 – 8). Nevertheless, the main emphasis is on structure throughout the textbook.

The students are provided practice (related to the grammatical structures) in the form of *exercises* requiring completion of *gapped* unrelated sentences. However, at times longer *discourses* are used, like one Unit 7 *activity* focusing on prepositions utilizes a report on hyenas. More importantly, the learners are also provided a few opportunities to use the

various grammatical elements in relatively *meaningful activities* like writing persuasive paragraphs using superlative adjectives and post cards employing simple past tense (2005: 34 – 5, and 102).

13.6.6 Focus on Oral Skills

The textbook does not deal with *listening comprehension*. Instead, the students are provided practice in listening through speaking *tasks* primarily featuring pair/group/class discussions. The main objective of these *activities* is to provide opportunities for the learners to understand others' opinions and share view points. The majority of the tasks are based directly on the reading *texts*, involving *reading comprehension*. For instance, in Unit 2 the groups are asked to discuss the message of the story “The King and the Tide” (a *post-reading* task) (2005: 40). *Guidance* is given in the form of questions. One most effective *task* of this category is the Unit 8 discussion related to extracts on Karakoram Highway [Appendix IX-E (d) – (f) below]. Some *activities* focus on vocabulary used in the texts, like discussion of similes as these are utilized in the extract “The Sounds of the Sea” (2005: 102). The other speaking *tasks* involve chorus reading of a poem and acting out texts (like the folk tale “The Two Brothers”). The content to be used in the oral discussions is either suggested by the *text* or is purely subjective. *Creativity* is limited to a few *activities* which include Unit 2 discussion about the implications of the poem “The Tide Rises, the Tide Falls” (2005:44). A few *workouts* suggest the kind of vocabulary to be used; otherwise, the learners are free to choose their own lexis, style and level of formality. In other words, the tasks are not very *controlled*.

13.6.7 Focus on *Reading Skills*

The perusal of the reading *activities* highlights some weaknesses. First of all, they do not provide any opportunities for the practice of different *reading strategies* except *intensive reading* and *scanning*. In addition, generally, the reading *tasks* are not *determined by the relevant texts*. In fact, most *reading comprehension workouts* are similar consisting of questions which are classified as “reading for understanding/information” (dealing mainly with content of the texts), “reading for interpretation”, or “reading for detail” (focusing primarily on the vocabulary of the texts). The exceptions are mainly oral and writing *activities* based on the reading *texts*. Moreover, most *texts* (about 52%) have mainly straightforward questions which directly ask learners to produce information explicitly mentioned in the extracts. For example:

What did he (egg collector) find at the top of the tree? (*The Egg Collector’s Surprise*)

How did they hunt hippos? (*The Horses in the Nile*)

(2005: 77 and 242)

On the other hand, the sections dealing with *reading skills* also illustrate positive aspects.

Foremost among these is the inclusion of some questions requiring inference in all units. For instance:

Yasmeen spoke ‘in a small voice’. What does this tell you about her? (*Crows Knows*)

Why was the earth ‘blind’? (*Darkness*)

How do you think the poet wanted his readers to react to his poems? (*The African Lion*)

Why was Badr I an appropriate name for the satellite? (*Pakistan’s New Moon*)

Draw a diagram showing the river and the village. Draw a line in one colour to show the intended route of the ferry. In another colour, show the actual route of the ferry. (*Crossing the River*)

(2005: 60, 96, 140, 188, and 225)

Moreover, some questions dealing with language also require interpretation. For example:

... Think of three more phrases which would describe the river at this time? (*Wedding in the Flood*)

Explain how the details in the description of the bazaar in Ruka help you to imagine it. (*Paradise in the Punjshir Valley*)
(2005: 85 and 232)

Furthermore, the learners are encouraged to compare *texts* on similar themes – for example, the Unit 9 poems “My mother saw a Dancing Bear” and “Himalayan Brown” (2005: 221). Finally, a small number of questions involve the students personally by either relating the events described to their lives or by asking for their opinions:

How did you react to the poem? (*The African Lion*)

Do you think Khamer deserved his unfortunate end? (*The Two Brothers*)

What do you think is the most important part of this poem? Give your reasons. (*Geography Lesson*)

How do you feel about the bear’s death? (*Himalayan Brown*)
(2005: 140, 158, 195, and 221)

In most cases, the *texts* or *activities* are not introduced in the form of *pre-reading tasks*.

Nevertheless, the report on bushfire and the text “Pakistan’s New Moon” are preceded by *workouts* introducing the relevant topics (2005: 85 – 6, and 186).

13.6.8 Focus on Writing Skills

The writing *activities* also have some major shortcomings. First of all, only 32% of the writing tasks focus on composing texts beyond the sentence-level. In addition, 75% of these workouts incorporate detailed guidance – for language, definite grammatical concepts (like imperatives) are specified; content at times is either derived from the reading texts or suggested by a set of questions (see 2005: 212 – 213 for an example).

Importantly, most of the writing *workouts* are *de-contextualized*; the few exceptions include composing persuasive paragraphs, an interview, a postcard, a letter to the editor, and a ship’s log (2005: 34 – 5, 80, 102, 106, and 239). Finally, *process writing* is dealt with mainly in the

last unit where detailed guidance is provided about the different stages of composing a story; additionally three other writing *activities* suggest the identification of topic sentences as a *sub-skill* for writing summaries. Here it is important to point out that many *discrete-point* and *mechanical exercises* solely dealing with vocabulary and grammar are classified as writing tasks (for examples see Appendix IX-E (c) below and page 2005: 24).

13.6.9 *Activities and Texts*

The use of reading *texts* can generally be considered among the most positive aspects of this coursebook. First of all, the textbook exposes learners to different genres including e-mails, poems, advertisements, articles, reports, fiction, folk tales, autobiographies and travel writing. Moreover, these *texts* deal with a wide range of topics like environment, national and international places, floods (fictional and factual), schools (fictional and factual), charity organizations, myths, archeological findings, historical events, space exploration, medical achievements, and atypical sports. Some of these themes are topical and relevant in modern life (like environmental issues and medical achievements), while some are dated (like myths and legends). [See Appendix IX-E (d) – (e) below for samples of texts] Finally, most of the texts are *authentic* and are acknowledged at the end of the book.

Since most *activities* (oral, written, lexical and structural) are based on the provided *texts*, the coursebook *integrates reading skill* with other language *skills/aspects*.

Conversely, the detailed analysis of the different *tasks* reveals major shortcomings. For instance, the *activities* are generally limited to sentence completion/formation; answering questions; matching words/phrases to meanings; writing mainly dialogues/interviews, reports,

paragraphs and stories; and oral discussions. In addition, **only a few meaningful tasks** (like selecting host families for a fictional person, writing postcard as the main character of a text, and choosing a present for an imaginary individual) are included. Furthermore, the textbook primarily uses *discrete- point exercises* for practicing grammatical aspects. Above all, generally lengthy explanations of vocabulary items and grammatical concepts are preferred over helping the students *discover* the meanings from the context or explore the varied roles of the grammatical structures in the provided *texts*.

13.6.10 *Communicative Potential and Communicative Competence*

The majority of the *tasks* received scores between ‘0’ and ‘4’ on the *communicative* scale as illustrated in Table 13.17.:

Table: 13.17

Score	Number of Activities	Percentage
0	126	30%
1	83	20%
2	127	30%
3	36	9%
4	35	8%
5	0	0
6	0	0
7	0	0
8	0	0
9	0	0
10	7	2%
11	3	1%
12	1	0
Total Activities	418	100

Communicative Potential of Oxford Progressive English – 6

The above table clearly illustrates that 50% of the *activities* are *de-contextualized* explanations and *mechanical operations* and only 3% (the *SSTP*) *workouts* are *realistic*.

Thus according to the key, the textbook does not have any *communicative potential* [see Table: 7.5 above].

Similarly, a **small number** of *activities* focus on aspects like *text coherence* and the informal language of e-mails and so help to impart *communicative competence* in students. Since this figure is relatively insignificant, overall the coursebook cannot be considered a comprehensive tool for developing *CC* [also see Tables 7.5 above]:

Table: 13.18

	Number of Activities	Percentage
+	78	19%
-	340	81%
Total Activities	418	100

Degree of *Communicative Competence*: Oxford Progressive English – 6

13.6.11 *Cognitive and Creative Potential*

The different activities of the textbook displayed varied levels of *cognitive potential* ranging between ‘1’ and ‘12’:

Table: 13.19

Score	Number of Activities	Percentage
0	0	0
1	19	4%
2	121	29%
3	90	22%
4	19	4%
5	29	7%
6	24	6%
7	1	0
8	61	15%
9	26	6%
10	11	3%
11	9	2%
12	4	1%

13	0	0
14	0	0
Total Activities	418 (4 <i>activities</i> could not be assigned any scores)	100

Cognitive Potential of Oxford Progressive English – 6

In this case, the textbook has a comparatively better *SSTP* ('27%'), signifying limited *cognitive potential* [see Table: 7.5 above]. This assessment is also supported by the qualitative evaluation (discussed above) accentuating the analytical nature of some speaking, reading and vocabulary *workouts*.

The data for *creative potential* is illustrated below:

Table: 13.20

Score	Number of Activities	Percentage
0	137	33%
1	76	18%
2	0	0
3	3	1
4	84	20%
5	25	6%
6	28	7%
7	27	6%
8	0	0
9	23	5%
10	8	2%
11	0	0
Total Activities	418 (7 <i>activities</i> could not be assigned any scores)	100

Creative Potential of Oxford Progressive English – 6

The *SSTP* is calculated as '13%', implying zero *creative potential* [see Table: 7.5 above].

Since the coursebook primarily focused on *receptive skills* and vocabulary building, it is not surprising that it does not display significant *creative potential*. Moreover, the book utilizes a high number of *controlled activities* (78%) [see section 7.4.2 above]. At the same time, most

incorporated writing skill *workouts* use the content of the reading *texts* and thus these do not utilize the learners' *imaginative abilities*; the only exceptions are an e-mail, three poems, three descriptive paragraphs, and a story (2005: 6, 29, 215 -6, 52 – 3, 62, and 243 – 5).

13.6.12 Representation of Culture

The textbook portrays locations, history, myths and culture of different countries through the various texts: from the Mongolian “gers” to the South African “Khayas”; from the Australian bushfires to Japanese earthquakes; and from the Russian tigers to Canadian “Curling”. In addition, the local Pakistani traditions, people and places are depicted: the threatened panthers of Donga Gali and the hyenas of the southern areas; the naked children playing in “self-created filth” and the mutton legs “black with the day’s flies” (2005: 10 and 231); the environmental challenges to Clifton beach and Port Qasim; and the “shimmering snowfields” and the “jagged peaks” above Raikot and Panjshir Valleys respectively (2005: 179 and 231). Moreover, excerpts from the lives of different achievers – from the lesser known Ved Mehta and Amy Johnson to the famous Beethoven – are presented. Importantly, the book balances realistic details with fictional and legendary representations, and is free of gender and national biases. Finally, it provides opportunities for comparing diverse customs and life styles. For instance, in Unit 1 the students are asked to contrast the lives of Brazilian street children with those of Mongolian nomad children (2005: 22).

13.6.13 Relevance to the Target Students

The linguistic level appears to be difficult for average Pakistani grade VI students. Thus we come across words like, “obliterating”, “pungent”, “congregate”, “nudge”, “morsel”, “disgorges”, “recumbent”, “delineated”, “resplendent”, “squatted”, and “embossed” (all taken

from the provided Pakistani texts) (2005: 10, 36, 59, 79, 84, 109, 194, 216, 230, 246) .

Though the main focus is on vocabulary building, a large number of such unfamiliar and complicated lexis can make the textbook seem boring or difficult and hamper acquisition of the target language. In addition, the coursebook can appear dense to some learners since it is loaded with texts and information. This assumption is supported by some views of the relevant respondent learners – 40% students of School L find the textbook difficult; 70% learners of School I feel that the coursebook is lengthy and 30% find the book boring. Nevertheless, the majority display overall satisfaction with this textbook (53% consider it interesting, 80% find it effective and 78% want to retain the book). The most popular aspects are the units dealing with topics of interest (like homes, coping with blindness, different sports, and information about animals), colourful illustrations, and the varied genres and themes.

However, the detailed analysis has shown that the coursebook may neither be compatible with most of the short term and long term language needs of the learners nor cater to the majority's taste with regard to *skill* preference. It mainly caters to the development of *reading skills* and vocabulary – these skills are needed for foreign English examinations which the students (mostly belonging to the upper social classes) may take at the end of/ after the school years (Ordinary Levels, TOEFL, and SAT) and for coping with the different text types which they may encounter in their future life. Yet, all examinations also assess English writing skills and some give additional importance to oral skills. Moreover, as the data of the first stage of this study highlighted, conversational skills are the most used English language skills at the local higher level jobs, while writing is the most used skill at supervisory level jobs [see chapter 8 above]. Finally, it is important to point out that speaking is the most preferred English

language *skill* of the students of both schools (80% of respondents favor speaking as against 45% preferring reading). [See section 12.4 above and Appendix IX below]

13.7 Evaluation of *Advance with English* – Book 1 (OUP)

13.7.1 Introduction

This textbook has been prescribed in School M. It has been prepared for Pakistani schools but by foreign writers. The book has two main components – Student’s Book and Workbook. Both the books are divided into 13 units; each unit of the workbook reinforces the work of the corresponding unit of the student’s book. The Student’s Book is divided into sections – “Comprehension”, “Pronunciation Practice”, “Language Practice”, “Guided Conversation”, “Using English”, Reading for Information”, and “Guided Composition”.

The following account separately examines the strengths and weaknesses of this coursebook.

13.7.2 Focus on Positive Aspects

The different sections of the textbook display varied strengths. First of all, a small number of questions of the main *reading comprehension* section involve the use of the students’ *analytical abilities*. For instance:

Why should the cardboard for fans be coloured or dark?

Can you explain the meaning of: ‘He had a very strong imagination?’ (line 3) How did this help Jules Verne in his writing?

(Howe, Kirkpatrick and Kirkpatrick, 1997: 3 and 133)

At the same time, a few questions in most units are related to the students’ personal opinions, like:

Of the adventures and achievements mentioned in the passage, say which you would like to have done and why.
(1997: 122)

Some of these personal questions provide material for oral class discussions.

In addition, some “Language Practice” *activities* are *meaningful*. For instance, the oral pair *task* which focuses on adverb phrases of place like “between the schools”. One member of the pair is required to inquire about the location of a specified building, while the other member has to reply using provided guide words and pictures as clues. (1997: 32) This *workout* makes effective use of pictures which help the students identify the exact positions of objects.

Moreover, a few “Using English” *tasks* provide effective opportunities to practice English. For example, see Appendix IX-F (c) and (d) below. Another *contextualized activity* assigns the role of a first aid officer (who has interviewed a girl wanting to study first aid) to the learners and asks them to complete a form by selecting the relevant information from the provided interview (1997: 140).

One “Guided Conversation” *task* allows the students freedom to choose their own content, though the main sentence patterns to be used are directly provided. In this pair *activity*, one learner is a stranger to the town and the other is a passerby. A street plan with named places like ‘butcher’ and ‘doctor’ is given and the stranger has to ask directions from the passerby to **any** of these places. (1997: 56)

Furthermore, the additional reading *workouts* grouped under “Reading for Information” are relatively most useful because of a number of reasons. For instance, a variety of *text* types are used and most of these are similar to the material that the learners encounter in real life – instructions, maps, graphs (column, line and weather), forms, information signs and travel information. The *tasks* also involve utilization of varied *sub-skills* like *scanning*, *intensive reading* and *inference*. For example, the Unit 1 instructions about creating designs with shapes require detailed reading, while the Unit 5 map and travel information about Skardu (asking learners to mark places on the map with the help of the provided information) need focus on selected portions of the *text* (1997: 9 -10 and 57 -9). Importantly, most of these reading *activities* provide opportunities for *interaction* with provided *texts*.

Above all, the use of dialogues and other texts in most *tasks* implies that *discourse-level* language is handled in this coursebook, with the sentence being the basic unit. Thus it can be assumed that the general approach is *holistic* [see appendix IV below]. This is especially true of the revision and test *activities*. The few exceptions are the pronunciation *exercises* and some “Language Practice” *tasks* of both the student’s book and the workbook. Importantly, the textbook also focuses on *language functions* like greetings, giving directions and making arrangements (primarily in the “Guided Conversation” section), though these *workouts* have some shortcomings [see section 13.7. 3 below].

Two decisive positive features of the textbook are using other subjects like geography and mathematics to provide the material for the language tasks (1997: 9 – 10, 33 – 5, 57, 101, 105 – 107, 112, 129 – 30, 160, and 161) and including games and quizzes in the different units (1997: 1, 2, 3, 5, 10, and 12). This breaks the monotony of the typical language work and

provides a relaxing environment. However, one *task* dealing with weather graphs provides wrong facts – the temperature of the city situated in **southern hemisphere**, Perth, is shown to be the highest in June and lowest in January when in actual fact it is vice versa (1997: 130).

The workbook in general has some exclusive positive features. For one, it makes use of varied *activities*. One most *meaningful task* [given in Appendix IX-F (i) below] asks the learners to identify the positions of named individuals' flats in a block of flats with the help of the provided plan. This *workout* not only assesses the students' understanding of words like "between", but also focuses on the use of prepositions of location. In addition, the crosswords and jumbled letters given with clues in the different units of the workbook (1997: 5, 17, and 20) help the students revise the new vocabulary introduced through different main *texts* in an interesting and challenging way. [See Appendix IX-F (j) – (k) below for two more effective samples from the workbook]

13.7.3 Focus on Negative Aspects

The main *reading comprehension* sections have some weaknesses. For one the reading *texts* are limited to narratives and factual accounts. Then these sections are dominated by straightforward questions requiring just a restatement of facts already given in the main texts, instead of any real comprehension of material. For an example, see Appendix IX-F (e) – (g) below.

The vocabulary *activities* are ineffective since they mainly involve completion of gapped sentences/paragraphs with the new words highlighted in the passage. These limited

mechanical tasks might not facilitate effective vocabulary development [see section 4.9.6 above].

The pronunciation *workouts* seem *artificial* since in real life we generally have to cope with longer *discourse*, (not individual words/sentences), having different kinds of sounds, (not just two). Moreover, these *exercises* require English teachers with excellent pronunciation and a sound knowledge of phonetics. Furthermore, undertaking similar pronunciation *drills* unit after unit can prove to be monotonous.

The book mainly follows the Audiolingual methodology (with its principles of habit-formation and stress on *accuracy* and oral practice). Most “Language Practice” and a few “Using English” *tasks* illustrate this assumption. These *activities* are oral exchanges of information containing questions and answers between pairs of students. Generally, one or two separate series of pictures with accompanying main words are provided; these present the content to be used in the exchange. If there are two sets of pictures, each member of the pair is assigned only one series and he/she is not supposed to look at his/her partner’s pictures. Usually, only one member has been provided all relevant information through his/her series of pictures. However, at times both members have different sets of facts which each student has to share with the other through question answer sessions. As such all these *tasks* involve repetition of sentence patterns explicitly given at the beginning. While the learners are not allowed any *flexibility* as far as the language structure is concerned, one member of the pair is given limited freedom only in certain instances as far as the content is concerned. This usually involves choosing from among two alternatives suggested verbally or by pictures.

For samples of these kinds of *workouts*, see Appendix IX-F (a) - (b) below. These *activities*

do involve some kind of exchange of information as undertaken in outside classroom communication. However, in many instances all the facts are explicitly detailed in the coursebook (the partners can readily access the information by just reading the relevant portions of the book). This appears to defeat one of the main objectives of the textbook, namely (as stated in the introductory pages) providing “communicative” and “purposeful” practice. As an alternative, the students could have been presented with different kinds of word banks/pictures and allowed freedom to choose any items from these banks/pictures.

In addition, the use and repetition of fixed sentence structures with set changes make these *tasks oral drills* which have their own shortcomings. First of all, these language *activities* promote only memorizing of rigid sentence patterns, and not genuine meaningful learning of a language. Moreover, the *tasks* are in actual fact *artificial*. Instead, if they could have been modified to include the selection of the appropriate patterns (may be from provided alternatives), the students would have been better prepared to cope with real life language use which involves **choosing and using of language** according to the **varied situational demands**. Finally, though the sentences are practiced in some kind of ‘*context*’, the prime focus is on language *form* since the use of fixed structures is stressed.

The use of sentence patterns in language *activities* without any direct explanations of grammatical rules implies that the learners have to *discover* the underlying principles themselves through *inductive* reasoning. However, in actual fact this is not the case since firstly the learners are neither provided any clues leading them towards the necessary awareness nor allowed any opportunity to use the grammatical patterns themselves freely – this could have been an effective way of assessing whether they have comprehended the

function and meaning of these patterns. In addition, the “Study Notes” presented in every other chapter provide clarifications for the practiced structures.

The sections focusing on *writing skills* are aptly labeled “Guided Composition” since these include **very controlled tasks**. Mostly this involves completing *texts* with one word/phrase at times from among the provided alternatives or with the help of clues provided by given pictures. Thus the learners can neither use their own language nor their own content. Moreover, they are not even guided about how to organize *texts* or engage in *process writing*. [See Appendix IX-F (h) below for an example] Furthermore, these *activities* focus on very few *written products* – mainly composition, letters, stories, and dialogues.

As stated in the introductory pages, the textbook deals with the *functional use* of language. However, the *tasks* (focusing on *language functions*) may not familiarize the learners with the *communicative* role of language since they have some limitations. First of all, the language is presented in the form of *contrived* dialogues. In addition, the students are merely required to reproduce the same patterns with different main content words. For example, the following question occurs at the beginning of a given dialogue between a shop attendant and a customer:

Have you got any eggs?
(1997: 131)

Then the students are asked to complete four questions (along with other sentences) which are placed a little later in the same conversation:

..._____ sugar?..
...Have _____ Coca Cola?..
..._____ any tomato sauce?..
..._____ peaches?
(ibid.)

As can be seen, all the five questions follow the same structure (Have you got any ____?). In real interaction, the speaker will use different structures and even at times incomplete questions (like “I also need some tomato sauce.” and “Any peaches?”) As it is, such *artificial tasks* might only encourage memorizing of the sentence patterns and main expressions, rather than facilitating the learners to acquire language.

The *activities* of all the sections are limited to a few basic types with a few exceptions. Thus for *reading comprehension* most units include short and longer questions and true and false exercises. The vocabulary based, “Pronunciation” and “Language Practice” sections contain a restricted range of *tasks* (as has already been discussed above). Most “Reading for Information” *texts* are followed by similar kinds of questions, like:

Which is the most expensive dessert? [Based on a menu]

Which months are driest? [Based on a weather graph]

(1997: 128, and 130)

As can be seen from the above quoted examples, the *texts* belong to different genres, but the same question type is utilized each time.

The coursebook includes very few *authentic* reading *texts* (only five extracts are acknowledged); most *texts* have been prepared for purely pedagogical purposes. Importantly, the included topics are neither varied nor really topical – tans, riddles, scientific inventions, historical places, legends, fairy tales, robberies, street plans, and swimming – while the presented language seems *artificial*, structured and inflexible.

13.7.4 *Communicative Potential and Communicative Competence*

Most of the *activities* fall between scores of ‘0’ and ‘4’ on the *communicative* scale as illustrated in Table: 13.21.:

Table: 13.21

Score	Number of <i>Activities</i>	Percentage
0	62	16%
1	136	36%
2	133	35%
3	6	2%
4	13	3%
5	0	0
6	3	1%
7	0	0
8	2	1%
9	3	1%
10	6	2%
11	0	0
12	13	3%
Total <i>Activities</i>	377 (two <i>activities</i> could not be assigned any scores)	100

Communicative Potential of Advance with English – 1

The provided data highlights that (36 + 35) 71% of the *tasks* involve artificial and structured procedures and de-contextualized response to new information. Thus the *SSTTP* of this textbook is only ‘7%’, which implies zero *communicative potential* [see Table: 7.5 above]. This data can challenge the claims of the book that the *workouts* are *communicative*.

However, a relatively significant percentage of *tasks* facilitate the acquisition of *communicative competence* [see Table: 13.22 below] since they focus on sociolinguistic aspects in a limited way and uses discourse-level language (mainly dialogues) which can enable the learners to understand the strategies involved in making tests *cohesive* and *coherent*:

Table: 13.22

	Number of Activities	Percentage
+	90	24%
-	287	76%
Total Activities	377 (two activities could not be assigned any scores)	100

Degree of *Communicative Competence: Advance with English – 1*

13.7.5 *Cognitive and Creative Potential*

The *activities* obtained the following scores on the scale of *cognitive potential* [see Table: 13.23 below]:

Table: 13.23

Score	Number of Activities	Percentage
0	14	4%
1	50	13%
2	46	12%
3	121	32%
4	11	3%
5	23	6%
6	7	2%
7	2	1%
8	91	24%
9	6	2%
10	0	0
11	5	1%
12	0	0
13	0	0
14	0	0
Total Activities	377 (three activities could not be assigned any scores)	100

Cognitive Potential of Advance with English – 1

The textbook has the *SSTP* of '27%' mainly since a substantial number of *tasks* require interpretation. This once again means that it has limited *cognitive potential* with grade D [see Table: 7.5 above].

On the other hand, the majority of the *workouts* (90%) are very *controlled* and so they received low scores for *creativity* as can be seen by the following table:

Table: 13.24

Score	Number of Activities	Percentage
0	108	29%
1	167	44%
2	5	1%
3	0	0
4	44	12%
5	15	4%
6	28	7%
7	4	1%
8	0	0
9	6	2%
10	0	0
11	0	0
Total Activities	377 (two <i>activities</i> could not be assigned any scores)	100

Creative Potential of Advance with English – 1

As expected from the detailed evaluation, the coursebook has a very low *SSTP* of ‘3%’, implying that it does not have any *creative potential* [see Table: 7.6 above].

13.7. 6 Representation of Culture

The reading *texts* are based on diverse parts of the world – United States of America, Britain, Europe, Middle East, West Indies, and China. However, Pakistani references predominate from local names like Javed and Sabah to native places like Karachi and Skardu. In addition, some neutral situations and topics are used; for instance, swimming, zoos and eating out. Thus over all, the textbook focuses on both familiar and foreign cultures, though it does not provide any opportunities for the students to compare different traditions. Finally, the

coursebook does not promote any kind of gender, religious or national stereotyping or glamorized versions.

13.7.7 Teaching Context

The English 'syllabus' of School M just consists of the chapters of this textbook; the administration did not even specify any goals/objectives [see section 9.4 above].

The main approach of the coursebook with its stress on *accuracy* reflects the language teaching objectives of the relevant teacher. However, though the book provides opportunities for group discussions, it may not really cater to the other preferred teaching techniques like *communicative* activities and *creative* work. Nevertheless the teacher finds most of the sections of the textbook beneficial and she gives it moderate scores for both effectiveness and motivation. At the same time, she feels that the book should be more informative and "thrilling". [See section 12.3 above and Appendix VIII below]

13.7.8 Relevance to the Target Students

Linguistically the coursebook appears to be appropriate for the target learners. In addition, a few difficult and unfamiliar words are highlighted and revised through exercises.

Overall, 80% of the relevant respondents have given the textbook high scores for the level of interest, 70 % have rated it high for effectiveness, and 60% want to continue with the book.

These figures highlight the high degree of satisfaction with the coursebook.

The majority of the students preferred the “interesting stories” like “Hurricane Flora” and “The Golden Touch”, and the language practice and pronunciation tasks. On the basis of these preferences we can assume that the respondents favour *oral drills* and enjoy exciting and fictional narrative accounts. *Activities* based on maps and answering questions related to the reading *texts* were most unpopular implying that these learners find using *analytical* and *reading skills* tedious or hard. [See section 12.4 above and Appendix VIII below]

The textbook might not prepare the students for both their short term and long term language needs. After all, the learners might not be able to clear most examinations by just reproducing sentences, dialogues, letters, and stories. The extensive oral *activities* of the book also might not be able to train the students to cope with real life situations which require different degrees of formality, decision making and consequent variety as far as language and content is concerned. [See section 4.5 and 4.9 above] Nevertheless, only some *tasks* may effectively cater for the learners’ outside classroom language experiences like understanding maps or ordering meals from menus.

13.8 Evaluation of *Step Ahead* – Book 1 (Panpac Education)

13.8.1 Introduction

This coursebook has been prescribed in School N and School D (as *Move Ahead*). It has been prepared by non-Pakistani writers. The textbook set consists of a Student Book and an Activity Book. The Student Book is divided into 12 main units and 4 subordinate units known as “Picture Study”. The main units are further segregated into sections – “Preview”, “Reflecting”, “Listening”, “Punctuation”, “Vocabulary”, “Grammar”, “Reading 1”,

“Vocabulary”, “Grammar”, “Speaking”, “Thinking Skills”, “Reading 2”, “Values and Ideas”, “Writing Workshop”, “Further Learning” and “Journal” . Each “Picture Study” is divided into “Reflecting”, “Speaking” and Writing Workshop”. The Activity Book contains practice tasks for listening skill, punctuation, vocabulary, grammar, “Thinking Skills”, and “Value and Ideas” sections.

13.8.2 General Objectives

The English syllabus of School D only focused on reading comprehension, composition writing and grammar, and this is not completely compatible with the skills-based approach of this textbook. On the other hand, the course goals of School N are congruent with the adopted objectives of the book. However, there is one major discrepancy – the institution follows the British curriculum, while the coursebook is based on Singapore’s national English language syllabus (2001). Nevertheless, as the detailed assessment of the learning outcomes of the British curriculum illustrated, there is significant compatibility between the textbook and the curriculum. [See sections 9.4 and 9.5 above and Appendix VII below]

The units of the coursebook have been formulated on the basis of text types. It claims to follow a *skills based*, learner-centred, *integrated*, and “*process-oriented*” approach with emphasis on learning within a “*communicative context*” [own emphasis] (Jones and Mann, 2006: v – vi). It also tends to stress the use of *analytical* and *creative* skills. The main purpose of the reading texts seems to be to provide “ideal models for students to base their own writing” (2006: vii). The writers assert that the textbook offers the learners tremendous scope for oral communication with essentially the main speaking tasks providing opportunities for contextualized interaction. Moreover, it is maintained that the main writing

skills activities are designed to help the learners develop “effective and coherent” texts and provide them “creative freedom to bring their own values and experiences into their writing” (2006: vii). Finally, the grammar section offers the students “thorough grounding’ in grammatical concepts. (2006: viii). Most of the assumptions directly professed in the Preface appear to be valid, but the claims of communicative and creative nature of the different tasks may not be completely accurate as is brought out in the following in-depth evaluation [see the sections given below].

The main aim of this coursebook is assessed to be language acquisition rather than examination preparation as is implied in the Preface and supported by the analysis.

13.8.3 Teaching Context

Both the relevant respondent teachers favour using *communicative* tasks for teaching.

However, only 13% of all the activities of the coursebook are in actual fact *communicative* [see section 13.8.10 below for detailed analysis]. Nevertheless, the book predominately makes use of *exercises* and group discussions, which are the additional preference of School D instructor. The latter believes that *accuracy* should be the objective of language teaching, whereas the School N teacher considers *fluency* as the main aim. The textbook supports both viewpoints since the detailed explanations of grammatical and lexical concepts and *discrete-point* exercises caters to correctness, while the *skills based tasks* support the development of *fluency*.

The instructors find the coursebook ‘supporting’. The School N teacher gave the coursebook ‘5’ score for effectiveness, finding the grammatical concepts well explained and “taskbased”

and the *skills activities* useful. On the other hand, the School D teacher assigned the book only '3' score because she believed that some parts of the book are difficult; however, she felt that the practice *activities* are useful. Most of these responses are justified, but this evaluation has revealed that most of the grammar *workouts* are not really meaningful. In addition, both respondents believed that the book needs to focus more on grammar. However, this analysis has highlighted that the textbook lays adequate stress on the different grammatical aspects.

[See below for details]

[Also see section 12.3 above and Appendix VIII below]

13.8.4 Focus on Grammar and Vocabulary

The main focus is on the structural aspects of grammar items; however, about half of the grammar sections (48%) also briefly indicate the roles/purposes of the relevant elements in *texts*. The grammatical concepts are explained explicitly; the approach is *deductive* and direct references are made to the genres in which the relevant features are predominant. [See Appendix IX-G (a) – (b) below for a sample section introducing a grammatical aspect]

The different grammatical concepts and vocabulary categories are introduced in isolated sentences, but practiced in longer *discourse* included in the activity book. The *discourse* types include sets of instructions, letters, ballads, advertisements, brochures, articles and interviews. However, most of these *activities* are *discrete-point*, involving simple identification, addition of a punctuation mark/word/phrase, or conversion/alteration of a sentence into another form. [See Appendix IX-G (h) and (j) below for some samples of these task types]

The main vocabulary sections deal with lexical interpretation rather than simple meaning and in that sense these are effective because they require the learners to understand the different roles (like figurative, contextual and connotative) of words in *discourse* [see Appendix IX-G (g) below for an example of an effective vocabulary *workout*]. The direct expression of lexical explanation/definition is part of the *reading skills workouts*, requiring inference from the textual context.

The practice *tasks* for vocabulary and grammar included in the Activity Book are mostly *de-contextualized*. Nevertheless, there are notable exceptions including the following:

- Writing down instructions about how to use the washing machine for a cousin using action words (2006: 7)
- Replying to the provided letter employing noun phrases (2006: 22)
- Creating slogans for advertisements with the help of homophones (2006: 102 – 3)
- Preparing a news report from the transcript of an interview showing the role of direct speech (2006: 148 – 9)

The coursebook indirectly deals with *language functions*. For example, when composing a brochure, the learners are **informing** the audience; while giving a sales presentation they are **persuading** the audience to buy their product.

13.8. 5 **Focus on *Listening Skills***

The textbook exposes the students to a variety of *authentic listening texts* like instructions, presentations, a ballad, an advertisement, a movie and a news report. However, some *texts*

(half of the main listening *texts*) being employed in listening *activities* are meant to be read, not heard. Examples include diary entries, card messages and brochures.

A few main listening *tasks* (33%) involve merely recalling of facts from the relevant *text*, and do not assess how far the learners have comprehended the material that they have heard [see Appendix IX-G (i) below for an example of these *tasks*]. However, 75% of the listening *activities* help to develop *critical* or *affective* skills. For instance, evaluating effectiveness of the heard instructions (2006: 2 – 3), understanding the personality of Anne Frank by listening to her diary entries (2006: 38 – 9), and analyzing the various aspects of a movie (2006: 108 - 121).

13.8.6 Focus on *Speaking Skills*

The speaking *activities* fall into four categories:-

- The main speaking *tasks* (ST1)
- The group and class discussions mainly suggested in the “Pre-review”, “Reflection”, “Thinking Skills”, and “Values and Ideas” sections (ST2)
- The group and class discussions recommended in the “Pictures” and “Reflection” sections of the “Pictures Studies” (ST3)
- Main speaking *tasks* of the four “Pictures Studies” (ST4)

Although the students are free to choose their own language for ST2, ST3 and ST4, the main content areas have been earmarked in the form of questions and topics in all chapters. The exceptions include Unit 1 “Thinking Skills”, and “Values and Ideas” *activities* in which the learners have to organize instructions and follow directions of an experiment (2006: 17 – 8,

22 – 3). In both these cases the students also have flexibility to choose both their lexis and subject matter. However, most ST1 sections directly specify content, style and kind of language as requirement. For instance, using a “formal register and tone” for an animal having a serious personality (2006: 158 – 9), and being enthusiastic while giving a sales presentation (2006: 243 – 4). Thus these explicit directions in many cases provide the learners little room for making their own decisions, though in some activities guided reflection is encouraged mainly in the form of questions like:

What are the qualities of a good newsreader? {Unit 12}
(2006: 322)

Nevertheless, only ST1 encourage students to develop *skills* for undertaking real life speaking *tasks* like giving different kinds of presentations and acting in plays.

13.8.7 Focus on *Reading Skills*

The learners are made to encounter a wide range of reading *texts* from ballads to action stories, from instructions to brochures, and from diaries to film reviews. However, the questions are stereotyped, and deal with only a few reading *sub-skills* – mainly *intensive reading* and *inference*. Moreover, even different *texts* have similar question types.

Nevertheless, a few questions in some units are specific to the *text* type. For instance:

Why are the ingredients listed separately from cooking instructions?

What kinds of images appear in this brochure?

...Describe the audience this advertisement is aimed at?

What would you add or take out of this review? Why?
(2006: 11, 187, 239, and 273)

Finally the coursebook focuses on developing *critical reading skills* since it highlights the use of proverbs, figurative language, register, connotations, non-discriminatory language, objective language and euphemisms in *discourse*.

13.8.8 Focus on Writing Skills

The writing *tasks* are of five categories:-

- The main writing *activities* included in the section “Writing Scaffold” (WT1)
- The summary writing *tasks* (WT2)
- The “Further Writing” *activities* (WT3)
- The “Picture Study” writing *tasks* (WT4)
- The Workbook writing *activities* (WT5)

All these *workouts* focus on a wide range of *written products* – from simple sentences and paragraphs to slogans, instructions, ballads, stories, brochures, and news reports.

WT1 are based on *process writing*. Generally the students are instructed through various stages (choosing the topic, gathering information, organizing, writing and editing) towards the final product. [See Appendix IX-G (c) – (d) below for a sample of the writing task] In the same way, WT2 is also promoted as a two stage process – the first stage is noting the main ideas of the text and the second is writing the actual summary. However, the other writing *activities* do not directly follow this format. Most probably in these cases the learners are also expected to follow the directives directly provided for the main *tasks*.

WT1 are *contextualized* with a clearly stated *purpose* (like to entertain, to persuade people and to provide information). However, in most cases *audience* is identified in general terms with no further specification {for example “a general audience that is not familiar with a subject” (Jones et al, 2006: 200)}. No clear *context* is given in the majority of the other *tasks*. The notable exceptions include the Unit 12 summary in which the students are given the role of a particular police officer and asked to write a report (2006: 326), and some WT3, especially the Unit 10 task in which the students are asked to write movie reviews as an organizer of a “movie night” (2006: 277). Only a few WT5 are contextualized, like that given in Appendix IX-G (k) – (l) below.

WT1 incorporate guidance about structure, grammar and lexis, and detailed instructions about handling each stage of the *writing process* [see Appendix IX-G (c) – (d) below]. For WT2 the students are mainly advised how to write summaries with directions such as use as “few words as possible (2006: 41). In some instances content is suggested by providing headings like “Son refused to fly” (2006: 166) for organizing notes for the summaries, and even sentence beginnings, like “The child argues that...” (2006: 141), are presented. The WT3 are the least guided with only the main topics being suggested. However, here it is important to point out that the relevant reading *texts* are offered as models for both WT1 and WT3. Primarily main content support is provided for WT4. In the case of WT5 varied *guidance* is given. This ranges from complete content being suggested in the form of pictures to topics presented verbally.

13.8.9 *Activities and Texts*

Overall the coursebook has many strong points. First of all, as is highlighted by the long list of acknowledgements given at the beginning of the book, most of the *texts* (including those used in the practice *activities*) are *authentic*. This implies that the students are provided opportunities to interact with *realistic* language. Moreover, the learners are asked to reflect about the different genres of *texts* and their own acquired knowledge about these *text* types at different stages (especially in sections “Reflecting” and “Journal”) guided by questions such as:

What is the most important or interesting thing I have learnt about brochures?

Which is the most creative fantasy story I have ever read?

What particular skills must an advertisement writer have?

(2006: 202, 205, and 254)

This kind of reflection both involves the students and also helps them to take charge of their own learning, rather than making them depend solely on their textbook or teacher.

Conversely, since detailed and explicit information about different language aspects and genres is provided, very little room is left for the learners to *discover* the various linguistic and discourse features themselves. Nevertheless, the illustration and application of the concepts in diverse kinds of *texts* may help the students comprehend these concepts better; though not necessarily improve their actual ability of **using** the language.

At the end of each unit, *extensive writing activities*, *texts for extensive reading*, and project work are suggested. This can help to inculcate a taste for reading/writing for pleasure in the learners and provide opportunities for using the English language skills beyond the classroom. Furthermore, though the textbook has independent areas for the four *language skills*, the other

sections like “Preview”, “Reflecting”, “Thinking Skills” and “Values and Ideas” aid in *integration of the skills* by focusing on reading, discussion and at times writing simultaneously.

The different genres are based on wide ranging themes. Extracts are included from fictional works ranging from classical works like *Oliver Twist* to Roald Dahl’s *The Witches*. The subjects areas range from fantastic topics like a hobbit, a giant peach, and talking animals (Charlotte the spider) to serious and topical issues like environment, war, racial bias, (family and social) responsibilities and journalistic ethics. As such, the learners are exposed to information about diverse topics (apart from language aspects) like Italian cuisine, King Arthur, turtles, seagulls, ‘City of Lions’, and surfing. In addition, the students are also provided opportunities to develop varied *critical* skills of evaluating (proverbs, situations and movies), analysing (rules and texts), comparing (animals), establishing criteria, and identifying bias.

On the other hand, generally the coursebook uses a limited range of *tasks*: mainly interviews, presentations and class discussions for speaking *skills*; *mechanical transformations* for grammar and vocabulary; and fixed pattern for *process writing* (WT1). In contrast, the *listening comprehension activities* are diverse and focus on varied purposes. For instance, Unit 1 listening *workout* involves physical transfer and evaluation, while Unit 10 *task* requires analysis.

13.8.10 Communicative Potential and Communicative Competence

A small number of *tasks* (consisting mainly of WT1, ST1, a few grammatical/lexical *activities*, WT3 and WT5 – specified above) received the different *significant* scores as can be seen from the following table:

Table: 13.25

Score	Number of Activities	Percentage
0	98	21%
1	73	16%
2	101	22%
3	36	8%
4	70	15%
5	9	2%
6	12	3%
7	19	4%
8	6	1%
9	10	2%
10	3	1%
11	23	5%
12	1	0
Total Activities	461	100

Communicative Potential of Step Ahead – I

The *SSTTP* of this coursebook is calculated as ‘13%’ implying zero *communicative potential* [see Table: 7.5]. In fact, 43% of the *workouts* comprise *de-contextualized* explanations and comprehension questions.

Conversely, more than half the *activities* of this textbook help to develop the *communicative competence* of students [see table: 13.26]:

Table: 13.26

	Number of Activities	Percentage
+	236	51%
-	223	48%
Total Activities	461 (2 activities could not be assigned any scores)	100

Degree of Communicative Competence: Step Ahead – I

The above data signifies that the coursebook facilitates *communicative competence* in learners to moderate degree (with grade C) [see table 7.5 above]. *CC* is aimed at through focus on *discourse-level* features (like *contextualized* lexis and *coherence*) and genre specific aspects, and the use of relatively fewer *mechanical operations* (16%) [see Table:13.25 above].

13.8.11 *Cognitive and Creative Potential*

As can be seen from the following table, the different *activities* of the textbook displayed varied levels of *cognitive potential* ranging between ‘0’ and ‘14’:

Table: 14.27

Score	Number of Activities	Percentage
0	10	2%
1	2	0
2	111	24%
3	65	14%
4	16	3%
5	49	11%
6	23	5%
7	11	2%
8	42	9%
9	98	21%
10	25	5%
11	3	1%
12	1	0
13	5	1%
14	0	0
Total Activities	461	100

Cognitive Potential of Step Ahead – I

The *SSTTP* of this textbook is ‘39%’ which implies that the book has limited *cognitive potential* [see Table: 7.5 above]. Most of these *analytical tasks* (21%) involve evaluation; in fact, as specified in section 13.8.9 the book emphasizes reflective learning.

The results for *creative potential* were also varied:

Table: 14.28

Score	Number of Activities	Percentage
0	122	26%
1	61	13%
2	12	3%
3	19	4%
4	45	10%
5	20	4%
6	33	7%
7	23	5%
8	0	0
9	94	20%
10	27	6%
11	4	1%
Total Activities	461 (1 <i>task</i> could not be assigned any score)	100

Creative Potential of Step Ahead – I

However, the coursebook has the *SSTP* of '32%', signifying limited *creative potential* (with grade D) [see Table: 7.5 above]. This assessment is in keeping with the *controlled* nature of the majority of the *activities* (60%) included in the book [see section 7.4.2 above].

13.8.12 Representation of Culture

The textbook has been prepared for Singapore and so focuses extensively on the national beliefs, policies, landmarks, attractions, and life-style of that country. Abbreviations (like "CCA"), local names (like "Lee Ping"), places (like "Changi Road"), and concepts (like multiculturalism) are used all through the book (2006: Activity Book- 150; Student Book- 6, and 310). Moreover, some complete sections of the coursebook exclusively depict Singaporean outlook (for instance, Picture Study 1 and 2). In short, it targets primarily Singaporean students. However, the book also includes texts from all over the world (Britain, USA, Australia, France, Greece, China and India) highlighting their local traditions and so

tries to make the students familiar with these foreign customs. Moreover, the textbook appropriately introduces learners to the colloquial idiom of native English speaking countries so that they can comprehend some varieties of English other than the Standard English. Nevertheless, the main view point is Singaporean; it will provide the Pakistani students a comprehensive picture of Singapore, but it lacks any references to the familiar Pakistani culture. Here it is also important to point out that 55% of the relevant respondents want their textbooks to focus on Pakistan. In addition, exposure to such high dosage of alien culture can have negative repercussions (see section 13.8.13 below for details). Furthermore, some of the presented customs can be considered as insensitive to the local Islamic traditions. For instance, the reference to ‘dating’ in the exclamation “Pandora is going out with Nigel!!!!!!”, and the main character of one reading text being a piglet can be considered against Pakistani traditions (2006: 110 and 151 – 6). [Also see section 4.7.3 above] Here it is also important to reiterate that the administrator of one of the relevant schools (namely, N) included cultural compatibility as a feature in the English language textbook selection criteria of the institution. However, (as discussed above), some elements of this coursebook can be considered incongruent with the Pakistani culture. [Also see section 12.2.6 above]

Nevertheless, this textbook is free of any gender or racial bias and it does not foster any stereotypes. In fact, it alerts the learners towards assumptions, biases and discriminatory language in *texts*. Moreover, it does not present any highly idealized, exaggerated or distorted pictures of reality.

13.8.13 Relevance to the Target Students

The lexis belonging to the different sections of the textbook have varied levels of difficulty. The instructions use clear and straightforward language with simple examples. On the other hand, some reading *texts* consist of unfamiliar and complex (even at times specialized) vocabulary. Thus the *texts* of Units 2 and 4 use local colloquial phrases (like “rojak”, and “spot”) (2006: 48 and 109), while the extracts of Unit 11 contain a large number of metaphorical, technical and slang words [see Appendix IX-G (e) – (f) below for one such sample text]. Though the learners need to be exposed to all kinds of words, a discourse having a large number of hard lexis (like those of unit 11) might hamper the students’ comprehension abilities. Moreover, references to specific Singaporean aspects of life style and cultural beliefs (see section 13.8.12 above) might also create hurdles for the learners. [Also see section 4.7.3 above] Furthermore, certain sections and *texts* focus on complex and mature issues like those of units 7 and 12 (hospital brochures, curriculum, nuisance calls, and conmen) which may not only prove hard to understand for some ten to fourteen year old Pakistanis, but may also have little appeal for them. Here it is essential to reiterate that one of the respondent teachers also felt that the reading *texts* were difficult.

Generally the relevant respondent learners viewed this coursebook positively. 80% of the subjects gave the coursebook high scores for effectiveness. Legendary and fantasy stories were the preferred *texts*; clear explanations, and grammar and vocabulary sections were considered the most positive features of the coursebook. A few students believed that the book helped to improve their overall English and another few commended the use of pictures. The limited number of shortcomings included the book being boring, difficult, lengthy and

having nothing related to Pakistan; *reading comprehension activities* were the least popular *tasks*. [See section 12.3 above and Appendix VIII below]

The textbook may prepare the students to cope with some of their future language needs because of its focus on *communicative competence*, *coherence in discourse*, oral interaction, and *process* and *contextualized writing*. Importantly, the book exposes the learners to a variety of *text* types, while highlighting the different features specific to each genre.

13.9 Concluding Remarks

13.9.1 Overall Findings

The comparative analysis of the evaluated textbooks has been presented in tabulated form in Appendix X. It has highlighted that *Step Ahead – 1* is a better textbook; it displayed 67% of the positive characteristics.

The findings in terms of the overall materials evaluation related to this study are discussed below separately as quantitative and qualitative data.

13.9.1.1 Quantitative Data

None of the textbooks has any *communicative potential*. *Step Ahead*, *Progressive Oxford English 5* and *6*, and *Advance with English* possess limited *cognitive potential*. Moreover, only *Step Ahead* has creative potential and that also to a limited degree. Finally, *Progressive Oxford English – 5* and *Advance with English* focus on *communicative competence* to a

limited extent, while *Step Ahead* stresses *CC* to a moderate degree. [These interpretations are based on Table: 7.5 above]

Conversely, most of the textbooks displayed the negative features. *English and Every Day English* use *mechanical workouts* moderately, while *Guided English*, *Progressive Oxford English 5* and *6*, and *Advance with English* utilize these tasks to a limited extent. Finally, *Step Ahead* and *Progressive Oxford English 6* incorporate a high number of *controlled tasks*, while all the remaining textbooks include an extremely high number of these *activities*. [These interpretations are based on Table: 7.5 above]

The overall interpretation of the research findings in terms of the percentages of textbooks displaying the features discussed above is illustrated in the following table:

Table: 13.29

	<u>C1*</u>	<i>C2</i>	<i>C3</i>	<u>Communicative Competence</u>	<u>Mechanical Operations</u>	<u>Controlled Tasks</u>
Extremely High	0	-	-	-	-	71%
High		-	-	-	-	29%
Moderate		-	-	14%	29%	-
Limited Extent		57%	14%	29%	57%	-
Total	0	57%	14%	43%	86%	100%
* Aspects whose inclusion/exclusion has been regarded as <i>essential</i> have been underlined [see sections 5.4.3.4, 7.3 and 7.5 above]						

Abbreviation Key: *C1- Communicative Potential*
C2- Cognitive Potential
C3- Creative Potential

Overall Analysis of the Textbooks related to Quantitative Features

13.9.1.2 Qualitative Data

The numbers and percentages of textbooks displaying the features discussed qualitatively (in sections 13.2 – 13.8) are presented in the table below:

Table: 13.30

	Features	No. of Textbooks displaying the Features	Percentages of Textbooks
Positive Features			
1.	<u>Inclusion of Effective <i>Listening Comprehension tasks</i>*</u>	2	29%
2.	<u>Flexibility in speaking tasks</u>	2	29%
3	<u>Use of <i>Realistic Lang. in speaking tasks</i></u>	2	29%
4,	<u>Focus on <i>Sub-skills in Reading tasks</i></u>	3	43%
5.	<u>Inclusion of Questions Derived from Reading Texts</u>	0	0
6.	<u>Focus on <i>Process Writing</i></u>	1	14%
7.	<u>Meaningful Grammar tasks</u>	0	0
8.	<u>Use of <i>Authentic Lang. in presenting Grammatical Aspects</i></u>	1	14%
9.	<u>Focus on <i>Form, Meaning and Use of Grammatical Aspects</i></u>	2	29%
10.	<u>Integration of Pronunciation Practice with Oral tasks</u>	1	14%
11.	<u>Inclusion of Effective Vocabulary tasks</u>	3	43%
12.	<u>Focus on <i>Lang. Functions</i></u>	5	71%
13.	<u>Integration of Skills</u>	4	57%
14.	<u>Use of <i>Discourse-level Language</i></u>	4	57%
15.	<u>Facilitation of <i>Discovery Learning</i></u>	2	29%
16.	<u>Balanced focus on <i>Accuracy and Fluency</i></u>	1	14%
17.	<u>Appropriate Linguistic Level</u>	5	71%
18.	<u>Inclusion of Variety of Reading Texts</u>	3	43%
19.	<u>Inclusion of Variety of Listening Texts</u>	2	29%
20.	<u>Inclusion of <i>Authentic Reading Texts</i></u>	3	43%
21.	<u>Inclusion of <i>Authentic Listening Texts</i></u>	1	14%
22.	<u>Focus on Variety of <i>Written Products</i></u>	2	29%
23.	<u>Inclusion of Variety of <i>Activities</i></u>	1	14%
24.	<u>Focus on Variety of Topics</u>	4	57%
25.	<u>Relation of Content to Target Students' Life</u>	6	86%
26.	<u>Inclusion of Content/Topics Valuable to Students' life</u>	4	57%
27.	<u>Inclusion of Familiar and Unfamiliar Topics</u>	3	43%

28.	Portrayal of Different Cultures	4	57%
29.	Realistic Portrayal of Culture	4	57%
	Negative Features		
30.	<u>Inclusion of a large number of <i>Discrete-point</i> Exercises (focusing on grammar)</u>	6	86%
* Aspects whose inclusion/exclusion has been regarded as <i>essential</i> have been underlined [see sections 5.4.3.4, 7.3 and 7.5 above]			

Overall Analysis of the Textbooks related to Qualitative Features

13.9.2 Inferences

13.9.2.1 Conclusions relevant to the Assessed Textbooks

The following conclusions can be drawn about the evaluated coursebooks:-

- Generally, the textbooks are linguistically appropriate for the target students, relate the content to their lives, and deal with *language functions*.
- Some coursebooks use *discourse-level* language and a variety of valuable topics, aim towards *skills integration*, and depict different cultures realistically.
- A few textbooks focus on reading *sub-skills* and familiar and unfamiliar topics. Similarly, a small number utilize effective vocabulary building tasks and a variety of *authentic reading texts*.
- By and large, *listening comprehension* and *process writing* are neglected, while speaking *tasks* are *inflexible* and do not deal with *real* language. In addition, the questions focusing on *reading skill* are not derived from *texts*. Moreover, the grammar *activities* are neither *meaningful* nor utilize *authentic* language, while pronunciation is practiced in isolation. Importantly, the *meaning* and *use* of grammatical elements is seldom highlighted. Furthermore, overall the teaching materials mainly focus on *accuracy* and they do not facilitate *discovery learning*. Finally, a very limited range of *written products* and *activities* are under focus.

- Generally, none of the prescribed textbooks have any *communicative* or *creative potential*. Nevertheless, some coursebooks possess *cognitive potential*, while only a few help to impart *communicative competence*.
- By and large, all textbooks use *mechanical operations* to a limited extent, and incorporate *discrete-point grammar exercises* and *controlled tasks*.

13.9.2.2 Conclusions pertaining to the Overall Research

Here it is also important to examine the views of the teachers and students about their coursebooks [discussed in detail in Chapter 12] in the light of the above mentioned findings.

The respondents indicated the following stance with regard to the effectiveness of the textbooks (for instructors) and satisfaction with the books (for learners):

Table: 13.31

Textbook Title	Teachers' Scores focusing on the effectiveness of the Textbooks	Percentage of Students in favour of having the Textbooks Changed
<i>English – 6</i>	'5', '4', '3', '5' and '2'	39%
<i>Every Day English – 6</i>	'6' and '5'	0
<i>Guided English – 0</i>	'4'	10%
<i>Progressive Oxford English – 5</i>	'5'	20%
<i>Progressive Oxford English – 6</i>	'4' and '6'	20%
<i>Advance with English – 1</i>	'4'	35%
<i>Step Ahead – 1</i>	'3' and '5'	25%

The high scores have been emboldened, while the low score has been underlined.

Respondents' Overall Views about the Textbooks

50% of the teachers assigned high scores to the coursebooks, while only 7% gave them a low score. As far as the learners were concerned, the majority is against having the textbooks changed, implying an overall satisfaction with the books (apparently *Every Day English* is the most popular coursebook, while *English* is the least popular). Yet the detailed evaluation has

revealed that overall the examined teaching materials do not possess 55% of the positive features and 72% of the *essential* aspects (like inclusion of realistic language and tasks) [listed in Tables: 13.29 and 13.30 above]. In short, due to these shortcomings it is assessed that the coursebooks might play only a limited to ineffective role in facilitating target language acquisition among the learners. [Also see section 13.9.2.3 below]

Finally, a critical examination of the respondents' detailed comments illustrated a focus on superficial aspects. For instance, no teacher (with the exception of one) talked about the *creative* or *cognitive* potential of the teaching materials. Similarly, no student was concerned about the *controlled* nature of most *activities*. Here it is also important to point out that 43% of the positive elements displayed in the textbooks are directly and indirectly related to the content of the texts (which incidentally was the main consideration of most of the students). To sum up, the incompatibility of the users' overall positive views with the negative findings (revealed during the detailed textbook evaluation) could in turn highlight the limitations in their assessment.

13.9.2.3 Conclusions related to the General Pakistani English Language Textbook Scenario

The findings (discussed in section 13.9.2.1 above) have highlighted important implications in the context of the overall Pakistani English language textbook scenario. [These implications have been derived on the basis of Table: 7.7 above] To start with the strong points, the language utilized by most coursebooks is compatible with the target learners' linguistic capabilities. In addition, there is focus on *language functions* and the *textual* content is related to the students' lives.

Moreover, some textbooks (mainly written by foreign writers) display the following characteristics:

- The cultural representation is appropriate and the topics are wide ranging and useful to students.
- *Discourse-level* language is presented.
- There is focus on *skills integration*.
- A limited number of *tasks* aid to develop the students' *critical abilities*.

However, only a few textbooks demonstrate many other essential features, namely dealing with *communicative competence*, reading *sub-skills*, effective vocabulary activities, and diverse and *authentic texts*.

Furthermore, most teaching materials have some weaknesses which in turn may have been responsible for deficiencies in the mainstream English language programmes in Pakistan [see sections 2.4.7 and 2.4.8 above]. Foremost, the majority of the incorporated *activities* are neither *meaningful* nor *communicative*. Moreover, *discrete-point*, *mechanical operations* and *controlled tasks* predominate which in turn signifies that the coursebooks only emphasize *accuracy* hampering the development of *creative abilities* in the learners. In addition, the sections dealing with *language skills*, grammar, and pronunciation are generally inadequate [see sections above for details]. Finally, a very restricted range of *activities* are utilized which implies that the books do not cater to a variety of learning styles as well as making the learning experience monotonous.

Importantly, the materials evaluation conducted as part of this study illustrated that overall most textbooks possess only 28% of the *essential* aspects. Thus it can be assumed that generally the coursebooks prescribed in Pakistan are ineffective. [See Tables: 13.29 and 13.30, and sections 5.4.3.4, 7.3 and 7.5 above] In conclusion, most of the shortcomings in Pakistani English language materials (which have been highlighted by this evaluation) are those that have been pointed out by linguists (Tomlinson, 2003 and 2008, and Mares, 2003) in language textbooks; at the same time the analysis has illustrated that the Pakistani English coursebooks are deficient in many of the strengths deemed essential in language materials according to the examined literature [see sections 3.8.1, 4.5 and 4.9 above].

This chapter concludes the critical examination of the data obtained during the various stages of research. The following section will highlight the inferences drawn from the overall study and discuss some recommendations.

**SECTION III:
DISCUSSION OF IMPLICATIONS AND
RECOMMENDATIONS**

CHAPTER 14 – IMPLICATIONS: BRINGING IT ALL TOGETHER

14.1 Preface

This last chapter discusses the overall inferences of the present study and presents some recommendations. The implications (exclusively relevant to Pakistan) are related to the following areas:-

- ‘Needs analysis’ of English and English curriculum development in Pakistan
- Textbook policies of government, major publishers and institutions
- Institutional English syllabi
- Teachers’ beliefs
- Students’ views
- Language materials evaluation techniques
- The strengths and weaknesses of the currently prescribed English language textbooks

The recommendations focus on major areas of the Pakistani educational scenario directly or indirectly related to English materials; in fact, an overhauling of the educational setup seems necessary (based on the findings of the present research). The proposals, though idealistic, are assumed to be necessary if genuine improvements (particularly focusing on improving the standard of English) are desired.

14.2 Reflections about the Research Process

Together with the findings related to the different areas (specified in section 14.1 above), the study also highlighted some limitations in the research tools utilized in the first and fourth stages. The responses elicited by the questionnaire items focusing on the views of the teachers and learners about their English textbooks were assessed to be inadequate [see chapter 12 above for details] and this in turn led to the appraisal of the relevant questions (Dubin and Olshtain, 1986, have also indicated that attitude surveys may elicit inaccurate responses – see section 5.4.2 above). Thus it was adjudged that instead of asking the respondents to directly identify the strengths and weaknesses in their coursebooks, the items could have explicitly asked about their preference for the different specified task types (like mechanical, controlled, communicative, creative and so on) in clear, layman’s language. These questions would have elicited more valuable data especially about the subjects’ learning/teaching styles. In the same way, though the questionnaires used for identifying the English requirements in the job arena proved to be effective tools, more specific information could have been brought to light if some additional items requiring the respondents to identify the precise English tasks being utilized in the relevant organizations had been added.

14.3 Overview of the English Language Requirements and Curriculum Development

The discussion included in this paragraph focuses on research question 1, namely ‘What is the role of English in Pakistan?’ The research (Stages I and IV) has highlighted that Pakistanis require English language (the second language) specifically for higher education and higher quality professional spheres within the country. Bachelor level programmes, especially of public sector universities/colleges, incorporate compulsory English courses. Moreover,

English proficiency is a requirement for admission to major universities. Importantly, better paid employment opportunities ranging from law and engineering to marketing and business require efficient English skills, specifically oral proficiency and effective writing skills. Moreover, English is needed even in lower level jobs (like that of clerks, secretaries, accountants and foremen) in highly placed organizations. In short, better educational qualifications and professional opportunities and the resulting financial security are dependent on efficient command of English in Pakistan. [See chapters 8 and 12 above]

The findings recapitulated in the following two paragraphs are related to research questions 2 and 3 ('How far are the educational documents an effective framework and guide for English language programmes at the national and institutional level?' and 'What are the premises and procedures behind the formulation of educational policies and selection of the English language textbooks in the public and private sectors of Pakistan?').

The present study has revealed that the curriculum development process is marred by weaknesses. First of all, the planning stage does not involve any 'needs analysis' [see sections 3.4, 3.5, and 3.8.1 above]. Moreover, the English curricula are theoretical, restrictive and take a narrow view of language learning [see chapter 9 above for details]. Importantly, there are discrepancies between official policy statements as these are communicated in educational documents and actual practice. In this respect the study highlighted that the rationale behind the new textbook policy (2007) and the recommendation of doing away with exclusive textbook based English language assessment were not being taken into account when implementing the new policies and curriculum. [See sections 2.4.8.1, 9.3.4, and 10.2 above for details]

Furthermore, the prime focus of English language teaching in both public and private sector institutions is on textbooks. For instance, the curriculum (2006) provides level by level discrete-point guidance for materials writers. In addition, the learning objectives and examination content are mainly determined by coursebooks. Finally, it was found that 29% of the surveyed schools had no English syllabus, while 64% utilized merely ‘language content’ or coursebook based syllabi, emphasizing that generally English language teaching in Pakistani institutions is neither based on appropriately formulated aims and objectives nor essentially geared towards effective English acquisition. [See chapter 9 above for details]

In this scenario, the following recommendations can help to make the planning stage at both national and institutional level more viable and effective:-

- The government should conduct a wide scale English language ‘needs analysis’ keeping both the public and private sector learners in view.
- Questionnaires (similar to the ones used during the first stage of this research) can be administered to different organizations which play an important role in the job market [see Appendix V below]
- The schools’ administration, teachers and students should also be involved since these will help determine the stakeholders’ outlook and tastes making the goals and program of study more process-oriented, practical and comprehensive reflectors of the actual situation. However, the school staff and learners will need specific training for this purpose [see section 14.4 below for details].

- The curriculum should be flexible and broad-spectrum [see Appendix XI below for an excerpt from a sample English curriculum meant for Pakistan].
- Each institution should be guided to formulate its own set of objectives/syllabi and the textbook(s) should be selected on that basis. The administration and teachers should be made to realize (through English language teacher training courses) that the focus of English language programmes should not be limited to examination topics or coursebook content.
- The local matriculation system should assess the students' English language acquisition, rather than textbook or grammatical knowledge. In this context, formal examinations should not be the only means of evaluation. Role play, interviews, speeches, contextualized assignments (reviews, stories, articles and so on) and projects should be conducted/assessed by external examiners. This will ensure that the learners' ability to actually use language is being assessed and lead to language programmes gearing towards facilitating language acquisition rather than cramming grammatical knowledge and a set of rules. Obviously, introduction of these changes in the English examination process imply parallel alterations in English teachers' training courses [see section 14.4 below].
- Local materials writers should be properly trained. [See sections 14.4 and 14.5 below for details]

14.4 Overview of the Educational Situation

This section discusses the inferences based on the data related to research questions 4 and 5 ('What are the English teachers' views about language teaching and the textbooks that they use?' and 'What are the needs and interests of Pakistani students?') detailed in chapter 12.

The English teachers play a very important role in the educational context – they are in immediate touch with students, directly interact with textbooks and are in a position to facilitate language acquisition in the learners. Thus ideally they should be involved in curriculum/syllabi development and coursebook selection. However, in actual fact, curriculum planning is left to government officials and applied linguistics professors, while the school administration does not trust its teachers sufficiently to involve them in policy decisions and coursebook selection (as also affirmed by Tomlinson, 2008) [see section 4.7.3 above]. This reluctance of assigning these essential duties to the instructors is partly justified since most of them apparently do not have any empirical knowledge about materials development and curriculum/syllabi preparation. However, at the same time, the administrators (especially those involved in the research) were also assessed to possess inadequate practical awareness about these significant areas.

Furthermore, general market demands, a dearth of efficient textbook writers and an ill-informed clientele leads the publishers to provide coursebooks which are not adequately effective. Consequently, as is illustrated through the present study, the materials scenario has several shortcomings which in turn can negatively affect the English language programmes and learners' proficiency in the language. In fact, the whole scenario has turned

into a vicious circle with the English teachers themselves not being proficient in English. Moreover, with English being promoted as the medium of instruction [see section 2.3 above], there is a dire need of instructors teaching different subjects of being able to communicate effectively in English. Keeping this situation in mind, the following measures are recommended so that the students are able to reap maximum benefits. [See chapters 9, 10 and 12 above]

The majority of the teacher (and administration) population receives training [see section 2.4.6 above]; in these circumstances the teacher trainers can have a very important responsibility which can lead to positive outcomes. (The researcher herself has been involved in teacher training and so has a limited experience of this sphere.) The trainers should move beyond theoretical guidance and instead stress practical application of theories and principles related to all areas of language teaching. Together with other aspects, the following domains need significant attention:-

- 1) The spheres where English is needed: See section 14.2 above for details
- 2) Language curriculum/syllabi development: See section 14.2 above for details
- 3) Materials development/selection/evaluation: The instructors should be made aware of the specific aspects associated with textbooks in terms of general language acquisition (like cognitive potential, balancing accuracy and fluency) and skill specific features (like process writing and flexible speaking activities). This awareness should not be limited to simply knowing the definitions of terms/concepts, but rather the teachers should be guided to gain in depth and practical comprehension of the relevant aspects. In fact, the teacher training courses should include practical sessions which provide opportunities to the trainee teachers to actually evaluate and develop materials. It is impractical to expect in-service teachers to

become involved in the formal curriculum development process and textbook preparation since these procedures are very time consuming. Nevertheless, the instructors should be aware of the tastes and needs of their own pupils and they should share these with the policy makers through survey questionnaires similar to the ones utilized in this research [see Appendix VIII below for these questionnaires]. More importantly, the teachers should be trained to effectively select coursebooks, adapt materials and prepare their own activities [see sections 14.5 and 14.6 below for details]. Finally, the teacher trainers should also focus on improving the English language skills of the teachers.

The students' views by and large highlighted general trends – they were aware of the importance of English language, wanted to learn and use the language, especially to speak English, and displayed some common tastes as far as the subject matter of books/movies was concerned. These inferences are of significant value in the educational environment of the country since the different officials and professionals (like educational department officers, textbook writers and publishers, school administrators and teachers) should base their policy decisions on these findings. The learners' opinions about their textbooks generally showed strong positive inclinations, but their observations seemed mostly limited to superficial aspects. [See section 12.4 above] In these circumstances, it is recommended that the instructors make their pupils aware of the following aspects:-

- Their learning styles and useful learning strategies and the ways these can be used to gain maximum advantage from the learning experience. (In a way, the textbook *Step Ahead* caters to this area since it provides opportunities for reflective learning)

- Critical appraisal skills with regard to the English language textbooks so that the learners (especially those belonging to higher grades) can move beyond providing cursory views and assess the activities meaningfully. (For example, examining the nature of tasks – controlled, mechanical, realistic, creative, and analytical)

As stated earlier, local Pakistani English textbook writers are not believed to be adequately efficient; the private sector publishers have implicitly expressed this assumption. Moreover, a finding of the present research was that all four private sector English coursebooks exclusively meant for Pakistan have been prepared by foreign writers. This implies that generally private publishing houses of international repute (like OUP) do not trust Pakistani writers to compose English materials for their local contexts. This implication supports the above mentioned belief (namely that Pakistanis more or less lack skills to prepare English textbooks) and underscores the need for proper training for English materials writers in the country. Thus it is imperative that appropriate recommendations in this area be both highlighted and implemented.

The materials writers should be trained effectively; they can be guided to produce English language textbooks by utilizing a framework similar to the one presented in chapter 7 above. In addition, a major aim of materials writing training should include providing the writers with a thorough, critical and empirical understanding about the various features related to materials including text types, kinds of activities (communicative, creative and discrete-point), and guidelines for preparing effective grammar, vocabulary, pronunciation and language skills tasks [see discussion about teacher training above]. Such a scenario might not

only lead to the emergence of efficient Pakistani English coursebook writers who are familiar with the local contexts, but also, importantly, English textbooks which incorporate more effective activities.

14.5 Overview of Language Materials Evaluation Techniques

This section attempts to answer the sixth research question (‘What techniques will be effective and valid for evaluating materials in Pakistan?’) by highlighting the relevant research findings.

The literature on materials evaluation has given importance to the role of the teachers and students in textbook evaluation [see chapter 4 above]. However, the present research has highlighted that in the current Pakistani scenario the users cannot be accepted as effective evaluators since generally their views did not seem to be based on any sound theoretical underpinning and awareness [see sections 12.3.7 and 12.4.6.6 above for details]. Thus appropriate training of both English teachers and learners seems necessary so that they can give specific, valid and reliable judgments about their coursebooks [also see section 14.4 above].

This study has also illustrated various shortcomings in the Pakistani schools’ textbook selection procedures. First of all, coursebook prescription is mostly in the hands of provincial governments or centralized authorities, while the local administrators and teachers have very little control over these decisions. Especially in the public sector, a single textbook policy for each subject is adopted all over each province. Importantly, the criteria for English

materials selection across the board as revealed by the administrators and government officials during the research were either too simplified or not really fully implemented. In fact, the administrators of 57% of the institutions selected for the study had no criteria. [See sections 10.2.2 and 12.2 above] All these aspects are contrary to the systematic and comprehensive language textbook evaluation and selection practices which have been emphasized in the literature [see chapter 4 above] and shown to be effective through the present study [see chapter 13 above and Appendix X below]. Thus it is believed that the following steps are necessary to improve the situation in the country:-

- **Detailed materials evaluation** should be incorporated in the selection procedures
- Each institution should be allowed to **make its own decisions**. Even the public schools of each province should be given freedom to select coursebooks from amongst **a set of books** which have been based on the national curriculum and approved officially.

‘In depth evaluation’ is recommended for **a few** chapters of a textbook [see section 5.4.3 above]. However, this research has revealed that only the **detailed evaluation of the complete book** can help to reveal more insightful and valid data. For example, a coursebook may be judged to be ineffective overall, yet detailed task-by-task analysis can make the evaluator realize that this book additionally has a few useful workouts. In this way, comprehensive assessment can help to illustrate the strengths and weaknesses of current textbooks and so in turn highlight areas for proposed improvements. In short, materials evaluation can also be used for ‘overhauling’ purposes rather than only being used as a means for coursebook selection. [See chapters 7 and 13 above for details]

Conversely, the evaluation procedures utilized in the present study may prove to be too time consuming and laborious for teachers. However, it is recommended that the instructors should be trained to undertake similar procedures (though modified to a certain extent) since only a comprehensive examination can yield an accurate picture. For instance, the teachers/evaluators can not believe conclusively that the coursebook does not have any culturally insensitive or linguistically difficult material unless they look at each section of the book. After all, just three texts of *Step Ahead* were found to have culturally inappropriate references and three units contained difficult vocabulary [see section 13.8 for details]. One way in which comprehensive evaluation techniques (like those demonstrated in the present study) can be practically adapted by teachers is avoiding the quantitative angle (that is, instead of recording data numerically and calculating percentages, just assessing the textbook according to the three potential scales to get a broad viewpoint about the nature of incorporated activities). Nevertheless, relevant education officials, school administrators and officials of publishing houses (who exclusively deal with English materials) should try to employ all the suggested assessment procedures since these can additionally aid them in making valuable proposals for improvements of textbooks [see above]. In addition, the English language coursebook writers should be encouraged to evaluate their own textbooks according to procedures similar to the ones incorporated in this study since this can help them in improving their materials.

14.6 Overview of the English Language Materials

The detailed implications of this study with regard to materials and answers to research question 7 ('What are the strengths and weaknesses of the prescribed English language

textbooks?') have been discussed in section 13.9. Here it is only pertinent to reiterate that most textbooks prescribed in Pakistan do not focus on listening comprehension, process writing, and meaning of grammatical aspects; they seldom utilize authentic language (for speaking and grammar based activities), communicative tasks and creative workouts, and, rarely provide opportunities for discovery learning. Conversely, mechanical, highly controlled and discrete-point activities are widely used. Yet in spite of these drawbacks, each coursebook does incorporate some effective tasks. For instance, most of the evaluated textbooks have a few genuinely communicative activities, though the number is too insignificant so that it cannot be concluded that these books possess any communicative potential overall [see chapter 13 above for details].

In order to illustrate how the language textbook criteria framework of section 7.3 can be used to create teaching materials and at the same time provide practical suggestions for improving the current English coursebooks, six sample activities (presented in Appendix XI below) have been prepared by the researcher. These tasks are assumed to be part of two units of a grade VI textbook consisting of 12 units (three activities belong to Unit 3 and three to Unit 6). The book, meant for both private and public sector schools, would be accompanied by a teacher's book and an audio compact disc/ cassette tape (containing recordings of the listening texts) [two samples of the audio material (and one video excerpt) are also provided with this paper-actual recording on compact discs and transcriptions in Appendix XI below]. The coursebook is assumed to be part of a series commencing from grade one.

The sample activities are based exclusively on the criteria framework [see section 7.3 above for details] and only a few aspects need to be further clarified. First of all, the listening/reading texts have been selected since they are:-

- authentic (one text had to be adapted mainly because it was meant for adults)
- culturally appropriate
- compatible with the interests of the students (as revealed in this research)
- similar to the ones the learners will be encountering beyond their classrooms

[See Appendix XI below for the reading texts and transcripts of the listening texts] The teachers are supposed to leave out any text which they feel is incompatible with the linguistic level or interests of their students.

In addition, receptive skills tasks, instead of using the usual comprehension questions with sentence/word level focus, have the following features:-

- They aim towards developing/assessing global understanding of the texts. (After all, in real life, students may not be required to comprehend each and every word/sentence; instead they may have to understand only those portions which are relevant to the purpose of reading/listening)
- The workouts are derived from the texts.
- They encourage interactions with the texts.
- They help develop relevant sub-skills and strategies.
- While predominately focusing on one skill, aim towards skills integration.
- They are similar to the tasks encountered outside the classroom.

The students are required to acquaint themselves with the tasks before reading/listening to the texts.

Grammatical areas are dealt with inductively involving language awareness techniques.

Vocabulary is handled explicitly through diverse means so that students can be made familiar with different vocabulary development strategies. However, these language awareness activities are not communicative. Nevertheless, they are important because research has shown that direct teaching of grammar and vocabulary can be beneficial [see section 4.9 above]. The purpose of these tasks (presented after the texts) is to provide learners opportunities to work out the meaning and role of different grammatical elements/lexis contextually. The language production activities are meant to provide students opportunities to practice the correct and appropriate usage of grammatical aspects and lexis.

Pronunciation work is to be handled with oral tasks. In the case of listening activities, the learners can be provided photocopies of the transcriptions after they have carried out the main tasks and their attention drawn to troublesome phonological areas while they are made to listen to the recording again. This is also a good way of making them familiar with the stress and intonation patterns of English. Thereafter the students should be reminded about these important phonological aspects before they undertake any oral workout.

Some tasks are not creative since they require the use of content of the provided text; yet at the same time no controlled, discrete-point or mechanical activities are utilized. Importantly, the class/group/pair discussions have been provided appropriate contexts (converting them into role plays). This not only makes the tasks realistic, but can also ensure that the learners

feel the necessity and in actual fact use the target language, rather than switching to their first language while participating in discussions amongst themselves. The provided guidance (like in the form of questions and word banks) are there only for support and are meant to be availed if the students feel the necessity. The instructors are free to provide alternative appropriate guidelines.

In the end, it is also necessary to acknowledge that the above mentioned activities are not perfect and are not meant to be imitated. In addition, these workouts have not been piloted and as a result it is also not possible to highlight the reactions of both the teachers and the students, and the outcomes. In fact, the main aim of these samples is to suggest ideas for improving materials which can inspire Pakistani textbook writers and educators to move beyond audio-lingual and structural methodology and paying mere lip service to the communicative approach. [See Appendix XI below for the sample activities and the transcriptions]

14.7 Concluding Remarks – Future Directions

This multifaceted research has identified different aspects of the English language teaching scenario with special reference to textbooks. However, since language teaching is a very complex issue and the study was exploratory, the research could not encompass all areas. For instance, a more thorough ‘needs analysis’ of English could be conducted employing the same kind of tools as used in the study, but on a larger scale and incorporating additions in the questionnaires as suggested in section 14.2 above.

In addition, detailed evaluation of only seven textbooks was undertaken and the appraisal did not utilize any procedure for assessing the actual effect of these textbooks. In other words, no test was conducted which could determine how far the coursebooks have been successful in facilitating language acquisition in the target pupils. Future materials evaluation (conducted at school level) can include a general proficiency test aiming to determine the effectiveness of these books in practical terms [see chapter 4 above] resulting in empirical data which can then be compared with the theoretical findings. Moreover, it is also important to assess the extent the English language activities based on the theoretical framework adopted by the researcher [see chapter 7 above] (like those provided in Appendix XI below) contribute towards English language acquisition. Such longitudinal studies focusing on evaluating the effects of tasks on learners can in turn help to improve language programmes.

Furthermore, policies do not remain static, but are modified from time to time. Even at present, new manuscripts of English textbooks for the public sector are undergoing review in the relevant departments while new textbooks have been already prescribed in grades one and two. Thus it is important that this kind of study is undertaken regularly and the implications updated.

Importantly, it is acknowledged that language acquisition is not only dependent on teaching materials. In fact, it involves a number of factors. Among these, the quality of teaching is foremost. The current research did not handle this essential area. However, future studies can focus on English teaching in Pakistan, especially assessing the public and private teacher training programmes in detail. After all, the weaknesses in teachers' views and techniques (as highlighted through this study) may be the result of the training imparted to these instructors.

Such appraisals can suggest more specific areas related to the teacher training programmes requiring improvements, instead of pointing out general spheres which were mentioned on the basis of this research [see section 14.4 above]. In this respect, it will be pertinent to also include two recent (January 2011) on-going training projects in the country – “English for Teaching: Teaching for English” programme conducted by the British Council, Pakistan, and a “English Language Teaching Reforms” project being undertaken by the Higher Education Commission – in any future evaluation of teachers training courses.

Finally, the research in question only dealt with the English language materials scenario in Pakistan. Yet the evaluation procedures and the data collection questionnaires utilized in this context can be adapted for exploration of textbook situations in other countries. In fact, a comparative analysis can reveal valuable insights.

It is hoped that the above mentioned suggestions, given both in the form of practical steps for improving the English language materials scenario [see sections 14.3, 14.4, 14.5 and 14.6 above] and areas for future research in the field of English language teaching, can help in the long run to ameliorate the general standard of English in Pakistan. With these positive expectations, this research paper is concluded.

APPENDICES

APPENDIX I – Chapter 2

Examples of Newspaper Advertisements promoting Adult English Courses [see section 2.4.7 above]:

“Daily Jung” – January 18th, 2009

Diplomas In:		Last Date 21-JAN-08	
TRAVEL AGENCY MANAGEMENT		ENGLISH CONVERSATION	
Join Airlines Business & Earn Up to RS. 50000/- Per Month --- Basic & Advance Air Ticketing --- IATA & non-IATA Air Fare Calculations --- Hajj & Umrah Package Services --- Computerised Reservation System DURATION: 3 MONTH FEE: 9000 4500/-		For Those Who Want To Speak And Write English Fluently --- Public Speaking --- Business Correspondence --- Report Writing --- Interview & Negotiations --- News Reading --- Grammar & Punctuation --- Vocabulary Building & Lexicon Preparation DURATION: 2 MONTH FEE: 5000 2500/-	
OFFICE MANAGEMENT		BUSINESS COMMUNICATION	
For Those Who Want To Learn Basic Computer and IT. Skills --- Telephoning --- Letter Writing / Mail --- Windows XP / Vista --- Ms. Word, Excel --- Ms. Power Point --- Internet & E- Mails DURATION: 2 Months FEE: 4000 2000/-		For Those Who Want To Master Their Communication Skills Internationally --- Effective Speaking --- Meetings/Interview --- Talking on Phone --- Memos & Messages --- Effective Reading Writing Listening DURATION: 3 Months FEE: 8000 4000/-	
VIDEO PRODUCTION & PROFESSIONAL EDITING			
Become Video Editor, Camera Man, Producer and Enable to Earn Five Figure Salary --- Modern Advertising & Print Media Campaign Lights & Camera Use, Non Linear Editing, 3D Digital Effects --- Chroma Shoots & Video Production Documentary Shooting, News Reports, Tv. Drama, Tv Advertisements DURATION: 3 MONTH FEE Rs.: 16000 8000/- Hostel Facility Also Available			
College of Tourism & Multimedia Computing 15/1 Behind Moqang Stop Near Nirala Sweets Main Jail Road Lahore Phone: 042-7586103 / 7586119 / 7522579			

“The News International” – February 1st, 2009

American Language Centre

IELTS
7+ BAND GUARANTEED

TOEFL
100 SCORES GUARANTEED

SPOKEN ENGLISH
FOR BEGINNERS AND ADVANCED LEVEL

Embassy Interviews
13-D, Faisal Town, Main Boulevard, Lahore.
5169438-5162919

IELTS WORKSHOP
Every Sunday
from 2:00pm to 6:00pm
at American Language Centre

- ▶ Ideal for Professionals
- ▶ Refreshment Included
- ▶ 7.5 Bands Guaranteed
- ▶ Hurry to Get Registered

Registration Fee
Rs. **1000/-** only

13-D Faisal Town, Lahore.
Ph: 5162919-5168798- 0300-8412720

Newspaper Advertisements promoting Adult English Language Courses

Samples of English Language Produced by College Students [see section 2.4.7 above]:

Sample A (November 2009)-

1. “Some teachers said that few of the students are engage in appropriate behaviour, and they continuously used to shout in the classroom, never listen and pay attention to the teacher... Some of the teacher’s said yes, physical arrangement of the classroom may contribute to students’ misbehaviour at very large extent.”
2. “Therefore, L2 teachers should establish alternative strategies to reduce their efforts and have their students become more independent learners.”
3. “Thus it is proved that there is significant difference of Urdu medium of instruction and English medium of instruction on reading comprehension of male and female students of 10th grade is rejected... Tables 9 to 12 shows that both English and Urdu medium students has not significant mean difference.”

From a questionnaire-

4. “Now which skill do you feel the most component?”

Sample B (February 8th 2010)-

1. (Referring to Keats’s “Ode to Nightingale”)
“Man can resemble this world with her world and knows about; that seems him very beautiful, ful of nature, charming, and immortal.”
2. (Referring to Keats’s “To Autumn”)
“This whole situation is creating a scene of Autumn that how Autumn likes.”
3. (Referring to Keats’s “To Autumn”)
“One of the lady is drugged and sitting in grainary store lethargically being very tired and sitting at the side throwing her hands relaxly on the ground and spreading her legs outwards.”

Sample C (April 27th 2010)-

1. “Although homosexuals take support of certain scientific studies to conclude that homosexuality is not a matter of choice for the individuals, the scientific studies did not passed the scrutiny of other scientists.”
2. “So, the argument of non-Muslims that Muslims spread Islam through Jihad which they think is a brutal war has lack the truth because Muslims always fought Jihad against the wrong doers and not for the cause to spread Islam through it.”
3. “Though this world was created for, and only for, the human beings to lead their lives in whatever manner they feel better. But, the human beings have invented such problematic solutions to their simple difficulties and basic needs...”
4. “She believes her son’s parenting should be such that when he is offered the choice to make the right choice for himself he does. This study, along with it’s the many participants, tried to successfully show how vital a parent’s role is in the upbringing of children.”

APPENDIX II – Chapter 4

Cortazzi and Jin (1999)’s Criteria for Evaluation of Cultural content In Textbooks [see section 4.6 above]:

The following criteria can be used to formulate an effective tool for assessing the presentation of culture in coursebooks:

Evaluating treatment of cultural content in textbooks

- giving factually accurate and up-to-date information
- avoiding (or relativizing) stereotypes by raising awareness
- presenting a realistic picture
- being free from (or questioning) ideological tendencies
- presenting phenomena in context rather than as isolated facts
- explicitly relating historical material to contemporary society
- making it clear how personalities are products of their age

(Huhn, 1978, cited in Cortazzi et al., 1999: 203)

Rubdy’s (2003) Selection Criteria Checklist [see section 4.7.4 above]:

Psychological Validity-

Rationale/Learner Needs

- What are the aims and objectives of the materials?
- Have they been clearly spelt out?
- Do they cater to the needs, wants, interests and purposes of the learners?
- Are the materials appropriate and are they likely to be effective in helping learners to acquire English?
- Do the materials make a positive contribution to heightening and sustaining learner motivation?
- Do the materials give the learners confidence to initiate communicative events and persist with the attempted communication despite difficulties?
- Do the materials cater for the development of languages skills that would enable them to operate effectively in their future academic or professional life?

Independence and Autonomy

- Is the learner a decision-maker or just a receiver of information?
- Do the materials encourage independent language learning?
- Do the materials encourage learners to guess, predict, discover, take risks, try-out several alternatives?
- Do they give learners plenty of opportunities to make choices which suit their linguistic level, their preferred learning styles, their level of involvement in the text and the time available to them?
- Do the materials involve the learner in thinking about the learning process and in experiencing a variety of different types of learning activities?
- Do they allow sufficient time to think and reflect on their learning?
- Do the materials help individual learners discover their learning styles and preferences, study habits and learning strategies?
- Do the materials provide explicit instruction on various language learning strategies and suggest ways of using and developing them?
- Is a sufficient range of strategies provided?

- Do they encourage learners to evaluate their strategies or the learning activities or its content?
- Do the materials allow self-monitoring and feedback?

Self-development

- Do the materials/texts engage the learners both cognitively and affectively?
- Do the materials credit learners with a capacity for rational thought and problem-solving?
- Do they also involve the learner's emotions in the learning process?
- Do the materials allow for the development of creative and critical thinking skills?
- Do the materials allow scope for the development of a desirable set of attitudes?
- Do the materials allow the individual to develop his or her talents as fully as possible?
- Do the materials involve the learners as human beings rather than just as language learners?
- Do the materials help build personality and learner voice and give learners an understanding about themselves?

Creativity

- Do the materials exploit the learners' prior knowledge and experience and provide opportunities for further development?
- Do the materials provide sufficient opportunities for student inventiveness and energy and encourage their participation in resource generation?
- Do the materials provide additional challenging activities for highly motivated learners?
- Have opportunities been built into the materials for learners to contribute?

Cooperation

- Do the materials offer opportunities for cooperative learning, through pair and group work activities and information exchange tasks?
 - Are students encouraged to learn from and help one another and, more importantly, able to work in a less stressful environment in the classroom?
 - Do they encourage positive interdependence by giving each individual a specific role to play in the activity allowing him/her to contribute actively to the group interaction?
- (2003: 48 – 49)

Pedagogical Validity-

Guidance

- Are the teacher's notes useful and explicit?
- Is there enough guidance or too much of it?
- Are the tapescripts, answer keys, vocabulary lists, structural/functional inventories and lesson summaries provided in the teacher's book?
- Do the materials cater for different teaching styles and personalities?
- Is allowance made for the perspectives, expectations, and preferences of non-native teachers of English?

Choice

- Are teachers encouraged to present the lesson in different ways?
- Do the materials offer the teacher scope for adaptation and localization?
- Do they encourage the teacher to add, delete, change and improvise?
- Do they foster in teachers a sense of choice and control in exploiting the content?

Reflection/Exploration/Innovation

- Do they foster teacher receptivity to innovation and experimentation?
- Do they encourage teacher creativity, imagination and exploration?
- Do they help to raise the teacher's critical consciousness by facilitating reflection about the materials themselves and methods implicated in them?
- Is the teacher encouraged to evaluate each lesson?

(2003: 50 – 51)

Process and Content Validity-

Methodology

- Does the coursebook reflect the insights and findings from current theory and research on second language acquisition?
- Do the learners need to know what the sentences/texts mean or simply to manipulate them?
- Do the materials make use of what we know about the value of permitting a silent period at the beginning stages or in the learning of a new feature?
- Do the materials help develop both the declarative knowledge and procedural knowledge of the learners as well contribute to broader educational goals?
- Is there sufficient balance between analytical and experiential modes of learning?
- Is there an explicit and conscious focus on rules and explanations or are there opportunities for the learners to discover the patterns in the first place?
- What existing knowledge are learners expected to bring to the materials? Is their knowledge of communication exploited?

Content

- Do the materials provide a rich, varied and comprehensible input in order to facilitate informal acquisition as well as conscious attention to linguistic and pragmatic features of the texts?
- Are the topics/texts current and cognitively challenging and do they help enrich the learners' personal knowledge and experience and foster a positive personality?
- Are there varied activities at different levels of task difficulty?
- Are the materials well contextualized?
- Do the materials call for a sufficiently good mix of closed and open-ended responses?
- Are the grammatical explanations adequate?
- Do the materials use complex metalanguage?
- Do they suffer from terminological looseness?

Appropriacy

- Are the level and the intended audience clearly spelt out?
- Is it pitched at the right level of maturity and language and at the right conceptual level?
- Is the material interesting, varied and topical enough to hold the attention of the learners?
- Is the author's sense of humour or philosophy obvious or appropriate?
- Is the authorial voice friendly and supportive or patronizing/

Authenticity

- Do the materials provide extensive exposure to authentic English through purposeful reading and/or listening activities?
- Are the content realistic, reflecting topics and events and texts from real-world situations?
- Do the activities relate to pupils' interests and real-life tasks?
- Do the tasks exploit language in a communicative or real-world way?
- If not, are the texts unacceptably simplified or artificial?
- Do the texts generate 'real-life' communication processes?

Cultural Sensitivity

- What aspects of culture are in focus?
- Are the materials relevant/suitable/appropriate to the learners' cultural context and sensitive to their values and beliefs?
- Do the materials reflect awareness of and sensitivity to sociocultural variation?
- Does the book show parallels and contrasts between the learners' culture and others?
- Is this done in a non-patronizing way?
- Does the coursebook enshrine stereotyped, inaccurate, condescending or offensive images of gender, race, social class or nationality?
- Are accurate or 'sanitized' views of the USA or Britain presented; eg., are uncomfortable social realities (for instance, unemployment, poverty, family breakdowns, racism) left out?

Layout/Graphics

- Is there clarity of design and layout?
- Is there an optimum density and mix of text and graphical material on each page, or is the impression one of clutter?
- Are the artwork and typefaces functional? Colourful? Appealing?
- Is there enough white space on each page?

Accessibility

- Is the material clearly organized and easy to access?
- Are there indexes, vocabulary lists, section headings and other methods of signposting the content that allow the student to use the material easily, especially for revision or self-study purposes?
- Is the learner given clear advice about how the book and its contents could be most effectively exploited?
- Are the instructions for carrying out activities clearly and concisely but adequately articulated?
- Can learners navigate with ease their way through the material in order to have a clear view of the progress made?

Linkage

- Are the units and exercises well linked in terms of theme, situation, topic, pattern of skill development or grammatical/lexical 'progression'?
- Does the textbook cohere both internally and externally(eg., with other books in a series)?

Selection/Grading

- Is the linguistic inventory presented appropriate for the students' purposes, bearing in mind their L1 background?
- Is the selection and grading of the tasks and activities based on a clearly discernible system (eg., frequency counts for vocabulary, cognitive load for tasks)?
- Does the introduction, practice and recycling of new linguistic items seem to be shallow/steep enough for the intended students?

Sufficiency

- Is the book complete enough to stand on its own, or must the teacher produce a lot of ancillary bridging material to make it workable?
- Can the course be taught using only student's books, or must all the attendant teaching aids be deployed?

Balance/Integration/Challenge

- Do the activities allow the learner to go beyond a merely superficial understanding of the text/discourse and require interpretive and inferential skills that call for higher-order critical thinking?
- Is there a good balance between receptive and productive knowledge, skills and abilities?
- Is the focus on the product or the process of learning or both?

Stimulus/Practice/Revision

- Are there sufficient opportunities for students to use and practise their conversational strategies and skills?
- Is there sufficiently rich exposure to language data through opportunities for extensive reading?
- Do the materials provide for recycling of content, of vocabulary and structures?
- Is allowance made for revision, testing and ongoing evaluation? Are self-checks provided?

Flexibility

- Do the materials allow for flexible use of tasks/texts/activities, permitting them to be exploited or modified as required by local circumstances? Or is it too rigid in format, structure and approach?
- Do they allow for alternative sequencing/routes/paths? Or is the order of activities in the curriculum and the pace at which they must be done quite fixed?
- Do the materials make too many demands on teachers' preparation time?

- Do the materials expect students to spend too much time on their homework?
- Is there a wide range of supplementary materials and teaching aids available?

Educational Validity

- Does the textbook accord with broader educational concerns (eg., the nature and role of learning skills, concept development in younger learners, the function of ‘knowledge of the world’, etc.)?

(2003: 51 – 54)

McGrath’s (2002) List of Factors Influencing Textbook Evaluation [see section 4.8.3 above]:

Micro-level Aspects -

“Learners-based Factors”

1. age range
2. proficiency level in the target language (and homogeneity within the learner group)
3. first language (all the same?)
4. academic and educational level
5. socio-cultural background
6. occupation (if relevant)
7. reasons for studying the target language (if applicable)
8. attitudes to learning (including attitudes to the language, its speakers, the teacher, the institution)
9. previous language-learning experience (of the target language and any other languages)
10. language learning aptitude
11. general expectations (of the course/textbook/teacher/own role)
12. specific wants
13. preferred learning styles
14. sex distribution (single sex? If mixed what proportion of M/F)
15. interests (insofar as these are generalisable)

(2002:19)

“Teacher-based Factors”

1. language competence (as target language users and analysts but also as speakers of the learners’ first language)
2. familiarity with the target language culture (and that of the learners, where this is homogeneous)
3. methodological competence and awareness (including ability to adapt coursebook, and prepare supplementary material)
4. experience of teaching the kind of learner for whom the materials are being selected
5. attitude to teaching and to learners
6. time available for preparation
7. beliefs about teaching-learning, preferred teaching style, preferred method

(2002: 20)

“Institution-based Factors”

1. level within the educational system (e.g. kindergarten, primary, secondary, tertiary)
2. public sector (state) versus private
3. role of the target language (e.g. English-medium versus English as curriculum subject)
4. time available for the study of the target language (per week/per academic year)
5. timetable (whether the language is typically taught in single or double lessons or after lunch/at the end of the day)
6. class size
7. physical environment (e.g. classroom size, flexibility of seating, acoustics)

8. additional resources available (e.g. cassette recorder, video recorder, overhead projector, photocopier, computers)
9. aims of the programme
10. syllabus
11. form of evaluation
12. decision-making mechanisms and freedom given to teachers

(2002:21)

Macro-level Aspects-

1. aims of education (which may influence, for instance, curriculum content, the nature of the public examination system, teaching methods and roles of teachers and learners)
2. language policy and the role of the target language within the country (which may have widespread effects, including economic support for language learning; learner and teacher access to speakers of the target language and authentic materials; attitudes to language learning; target language competence as a requirement for access to tertiary education; the use of the target language in tertiary-level instruction; and in the case of English, say, the preference for British or American English)
3. aims of language education (usually stated in a national syllabus)
4. cultural and religious considerations

(2002:21)

APPENDIX III – Chapter 5

Techniques for recording the Views of Textbook Users during ‘In-use Evaluation’ (McGrath, 2002) [see section 5.4.3.1.2 above]:

Records of Use-

The teacher could register his/her opinions about the different sections of the coursebook formally either in the book itself or in a record sheet. The detailed records could focus on the following questions:

- Brief explanations of why particular sections were not used
- Notes on reasons for and form of any adaptation

(McGrath, 2002: 182)

However, keeping records is a time consuming activity and should be undertaken if more than one teacher is using the textbook.

Observation-

Systematic observation of the class when the textbook is being used can be an extremely useful measure. McGrath (2002) lists two ways the teacher can observe and record the responses of his/her learners. One is “Observation sheets” proposed by Tomlinson (1999). In this case, the teachers record any difficulties the learners appear to be having with the materials (instructions, questions or tasks). The other suggested by Ellis (1998) analyses the students handling of a task and involves the use of pre- and post- tests.

However, observation has its drawbacks. For one it is “costly in time and effort”. Then the observer sees selectively. However, since this procedure is expansive, it should be employed occasionally. McGrath also suggests that the teacher need not be directly involved; instead his/her colleague(s) can be engaged.

Learner Involvement-

Utilizing students in coursebook evaluation can be extremely useful. Some of the ways of determining their opinions are shown below:

1.

What is good and not so good about the materials you are working with now? What do you think is missing from them? What changes would you make to them?

(Breen and Candlin, 1987:27 cited in McGrath, 2002: 185)

2. Micro-evaluation of a task which involves the use of the following questions:-

1. How easily could you do this task?
2. How enjoyable did you find this task?
3. How much did this task help you learn English?
4. Can you write one thing you liked about the task?
5. Can you write one thing you did not like about the task?

Learner Questionnaire (Ellis, 1998: 235 cited in McGrath, 2002: 185)

3. Please rank the task you have just completed. 5 = very valuable/ very interesting; 1 = useless/boring. Give a brief explanation of any mark of 2 or 1.

	VALUE	INTEREST
I thought the task was ...	5	5
	4	4
	3	3
	2	2
	1	1

because _____

Rating Slip

(McGrath, 2002: 186)

Some textbook tasks themselves incorporate evaluative checks

Different Types of Scales which are compatible with the Checklist Method [see section 5.4.3.3.2 above]:

McGrath (2002) prefers a four-point scale, which will exclude the “non-committal central point” (2002: 50), while Skierso (1991) proposes a three-point weighting system, that is, ‘absolutely essential’ (A) or 4, ‘beneficial, preferred’ (B) or 2, and ‘not applicable’ (N) or 0.

Additionally, Ur (1996) has suggested ‘ticks’ to indicate the importance of each item on the criteria checklist – if a quality is “essential” then two ticks will indicate this; if the quality is just “desirable” then one tick will be sufficient.

Format for developing Textbook Evaluation Criteria (Tomlinson, 2003) [see section 5.4.3.4 above]:

Brainstorming a list of general criteria (the aspects which can be applicable in most contexts)-

The best way is to come up with a list of universal criteria which are based on the principles of language learning with one or more colleagues.

Examples of universal criteria can include:

Do the materials cater for different preferred learning styles?

(2003: 28)

Subdivide some of the criteria- It is a good idea to fine tune some of the criteria items in order to make them more precise.

Examine and modify the list of general criteria- The list can be revised from the point of view of the following questions-

- Is each question really an ‘evaluation question’?

For example, the following is not an ‘evaluation question’; rather it is an ‘analysis question’:

Does each unit include a test?

(2003: 28)

Instead, this question can be modified as follows:

To what extent do the tests provide useful learning experiences?

(2003: 28)

- Does each question only ask one question?

For instance, the following question focuses on more than one area:

Given the average age of your students, would they enjoy using it?

(Grant, 1987: 122 cited in Tomlinson, 2003: 28)

The above question can be broken down into two separate items:

Is it suitable for the age of your students?
Are your students likely to enjoy using it?

(Tomlinson, 2003: 29)

- Can each question be easily answered? (Some questions can be ambiguous or they may require more information.
- Can each question be interpreted consistently by all the evaluators?

For example:

Is each unit coherent?

(Tomlinson, 2003: 30)

Instead, the above question can be revised in the following way:

Are the activities in each unit linked to each other in ways which help the learners?

(Tomlinson, 2003: 30)

Classify the list of general criteria into different categories- Probable groups could include “texts”, “activities”, “methodology” and so on (Tomlinson, 2003: 30).

Develop age-specific criteria- Examples could include:

Is the content likely to be cognitively challenging?

(Tomlinson, 2003: 31)

Develop local criteria- This kind of criteria would be based on factors like teachers’/students’ background and the syllabus

Develop other kinds of criteria- Other relevant types of criteria could include teacher- focused or culture focused aspects

Try out the criteria- The devised criteria should be informally piloted on a small scale.

APPENDIX IV – Chapter 6

Questionnaire for Job Market Survey [see section 6.5.1.2 above]:

Questionnaire for Managers/Department Heads of Organizations

Name of the Organization: _____

Relevant Job Category under consideration (tick only one):

Lower staff

Supervisors

Managers/Executives

The following questions apply to employees which are included under the job category specified above.

SECTION A

1. Is proficiency in English a pre-requisite for hiring employees in your organization?
[Tick only one]

Yes

No

If you have answered 'No' for the above question, go on to Section B. If you have answered 'Yes' go on to Question 2.

2. Which is the lowest level/grade within the job category indicated above for which proficiency in English is a condition for hiring?

3. Mention the department(s) for which proficient English is considered a necessary criterion.

SECTION B

4. Do the employees use English while working? [Tick only one]

Yes

No

5. If yes, which of the following skills are most frequently utilized? [Tick one or more]

(a) Fluency in spoken English

(b) Effective conversational skills in English

(c) Efficient reading skills

(d) Ability to write in English

(e) General proficiency in English

(f) Basic English

6. Do your employees receive training abroad? [Tick only one]

Yes

No

7. If yes, what percentage of the employees receives the training? [Tick only one]

(a) 90 % and above

(b) 89 % - 75 %

(c) 74 % - 50 %

(d) 49 % - 25 %

(e) Below 25 %

8. Are the employees required to interact with foreigners? [Tick only one]

Yes

No

9. If yes, specify the levels/grades of the employees who have to interact with foreigners?

10. If yes, how frequent is the interaction? [Tick only one]

- | | |
|-------------------|--------------|
| (a) Very frequent | (b) Frequent |
| (c) Occasional | (d) Seldom |

Language Curriculum/Syllabus Evaluation Criteria Checklist [see section 6.5.2 above]:

1. Is the curriculum detailed or general?
2. What are the objectives in operational terms?
3. Are the objectives realistic and practical?
4. What is to be taught or learned in the form of an inventory of items?
5. How it is to be taught (suggested procedures, techniques, and materials)?
6. Does the curriculum follow 'language use' approach, 'language analysis' approach or both approaches? ['Language analysis' approach focuses on language structure, while 'language use' approach stresses employing language for "actual communication" (Dublin et al., 1986: 27).]
7. Does it have a 'language content dimension', 'process dimension' or 'product dimension' approach?
8. Does the curriculum present 'knowledge based objectives', 'skills based objectives', both kinds of objectives or neither kind?
9. Does the curriculum adopt a 'discrete' viewpoint or 'holistic' viewpoint, or a combination of both? [The 'discrete' viewpoint focuses on distinct and isolated elements of language and the syllabus based on this viewpoint primarily lays stress on language form, accuracy and language analysis. On the other hand, the 'holistic' approach is concerned with "longer spans of language or discourse", instead of isolated sentences. A syllabus adopting this viewpoint emphasizes language function, fluency and language use. (Dubin et al., 1986)]
10. Does it stress accuracy, fluency or both?

11. Does it stress language form, function or both?
12. Is the curriculum structural, notional, functional, situational, a combination or does not fit any such classification?
13. Which skill/s does it emphasis? Does it foster integration of all skills?
14. Does it allow the use of a variety of activities?
15. Does it foster creativity?
16. Does it allow the use of deduction, evaluation, analysis and interpretation?
17. Does it recognize the use of developmental errors?
18. Does it allow the use of a variety of teaching techniques?
19. Are there any competent teachers to teach this subject?
20. Is it appropriate for a variety of learning styles?
21. Is it compatible with the students' individual needs and interests?
22. Does it make use of topics which are appropriate and of interest to the students?
23. Does it cater to the students' short term and long term future goals?
24. Are there any inconsistencies in the curriculum?
25. Are there any weaknesses in the curriculum?

(Some aspects adapted from Dubin et al., 1986: 28)

Interview Question (for the Department Heads of the two selected Universities) [see sections 6.5.1.1 and 8.2.1 above]:

1. Is English Language offered as a compulsory subject at the Bachelor's level in your university?

Interview Question (for the two professionals) [see sections 6.5.1.2 and 8.3.3 above]:

1. How far is English required in your profession?

Interview Questions (for the Head of the Textbook Board) [see sections 6.5.3 and 10.2.1 above]:

1. Give details about the new textbook policy.
2. Why is only one textbook per subject per class being prescribed for all public schools of the province even under the new textbook policy?
3. Does the textbook board give preference to local or foreign textbook writers?
4. Are the textbooks (including those being prescribed under the old textbook policy, that is, those that are at present been used in schools) evaluated and piloted before being approved officially?

Interview Questions (for the Member of the Curriculum Wing of the Education Ministry) [see sections 6.5.3 and 10.3 above]:

1. How do you qualify to be the member of the provincial textbook review committee?
2. Does a ‘needs analysis’ stage precede the curriculum formulation process?
3. What is your opinion about the textbooks being prescribed in public schools?

Interview Questions (for the Managing Director of the Private Sector Publishing House) [see sections 6.5.3 and 10.4.1above]:

1. Give a brief introduction about your publishing house.
2. What is your opinion about the new textbook policy of the government?
3. What are the possible reasons for the dearth of the textbooks written by Pakistani writers especially in the private sector?

E-mail Questions (For the Editor of the English Textbooks Department of the Publishing House) [see sections 6.5.3 and 10.4.2 above]:

1. What are the publishing house’s¹ criteria for approving textbook manuscripts?

¹ The name of the publisher used here and in other questions has been replaced by the phrase “publishing house” to protect the identity of the respondent organization.

2. What qualifications and experience are pre-requisite for textbook writers?
3. Do you give preference to local (Pakistani) English textbook writers?
4. Most of the prescribed publishing house writers are foreign. In your view, what is the possible reason for this observation? (Mark as appropriate)
 - (a) It is just a coincidence
 - (b) It is the policy of the publishing house
 - (c) Foreign writers are assessed to be more effective English textbook writers.
 - (d) Schools prefer to prescribe textbooks written by foreign writers.
 - (e) Any other reason?

Follow-Up E-mail Questions (For the Editor of the English Textbooks Department) [see sections 6.5.3 and 10.4.2 above]:

1. You have stated that for the 'O level stream' foreign writers are preferred. Does the publishing house also specifically cater to the local matriculation stream?
2. When talking about criteria for selecting manuscripts, you mentioned "market potential". Please, can you briefly elaborate - like listing a few features of textbooks which constitute 'market potential'?
3. The government has started involving the private sector publishers for the public sector textbooks. Is your publishing house also contributing towards the **English Language** textbooks? If yes, for which classes and provincial boards?

Teacher's Questionnaire [see section 6.5.4 above]:

Teachers' Questionnaire

Section I

1. When will your students need to use English? [Tick one or more]
 - (a) Passing O' Level/Matriculation examination.
 - (b) Undertaking higher education in Pakistan
 - (c) Reading technical books/articles

- (d) Using the internet/mobile phones
 - (e) Completing forms (e.g. job application, visa etc.)
 - (f) Writing CVs
 - (g) Appearing in job interviews
 - (h) Working in Pakistan
 - (i) Writing official letters
 - (j) Studying abroad
 - (k) Visiting abroad
 - (l) Working abroad
 - (m) Living abroad
2. What should be the prime objective of learning a language? [Tick only one]
- (a) Having sufficient knowledge about grammar.
 - (b) Having the ability to speak/write accurately.
 - (c) Being able to use the language effectively.
 - (d) Becoming confident users of the language.
3. Which of the following techniques do you find the most useful in teaching English to your students? [Tick one or more]
- (a) Explaining rules of the language
 - (b) Using mechanical drills
 - (c) Using exercises like ‘fill in the blanks’, sentence completion etc.
 - (d) Using group discussions
 - (e) Using communicative tasks like information-gap activities, role-play etc.
 - (f) Any other [mention the technique(s)]

Section II

4. Name the English textbook(s) that you are using.

5. How do you regard your textbook? [Tick only one]

- (a) Indispensable
- (b) Beneficial
- (c) Supporting
- (d) Restricting
- (e) Ineffectual

6. Give a reason for your answer to question 5 above.

7. How far is the textbook useful in imparting the necessary skills in your students?
[Mark on the following scale, where 1 stands for least useful and 6 for most useful.]



8. How far do your students find the textbook motivating? [Mark on the following scale, where 1 stands for least motivating and 6 for most motivating.]



Section III

9. Are you involved in selecting the English textbook for your class?

Yes

No

10. Suggest any criteria for choosing a textbook?

Students' Questionnaire [see section 6.5.4 above]:

Students' Questionnaire

Instructions: Answer the following questions. There are three kinds of questions. The questions may require you to answer on the provided spaces, tick the suitable answer, or mark on the given scale. Here are some examples which show how the different questions are to be answered.

Which language(s) do you use at home?

Sindhi _____

Which of the following skill(s) do you prefer to use? [Tick one or more]

√(a) Read in English (b) Speak in English √(c) Write in English

How far do you find your English textbook interesting? [Mark on the following scale, where **1** means **not at all** and **6 a lot**.]



PART I

1. Which language(s) do you use at home?

8. Which of the following skill(s) do you prefer to use? [Tick one or more]

(a) Read in English

(b) Speak in English

(c) Write in English

PART III

9. List any of your hobbies (2 – 3).

10. What kinds of books do you like to read?

11. What kinds of movies/ TV programmes do you like to watch?

PART IV

12. Name your English language textbook(s): _____

13. Is your English textbook interesting? [Mark on the following scale, where **1** means **not at all** and **6 a lot**.]



14. Which unit/chapter is the most interesting?

15. Why is that unit/chapter interesting?

16. Does your English textbook help you learn English? (Mark on the following scale, where **1** means **not at all** and **6 a lot**.)



17. Which exercise/activity is the most useful in helping you learn English?

18. Are you happy with your textbook? [Tick one]

Yes

No

19. Give a reason for your answer to question 18 above.

20. What new topics could be included in your English textbook?

21. Do you want to learn about any of the following countries through your textbook?
[Tick one or more]

- (a) Pakistan (b) United Kingdom
(c) United States of America (d) Any other – name the countries:

Stage-by-stage illustration of Quality Criteria [see section 6.10 above]:

All stages of research were assessed from both the quantitative and qualitative standards [see section 5.5 above]. The following findings were obtained:-

- Key: “●”- Yes
“Somewhat”- To a certain extent
“Maybe”- Circumstances, expertise and beliefs can change with time

Table: IV-1

Research Stage	Reliability		Validity				Obj. ¹
	Int. ²	Ext. ³	Int.	Ext.	Cont. ⁴	Face	
I							
Educational Context -							
Websites	•	•	•	•	•	•	•
Job Market -							
Advertisements	•	Some what	•	•	•	•	•
Websites	•	•	•	•	•	•	•
Questionnaires	•	•	•	•	•	•	•
II							
Curriculum -	Some what	•	•	•	•	•	Some what
Syllabi -	Some what	May be	•	•	•	•	Some what
III	•	May be	•	•	Some what	Some what	Some what
IV							
Textbook Users-							
Quantitative Data	•	May be	Some what	Some what	Some what	Some what	Some what
V							
Quantitative Data	Some what	•	•	•	•	•	Some what

Note:

¹ Objectivity

² Internal

³ External

⁴ Content

Assessment according to Quantitative Quality Criteria

Table: IV-2

Research Stage	Credibility	Transferability	Dependability	Confirmability
I				
Educational Context -				
Interviews	●	●	●	●
Websites	●	●	●	●
Job Market -				
Websites	●	●	●	●
Interviews	●	●	●	●
Questionnaires	●	●	●	●
II				
Curriculum -	●	●	Some what	Some what
Syllabi -	●	●	Some what	Some what
III	●	●	●	●
IV				
Administrators- Textbook Users-	Some what	●	●	●
Qualitative Data	Some what	●	Some what	●
V				
Qualitative Data	●	●	Some what	Some what

Assessment according to Qualitative Quality Criteria I

Table: IV-3

Research Stage	Validity	
	Descriptive	Evaluative
I		
Educational Context -		
Interviews	●	●
Websites	●	●
Job Market -		
Websites	●	●
Interviews	●	●
Questionnaires	●	●
II		
Curriculum -	Some what	●
Syllabi -	Some what	●
III	●	●
IV		
Administrators- Textbook Users-	Some what	Some what

Qualitative Data	Some what	Some what
V		
Qualitative Data	Some what	•

Assessment according to Qualitative Quality Criteria II

APPENDIX V – Chapter 7

Explanation of Technical Terms [see section 7.2 above]:

All definitions derived from literature are acknowledged. In addition, clear references have been made to specific sections of the thesis where the different concepts have been discussed. The comments are based on the researcher’s assumptions and experience. However, some of the comments are supported by the literature and these sections are referenced.

Table: V-1

TERMS	EXPLANATIONS	COMMENTS
Accuracy	Being grammatically correct [see section 4.9.8 above].	Limiting focus on accuracy in language programmes does not really facilitate language learning leading to effective usage and communication [see section 4.9.7 above].
Activity	See “workouts” below.	
Affective	Texts or tasks which emotionally involve the students.	This characteristic helps to involve the students and enables them to respond realistically [see sections 4.5 and 4.9 above].
Analytical	Require the use of thinking ability. “ Cognitive ” and “ critical ” imply the same notion.	Though not all learners like to use analytical skills, generally an activity which provides opportunity for utilizing these abilities will be considered more involving, challenging and interesting as compared to those which require the use of lower order skills [see sections 4.5 and 4.9 above].
Artificial	Language tasks or texts which are unlike those encountered in real life	Materials which make excessive use of artificial tasks or texts are not really preparing the students for language use outside the classroom [see sections 4.5 and 4.9 above].
Authentic Activity	An activity “which involves learners in using language in a way that replicates its use in the ‘real world’ outside the language classroom. Filling in the blanks, changing verbs from the simple past to the simple present and completing substitution tables are not... authentic tasks”, while “answering a letter addressed to the learner” is an example of an authentic activity (Tomlinson, 1998: viii).	The students should be provided with more practice in undertaking authentic tasks since they will have to cope with these kinds of activities in their real life [see sections 4.5 and 4.9 above].
Authentic Text	A text which is not written/spoken specifically “for language teaching purposes” (Tomlinson, 1998: viii). In other words, a text which exists in the world outside the classroom.	Learners need to be exposed to real language that they will be encountering outside the classroom [see sections 4.5 and 4.9 above].
Cloze	A chunk of language from which one or	These are very popular in language

Passage/Paragraph/Sentence	more words have been removed for teaching purposes.	textbooks. However, such activities are too controlling and artificial .
Cognitive	See “ analytical ” above.	Learners need to develop cognitive skills [see section 4.5 above].
Coherence	A chunk of language which is logically consistent.	Making texts coherent is an important element of “ communicative competence ” [see below]; so students need to make their work coherent [see sections 3.3.3 and 4.5 above].
Cohesion	A stretch of language which has formal links at clausal/sentence level.	Another important aspect of “ communicative competence ” and so an essential feature of texts [see sections 3.3.3 and 4.5 above].
Communicative Activities	Different applied linguists have described communicative in different ways. In the context of the present research, communicative activities are deemed to have the following features:- <ul style="list-style-type: none"> - They allow learners to engage in interaction involving genuine exchange of information - They provide appropriate contexts (partly derived from sections 3.3.3 and 4.5 above) 	These activities are closer to real life language usage and so learners can benefit from practicing such activities [see sections 4.5 and 4.9 above].
Communicative Competence	“The ability to use the language effectively for communication. Gaining such competence involves acquiring both sociolinguistic and linguistic knowledge and skills” (Tomlinson, 1998: viii – ix) and knowledge and use of discourse features [also see section 3.3.3 and 4.5 above].	The aim of language teaching should be to inculcate in learners “the ability to use the language accurately, appropriately and effectively” (ibid.) and only a focus on communicative competence can help achieve this purpose [see sections 3.7 and 4.5 above].
Context	The situation in which the language is to be used. It encompasses the place and time of communication, the audience, his/her/their relationship with the user of language, and the purpose(s) for which language is being used.	Effective language activities incorporate relevant contexts since real life language use is dependent on the context [see sections 4.5 and 4.9 above].
Contrived	Any language activity or text which has been especially prepared for teaching purposes and is as such very different from those encountered in real life. Another word for this is “ artificial ” [see above].	Language teaching materials should rely less on contrived activities/texts ; these should mainly be employed only in the earlier stages of language learning to a limited extent [see sections 4.5 and 4.9 above].
Controlled Activity	Any activity for which most of the language and/or content has been provided. In other words, a task “in which the learners are told exactly what to do and how to do it” (Tomlinson, 1984: 84).	Controlled activities are less demanding, but require the use of skills which will not be employed beyond the classroom. Therefore these activities should also be mainly used only in the earlier stages of language learning and that too to a certain extent [see sections 4.5 and 4.9 above].

Creative	An activity which allows the learners the freedom to use their own ideas and language.	Creative activities are motivating and effective since they are flexible and allow students opportunities to use any kind of language (not only limited to a specific word class or aspect like nouns, adjectives or prepositional phrases) [see sections 4.5 and 4.9 above].
Critical	See “ analytical ” above.	
Deductive Approach	An approach to teaching grammar which relies on general rules or principles for inferring specific instances (is considered the opposite of “ inductive approach ”) – [see below].	This approach is preferred by reflective students [see section 3.8.2]. However, it emphasizes ‘rule’ knowledge (Flores, 2008: 29).
(Reading Comprehension Questions) Determined by the Text	Different texts require different ways of manipulation/interaction; thus in real life our responses to a novel and a travel brochure will be different (we will state our opinions about story/characters for the former, while decide about the places we want to visit and gather relevant information about these places in the case of the latter).	Classroom responses to texts should echo real life responses rather than requiring students to answer same kind of comprehension questions focusing on content and style text after text (Alderson (2000) [Also see section 4.9.3 above]
Discourse Level	The use of chunks of language beyond the sentence level in language teaching materials.	In real life language is used in the form of dialogues, stories, articles, news reports and so on – all of which incorporate language beyond the sentence. Thus learners should be exposed to and encouraged to produce language at the discourse level. [see sections 3.3.3 and 4.9 above]
Discovery Learning	Facilitating the learners to infer the different aspects of the target language for themselves by mostly exposing them to authentic samples. For example, “asking learners to investigate when and why a character uses the modal ‘must’ in a story” (Tomlinson, 1998: ix).	Allowing the students to take charge of their own learning can ensure greater involvement in and motivation for language learning. This in turn will facilitate the acquisition of the language. [See section 4.5 above]
Discrete-point	An activity that only focuses on a single, isolated aspect of the language like the “simple past tense”.	Such activities are unrealistic since we rarely focus on only one aspect of language – we will need to pay attention to at least verbs, noun phrases, and stress patterns/ punctuation simultaneously in any one brief real life discourse [see sections 4.5 and 4.9 above]
Exercise	See “ workouts ” below.	
Extensive Listening/Reading/ Writing	Asking the learners to read, listen to, or write texts for pleasure outside the classroom.	Encouraging learners to interact with and use target language beyond the classroom facilitates language acquisition [see section 4.5 above].

Flexibility	Allowing learners freedom to undertake activities with minimal guidance .	Such tasks provide students opportunities to choose their own content and lexis and so are more effective in facilitating language acquisition [see sections 4.5 and 4.9 above].
Fluency	“The ability to use the language spontaneously and confidently and without undue pauses and hesitations” (Tomlinson, 1984: 89).	Fluency is contrasted with accuracy and the debate regarding which of the two should be the sole aim of language learning has been inconclusive. Thus effective language learning should focus on both aspects. [See section 4.9.7 above]
Gapped	Chunks of language with one or more missing words. It is similar to cloze passage [see above].	
Global	Such materials focus on language as a whole rather than isolated elements and on longer spans of language or discourse to teach a language.	This approach is preferred over discrete-point since language is not a string of isolated unrelated elements [see sections 4.5 and 4.9 above].
Guidance	Any support (whether linguistic or factual) that is provided to the learners to facilitate them in handling the language activity .	
Guided Activity	An activity for which minimal linguistic or factual support has been provided. In other words, a task “in which the learners are told what to do and then are given advice on how to do it” (Tomlinson, 1984: 90). Compare “ controlled activity ”.	
Holistic	Means the same as “ global ”.	
Inductive Approach	An approach to grammar teaching that involves the inference of general rules or principles from particular instances. Compare “ deductive approach ”.	This is an interactive approach which leads to long term acquisition of grammatical concepts. However, it is not suitable for all learning styles and involves a long drawn process. (Flores, 2008: 31).
Information-gap	A pair/group communicative activity which involves providing incomplete knowledge to all members of the pair/group so that they can have a genuine purpose for communicating, namely that of exchanging information.	Such tasks are deemed to be communicative and are popular in educational contexts following the “Communicative Approach” to language learning [see sections 3.3.3 and 4.5 above].

Integration of Skills	An activity which involves the use of at least two “ language skills ” [see below].	While performing real life language tasks (like conversations, interviews, meetings, exchanging letters/e-mails, and extracting information from books and on-line journals) we normally use more than one skill at a time. The few exceptions include watching television programmes/movies, listening to songs and reading for pleasure. Thus students should also be involved in activities requiring integration of skills [see section 4.5 above].
Intensive Reading	A reading skill activity that involves close and detailed reading of the given text .	
Interaction with Text	Provision of opportunities for the learners to manipulate the text in different ways.	Such opportunities are considered effective [see sections 4.5 and 4.9 above].
Isolated Sentences	A number of unrelated sentences which are utilized in a single language activity .	It is a common practice in language textbooks to expose learners to different series of unrelated sentences, rather than complete coherent and cohesive texts . The students have usually to complete these sentences with a word/phrase, change them into some other form, or identify specified grammatical items in them. We seldom come across such language in language sources outside the classroom, and so the usage of isolated sentences makes tasks unrealistic.
Language Awareness Activities	Activities that provide the learners opportunities to recognize and develop an understanding of the different language aspects themselves by being exposed to “ authentic ” samples.	Involving the students in discovering language features facilitates language acquisition [see sections 4.5 and 4.9 above].
Language Function	“Communicative things we do with language” (Davies and Pearse, 2000: 17). For instance, “making reservations”, “introducing yourself”, and so on (2000: 18)	Learners need to be aware that the grammatical and vocabulary items are selected according to the language function; “they must be able to use them [structures] actively to communicate” [own addition] (Davies et al, 2000: 17)
Language Skills	All uses of language. There are four main language skills – the receptive listening and reading skills, and the productive speaking and writing skills.	

Language Use	“Activities which involve the production of language in order to communicate. The purpose of the activity might be predetermined but the language which is used is determined by the learners.” (Tomlinson, 1998: x)	Such tasks focus on genuine communication and allow students sufficient freedom [see section 4.5 above].
Listening Comprehension	A language skill activity that involves learners in purely listening to spoken texts for understanding purposes and includes questions which either help to develop or assess their comprehension abilities. These types of activities are contrasted with conversational or some other speaking skills activities which also involve listening but as a complement to speaking [see section 4.9.1 above].	Since learners are required to use this skill frequently beyond the classroom, they should be specifically trained in it [see section 4.9 above].
Oral Drills	Repeating sentence patterns after the teacher without really understanding the content or being made aware of the functional use of those sentences.	The prime aim of such drills is to help the students memorize the typical sentence structures and this does not result in actual acquisition of a language [see sections 4.5 and 4.9 above].
Post-listening/reading/speaking/writing Activity	Activities that follow the main skill tasks.	The main objectives of these activities should be to build up on what the students have encountered or experienced while engaged in the main tasks . These activities should provide opportunities for integration of skills and extensive listening/reading/writing (like project work).
Prediction	Guessing the content and style of an oral/written text with the help of clues like preceding words, paralinguistic features, pictures and headings.	In real life, listeners and readers make continuous predictions about what he/she is going to hear/read which even aids them in comprehending the message. Hence denying the students opportunities for making predictions, in fact, amounts to removing a valuable support system [also see section 4.9.3 above].
Pre-listening/reading/speaking/writing Activity	Activities that precede the main listening/reading tasks. Their main purpose should be to introduce any one or more of the following aspects related to the listening/reading text -topic, subject matter, context, genre, lexis, and structural, phonological and grammatical features.	An effective pre- skill task should aim towards helping the learners anticipate the kind of text and activity they will be encountering and relating them with the learners’ life. This will enable the students cope better with the main activity primarily by developing interest and familiarity [see above].

Process Writing	Making students compose a written work in stages (starting from planning and ending in editing) and with repeated revisions, instead of at one go.	In the life beyond the classroom, we seldom produce written work spontaneously and at one go. Normally no matter what the genre or purpose (whether composing a novel or writing a report about production in a factory), writers take time to plan their work and then to revise it more than once. All these steps constitute important writing sub-skills and effective writers are efficient in each. Thus learners should also be given opportunities to make use of the different writing strategies. [see sections 4.9.4 above]
Production	Composing either spoken or written language	
Reading Comprehension	A language skill activity that involves learners in purely reading written texts for understanding purposes and includes questions which either help to develop or assess their comprehension abilities.	
Role Play	“Activities in which the learners play parts... and practise language appropriate to the situations they are placed in (e.g. a customer ordering a meal in a restaurant)” (Tomlinson, 1984: 98)	Such activities provide opportunities for the students to use language in context and sometimes without any inhibitions.
Sense of Audience and Purpose	Making the learners aware about the recipients (listeners/readers) of their oral/written texts and the reasons behind composing these texts.	Since real life language production is dependant on the audience and purpose, the students should also be given a sense of audience and purpose so that they are able to use language effectively [see sections 4.5 and 4.9 above].
Student-centred	Activities that rely on the learners to work independently of the teacher.	Making the students take responsibility for their learning will increase their motivation and interest and this in turn will facilitate them to acquire the target language [see section 4.5 above].
Sub-skills	Using major language skills involves the utilization of different strategies either simultaneously or in isolation depending on the skill , purpose and context . Each skill has its own specific sub-skills: Listening- making predictions , understanding paralinguistic cues and asking for clarification. Speaking- using backchannels and intonation Reading- skimming, scanning, intensive reading and inferring meaning from the	Generally, the students should be made familiar with the different sub-skills so that they are able to use language effectively for diverse purposes and varied contexts [see section 4.9 above].

	context. Writing- brainstorming, organizing, and editing.	
Substitution Tables	Charts which present the frequently used sentence patterns and can be used in “ oral drills ”. The subsequent sections of a chart have words or phrases that can be used together. In addition, a few sections have a list of alternate words/phrases that can replace each other in a sentence.	Use of these tables encourages rote learning of sentence structures without developing an awareness of the contexts when each structure can be employed.
Task	Task can be any activity that requires some kind of action, has a definite objective, involves receptive or productive language skills, and primarily deals with meaning (rather than form) (Richards, Platt and Weber, 1985; Nunan, 1993, cited in Ellis, 1998; Willis, 1996). See also “ workouts ” below.	
Text	Extended chunks of written and spoken language that is presented to students.	
Workouts	<p>Workouts are defined as “language learning and language using activities” (Dubin et al 1986) which help students acquire language. In other words, workouts are activities, tasks and exercises which are used to teach language. Some notable types of workouts with their examples are illustrated below:</p> <p>Operations/Transformations (also referred to as mechanical operations which “focus on semantic- grammatical features... aiming at accuracy in language use” (Dubin et al 1986: 96) – completing cloze passages with appropriate words</p> <p>Warm-ups/Relaxers which “add an element of enjoyment and personal involvement” (ibid.) – puzzles</p> <p>Group Dynamics Activities which involve “sharing personal feelings” (ibid.) – class discussions</p> <p>Transferring/Reconstituting Information – completing charts/forms and adding text to pictures</p> <p>Skill-getting Strategies which focus on the development of specific skills like reading and writing – composing topic sentences and skimming</p>	

	reading text In the context of the present study the terms “ activity ” and “ task ” will be used interchangeably for any workout, while the label “ exercise ” will only be utilized for operations and transformations.	
Written Products	Written texts ; the end-products of writing tasks .	

Explanation of Technical Terms

Textbook Evaluation Criteria Checklist [see section 7.4.1 above]:

SECTION I: GENERAL OBJECTIVES

What are the theoretical assumptions underlining the textbook?

To what extent does the textbook follow the underlined theoretical assumptions?

How far does the textbook follow the objectives stated in the syllabus relevant to the school(s) where it is prescribed?

Is the main aim of the textbook examination preparation or language learning?

SECTION II: THE TEXTBOOK AND THE RELEVANT TEACHING CONTEXT

How far does it provide support to the relevant teacher(s)?

SECTION III: LANGUAGE CONTENT

Does the textbook focus primarily on grammar or *skills*?

Which *skill* is given prominence?

To what extent does the textbook focus on *integration of skills*?

How far are the *activities* focusing on pronunciation effective?

To what extent is the pronunciation work integrated with listening and speaking *activities*?

To what degree are the *activities* focusing on vocabulary building effective?

How far does the textbook deal with language at *discourse level*?

To what extent does it deal with *language functions*?

SECTION IV: FOCUS ON GRAMMAR

How far do the grammar *activities* involve the *meaningful* use of realistic language?

To what extent are the students provided opportunities to interact with *authentic* language?

Does the textbook focus on form, meaning and/or/& functional aspects of the grammatical items?

SECTION V: FOCUS ON LISTENING SKILLS

Are the listening *texts* meant to be read or spoken?

To what extent are the listening *activities* actually facilitating the development of the students' listening comprehension *skills* or is the main focus on just testing their memory?

How far do they help to develop the learners' affective and critical listening *skills*?

SECTION VI: FOCUS ON SPEAKING SKILLS

How far do the speaking *activities* train students to be *flexible*?

To what extent do the *activities* provide them decision making opportunities?

Are the learners encouraged to produce utterances similar to real life?

Does the material provide all or most language?

SECTION VII: FOCUS ON READING SKILLS

How far does the textbook provide opportunities for using learning strategies and *sub skills*?

To what extent do the *activities* facilitate students' *interaction with text*?

Are the questions based on the reading text *determined by the text* itself?

SECTION VIII: FOCUS ON WRITING SKILLS

How far do the *activities* focus on *process writing*?

To what extent is the degree of *guidance* given (if any) appropriate?

Has the *context* and *audience* of the writing been made clear?

SECTION IX: ACTIVITIES AND TEXTS

To what extent does the textbook provide opportunities for the learners to undertake real life *communicative tasks*?

How far does it use *authentic* and wide ranging (listening and reading) *texts*?

Does the textbook utilize diverse topics?

Are the topics related to the students' lives?

Are they topical?

Are they of value to the learners?

Does the textbook provide a variety of *activities*?

How far are the *activities* effective for developing *communicative competence* in the learners?

To what extent are they motivating and help to make learning an enjoyable experience for the students?

To what degree do they involve the students?

How far do they promote the students' *critical abilities*?

To what extent do they facilitate the development of their *creative abilities*?

To what degree do they provide opportunities for the learners to *discover* things for themselves?

How far does the textbook consist of *activities* which help to raise the students' self-awareness related to the target language?

Is the main focus on *accuracy*, *fluency* or both?

To what extent does it include *activities* which provide integrated practice of experiencing and using the language or does it mainly make use of *discrete-point exercises*?

SECTION X: REPRESENTATION OF CULTURE

How far is the subject matter compatible with the learners' own culture?

To what extent does the textbook depict native speakers' culture?

What other cultures (if any) are represented?

Does the textbook provide opportunity for the students to compare different cultures?

How far are the representations of different cultures realistic?

To what extent does the textbook resort to presenting stereotypes (e.g. gender, religious, national)?

SECTION XI: THE TEXTBOOK AND THE TARGET STUDENTS

Is the textbook appropriate for the linguistic level of the target students?

To what extent does the textbook cater to the varied interests of the learners?

How far is it compatible to their short-term learning objectives?

To what extent does it help in developing language skills which can be relevant in the students' future academic life?

How far does it facilitate the development of skills which may be appropriate for their future professional life?

APPENDIX VI – Chapter 8

Newspaper Job Advertisements [see section 8.3.1]:
 “Dawn” – December 28, 2008:



POSITION VACANT

The Brooke is an international non-profit organisation employing over 250 permanent staff in Pakistan, with a growing network of projects in NWFP, Punjab and Sindh. The Brooke works in some of Pakistan's poorest communities, where people rely on equine animals for their livelihood. Our primary aim is to develop sustainable solutions to improve the welfare of working equine animals, with associated socio-economic benefits accruing to animal owning families and communities.

HUMAN RESOURCE & ADMIN OFFICER

PURPOSE OF ROLE:

- ★ Provide professional Human Resource support and advice to achieve agreed management goals.
- ★ Develop organizational design and structure to meet the current and future needs of the organisation.
- ★ Develop and implement HR policies, guidelines, rules and regulation.
- ★ Ensure organisation's policies and processes comply with local laws and good practices.
- ★ Handle all processes of supply and coordination in HR department including recruitments, training, developing, performance evaluation, and employee communications.
- ★ Provide administrative and financial support to the operations of Brooke, Lahore;

ESSENTIAL QUALIFICATIONS

- ★ Relevant Master Degree in Human Resource Management from a reputable university;
- ★ Minimum 5 years working experience in a similar role;
- ★ Proven track record of developing and setting up HR systems, policies and procedures, and delivering HR projects
- ★ Proven track record of organisation management, administration, human resource management, procurements, financial controls and accounts management.

SKILLS

- ★ Strong English language and IT skills
- ★ Strong organizational, interpersonal and communication skills
- ★ Good understanding of local employment law

SALARY

Attractive salary packages depending upon the experience and qualifications of the candidate.

LOCATION

The post holder will be based in Lahore but will be expected to travel throughout Pakistan.

THE APPLICATION PROCESS

To apply for the position, please send your CV along with a covering letter to jobs@thebrooke.org.pk (the letter should specify how you meet the criteria described in the paragraph above). Deadline for applications is 10th January 2009. Please quote the title of post you are applying for: 'Human Resource & Admin Officer'. A detailed Job Description can be obtained from this office. Only short listed candidates will be contacted in due course of time.

The Admin & Coordination Manager

BROOKE HOSPITAL FOR ANIMALS (PAKISTAN) 9/295 Sarwar Road, Lahore Cantt.
 Tel: 042-6682570, 6672699 Fax: 042-6661670 Website: www.thebrooke.org

**ALL CENTER AGENTS ARE
 QUIRED, SHOULD BE FLU-
 ENT IN ENGLISH WITH AMERI-
 CAN / NEUTRAL ACCENT,
 FULLY NIGHT SHIFT, ATTRAC-
 TIVE SALARY AND COMMIS-
 IONS WILL BE OFFERED. 4TH
 FLOOR LABEL CHAMBER
 KARLIAN LIBRARY
 KARLIAN ROAD KARACHI,
 45-2965279, 021-4944619.
 (INTERVIEW 6 PM - 9 PM).
 (31364034)**

A well known company requires
 Personal Assistant at least
 adequate with fluent spoken and
 written English, complete
 knowhow and adequate working
 knowledge in MS Office &
 internet surfing, can handle all
 clerical work. Send your
 CV's to Email: hr@iwm.com.pk
 AN: 111-203-203.
 141367350)

ER2GO.INC a leading IT business
 solution provider requires. A male
 Delivery Officer (SRD) with
fluent in English is must. Fresh
 graduates are encouraged to apply.
 Send your resume at:
hr@er2go.com (0171388722)

**WANTED: IT ASSISTANT / SEC-
 RETARY:** Candidate (equal opportuni-
 ty) must be young (Max Age limit 28
 years) with atleast one-year experi-
 ence as an Assistant. Proficiency in
 Network Administration & Clients
 Support. Fluent in spoken and writ-
 ten English with knowledge of com-
 puter (MS Office, Internet etc.).
 Capable of independent handling of
 correspondence, filing & record man-
 agement. Thorough knowledge and
 experience of Network Customer
 support Minimum qualification for the
 said position is graduation. Attractive
 salary & fringe benefits will be
 offered to the right candidate based
 on experience. Please send with
 confidence detailed CV copy of NIC
 and recent photograph to Box #
 77162, C/o Dawn Karachi.
 (042BF754)

A leading plastic bottles manu-
 facturing company requires Marketing
 Manager, must be graduate, well
 verse in English, and familiar with
 concerned line. Apply on
amirsiddique786@hotmail.com.
 (0571344860)

EXECUTIVE SECRETARY
 required immediately. Candidate
 should have knowledge of office
 administrative and management
 practices and procedures; princi-
 ples and practices of sound busi-
 ness communication; correct
 English usage including spelling,
 grammar and punctuation; stan-
 dard word processing, spread-
 sheet, graphics and other soft-
 ware packages; record keeping
 and filing procedures. Ability to
 operate other standard office
 equipment; take dictation in short-
 hand at a speed of 100 wpm and
 type accurately at a minimum
 speed of 50 wpm. Apply with
 recent photograph to Manager,
 164-L (Back Portion), Block 3,
 PECHS, Karachi-75400.
 (0151376413)

REQUIRED Sales Executive for mul-
 ternational company having minimum
 experience of 5-years preferably in
 construction field with good sales /
English speaking. Contact: E-mail
alsalam@emirates.net.ae Contact E-
 mail shakir_aziz786@hotmail.com
 (0221331606)

A Leading Group Of
 Companies required following
 Female Professionals

- **Front Desk Officer - Female:** Must be graduate or master with at least 5 years reception or customer handling relevant experience. Fluent in spoken English Age 25 to 30 years.
- **Telephone Operator - Female:** Must be graduate with at least 5 years of large PABX system operating experience. Fluent in spoken English. Age should 22 to 30 years.
- **Tele - Sale Officers - Female:** Must be graduate with at least 3 years of large tele-sales experience. Fluent in spoken English. Age should 22 to 25 years.

Send C.V to Assistant General Manager
 Human Resources, with latest photograph
 at P.O BOX: 3166 or Email: jobs@tgc.com.pk

ACCOUNTS

WE WORK AS AN INTERNATIONAL SEAFOOD / FOOD CONTRACTOR. WORK WITH ARMED FORCES, SUPERMARKETS, RESTAURANTS, SEAFOOD DEALERS, RETAIL PROCESSORS, CANNING PACKERS, CATERINGS, AIRLINES AND OPERATE DEEPSEA FISHING VESSEL AROUND THE WORLD. GLOBAL SEAFOOD MARKETING INVITES APPLICATIONS FOR THE FOLLOWING PRESTIGIOUS POST OF MANAGER FINANCE CANDIDATE MUST BE AN MBA (FINANCE) OR ACCA FROM REPUTABLE UNIVERSITY, 2-4 YEARS EXPERIENCE OF SIMILAR POSITION, ELIANT IN ENGLISH, SOUND KNOWLEDGE OF COMPUTER AND WELL AWARE OF EXPORT & IMPORT TERMS & DOCUMENTATION. IF YOU ARE AN INTELLIGENT, PLEASANT AND SELF MOTIVATED PERSON, PLEASE APPLY AT OPS@GLOBALSEAFOODMARKETING.COM (0141367578)

A leading private company requires a confident female Telephone Operator cum receptionist for its Head Office. The company offers market based salary and fringe benefits along with opportunities for professional growth and development. Job responsibilities includes: to handle & manage Siemens PABX Board. Limton, time management wizard 2000 system. Manage other office routine works (i.e. filing, entry of courier receipts etc), should be fluent in English spoken & written skills, working knowledge of MS Office suite (outlook) is must min 3 years experience in large or medium size company. Age between 25-30, apply with confidence and send your CV and latest photograph with two references to Box # 77160, C/o Dawn, Karachi (042BF752)

YOUNG, Energetic, Experience (2-4 years), with Excellent Communication skills, well presented, Must be graduate / intermediate, should speak English. Sale Personal for our Retail Menswear Stores Located in Different Part of the City. Please send your CV's at 34/E, Block 6, PECHS, Karachi. Attention: HR Manager (0061379625)

“Daily Jung” – January 18th, 2009:

Punjab Board of Investment & Trade The Government of Punjab

Forging ahead with a new economic vision for the province, the Chief Minister Punjab, Mian Shahbaz Sharif, has directed the Government of Punjab to re-energize business activity in the province. This progressive new approach will make Punjab the destination of choice for foreign and local investors, facilitate private public partnership and streamline processes through one window operations and timely dispute resolution. This entire effort will be spearheaded by the newly formed Punjab Board of Investment and Trade (PBIT).

To make this dynamic new approach, a reality, PBIT is seeking applications from seasoned professionals for the following key positions;

GENERAL MANAGER INTERNATIONAL BUSINESS DEVELOPMENT & MARKETING

Responsibilities:

- Successfully market innovative private public partnership models
- Develop and implement marketing strategy to maximize the number of business owners wanting to locate in Punjab
- Identify potential opportunities to extend the benefits of trade and business to Punjab
- Prepare yearly marketing plans for the promotion of investment in Punjab, including documentaries, brochures, advertisements, conferences and media events both locally and abroad
- Arrange high level foreign delegations, including advance trips and follow-up visits

Requirements:

- Degree in Marketing, Media, or International Relations, from a reputed local/international institution
- At least, 10 years of strong ... trade, international trade and promotional experience
- Fluency in written and spoken English; other languages preferred

INTERNATIONAL DESK HEADS

Initially, the PBIT is seeking three individuals to head the following regional trade and investment desks:

1. Americas & Europe
2. Middle East, Africa and Asia
3. China, East Asia & Australia

Responsibilities:

- Research and identify, with the help of the sector heads, potential areas of trade and investment by region and devise strategies to promote bilateral trade and opportunities for investment
- Create a centralized information resource on regional trade negotiations, including trade news, issues related to area specific trade negotiation, research papers, and lists of official and non-official trade organizations
- Provide accurate and timely information to exporters and potential investors interested in trading within the region
- Initiate and sustain bilateral dialogue on trade and investment. Organise regional conferences and stay up to date with business activity in the region through regional networks
- Arrange high level foreign delegations, including advance trips and follow-up visits

Requirements:

- A degree in a related technical field (Marketing, Media, International Relations) from a reputed local/International institution
- At least, 7 years of strong ... trade, international trade and promotional experience
- Fluency in written and spoken English; other languages preferred
- Hands on regional experience and language abilities a plus

GENERAL MANAGER PROJECT DEVELOPMENT

Responsibilities:

- Assume overall ownership of the project development process, from opportunity identification through bid submission, keeping the board and other senior management apprised of major issues/concerns and proactively ensuring stakeholder's input and review
- Use creative problem solving methods and conceive innovative solutions to resolve complex problems
- Network closely with sector heads and project managers to ensure that corporate best practices are utilized to best advantage in meeting projects' goals and needs

Requirements:

- Bachelor's degree in public administration, project management or related fields; Masters or other advanced degrees preferred
- Demonstrated ability to manage, negotiate and coordinate with sector experts, private public investors and partners
- At least, 10 years of proven experience, with ability to develop and work within approved plans to meet time bound goals
- Fluency in English required

SECTORAL HEADS

Initially, the PBIT is seeking six individuals to head the following sectors:

1. Agriculture
2. Dairy and Livestock
3. Business & Industry
4. Infrastructure
5. Health
6. Education

Responsibilities:

- Consolidate knowledgebase specific to each sector and reinvigorate sector expertise
- Assume ownership and responsibility for sector specific initiatives/projects; coordinate program implementation, planning and strategic development plans relevant to specific sectors. Monitor and report progress and provide constant feedback to the General Manager Project Development
- Identify and closely work with sector relevant national and international partners, ministries and government departments

Requirements:

- Bachelor's degree (in a field relevant to a specific sector); Masters or other advanced degree preferred
- Ability to handle complex organizational arrangements
- Ability to independently research meaningful solutions to complex problem within each sector
- 5 – 7 years of proven experience with ability to develop and work within approved plans to meet time bound goals
- Fluency in English required

Responsibilities:

- Work in corporation with multiple departments regarding legal issues
- Review all contracts/agreements and maintain related records
- Analyze legal documents for accuracy, perform legal research as necessary
- Be involved in drafting various contracts, preparing synopsis of contractual requirements, end to end contract lifecycle management solutions
- Review and suggest changes to general policy and regulatory framework for conducting business in Punjab

Requirements:

- Legal degree from a reputed law school with a strong legal drafting expertise
- 10 years of experience
- Excellent English communication (written and spoken) skills

ASSISTANT GENERAL MANAGER ONE-WINDOW OPERATIONS

Responsibilities:

- To streamline business processes through one window operations
- Automate existing procedures and processes
- Match businesses to government resources and provide business to business referrals

Requirements:

- A degree in a related technical field (Business Administration, Public Administration, Public Relations) from reputed local/international institution
- A thorough understanding of doing business with the government and functioning of line departments within the government
- At least, 7 years of strong ... trade facilitation and promotional experience
- Capacity to take initiatives and get things done
- Fluency in written and spoken English

ASSISTANT GENERAL MANAGER DISPUTE RESOLUTION

Responsibilities:

- Problem-solving through networking with government departments
- Removing roadblocks and hurdles through private public engagement and arbitration
- Screening, scheduling and mediating cases referred for conflict resolution

Required Skills:

- A degree in a related technical field (Business Administration, Public Administration, Public Relations) from a reputed local/international institution
- A thorough understanding of doing business with the government and functioning of line departments within the government
- At least, 7 years, of strong ... trade facilitation and promotional experience
- Capacity to take initiatives and get things done
- Fluency in written and spoken English
- Knowledge and training in mediation a plus

THE CHIEF ACCOUNTANT

Responsibilities:

- Has full command on double entry system and prepares financial statements independently
- Process and approve appropriation documents and cash receipt documents
- Develop financial reports for various programs and projects as required
- Supervise the work of accounting, payroll, and associated accounting personnel
- Analyse, interpret, and implement fiscal procedures. Prepare and implement policies and procedures not otherwise stated
- Responsible for recruitment, selection and termination of secretarial and junior employees
- Establish expectations and provide employee performance feedback on an on-going and annual basis. Assist subordinates in establishing goals. Evaluate subordinates' goal achievement through conferences or informal meetings. Make decisions regarding subordinate's employment probationary/trial period
- Act as liaison with staff in the administrative department in the Government of Punjab, charged with the responsibility for the expenditure of government funds.

Required Skills:

- CA/ACMA, with at least 7 years of experience in accounting, fiscal and management operations
- Fluency in written and spoken English required

Applications are sought from private as well as government sector candidates who may send their resumes alongwith recent photograph and copies of credentials by February 1, 2009 to Vice Chairman PBIT, 9 Club Lane GOR 1, Lahore. Only short listed candidates will be contacted.

Government of Punjab



“Daily Jung” – January 18th, 2009:

Principals & Teachers Required (Female Only)

The Knowledge School: An ILM Project requires principals and teachers for its campuses at **Lahore** (Allama Iqbal Town, Marghazar), **Chishtian**, **Chakwal**, **Rahim Yar Khan**, **Pattoki**, **Okara**, **Sahiwal**, **Khanewal** and **Sadiqabad**.

- **Principals:** Minimum MA / MSc preferably with professional qualification and about 5 years experience in school Management.
- **Teachers:** (Pre-school & Primary) Minimum BA / BSc preferably with professional degree/diploma, considerable teaching experience and good spoken English.

Send one page CV, by January 26, 2009 to The Knowledge School Head Office, UMT Campus, C-II, Johar Town, Lahore. For information: (042) 5211071-73-75 Email: info@tk.s.edu.pk

Indicate the campus & position applied for on the top right of the CV and in the subject in case of e-mail.

Future Visions

Walk In Interview

Leading industrial bakery in UAE seeking dynamic professionals:

Bakery Technicians

Interested candidates come for Walk in interview on **25 & 26 Jan 2009** from **9.00 am to 6.00 pm** for the following positions:

- **Mechanical Fitter**
- **Electrical Fitter**
- **Mechanical / Electrical Foreman**

Must have 5 to 8 years experience of preventive maintenance of bakery machines and equipments. Those who have **bakery experience** will only be considered.

Candidate should be ready to work long & flexible hours, split shifts and fluent in English. Arabic will be an additional asset. Must bring all documents along with photograph and certificates copies for interview.

Pakistan Progressive Associates

57 Mozang Road, P. O. Box 1203, Lahore-54000.
Phone: 6302711 PE No. LHR/0332/4198/08

ppa

An Foreign Education Consultancy firm is looking for an experienced staff for its Lahore office.

Female Co-ordinator / Executive Assistant

Receptionist

At Least Graduate
Good Command on
English & Computer
Charming Personality
Experience on Front
Desk will be Preferred

FOREIGN EDUCATORS Consultants

OFFICE NO. 1, FLOOR NO. 4, ZOHRA HEIGHTS, MAIN MARKET, GULBERG-II, LAHORE-54800. PHONE: 042-578 7950 & 578 8203 info@educators.com

Job Opportunities

**SAMMI
DAEWOO
EXPRESS**

Sammi Daewoo Pakistan Express Bus Service is a recognized and dependable name for provision of international standard public travel facilities in Pakistan. Due to our ever increasing operations throughout the country, we are offering dynamic & efficient individuals to take up challenging but rewarding career opportunities in the following jobs:-

Manager Workshop (Male 40 Years)

Education: DAE/F.Sc & B.Tech Hons (Auto & Diesel)/B.E or B.Sc Mechanical. Proficiency in MS Office.

Experience: 10-12 years in relevant field.

Secretary to Chief Executive (Female)

Education: M.A English

Experience: 2-3 years relevant working experience in Multinational Companies in Pakistan, fluency in English/Attractive Personality, strong working command on latest MS Office, familiar with other languages, especially Korean would be preferable.

Junior Officer (Male/Female)

Education: Graduation B.A/B.Sc/B.com

Specialized in Workshop/Parts/Operations/Marketing/Services.

Experience: 2 years in relevant field.

Office Receptionist (Female)

Education: Graduate 2-3 years relevant working experience in Multinational Companies, fluency in English/Attractive Personality.

NOTE: No application will be accepted without telephone numbers and current photograph. Please clearly mention on the envelope the title of the vacancy applied for:-

DGM HR

Head Office, 231-A, Ferozpur Road, near Kalma Chowk, Lahore
UAN: 111-007-006 Cell: 0334 425 9006, E-mail: hr@sammi.com.pk

U.S based Hair Transplant surgery center invites, applications from bright, young and energetic individuals, interested to work in a challenging environment with promising growth prospects.

MANAGER SALES & Consultant

- Preferably MBA and Computer Literate
 - Fluent in Spoken English with Proven Sales track record
- Excellent package for suitable candidate.**

Candidates meeting above criteria may send their CV's with recent passport size photograph latest by **25th of Jan, 2009** to:



ILHT 92-B/1, M. M. Alam Road, Gulberg III, Lahore.
UAN 111 – 424- 737. Email: lahore@ilht.com

MAHARAJA

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Aitchison College

Teachers Required

Aitchison College, Lahore invites applications from qualified academics to teach curricular Cambridge O & A Level subjects, including Humanities, and for Career Counselling. Applicants are expected to help in promoting co-curricular activities and supervision of sports. Jobs are available on full-time, part-time or for occasional tutorials basis in the following schools:

Junior School	Grade I to Grade V
Preparatory School	Grade VI to Grade VIII
Senior School	Grade IX to Grade XII (O & A Levels)

Candidates with a Masters Degree (preferably in First Division), working knowledge of computers and fluency in written & spoken English may apply on Application Forms available from the College Office or from the College website: <http://www.aitchison.edu.pk/index.pl/jobs>.

Complete applications with testimonials and experience certificate should be mailed to the Principal Aitchison College, Lahore or email to: principal@aitchison.edu.pk latest by **31st January 2009**.



AITCHISON COLLEGE

Upper Mall, Lahore - 54000
Tel: 00-92-42-111 363 063 Fax: 00-92-42-6362989
Website: <http://www.aitchison.edu.pk>
E-mail: enquiry@aitchison.edu.pk

ضرورت شاف برائے ہاؤسنگ پروجیکٹ
ہمیں اپنے ہاؤسنگ پراجیکٹ کیلئے شاف پروجیکٹ انچارج (ریٹائرڈ چیف انجینئر XEN اور آرمی و ایئر فورس آفیسرز) سپروائزر BSC انجینئرز آفس ہوائے کنٹری گارڈ (سابقہ فوجی و باقی سرور کو ترجیح دی جائے گی) اور کپوز رائیڈ وہ انجینئرنگ کی ضرورت سے سات ایم کے انڈر ایچی CV مندرجہ ذیل پتہ پر بھیجیں یا بالمشاف رابطہ کریں۔
اقبال مسعود (سرکاری کریں) کو پتہ پر ہاؤسنگ سوسائٹی
99۔ رضابلاک علامہ اقبال ٹاؤن لاہور

TRANSLATION

STAFF REQUIRED FOR HOUSING PROJECT

Wanted Project Incharge for Housing Project, (retired chief engineers or XEN, or army/air force officers); B.S.C. Eng. for supervisors. Also required office-boys and guards/retired army or service-men will be preferred; and, composers in English + Urdu. Send your C.V. within 7 days or contact directly on the address given below.
Iqbal Masood, Green View Co-op. Housing Society Ltd. LAHORE

CAREER OPPORTUNITIES

Off & X Manager (1 Post)
MBA, Computer literate, Young Energetic, Team Player. Age between 30-40 years having minimum 8 years experience in commercial/ industrial setup. Excellent command in written/ spoken english with good administrative & coordination skills.

Sales Executive (3 Posts)
BBA/ MBA Marketing with 4-5 years experience. Age 25-35 years.

Account Assistant (2 Posts)
B Com, 3-4 years experience in a reputable company. Computer literate.

OWN CONVEYANCE FOR ALL POSTS IS MUST
Interested candidates are invited to send their C.V and passport size photograph, clearly mentioning the post applied latest by 31st Jan 2009 at:
adminhr@grpengineers.com or 116, Latif Centre, Ferozpur Road, Lahore

Senior Programmer

May require traveling to Dubai

A Global company requires the IT Professional for its operations

A graduate having good English Communication with 5-8 years of experience. You must be an expert in .net web based applications and Microsoft technologies. MCAD and other Certifications are important but is not a must. Experience in integration with SAP would be an added advantage. Please send the details of your portfolio with reference telephone numbers, your salary expectations, your CV with picture & a paragraph on yourself.

Send CV's to archeedesign@yahoo.com with the subject line "CV of Senior Programmer" and write the "paragraph about you" in your email. Incomplete applications would not be entertained. You would be informed about the interviews & tests, if you are short listed. Any email other than CV's would not get a reply.

“The News International” – January 25th, 2009 & February 1st, 2009

ESTABLISHED company requires Magazine Designer, Publisher Production Team handle magazine design, production and development project. Fluency in English is a must. Portfolio of work will be required. No printers please and strictly no time waster please. Only those with a first class work ethic should apply. Contact 0321-4825212. (CM-45628)

A person well aware of documentations and good control on English language F.O.B experience and shall be preferred MBA (Admin) Omer Aftab 0323-4000044. (CM-45631)

DAI, a global consulting firm headquartered in Washington, DC, USA seeks to fill multiple positions to support an anticipated U.S. Agency for International Development (USAID)-funded agricultural development project in Pakistan. This large program will encompass agriculture and agribusiness development, water resource management, and policy reform. Long- and short-term positions under the program will be based throughout Pakistan, and will be filled by experts in the following technical areas:

- **Agribusiness value chain**
- **Dairy production and marketing**
- **Research and extension**
- **Association development**
- **Horticulture**
- **Livestock**
- **Food security**
- **Irrigation and water resource management**
- **Microfinance/access to credit**
- **Agricultural policy reform**
- **Public-private partnerships**

Candidates with credentials in the technical areas mentioned above are strongly encouraged to apply.

DAI is also seeking candidates for administrative positions with strong experience in USAID grants management, USAID program administration, financial management, accounting and procurement. Fluency in English is required.

Interested and qualified candidates should send their resume in English by e-mail to: EBFRecruit@dai.com with “Pakistan Ag” in the subject line.

Position: Senior Manager, Hygiene Promotion

AED is a subcontractor to Abt Associates, Inc. on the Pakistan Safe Drinking Water and Hygiene Promotion Project (PSDW-HPP) aimed at improving the health and well-being of millions of Pakistanis without access to safe drinking water. For more information, please visit www.AED.org & www.safewaterpak.com

Position Summary: The Senior Manager, Hygiene Promotion will provide technical assistance to the project in the areas of behavior change communication, capacity building, community and school-based education, training, health communication, and monitoring and evaluation.

Responsibilities include, but are not limited to:

- Develop and improve upon tailored training curriculums and implementing trainings.
- Oversee the development of print and electronic media (video dramas, radio spots, print collateral).
- Provide BCC support and direction to strengthen BCC materials and NGO technical assistance and trainings.
- Provide technical support and lead to the process of documentation of best practices and develop case studies and project briefs.
- Manage the interactive theater component of the community program.
- Assist in the preparation of budgets, contracts, work plans, and deliverables.
- Other Job related to duties as assigned.

Skills:

- Advanced degree in a relevant field such as communications, public health, social marketing, social science is preferred.
- Ability to work independently, assesses priorities, and manage a variety of activities.
- Strong interpersonal, supervisory, and organizational skills.
- Excellent writing, editorial, and communication skills.
- Experience with and a high degree of competency using Windows-based computer programs.
- Must have a strong command of English and Urdu grammar and usage. Knowledge and proficiency in other local languages would be beneficial.

Experience: At least seven to ten years of experience in developing and implementing BCC strategies, formative research, and training programs. Experience developing and conducting behavior change trainings and using a competency based training approach. Knowledge and experience in hygiene and sanitation preferred. Experience of working in a USAID or donor-funded project preferred. Interested applicants send detailed CV on: program.manager.pk@gmail.com
Last date for applying: 8th Feb, 2009

Packages Limited

CAREER OPPORTUNITY!

Packages Limited was established in 1956 and has rapidly progressed to become the country's leading integrated packaging company. We produce paper and board and convert it into quality printed packaging products using the latest available technology in the carton, flexible and corrugated packaging lines. Our customers are the best known companies of the country to whom we are committed to providing quality products and service. We thrive on meeting the demands of a truly demanding market while setting the highest standard of professionalism and ethics.

People are our greatest resource and our growth and success is due to the committed effort of our human resources who grow with us like a family. You can be part of this exciting team as well.

Chartered Accountant (Lahore)

The candidate must be a

- Recently qualified Chartered Accountant from a Chartered Accountancy Firm of repute

We seek people who are good communicators in written and spoken English, have outstanding records of academic and non-academic activities, have the initiative, drive and creativity to rapidly progress & contribute to the objectives and culture of the company.

So if you are prepared to work in a challenging environment please apply on jobs@packages.com.pk by 7th February 2009.

HRD Manager,
Packages Limited,
Shahrah-e-Roomi,
P.O. Amer Sidhu, Lahore-54760
www.packages.com.pk



WE are looking for Hardware Engineers with experience in Installation/Maintenance of Servers (Windows/Exchange), Notebooks, Desktops, Printers, Scanners LAN/WAN/Wireless Hardware. Relevant Degree/Diploma good command over English essential. Walk-in and apply with current photograph CV by 7th February 2009. Digital Office System (Pvt) Ltd., 4th Floor Cricket House, 20-Shadman Colony, Lahore. (+ + 92-042-7582977, 7591927-8, E-mail: digitalservice@gmail.com (CM-46112)

APPENDIX VII – Chapter 9

Excerpts from Pakistani National English Language Curriculum (2002) [see section 9.2 above]:

SPECIFIC OBJECTIVES VI

After the completion of class VI, the child will be able to:

Listening and Speaking Skills:

- 1 Recognize consonants and vowel sounds.
- 2 Exchange greetings, courtesies and wishing good luck.
- 3 Listen to and follow simple instructions, ask questions and respond.
- 4 Listen to conversation for specific information.
- 5 Show apology and express regrets.
- 6 Respond verbally to requests and commands.
- 7 Express ability/inability to do some-thing.
- 8 Compare and contrast familiar objects, shapes, colours, size, etc.
- 9 To spell and count up to 2000.

Reading Skills

- 1 Read silently with comprehension.
- 2 Read to find exact direction/position on a map/picture.
- 3 Read a short text of 2-3 paragraphs and extract the main idea from a list of alternatives.
- 4 Anticipate the contents of a text from the topic/picture.
- 5 Read and extract relevant information to answer a question based on the text.
- 6 Read to understand a message in a letter.
- 7 Read to study logical progression of a story.
- 8 Recognize the use of punctuation marks and word order from simple question/answer.
- 9 Make use of basic dictionary skills (head words).
- 10 Read to identify opposite of simple textual vocabulary items.

Writing Skills

- 1 Fill a simple form/admission form, money order form, etc.
- 2 Write correct spelling of forms of verbs.
- 3 Take dictation at a relatively faster speed.
- 4 Write short letters to each other for seeking information, invitation, request, permission, etc.
- 5 Write instruction to operate or use or application.
- 6 Develop a story from a given outline.
- 7 Narrate past actions and events.
- 8 Punctuation marks: add exclamation mark, apostrophe 'S'.

(Adapted from Pakistani National English language Curriculum, 2002: 6 – 7)

SPECIFIC OBJECTIVES (VII)

After the completion of class VII, the child will be able to:

Listening and Speaking Skills:

- 1 Recognize sounds: long and short vowels/diphthongs, consonant clusters.
- 2 Respond to moods to show pleasure/displeasure to do something.
- 3 Show appreciation.
- 4 Listen to telephone calls and take a message.
- 5 Begin conversation with peer/class-fellow on daily routine, likes/dislikes.
- 6 Inquire about health and general welfare.
- 7 Give reasons for expressing ability/inability to do something.
- 8 Listen to short story and simple poetry for pleasure.

Reading Skills:

- 1 Scan a short paragraph for specific information.
- 2 Read a short story/paragraph on a familiar topic.
- 3 Read and understand simple descriptive/narrative and instructional texts.
- 4 Read to make a list of items from the texts.
- 5 Read and draw pictures.
- 6 Read pictures to identify two/three ideas.
- 7 Read to find exact direction/position on a simple map/picture.
- 8 Read to understand the sequence of information in a letter.
- 9 Form new words from the known words (suffixes, prefixes).
- 10 Read poetry for pleasure.
- 11 Develop reading speed through timed reading practice.
- 12 React to text by expressing personal opinions.

8

Writing Skills

- 1 Fill a form of some complete nature.
- 2 Write correct spelling of familiar words.
- 3 Take dictation of normal words.
- 4 Write a paragraph relating to a picture from 7-10 lines.
- 5 Write letter/application to teachers and the principal.
- 6 Re-write jumbled sentences into proper sequence.
- 7 Write a description of an object, person and place.
- 8 Punctuate capital letters, question mark, full stop, comma, indentation from paragraph

9

(Adapted from Pakistani National English language Curriculum, 2002: 8 – 9)

CONTENTS: THEMES/TOPICS

Class: VI

1. Introduction of oneself, family members, friends and relatives.
2. Introduction of school, mosque, community.
3. The Last Prophet Hazrat Muhammad (PBUH)-tolerance.
4. My Village/Town (socio-economic, culture aspects).
5. Muslim National Heroes with special traits i.e. humbleness, devotion, loyalty, honesty, selflessness, sacrifice, etc. Hazrat Sumayya/Hazrat Omer Bin Abdul Aziz. Miss Fatima Jinnah.
6. Describing people (the salient features of their character & personality).
7. Describing places (informative, interesting with special reference to their socio-cultural aspects)
8. Festivals/fairs (their purposes and impact on humanity).
9. Mass communication (information, interest, pleasure, motivation, impact, role in developing the mind & character)...Newspaper.
10. Health & Hygiene (importance, use, benefits)
11. National Day/Touch----- Pak. Flag-significance & impact.
12. Picture story
13. Events with special reference to Islamic History.
14. A Kind Deed (in form of a story)

SUGGESTED STRUCTURES – CLASS-WISE

Class VI

1. Imperatives a) using please, don't/never, always, (e.g. Class, stand up. Sit down, please)
(b) Using let with objective pronouns) e.g. Let's begin.
2. Questions: Auxiliary 'be' before the subject and short answers.
 - (a) Using how, why, where, etc.
e.g. How are you? Fine, thanks.
3. 'It' as a preparatory subject to talk about weather and time.
4. Present Indefinite Tense (negative, interrogative forms)
Adverbs of frequency and wh-questions.
What, Where, How, Who, Why, When, Howmany, Often, Always.
5. Shall/Will (interrogative, negative), Wh-questions using tomorrow, tonight, today.....
 - i. The phone is ringing. I will answer it (Action at the moment).
 - ii. Shall I tell her? (Decision seeking).
 - iii. Shall I carry your bag? (offer) Will you help me? (request)
6. Present/Past/Future/Progressive Tenses, using while, when, as
7. Conjunctions: As, because, therefore, but, and
8. (a) Possessions/relations (b) Illness (c) Meals, etc. e.g. to have a bath, rest, headache, hunch.
(d) Can/May/Must (Simple use)
9. Nouns: Singular and plural, using a/an/some, much, many, a lot of, a little (in simple use)
10. Use of articles 'the'
11. Adjectives (a) comparative, superlative, (b) As..... as, not so
12. Word order.
 - (a) verb+object: Place and time (in simple use).
 - I like children very much.
 - I go to school every day.
 - (b) Adverbs with the verbs (Simple adverb)
 - He walks slowly.
 - He speaks loudly.

Excerpts from Suggested Activities (VI – VIII)

Listening/Speaking

- Practise all vowels diphthongs and consonant clusters.
- Practise to articulate words clearly and pronounce them correctly.
- Listen to a story and get its gist.
- Practise in taking down the telephonic message.
- Pair/group work in giving information about self and others.
- Practise in initiating discussion with classmates on likes/dislikes ability/inability to do something and other feelings.
- Work in pairs/groups to narrate an event/incident, describe people, place and object.
- Recite, the poems with rhyme and rhythm

Reading

- Skimming and scanning.
- Practise reading with speed and understanding.
- Re-arranging the jumbled sentences in order.
- Work in pairs/groups to read and describe through drawing.
- Practise silent reading to scan and skim the text.
- Practise to find out topic sentence and its supporting details.
- Work in groups to read and match pictures with correct words.
- Practise the skill of inferring the meaning of familiar words from the text.
- Work in pairs/groups to read and make true/false statements.

Writing

- Practise dictation from the text.
- In pairs/groups practise writing about a given picture.
- Construct a paragraph with the help of given information on self, friend, members of the family, etc.
- Complete a story by providing a list of words to choose from (Guided Writing).
- In pairs/groups arrange the sentences in order to write a poem or story.
- Practise in pairs/groups the skill of writing personal messages/notes/invitations.
- Practise, learning to spell words correctly.
- Providing practice to write formal/personal letters and applications.
- Fill in the blanks.
- Line drawing.
- Matching questions and answers.
- Arrange the jumbled words to form a correct sentence e.g.
School/He/to/goes
(He goes to school)/

(Adapted from Pakistani National English language Curriculum, 2002: 20 - 23)

GENERAL METHODOLOGY

In teaching language our major goal is communicative competence. The following are suggestions which can be applied to any teaching learning situation.

1. Know the student's interest, learning style and their inspiration.
2. Provide wide range of concepts and notions to think and talk about to broaden the experience of the learners.
3. Enrich their vocabulary by providing them with varied experiences including dialogues and other materials, the formulas of the language, the hesitation words, the exclamations and the appropriate unarticulated sounds that will give their speech and writing a more authentic ring.
4. Present linguistic forms and cultural insights in appropriate situations which will not only make the meaning clear but will also show how they can be used in other similar situations.
5. Introduce previously taught linguistic or cultural material with new material. This helps the student to restructure and integrate linguistic forms and concepts which can be related in communication.
6. Present material to all learners in class but then engage them in groups, pair and individual activities according to their interests and abilities. Not all students will be ready at the same time to write creative dialogues, e.g., or to engage in spontaneous role play.
7. Move from tightly controlled mechanical exercise (useful for habit formation) to more creative activities in which students can make their choices.
8. Use realistic examples that are relevant to the pupils in every day life and communication needs.
9. Withhold criticism when students are expressing themselves creatively unless there is a complete break down in understanding.
10. Encourage students to discuss their culture and their values in the English language.

Excerpts from Pakistani National English Language Curriculum (2006) [see section 9.3 above]:

Table: VII-1

Competencies	Standards	Benchmarks
Reading and Thinking Skills	<p>S1. All students will search for, discover and understand a variety of text types through tasks which require multiple reading and thinking strategies for comprehension, fluency and enjoyment.</p> <p>S2. All students will read and analyze literary text to seek information, ideas, enjoyment, and to relate their own experiences to those of common humanity as depicted in literature.</p>	<p>BM1 BM2 BM3 BM4</p> <p>BM1</p>
Writing Skills	<p>S1. All students will produce with developing fluency and accuracy, academic, transactional and creative writing, which is focused, purposeful and shows an insight into the writing process.</p>	<p>BM1 BM2 BM3 BM4</p>
Oral Communication Skills	<p>S1. All students will use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both informal and formal settings.</p>	<p>BM1 BM2</p>
Formal and Lexical Aspects of Language	<p>S1. Pronunciation: All students will understand and articulate widely acceptable pronunciation, stress and intonation patterns of the English language for improved communication.</p> <p>S2. Vocabulary: All students will enhance vocabulary for effective communication.</p> <p>S2. Grammar and structure: All students will understand grammatical functions and use the principles of grammar, punctuation, and syntax for developing accuracy in their spoken and written</p>	<p>BM1</p> <p>BM1</p> <p>BM1 BM2 BM3</p>
Appropriate Ethical and Social Development	<p>S1. All students will develop ethical and social attributes and values relevant in a multicultural, civilized society.</p>	<p>BM1 BM2 BM3</p>

(Adapted from Pakistani National English Language Curriculum, 2006: 10 and 19)

Competencies, Standards and Benchmarks presented in the Pakistani National English Language Curriculum (2006)

STUDENT LEARNING OUTCOMES

GRADES VI, VII AND VIII

Competency 1: Reading and Thinking Skills

Standard 1: All students will search for, discover and understand a variety of text types through tasks which require multiple reading and thinking strategies for comprehension, fluency and enjoyment.

Benchmark I: Analyze patterns of text organization, and function of various devices used in a paragraph.

Student Learning Outcomes		
Grade VI	Grade VII	Grade VIII
<p><input type="checkbox"/> Read and analyze a paragraph as a larger meaningful unit of expression to</p> <ul style="list-style-type: none"> • identify that the main idea in a paragraph is carried in a sentence, 	<p><input type="checkbox"/> Analyze a paragraph to</p> <ul style="list-style-type: none"> • identify a topic sentence. • identify sentences carrying supporting details. 	<p><input type="checkbox"/> Analyze a paragraph to</p> <ul style="list-style-type: none"> • identify a topic sentence. • identify sentences carrying supporting details.

<p>called a topic sentence.</p> <ul style="list-style-type: none"> • recognize that other sentences in the paragraph support the topic sentence. <p><input type="checkbox"/> Analyze a text to</p> <ul style="list-style-type: none"> • recognize each paragraph as a separate meaningful unit of expression with its own topic sentence and supporting details. 	<p><input type="checkbox"/> Recognize that text comprises a group of paragraphs that develop a single theme or idea.</p> <p><input type="checkbox"/> Analyze a larger text to</p> <ul style="list-style-type: none"> • recognize each paragraph as a separate meaningful unit of expression with its own topic sentence and supporting details 	<p><input type="checkbox"/> Recognize that text comprises a group of paragraphs that develop a single theme or idea.</p>
<p><input type="checkbox"/> Analyze features of an effective topic sentence such as</p> <ul style="list-style-type: none"> • specific words • vivid verbs • modifiers <p><input type="checkbox"/> Analyze paragraphs to identify sentences that support the main idea through</p> <ul style="list-style-type: none"> • definition • example • evidence 	<p><input type="checkbox"/> Analyze features of an effective topic sentence such as</p> <ul style="list-style-type: none"> • specific words • vivid verbs • modifiers <p><input type="checkbox"/> Analyze paragraphs to identify sentences that support the main idea through</p> <ul style="list-style-type: none"> • definition • example • illustration • evidence • cause and effect 	<p><input type="checkbox"/> Analyze features of an effective topic sentence such as</p> <ul style="list-style-type: none"> • specific words • vivid verbs • modifiers <p><input type="checkbox"/> Analyze paragraphs to identify sentences that support the main idea through</p> <ul style="list-style-type: none"> • definition • example • illustration • evidence • cause and effect • comparison and contrast

(Adapted from Pakistani National English language Curriculum, 2006: 64 – 5)

Competency 3: Oral Communication Skills

Standard 1: All students will use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both informal and formal settings.

Benchmark I: Use selected **linguistic exponents** to communicate appropriately for various **functions and co-functions** of opinions, feelings, emotions, instructions in immediate social environment.

Student Learning Outcomes		
Grade VI	Grade VII	Grade VIII
<p>➤ Use various functions to</p> <ul style="list-style-type: none"> • ask and answer simple questions of personal relevance. • engage in conversation. • express reasons for likes and dislikes. • seek and respond to permission. • request and respond to requests. • show willingness and unwillingness to do something. • give and follow directions /instructions. • express ability/ inability to do something. • express personal needs. 	<p>➤ Use various functions to</p> <ul style="list-style-type: none"> • ask and answer questions of personal interest and general every day aspects. • express surprise. • express pleasure and displeasure. • express anger and impatience. • express disappointment. • give reasons for expressing ability/inability to do something. • express personal needs. 	<p>➤ Use various functions to</p> <ul style="list-style-type: none"> • ask and respond to questions of personal interest and general every day aspects. • ask and express opinions, emotions, wishes needs and requirements by giving reasons. • express dissatisfaction, disapproval, and disagreement politely. • agree/ disagree partially • make plans. • express personal needs.

(Adapted from Pakistani National English language Curriculum, 2006: 81)

Competency 4: Formal and Lexical Aspects of Language

Standard 3, Grammar and Structure: All students will understand grammatical functions and use the principles of grammar, punctuation, and syntax for developing accuracy in their spoken and written communication.

Benchmark I: Recognize **grammatical functions** of parts of speech, selected concepts of tense, aspect, limited **transitional devices** and **modal verbs**, and use them in their speech and writing.

Student Learning Outcomes		
Grade VI	Grade VII	Grade VIII
<p>NOUNS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate use of common and proper nouns. Differentiate between collective, countable and uncountable nouns. <input type="checkbox"/> Change the number of regular and irregular nouns, and nouns with no change in number. <input type="checkbox"/> Recognize and demonstrate use of nouns that are written in plural form but are in fact singular e.g. <i>scissors</i>. <input type="checkbox"/> Recognize and demonstrate use of words that have only plural form. <input type="checkbox"/> Change the gender of nouns. <input type="checkbox"/> Differentiate between, and demonstrate use of possessive forms of animate and inanimate nouns. 	<p>NOUNS, NOUN PHRASES AND CLAUSES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate use of common and proper, collective, countable and uncountable nouns. <input type="checkbox"/> Apply the rules of change of number of nouns learnt earlier. <input type="checkbox"/> Change the number of compound nouns. Differentiate between plurals and possessive forms of compound nouns. <input type="checkbox"/> Change the number of some foreign words e.g. <i>basis-bases</i>. <input type="checkbox"/> Change the gender of nouns. <input type="checkbox"/> Recognize, differentiate and demonstrate use of possessive forms of more animate and inanimate nouns. 	<p>NOUNS, NOUN PHRASES AND CLAUSES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate use of more common and proper, collective, countable and uncountable nouns. <input type="checkbox"/> Differentiate between, and demonstrate use of material and abstract nouns. <input type="checkbox"/> Apply the rules of change of number of nouns learnt earlier. <input type="checkbox"/> Recognize and demonstrate use of certain nouns whose plural form has two meanings in some cases e.g. <i>arm-arms; (limbs), weapons</i>. <input type="checkbox"/> Some nouns change their meaning in the plural form e.g. <i>air- atmosphere, airs-pride</i>. <input type="checkbox"/> Change the gender of nouns. <input type="checkbox"/> Recognize, differentiate and demonstrate use of possessive forms of more animate and inanimate nouns.
<p>TENSES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognize the form and various functions; and illustrate use of Simple Present, Present Continuous, Simple Past, Past Continuous and Future Simple tenses. 	<p>TENSES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Illustrate use of tenses learnt earlier. <input type="checkbox"/> Recognize the form and various functions; and illustrate use of Present Perfect Tense. 	<p>TENSES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Illustrate use of tenses learnt earlier. <input type="checkbox"/> Recognize the form and various functions; and illustrate use of Past Perfect Tense.
<p>ADJECTIVES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Classify adjectives of quantity, quality, size, shape, colour, and origin. <input type="checkbox"/> Change and use degrees of regular and irregular adjectives. <input type="checkbox"/> Recognize and use absolute adjectives. 	<p>ADJECTIVES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Classify adjectives into different types. Change and use degrees of adjectives with reference to <i>than</i> and <i>the</i>. <input type="checkbox"/> Recognize and use absolute adjectives. <input type="checkbox"/> Locate the varying position of adjectives in sentences. <input type="checkbox"/> Form adjectives from nouns. 	<p>ADJECTIVES AND ADJECTIVE PHRASES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Classify adjectives into different types. Change and use degrees of adjectives with reference to <i>than</i> and <i>the</i>. <input type="checkbox"/> Recognize and use absolute adjectives. <input type="checkbox"/> Locate the varying

		position of adjectives in sentences. <input type="checkbox"/> Form adjectives from nouns and verbs. <input type="checkbox"/> Identify and use adjective phrases.
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(Adapted from Pakistani National English language Curriculum, 2006: 64 – 5)

British National English Language Curriculum – Key Stage 3 (2007) [see section 9.5 above]:

IMPORTANCE OF ENGLISH

English is vital for communicating with others in school and in the wider world, and is fundamental to learning in all curriculum subjects. In studying English, pupils develop skills in speaking, listening, reading and writing that they will need to participate in society and employment. Pupils learn to express themselves creatively and imaginatively and to communicate with others confidently and effectively.

Literature in English is rich and influential. It reflects the experiences of people from many countries and times and contributes to our sense of cultural identity. Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts, gaining access to the pleasure and world of knowledge that reading offers. Looking at the patterns, structures, origins and conventions of English helps pupils understand how language works. Using this understanding, pupils can choose and adapt what they say and write in different situations, as well as appreciate and interpret the choices made by other writers and speakers.

1. KEY CONCEPTS

There are a number of key concepts that underpin the study of English. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding. These essential concepts promote pupils' progress in speaking and listening, reading and writing.

1.1 Competence

- a. Being clear, coherent and accurate in spoken and written communication.
- b. Reading and understanding a range of texts, and responding appropriately.
- c. Demonstrating a secure understanding of the conventions of written language, including grammar, spelling and punctuation.
- d. Being adaptable in a widening range of familiar and unfamiliar contexts within the classroom and beyond.
- e. Making informed choices about effective ways to communicate formally and informally.

1.2 Creativity

- a. Making fresh connections between ideas, experiences, texts and words, drawing on a rich experience of language and literature.
- b. Using inventive approaches to making meaning, taking risks, playing with language and using it to create new effects.
- c. Using imagination to convey themes, ideas and arguments, solve problems, and create settings, moods and characters.
- d. Using creative approaches to answering questions, solving problems and developing ideas.

1.3 Cultural understanding

- a. Gaining a sense of the English literary heritage and engaging with important texts in it.
- b. Exploring how ideas, experiences and values are portrayed differently in texts from a range of cultures and traditions.
- c. Understanding how English varies locally and globally, and how these variations relate to identity and cultural diversity.

1.4 Critical understanding

- a. Engaging with ideas and texts, understanding and responding to the main issues.
- b. Assessing the validity and significance of information and ideas from different sources.
- c. Exploring others' ideas and developing their own.
- d. Analysing and evaluating spoken and written language to appreciate how meaning is shaped.

2. KEY PROCESSES

These are the essential skills and processes in English that pupils need to learn to make progress.

2.1 Speaking and listening

Pupils should be able to:

- a. present information and points of view clearly and appropriately in different contexts, adapting talk for a range of purposes and audiences, including the more formal
- b. use a range of ways to structure and organise their speech to support their purposes and guide the listener
- c. vary vocabulary, structures and grammar to convey meaning, including speaking standard English fluently
- d. engage an audience, using a range of techniques to explore, enrich and explain their ideas
- e. listen and respond constructively to others, taking different views into account and modifying their own views in the light of what others say
- f. understand explicit and implicit meanings
- g. make different kinds of relevant contributions in groups, responding appropriately to others, proposing ideas and asking questions
- h. take different roles in organising, planning and sustaining talk in groups
- i. sift, summarise and use the most important points
- j. use different dramatic approaches to explore ideas, texts and issues
- k. use different dramatic techniques to convey action, character, atmosphere and tension
- l. explore the ways that words, actions, sound and staging combine to create dramatic moments.

2.2 Reading

Reading for meaning

Pupils should be able to:

- a. extract and interpret information, events, main points and ideas from texts
- b. infer and deduce meanings, recognising the writers' intentions
- c. understand how meaning is constructed within sentences and across texts as a whole
- d. select and compare information from different texts
- e. assess the usefulness of texts, sift the relevant from the irrelevant and distinguish between fact and opinion
- f. recognise and discuss different interpretations of texts, justifying their own views on what they read and see, and supporting them with evidence
- g. understand how audiences and readers choose and respond to texts
- h. understand how the nature and purpose of texts influences the selection of content and its meanings
- i. understand how meaning is created through the combination of words, images and sounds in multimodal texts.

The author's craft

Pupils should be able to understand and comment on:

- j. how texts are crafted to shape meaning and produce particular effects
- k. how writers structure and organise different texts, including non-linear and multimodal
- l. how writers' uses of language and rhetorical, grammatical and literary features influence the reader
- m. how writers present ideas and issues to have an impact on the reader
- n. how form, layout and presentation contribute to effect
- o. how themes are explored in different texts
- p. how texts relate to the social, historical and cultural context in which they were written.

2.3 Writing

Composition

Pupils should be able to:

- a. write clearly and coherently, including an appropriate level of detail
- b. write imaginatively, creatively and thoughtfully, producing texts that interest and engage the reader
- c. generate and harness new ideas and develop them in their writing
- d. adapt style and language appropriately for a range of forms, purposes and readers
- e. maintain consistent points of view in fiction and non-fiction writing
- f. use imaginative vocabulary and varied linguistic and literary techniques to achieve particular effects
- g. structure their writing to support the purpose of the task and guide the reader
- h. use clearly demarcated paragraphs to organise meaning
- i. use complex sentences to extend, link and develop ideas
- j. vary sentence structure for interest, effect and subtleties of meaning
- k. consider what the reader needs to know and include relevant details
- l. use formal and impersonal language and concise expression
- m. develop logical arguments and cite evidence
- n. use persuasive techniques and rhetorical devices
- o. form their own view, taking into account a range of evidence and opinions
- p. present material clearly, using appropriate layout, illustrations and organisation
- q. use planning, drafting, editing, proofreading and self-evaluation to shape and craft their writing for maximum effect
- r. summarise and take notes
- s. write legibly, with fluency and, when required, speed.

Technical accuracy

Pupils should be able to:

- t. use the conventions of standard English effectively
- u. use grammar accurately in a variety of sentence types, including subject–verb agreement and correct and consistent use of tense
- v. signal sentence structure by the effective use of the full range of punctuation marks to clarify meaning
- w. spell correctly, increasing their knowledge of regular patterns of spelling, word families, roots of words and derivations, including prefixes, suffixes and inflections.

3. RANGE AND CONTENT

This section outlines the breadth of the subject on which teachers should draw when teaching the key concepts and key processes.

The study of English should enable pupils to apply their knowledge, skills and understanding to relevant real-world situations.

3.1 Speaking and listening

The range of speaking and listening activities should include:

- a. prepared, formal presentations and debates
- b. informal group or pair discussions
- c. individual and group improvisation and performance
- d. devising, scripting and performing plays.

The range of purposes for speaking and listening should include:

- e. describing, instructing, narrating, explaining, justifying, persuading, entertaining, hypothesising; and exploring, shaping and expressing ideas, feelings and opinions.

3.2 Reading

The texts chosen should be:

- a. of high quality, among the best of their type, that will encourage pupils to appreciate their characteristics and how, in some cases, they have influenced culture and thinking
- b. interesting and engaging, allowing pupils to explore their present situation or move beyond it to experience different times, cultures, viewpoints and situations

- c. challenging, using language imaginatively to create new meanings and effects, and encouraging pupils to try such writing for themselves.

The range of literature studied should include:

- d. stories, poetry and drama drawn from different historical times, including contemporary writers
- e. texts that enable pupils to understand the appeal and importance over time of texts from the English literary heritage. This should include works selected from the following pre-twentieth-century writers: Jane Austen, Elizabeth Barrett Browning, William Blake, Charlotte Brontë, Robert Burns, Geoffrey Chaucer, Kate Chopin, John Clare, Samuel Taylor Coleridge, Charles Dickens, Arthur Conan Doyle, George Eliot, Thomas Gray, Thomas Hardy, John Keats, John Masefield, Christina Rossetti, William Shakespeare (sonnets), Mary Shelley, Robert Louis Stevenson, Jonathan Swift, Alfred Lord Tennyson, HG Wells, Oscar Wilde, Dorothy Wordsworth and William Wordsworth
- f. texts that enable pupils to appreciate the qualities and distinctiveness of texts from different cultures and traditions
- g. at least one play by Shakespeare.

The range of non-fiction and non-literary texts studied should include:

- h. forms such as journalism, travel writing, essays, reportage, literary non-fiction and multimodal texts including film
- i. purposes such as to instruct, inform, explain, describe, analyse, review, discuss and persuade.

3.3 Writing

In their writing pupils should:

- a. develop ideas, themes, imagery, settings and/or characters when writing to imagine, explore and entertain
- b. analyse and evaluate subject matter, supporting views and opinions with evidence
- c. present ideas and views logically and persuasively
- d. explain or describe information and ideas relevantly and clearly.

The forms for such writing should be drawn from different kinds of:

- e. stories, poems, play scripts, autobiographies, screenplays, diaries, minutes, accounts, information leaflets, plans, summaries, brochures, advertisements, editorials, articles and letters conveying opinions, campaign literature, polemics, reviews, commentaries, articles, essays and reports.

3.4 Language structure and variation

The study of English should include, across speaking and listening, reading and writing:

- a. the principles of sentence grammar and whole-text cohesion, and the use of this knowledge in pupils' writing
- b. variations in written standard English and how it differs from standard and non-standard spoken language
- c. the significance of standard English as the main language of public communication nationally and globally
- d. influences on spoken and written language, including the impact of technology.

4. CURRICULUM OPPORTUNITIES

During the key stage pupils should be offered the following opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject.

4.1 Speaking and listening

The curriculum should provide opportunities for pupils to:

- a. experiment with a range of approaches, produce different outcomes and play with language
- b. engage in specific activities that develop speaking and listening skills
- c. use speaking and listening to develop their reading and writing
- d. evaluate and respond constructively to their own and others' performances
- e. make extended contributions, individually and in groups
- f. develop speaking and listening skills through work that makes cross-curricular links with other subjects
- g. watch live performances in the theatre wherever possible to appreciate how action, character, atmosphere, tension and themes are conveyed

- h. participate actively in drama workshops and discuss with actors, playwrights, directors and other drama professionals the impact and meaning of different ways of performing and staging drama, wherever possible
- i. speak and listen in contexts beyond the classroom.

4.2 Reading

The curriculum should provide opportunities for pupils to:

- a. develop independence in reading
- b. engage with whole texts for sustained periods
- c. develop reading skills through work that makes cross-curricular links with other subjects
- d. meet and talk with other readers and writers wherever possible
- e. become involved in events and activities that inspire reading
- f. discuss reading interests and preferences, and sustain individual reading for pleasure.

4.3 Writing

The curriculum should provide opportunities for pupils to:

- a. develop independence in writing
- b. produce extended writing to develop their ideas in depth and detail
- c. play with language and explore different ways of discovering and shaping their own meanings
- d. move beyond their current situation and take on different roles and viewpoints
- e. evaluate and respond constructively to their own and others' writing
- f. draw on their reading and knowledge of linguistic and literary forms when composing their writing
- g. develop writing skills through work that makes cross-curricular links with other subjects
- h. work in sustained and practical ways with writers where possible to learn about the art, craft and discipline of writing
- i. write for contexts and purposes beyond the classroom.

(Adapted from British National Curriculum, 2007 – implemented 2008: webpage)

APPENDIX VIII – Chapter 11

Final Version of the Teacher's Questionnaire [see section 11.2.1 above]:

Teachers' Questionnaire

The present research is purely academic. The names of all the subjects (administrators, teachers and students) and the relevant organizations (schools) will remain confidential (will not be disclosed).

Section I

1. When will your students need to use English? [Tick one or more]
 - (a) Passing O' Level/Matriculation examination.
 - (b) Undertaking higher education in Pakistan
 - (c) Reading technical books/articles
 - (d) Using the internet/mobile phones
 - (e) Completing forms (e.g. job application, visa etc.)
 - (f) Writing CVs
 - (g) Appearing in job interviews
 - (h) Working in Pakistan
 - (i) Writing official letters
 - (j) Studying abroad
 - (k) Visiting abroad
 - (l) Working abroad
 - (m) Living abroad

2. What should be the prime objective of learning a language? [**Tick only one**]
 - (a) Having sufficient knowledge about grammar.
 - (b) Having the ability to speak/write accurately.
 - (c) Being able to use the language effectively.
 - (d) Becoming confident users of the language.

3. Which of the following techniques do you find the most useful in teaching English to your students? [Tick one or more]
 - (a) Explaining rules of the language
 - (b) Using mechanical drills
 - (c) Using exercises like 'fill in the blanks', sentence completion etc.
 - (d) Using group discussions
 - (e) Using communicative tasks like information-gap activities, role-play etc.
 - (f) Any other [mention the technique(s)]

Section II

4. Name the English Language textbook(s) that you are using.

5. How do you regard your English language textbook? [**Tick only one**]

- (a) Indispensable
- (b) Beneficial
- (c) Supporting
- (d) Restricting
- (e) Ineffectual

6. Give a reason for your answer to question 5 above.

7. How far is the textbook useful in imparting the necessary skills in your students?
[Mark on the following scale, where 1 stands for least useful and 6 for most useful.]



8. Which exercise/activity of the textbook is the most useful in helping your students learn English?

9. How far do your students find the textbook motivating? [Mark on the following scale, where 1 stands for least motivating and 6 for most motivating.]



10. What is missing from your English language textbook?

11. What do you like to change about your English language textbook?

Section III

12. Are you involved in selecting the English textbook for your class? [**Tick only one**]

Yes

No

13. Suggest any criteria for choosing a textbook?

14. What should be the focus of an English language textbook? [**Tick only one**]

- (a) The students' native (Pakistani) culture
- (b) Culture of the English language speaking countries (like USA, UK, Australia etc.)
- (c) Both culture of Pakistan and that of the English speaking countries
- (d) Cultures of different countries

Final Version of the Students' Questionnaire [see section 11.2.2 above]:

Students' Questionnaire

Instructions: Answer the following questions. There are three kinds of questions. The questions may require you to answer on the provided spaces, tick the suitable answer, or mark on the given scale. Here are some examples which show how the different questions are to be answered.

Which language(s) do you use at home?

Sindhi _____

Which of the following skill(s) do you prefer to use? [Tick one or more]

(a) Read in English (b) Speak in English (c) Write in English

How far do you find your English textbook interesting? [Mark on the following scale, where **1** means **not at all** and **6 a lot.**]



PART I

1. Which language(s) do you use at home?

2. Do you use English outside your class? [**Tick only one**]

Most of the time Sometimes On few occasions Never

3. Which of the following do you do in your free time? [Tick one or more]

- | | |
|-----------------------------|--|
| (a) Reading English books | (b) Reading English magazines/newspapers |
| (c) Watching English movies | (d) Watching English programmes |
| (e) Using internet | (f) None of these |

4. Will you need to use English in your future life? [**Tick only one**]

Yes

No

5. If yes, state when or why?

PART II

6. Do you like to learn English? [**Tick only one**]

Yes

No

7. Do you want to use English outside your class? [**Tick only one**]

Yes

No

8. Which of the following skill(s) do you prefer to use? [Tick one or more]

(a) Read in English

(b) Speak in English

(c) Write in English

PART III

9. List any of your hobbies (1 – 2).

10. What kinds of books do you like to read?

11. What kinds of movies/ TV programmes do you like to watch?

PART IV

12. Name your English language textbook(s): _____

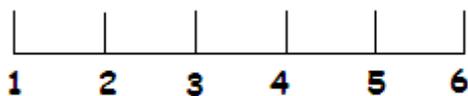
13. Is your English language textbook interesting? [Mark on the following scale, where **1** means **not at all** and **6 a lot.**]



14. Which unit/chapter of the English language textbook is the most interesting?

15. Why is that unit/chapter interesting?

16. Does your English language textbook help you learn English? (Mark on the following scale, where **1** means **not at all** and **6 a lot.**)



17. What do you like about your English language textbook?

Administrator's Questionnaire [see section 11.5.2 above]:

For The Administrator

The present research is purely academic. The names of all the subjects (administrators, teachers and students) and the relevant organizations (schools) will remain confidential (will not be disclosed).

The given questionnaires are to be administered to the **Class VI students** (any twenty students) and the **Class VI English Language teacher.**

Kindly answer the following questions briefly (These questions require general information about your school):-

What is the name of your school?

Give a brief introduction of your school, [boys/girls/co-educational; private/government; Matriculation/O' Level; what is the medium of instruction?]

What is the social background of the students?

Who selects the English Language textbooks?

How are these textbooks selected?

What are the criteria of selecting the English Language Textbooks?

Give a brief outline of the Class VI English Language Syllabus.

What is/are title(s) of the Class VI English Language Textbooks(s)?

APPENDIX IX – Chapter 13

Excerpts from the Evaluated Textbooks [see sections 13.2 – 13.8 above]:

Some of the following excerpts [like Part B – (a), (b), and (c)] have been modified so that only the relevant tasks can be viewed. Moreover, in a few cases [Part G – (j), (k), and (m)] certain words in the instructions have been highlighted (by underlining).

Part A (*English* – 6) (Adapted from Akhtar-ud-din, Siddiqui and Hassan, 2003: 27 – 9, 34 and 41):

(a)

Mela Chiraghan



The fair for which Lahore is well known is Mela Chiraghan or the fair of lights. It is held near the Shalimar Gardens. It begins on the last Saturday of March and continues upto Sunday every year. On the last day of the fair, after the sunset, "Chiraghs" are lighted at the shrine of Shah Hussain. This tomb is in Baghbanpura at a distance of half a kilometer from the Shalimar Gardens. The 'Chiraghs' are lighted in

(b)

the 'mazaar' but the fair is held outside.

During the fair, the visitors walk through the narrow streets to reach the shrine of the saint. The green dome can be seen from a distance. Its sight fills the devotees with great respect. The devotees tap their feet to express their delight and joy in the traditional dance called 'Bhangra'. All the area around seems to be in a happy mood.

The shrine of Shah Hussain, particularly the 'mazaar' is crowded by 'Malangs' (devotees). They come here from far and near. The devotees go inside the 'mazaar' to offer 'fateha'. They place a 'chaadar' of flowers on it. They also put some money as 'nazraana' in the sealed boxes, placed nearby.

In the courtyard of the 'mazaar' there is a big 'Much' (fire) which is always kept burning. Some devotees throw candles into the fire. It indicates the fulfilment of their 'Mannat' (wish).

1. Answer the following questions:

- i. For which Mela is the city of Lahore famous?
- ii. In whose memory is the Mela Chiraghan celebrated?
- iii. Where is the tomb of Shah Hussain situated?
- iv. How do the devotees express their delight?
- v. By whom is the mazaar of Shah Hussain crowded?
- vi. What do the devotees throw in the 'Much' (fire)?
- vii. What does throwing of candles into the 'Much' indicate?

2. This is a passage from the lesson. Read the lesson and fill in the blanks.

During the fair the _____ walk through the _____ streets to reach the _____ of the _____. The green _____ can be seen from a distance. Its sight fills the _____ with great respect. The devotees tap their feet to _____ their delight and _____ in the traditional dance called _____.

3. Use the following words in sentences of your own.

fair, devotees, mazaar, passion, traditional, dome, delight

(c)

4. The simple present tense.

The simple present form of the verb tells you when the action takes place regularly.

Examples:

- (i) We wash our hands before meals. (wash, washes)
- (ii) Jamal sometimes lends me his bike. (lend, lends)

Fill in the blanks with the simple present form of the verb.

- i. She _____ to meet her friend. (go, goes)
- ii. My mother _____ delicious dishes for us. (cook, cooks)
- iii. I _____ to play football. (like, likes)
- iv. They _____ in the same school. (is, are)
- v. Children _____ a noise when the teacher is away. (make, makes)
- vi. Parents _____ their children. (love, loves)
- vii. The sun _____ in the east. (rise, rises)
- viii. Stars _____ in the sky. (shine, shines)
- ix. We _____ our teeth daily. (brush, brushes)
- x. My brother _____ cricket. (enjoy, enjoys)

(d)

Something to do:

All boys and girls play with toys when they are very small. Their toys are the same. But when they grow bigger they play with different things.

For girls:

Describe the doll you play with. Write down all about the colour of its eyes, hair, and the dress.

- i. Who makes dress for your doll?
- ii. Have you given your doll a name? What do you call it?
- iii. Have you got a bed, dressing table or a chair for it?
- iv. Draw a picture of your doll and colour it.

For boys:

- i. Do you help your sister when she is making things for her doll?
- ii. Have you made a table or a chair for her doll?
- iii. Do you also play with your sister and her doll when there are no friends?
- iv. Do you play any game?
- v. Write something about the game you like to play.

(e)

3. Look at the picture and answer the questions given below:



- i. How many children are sitting at the table?
- ii. How many boys are there in the picture?
- iii. What has the girl got in her hand?
- iv. What is the boy in white shirt eating?
(an ice cream, a banana, an orange, or a chicken leg piece)
- v. Where is the glass of milk? What has happened to milk in the glass?
- vi. How many teacups are there?
- vii. What else is on the table?
- viii. Can you tell is it lunch time, tea time, study time or play time?
- ix. Do you think that the children have got table manners?
- x. Write some table manners for these children.

Part B (Every Day English – 6) (Adapted from Nasir, nyg: 7, 23 – 4, 28, 53 and 70):

(a)

UNIT 2	DESCRIBING MYSELF
LESSON 2	TELLING NAMES AND ADDRESSES
2.2.2 ORAL	Teacher calls two students. One plays the role of Naseem and the other plays the role of Ashraf. They read out their parts.
LISTEN, READ AND SAY	DIALOGUE
	<p>NASEEM : <i>Assalam-o-Alaikum</i>. Are you Ashraf ? ASHRAF : <i>Walaikum-us-Salam</i>. I'm Ashraf Tahir Baig. My surname is Baig and Tahir is my father's name. NASEEM : I'm pleased to meet you. ASHRAF : I'm pleased to meet you too. NASEEM : Where do you live ? Tell me your address, please. ASHRAF : My address is House No. 15, Street 30, Muslim Town, Karachi. And yours ? NASEEM : It is House No. 10, street No. 5, Nazimabad, Karachi. ASHRAF : Nice talking to you. NASEEM : Same here.</p>
2.2.3 ACTIVITY	Fill in the blanks and practise the conversation with your teacher:
LISTEN AND SPEAK	<p>TEACHER: Where do you live? YOU: I live in _____. TEACHER: What's your address? YOU: My address is _____.</p>
	

(b)

UNIT 4	KNOWING ABOUT NEIGHBOURS
LESSON 1	INTRODUCING NEIGHBOURS
4.1.2 ORAL	Two students are asked to act as Amina and Aliya. Teacher asks them to read out their parts of the dialogue:
LISTEN, READ AND SAY	DIALOGUE
	
	<p>AMINA : Where do you live ? ALIYA : I live in Latifabad, Hyderabad. AMINA : What type of house do you live in ? ALIYA : I live in a single storey house. AMINA : Who lives on your right side ? ALIYA : Mrs. Ali is my right side neighbour. AMINA : What type of house does Mrs. Ali live in ? ALIYA : She lives in a double storeyed house. AMINA : Who lives with her in this big house ? ALIYA : She lives with her family. AMINA : We'll talk more about our neighbours next time. <i>Allah Hafiz.</i></p>

(c)

4.1.3
ACTIVITY

Practice the given dialogue with the teacher :

LISTEN AND SAY

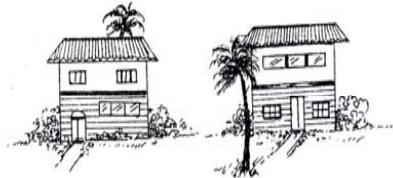


TEACHER: Where do you live ?
 YOU : I live in Hirabad, Hyderabad.
 TEACHER: Who lives on the left side of your house?
 YOU : My friend _____ lives on the left side of my house.

4.1.4
ACTIVITY

Practice the dialogue with your friend on your left or right hand side :

LISTEN AND WRITE



Q. Who's your neighbour on the right ?
 Ans. _____ is my right side neighbour.
 Q. Who lives on the right side of your house ?
 Ans. _____ lives on the right side of my house.
 Q. Who's your neighbour on the left ?
 Ans. _____ is my left side neighbour.
 Q. Who lives on the left side of your house ?
 Ans. _____ lives on the left side of my house.

(d)

4.2.1
ACTIVITY

Look at the picture. Tell what children are doing ? Describe their activities to your partner in the class and write down two sentences on each of the picture:

LOOK, SAY AND WRITE



Example :

The boy is standing under the tree. He is plucking fruit from the tree. He will wash the fruit before eating :

HELPING WORDS A.

- Plucking
- Ladder
- Slide
- Steps
- Enjoying
- Fun
- Happiness
- Exercise
- Cycling

B.

C.

(e)

UNIT 8

TELLING A COMIC STORY

LESSON 3

A NAUGHTY MONKEY

8.3.1
LET'S TALK

Why do monkeys swing?
Do monkeys have sense?

WORDS IN FOCUS

swimming joking
naughty ponds

8.3.2
ORAL

Teacher reads the dialogues clearly and loudly. You do silent / sight reading while listening actively and carefully :

LISTEN, READ
AND SAY



DIALOGUE

(Once a monkey was swinging on the branch of a tree near the pond where ducklings were swimming)

- MONKEY : Hey, Duckling. I'm **swinging** on the mango tree.
Do you want to eat mango?
- DUCKLING : Yes, please give us four mangoes.
- MONKEY : I'll not give you any. I was just **joking**.
- DUCKLING : O.K then give us guavas from the guava tree.
- MONKEY : Oh. **Guava** ! Yes. I can give you four guavas because this is not my favourite fruit. I like mangoes.
- DUCKLING : O.K. Please pluck and throw for all of us and one by one.
- MONKEY : No. I'll not throw in the water. You all come at the bank of the pond. I'll give you.
- DUCKLING : Alright, we're coming.

53

70

(f)

11.2.4
PRACTICE

Look at the expressions on the faces of the boys. You can use the given sentences to describe them :

LOOK, THINK
AND WRITE

Oh, no! Is it so?
I can't believe.

No impossible!
Really?



Part C (Guided English – 0) (Adapted from Howe, 1972: 24, 128 and 158 – 159):

(a)



Lesson Four TREASURE ISLAND

COMPOSITION

Here is a paragraph written in very simple English using the kinds of sentences you have already practised. Read it carefully:

Iqbal Ali is my friend. He is a clever pupil. He has long hair. He is the monitor of our class. His father is a shopkeeper. He has a book shop. It is a new building. It is not old or dirty. It has a lot of books.

Write similar paragraphs about two of the following: your home; your brother or sister; a friend in the class; your teacher.

Use only sentences that we have been practising.

(b)

Lesson Twenty-four THE TALES OF CRIME AND DETECTION

Table 2

1	2	3
He worked hard They kept the house clean Peter waited patiently	until	the great day arrived. the holidays ended. his mother came home.
He will work hard They will keep the house clean Peter will wait patiently		the great day arrives. the holidays end. his mother comes home.

C Read all the sentences in Table 2.

D Make as many questions as you can beginning with *how long* and answer them: *How long did he work? He worked until the great day arrived. How long will Peter wait? He will wait until the holidays end.*

Table 3

1	2	3
I set the table John painted the door We had a rest	while	you were cooking the supper. we all listened to the radio. Mary ironed the clothes.
I will set the table John will paint the door We will have a rest		you are cooking the supper. we all listen to the radio. Mary irons the clothes.

E Read all the sentences in Table 3.

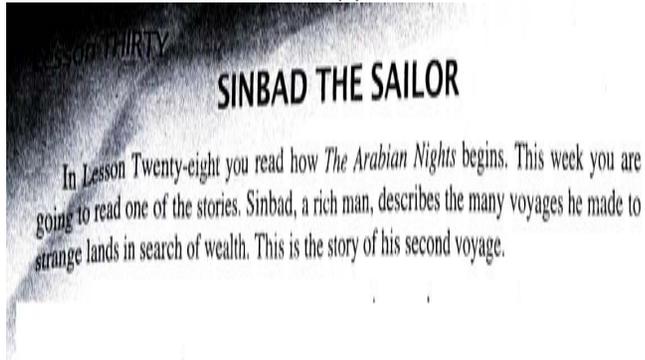
F Read the table again using your own words in column 1.

WRITTEN EXERCISES

A Finish these sentences:

- 1 We went home when the play.....(end)
- 2 We shall go home when the play.....(end)
- 3 She liked to swim when the weather.....hot. (be)
- 4 She likes to swim when the weather.....hot. (be)
- 5 I went back when there.....not so many people. (be)
- 6 Please tell me when you.....finished. (have)
- 7 They told me when they.....finished. (have)
- 8 I shall do it when I.....time. (have)
- 9 He always comes here when he.....time. (have)
- 10 Please let me know as soon as he.....(answer)
- 11 I think that we must leave before it.....dark. (grow)
- 12 We left when it.....dark. (grow)
- 13 Wait here until I.....back. (come)
- 14 We waited until he.....back. (come)
- 15 You must go home as soon as the school.....(close)

(c)



SINBAD THE SAILOR

In Lesson Twenty-eight you read how *The Arabian Nights* begins. This week you are going to read one of the stories. Sinbad, a rich man, describes the many voyages he made to strange lands in search of wealth. This is the story of his second voyage.

The Second Voyage

After my first voyage, I decided to spend the rest of my life peacefully in Baghdad. But I soon grew tired of a lazy life and made up my mind to go on another voyage. I bought some goods for trading and set off in a good ship, together with some other merchants.

We went from island to island and I traded some of my goods, making a fine profit. One day we landed on a beautiful island. There were flowers and fruit trees but no people. After a meal, I lay down and went to sleep. When I awoke the ship was nowhere to be seen and my companions had gone.

I climbed a high tree to see what I could see. Some distance away, I saw something white on the ground. When I had climbed down and reached it, I found that it was a huge white ball, soft to the touch. To walk around it took fifty paces, and there was no opening.

(d)

Suddenly the air became dark. Flying towards me was a bird of the most extraordinary size. I remembered hearing sailors call the bird a 'roc'. The great white ball was its egg.

It landed near me but did not see me. Quickly I took off my turban and tied myself to one of its great claws. I hoped that it would carry me away from the desert island. My plan succeeded. The next morning it carried me off, so high that I could not see the earth. Then it swooped down and landed in a very deep valley. I untied myself at once and the bird flew off.

The valley was surrounded by very high mountains. There was no way out. As I walked along, I saw that the floor of the valley was covered with diamonds, some very big. After wandering for some time, I ate some more of the food I had with me and fell asleep. I had just begun to doze when a noise awoke me. A large piece of fresh meat had rolled down the hillside near me. At the same time I saw a number of pieces rolling down the rocks from above.

I had heard about this strange custom before and now I could see that it was true. This is what happens: merchants want the diamonds but they cannot get down into the valley for the cliffs are too high. They throw down large pieces of meat and some of the diamonds stick to the meat. In that land, there are very large and strong eagles and these seize the pieces of meat and carry them up to their nests. There their young ones are waiting. Then the merchants run to the nests, frighten the eagles away and take the diamonds.

This gave me an idea. I collected the largest diamonds I could find and put them in a bag. Then, with my turban, I tied myself to the largest piece of meat, lay down and waited. Soon one of the largest eagles seized the meat and carried the meat, and me, up to its nest. When the merchants came to get the diamonds, one of them saw me and was first frightened, then angry. He thought that I was taking his diamonds.

However, I told him my strange story and offered him my diamonds. At this he was pleased, for the diamonds were big. He took only one, and said that it was quite enough. Then all the merchants, and I with them, set off for the nearest port which we reached safely.

On my return to Baghdad, the first thing I did was to give a great deal of money to the poor. Then I enjoyed the rest of my wealth which had cost me so much hardship and danger.

COMPREHENSION AND VOCABULARY

A Finish these sentences:

- 1 When Sinbad had bought some goods he set
- 2 He traded his goods as he went
- 3 One day they landed on an island which
- 4 After he had had a meal, he
- 5 He climbed the tree to
- 6 The air became dark when
- 7 He tied himself to the claw so that
- 8 The bird landed in a valley which
- 9 As he walked along he saw that
- 10 The merchants could not get down into the valley because

Part D (Oxford Progressive English – 5) (Adapted from Jacques, 2006: 12, 24 – 5, 51 and 87 – 9):

(a)

UNIT 2 Lesson 4 Sentences

1 Listen to the dialogues and number the subjects 1-6.

cinema	holiday	telephoning	food 1	shopping	sports
--------	---------	-------------	--------	----------	--------

2 Listen again. Complete these sentences with verbs from the dialogue.

- Emma says she will have a slice of pizza.
- Tahir says he _____ ask Kamal if he's free.
- Max _____ learn to ride a horse.
- Parveen says she _____ try to phone Mariam later in the evening.
- Saira says she _____ buy a CD with her birthday money.
- Alice _____ watch 'The Sunken City'.

3 Read the dialogues and correct one mistake in each of them.

- A: Why have you bought that book and DVD?
B: I will learn Italian next term. am going to
- A: There are no more eggs in the house.
B: Oh! In that case, I'm going to get some tomorrow.
- A: Have you got a video to watch this evening?
B: Yes, Mum, we will watch 'The Sunken City'.
- A: I can't close this window, Grandpa.
B: Don't worry, I'm going to do it for you.
- A: What are you planning to do on Saturday?
B: On Saturday morning I will do some shopping.
- A: Somebody's knocking at the door!
B: Oh! I'm going to go and open it.

4 Practise the dialogues with your friend and make up some more using your own ideas.

Why have you bought that book and DVD?	Are you going to buy the cheap trainers or the expensive ones?	Which game are you going to play?
I am going to learn Italian next term.	I'll get the cheap ones. They will soon be too small for me.	We're going to play chess.

(b)

UNIT 4 Lesson 4 Sentences

STUDY CORNER

Ice cream	is made	from cream and sugar.
Omelettes	are made	from eggs

1 Make true sentences from the table.

Soup	is	made from	sugar, potatoes, cream, vegetables, meat, tomatoes, chicken, wheat flour, milk.
Ice cream			
Macaroni	are	made from	
Pizzas			
Chips			
Candy			
Cheese			
Rotis			

2 Test each other.

What is soup made from? Meat or chicken and vegetables.

3 Find the past participles of the verbs.

make grow sell keep cut freeze produce eat build find

frozen found cut made produced built eaten sold kept grown

4 Listen to your teacher and tick the boxes.

In which country is the most maize grown? The answer is the USA. Maize is also grown in China, but not so much.

	Japan	USA	China	Russia
maize (grow)		✓	✓	
rice (grow)				
wood (produce)				
cars (make)				
gold (produce)				
ships (build)				

5 Now listen and check your answers.

Maize is grown in the USA. And in China too.

(c)

UNIT 4 Lesson 5 Writing

1 As you sing, mime the actions.

This is the way we beat the eggs, beat the eggs, beat the eggs,
This is the way we beat the eggs, on a hot and sunny evening.

This is the way we grate the cheese, beat the eggs, beat the eggs,
This is the way we grate the cheese, on a wet and windy evening.

This is the way we slice the bread, grate the cheese and beat the eggs,
This is the way we slice the bread, on a cold and stormy evening.

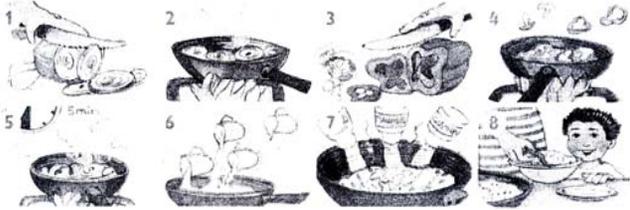
This is the way we make the soup, slice the bread, grate the cheese and beat the eggs,
This is the way we make the soup, on a showery winter's evening.

This is the way we fry the fish, make the soup, slice the bread, grate the cheese and beat the eggs,
This is the way we fry the fish, on a cold and cloudy evening.

This is the way we stir our drinks, fry the fish, make the soup, slice the bread, grate the cheese and beat the eggs,
This is the way we stir our drinks, on a hot and summery evening.

2 A recipe for 'Fried Rice'.

Write sentences for the pictures using the guide words and a little / a few.



1. chop / onion / garlic
2. fry / onion / garlic / in oil / in pan
3. slice / mushrooms / green peppers
4. add / mushrooms / green peppers / to pan
5. cook / mixture / 5 minutes
6. add 4 cups / cooked rice / heat it
7. add coriander / cumin / turmeric
8. serve / eat!

(d)

UNIT 9 Lesson 5 Writing

1 Read the text and answer the question.

How did the family produce enough of the following – buffalo milk, calves, wheat, beans, fruit, hens, eggs and meat?

The beginning of plenty

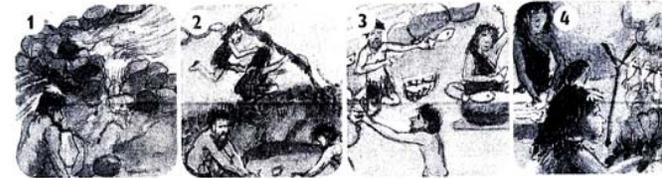
Humpel, Maisy and Babel and the three children stayed in their cave and did not move on. They did not kill the buffalo. They took it and its calf back to the cave and looked after them. In the beginning, they took a little of its milk every day. Later, they found another buffalo and produced another calf and more milk.

They did not eat all the wheat. They kept some back and planted it when the next rains came. They kept the seeds from the ripe beans. Later they planted those seeds too. They planted fruit seeds near the cave. After some years, they had as much fruit as they wanted. Meanwhile, another family had joined them in the forest.

They collected more fat birds and called them hens. Sometimes - on special days - they killed one and ate it. They did not know it, but they had made the very first farm. In the end, there were several families living by the stream in the forest.

2 Look at the pictures and listen to your teacher talk about fish-farming. Then talk about the pictures.

Example: In the beginning, early farmers built dams across streams.



3 Write a paragraph about the beginning of fish-farming. Use the guide phrases and the conjunctions.

In the beginning – early farmers – build dams – across streams / create ponds /
 Later – build – bigger dams – provide deeper water – for fish /
 Afterwards – when – they need – more ponds – dig holes – in ground /
 They – dig – channels – from stream – to ponds /
 Every month – farmers – use nets – to catch fish /
 They throw – small fish – back into – pond / They kill – fish – big enough /
 The farmers – quickly – clean – fish / Then they pack – fish – in dry salt /
 Meanwhile – other farmers – learn – how to smoke fish /
 In the end – salted – smoked fish – enough – for whole winter /

(e)

UNIT 17 Lesson 2 Words

1 Listen and point to the objects. Then listen and repeat.



2 Write the phrases on three lines in your notebook.

proof: a waterproof jacket, _____
-resistant: a stain-resistant worktop, _____
non-: a non-stick pan, _____

3 Complete the sentences with adjectives from Ex. 1.

1. Ben wears a _____ watch when he goes scuba-diving.
2. They have _____ stairs in the hospital so that nobody falls down.
3. Mum uses _____ gloves in the kitchen so that she doesn't burn her hands.
4. Grandpa doesn't eat certain foods, so he always has _____ soup for lunch.
5. Use a _____ pan when you are cooking pancakes because they sometimes stick to the bottom.
6. My laptop computer is _____; you won't damage it if you drop it.
7. The workbench in the laboratory is _____; it still looks like new.
8. All the money is kept in the bank in a _____ room in the basement.

4 Listen to your teacher and complete the advice for making a time capsule.

How to make a time capsule

You can help people in _____ time to understand the world in which you are living today.

1. Collect some _____ objects, but don't include batteries, _____, or food or drink.
2. Include _____ photos, not colour ones.
3. Add descriptions of the objects. Write in _____, not ball-point pen.
4. _____ all the objects separately in plastic envelopes.
5. Put the objects in a waterproof, fireproof and _____-proof time capsule.
6. Wrap the time capsule in _____ plastic and bury it in a safe place.



(f)

UNIT 17 Lesson 3 Reading: The Time Capsule (Part 1)

1 Read and answer the question.

Where did the family come from and where do you think they landed?

'We're not far from land,' said Kutut. He was standing at the front of the sailboat and looking out to sea at around midday.

'I can't see anything,' said his son Nioman.

'I can see birds flying in the distance. And one of the clouds over there looks green, do you see? The green of the forest is reflected on the underside. Keep a good watch, Nioman.'

The following night, Kutut woke his wife and two sons. 'We're close to land. Get ready to get out of the boat,' he said.

'Why are you so sure?' asked his wife.

'Because I can smell the jungle. And I can hear the sound of waves on the shore.'

In the morning, the family woke up and looked around. They had all been sleeping on a sandy beach. Their boat was pulled up high out of the water.

'Why doesn't anybody live here, Father?' asked Nioman.

'I think people did live here once, about 5000 years ago. Then the Ice Age came. Most of the continent of Asia stayed under an ice cap for thousands of years. Now the earth's temperature is warming up again, it might be possible to live here again.'

'Was your grandfather born in the Pacific, Father?' asked Nioman.

'Yes. My great-grandfather grew up on a Pacific island, but then he left with his family and sailed to Sri Lanka in the Indian Ocean. We've come on this journey because I decided to sail north and discover a new country. They say this was called Pakistan thousands of years ago.'

The next day, the family were exploring beside a river in a wide valley. 'I expect that this valley was made when the ice cap melted,' said Kutut. 'See how the river has worn away the banks.'

'What's that, Father?' asked Wayan. 'I can see something silvery in the sun.'

They walked over to have a look where Wayan was now pulling a large metal tube out of the sand. 'Do you think it's dangerous?' he called.

'I'm not sure,' said Kutut. 'It's been buried with bricks around it. Perhaps it was buried in a safe place on purpose. I hope it won't blow up.'

'Go on, Dad! Let's risk it,' said Wayan, breathless with excitement. The stainless steel tube was difficult to open. Finally Kutut broke the catch with a big rock, opened the top and looked inside.



(g)

2 Put the sentences in the correct order.

- | | |
|---|---|
| a) Kutut's family slept on the beach. | e) Wayan found a silvery tube. |
| b) Kutut thought they were near land. | f) Kutut's boat reached the shore. |
| c) The Ice Age came. | g) Kutut sailed north with his family. |
| d) Kutut's great-grandfather sailed to Sri Lanka. | h) People lived on the Asian continent a long time ago. |

3 Read Part 2 of the story and answer the question.

What did they find in the time capsule? Match the descriptions to the words in the box.

- | | |
|--------------------|---|
| newspaper | portable DVD player, with solar panel charger |
| picture dictionary | photographs |
| | DVDs |
| | maps |

Inside the tube there were various things in plastic envelopes. Carefully they took the objects out and laid them on the ground.

- There was a drawing of the country and a plan of the town. An arrow on the plan showed the location of the time capsule.
 - There were about 100 black-and-white pictures of schoolchildren, families, the town, the park, and the zoo.
 - There was a book of pictures, with words in a wiggly script under each one.
 - There were several pieces of paper, folded together, with pictures on the front. However, when Kutut started to take them out of the envelope, they fell to pieces and turned to dust.
 - There were some round metal discs, about 10 centimetres in diameter.
 - There was a square, flat machine with a picture of a hand pushing a disc into the rectangular hole. Another picture showed the solar panel getting power from the sun. 'How very strange!' said Kutut's wife. 'These look like the records of a settlement that was here a long time ago.'
- 'I'm so glad that they buried their records,' said Wayan. 'If they hadn't done that, we would not have known anything at all about these people.'

4 Look at Lesson 2 Ex. 4. Which advice did the makers of the time capsule follow? Which advice did they not follow?

5 Discuss these questions.

- Why was it a good idea to show the time capsule on the map?
- Why was it useful to include a picture dictionary?
- Why didn't they include batteries for the DVD player?
- Why did they include a solar power charger for the DVD player?
- Why are picture directions better than directions in English or Urdu or any other language?

6 What about you? Which five things would you put in your time capsule? Discuss this in groups, make a list and tell the class.

Part E (Oxford Progressive English – 6) (Adapted from Redford, 2005: 127, 130 – 131, 178 – 9 and 181):

(a)

Grammar G

Present continuous tense

The **present continuous tense** is formed by:
the simple present of the verb 'to be' + the *-ing* present participle

Example
Today I *am walking* to the railway station.
The children *are playing* under the tree.
He *is reading* in the library.

The **present continuous tense** is used when the action is happening or a state exists at the present moment.

The **simple present tense** is used when the action happens regularly or frequently, or a state exists constantly.

The following two sentences have different meanings dependent on the verb tenses.

1. *Irfan feeds the birds* = simple present
Explanation: Irfan feeds the birds habitually. Perhaps he feeds them every day. It is the state of affairs which has existed for some time.
2. *Irfan is feeding the birds* = present continuous
Explanation: Irfan at the present moment is feeding his birds. They might be birds he has never fed before and will never feed again, but at the present time the action is continuing.

Using adverbs and adverbial phrases to indicate present tense.

Simple present is for habitual or regular actions and states.

The following adverbs and adverbial phrases usually require a verb in the **simple present**:

every day	every month	regularly	sometimes
always	often	usually	

Present continuous is for actions and states taking place at the present time.

(b)

Lions and Tigers

Reading for understanding
Find the words and phrases in the text which mean:

- 1 without being interfered with (paragraph 1)
- 2 more and more (paragraph 2)
- 3 not having a job (paragraph 2)
- 4 to stay alive (paragraph 3)
- 5 soon to be extinct (paragraph 3)
- 6 national inheritance (paragraph 4)
- 7 inner parts of the body (paragraph 5)
- 8 influenced (paragraph 6)
- 9 hard, difficult (paragraph 7)

Extend your word power!

verb: to poach = poaching = act of poaching
noun: poacher = one who poaches

'To poach' has several meanings, but here it means to take something that is not yours. It is different from 'to steal' because it applies only to stealing wildlife. 'To be poached' is the passive form of the verb.

Poaching involves going onto someone else's land and killing or capturing birds, fish or animals which belong to another individual, an organization or to the nation.

You cannot use 'to poach' when you mean to steal other types of property from an individual.

Noun: extinction **Adjective: extinct**

To be extinct means to no longer exist. For example, dinosaurs are extinct. The Siberian leopard is close to extinction, which means that it will possibly soon be extinct.

verb: to conserve = to keep from harm or loss
nouns: conservation = the act of conserving;
conservationist = someone who believes in / practises conservation.

Conservation is an important issue in many parts of the world where people want to save animals, birds, fish, buildings, languages and ways of life from being destroyed.

For example, in the Karakoram Mountains in Pakistan, efforts are being made to *conserve* snow leopards.

The *conservation* of water is very important in many parts of the world.

The *conservationists* in this text are concerned with the conservation of the Siberian tigers and leopards.

(c)

Unit 6

Lions and Tigers

Writing task
Fill in the gaps in the following sentences.
Use the words below to answer the questions. You may use one word more than once.

extinction	conservationist	were poached
poachers	conserve	extinct

- After several tigers _____, the anti-poaching officers searched for the _____.
- 'If we do not _____ the tigers, they will soon be _____' said the _____.
- 'We are hunting our precious tigers to _____' warned the _____.

Grammar G

Antonyms – using the prefixes *un-* and *anti-*
In Unit 3, you learned about some prefixes.

a) The prefix *un-* changes the meaning of the stem word and makes a word that means the opposite of the stem word. Another word for an opposite is an **antonym**.

stem word	antonym with prefix <i>un-</i>
happy	unhappy
usual	unusual
reliable	unreliable

You found two examples of words in the text with the prefix *-un* in your answers to *Find the words and phrases* above.
They are:

unemployment **undisturbed**

- You now have five examples of *un-* prefix words.
- Write down each stem word and each prefixed word in separate lists.
- Add four more examples of your own.

b) The prefix *anti-* means against, in opposition to.
There is usually a hyphen (-) between *anti-* and the rest of the word.

Can you find the word in the text with the prefix *anti-* ?
It is : *anti-poaching* patrols.
People who protest against their country's government are called *anti-government* protestors.

Derivation
anti- comes from the Ancient Greek, meaning 'in opposition to'.

Unit 8

(d)

Advances in Technology

Text A

The Pakistan Armed Forces through its many agencies are devoted not only to defence but to national development and welfare. Typical of these are the Army engineers who ended the centuries-old isolation of many remote communities through the building of such 20th century engineering marvels as the Karakoram Highway, that incredible ribbon of metalled road hewn out of the daunting cliff sides and tunnelled beneath the stupendous mountains that form The Roof of the World.

Tracing the famous Silk Route from China to the Arabian Sea, this eighth wonder of the world stretches more than a thousand kilometres through the most inhospitable terrain known to man or machine. This achievement is crowned where the road passes into China over the Khunjerab Pass at a height of more than 15 000 feet—the world's highest international highway.

Text B

Ever since first reading about this road, I felt that it would surely have to be a fascinating experience to be able to go and drive along it. Over the last 15 years, there has been a steady, if still relatively small, flow of people, including hardy cyclists, who have made it from one end to the other. KKH travel is fraught with unpredictability. The road has been driven through long stretches of steep, loose and unstable areas where rock-falls and landslides are common, particularly in times of rain or spring thaw. Frequent overhangs of thousands of tons of rock almost cantilevered above the tarmac are a reason for disconcerting awareness. Flash floods regularly wash up to a few hundred yards of road surface, complete with bridges. Nevertheless, early in 2001, after suffering a small heart attack, I decided that if I didn't finally now take the bull by the horns, I would be too old and unfit for such an enterprise. Consequently, I arranged a drive along the KKH from one end to the other for the late summer. When my wife realized that I was really totally set on this undertaking, she decided to join me. 'You need looking after,' she said.



(e)

Advances in Technology

Text C

East of Chilas this dry gorge becomes even deeper, because, high above and out of sight to the south, rises Nanga Parbat (26 650 feet), the westernmost peak in the great Himalaya Range, a mountain so gargantuan it is more a range than a single massif. In this area you are north of Nanga Parbat in the second deepest gorge on earth, as measured from the peak to the base of the valley. It is utterly incongruous to drive up this ovenlike gorge in summer, knowing that nearly 4 miles above are shimmering snowfields. At Raikot village, the Raikot valley joins the Indus. From the village a road angles up a steep ridge and leads up the valley as far as a hotel, the Shangri La. A long day's walk above the road ahead takes you to the pastures called Fairy Meadows, below the Raikot Glacier. Just upriver from Raikot, the KKH crosses to the north right bank of the Indus. Now the Indus Valley bends to the north, and as you move away from Nanga Parbat you can begin to see its snows miles above the valley floor.

Text D

Heroes of the Eighth Wonder of the World

The building of the Karakoram Highway, universally known as KKH, was one of the biggest public works projects since the Pyramids. Much of the 1200 kilometre two-lane road from Kashgar in China to Havelian in Pakistan was built through terrain which, until work started on the KKH in the 1960s, barely allowed a mule-track. Expert road building surveyors had reported over the years that this was a road which could not be built. Nevertheless, 15 000 Pakistanis and between 9000 and 20000 Chinese worked separately on this massive project, and, twenty years and 160 river and ravine bridges later, it was completed. The thousands of workers suffered savage summer and winter conditions. They often hung from harnesses hundreds of feet long as they blasted ledges above river gorges and were frequently injured in landslides and rockfalls. They are the real heroes of the Highway in the Clouds — and many of them did not live to see the tape cut. 400 to 500 Pakistani lives — that is one for every 1.5 kilometres of the Highway — were lost.

(f)

Advances in Technology

Reading for understanding

Text A

1. Who does the writer praise for the construction of the KKH?
2. How does the building of the KKH contribute to the 'national development' of Pakistan?
3. Which words and phrases does the writer use to show that building the road was extremely difficult?
4. Which words suggest that the writer wants to praise the triumph of building of the KKH?

Text B

1. The writer uses the pronoun 'I' in this text. What does this tell you?
2. What personal details have you learned about the writer?
3. What have you learned about the writer's feelings?
4. What was the reaction of the writer's wife?

Text C

1. What kind of book do you think this text came from? Describe the interests of its likely readership.
2. How many facts does the writer tell you?
3. What have you learned about the writer's feelings?
4. Judging by the vocabulary of the text, what can you say about the reading skills of the intended readers? Give examples to support your answer.

Text D

1. Who does the writer praise for the building of the KKH?
2. Which words and phrases tell you that the writer admires the achievement?
3. What effect do the statistics (the numbers quoted) have on you?
4. How do you feel about the workers on the KKH?

Speaking and listening

As a group talk about the four texts on the KKH.

Discuss your reasons and finally decide as a group:

- in what kinds of publications you might find these texts
- whose viewpoint is represented in each text
- which text you found most interesting and would like to read more of

Part F (Advance with English – I) (Adapted from Howe et al., 1997: 6 – 7, 46 – 47, 83, and 96 – 8):

(a)

C (Oral) My, your

1 Work in pairs. Do not look at your partner's part of the exercise.

S1 Imagine you are Yasmin. Look at Farhat's photographs which are below. Ask her questions about her family using the prompt words given. Listen to Farhat's answers and, in pencil, tick the correct person in each picture. The first one is done for you as an example.

a. Is this your sister?

b. ... aunt?

c. ... mother?

d. ... father?

e. ... your brother?

f. ... uncle?

g. ... grandmother?

h. ... grandfather?

i. ... cousin?

6

(b)

S2 Imagine you are Farhat. You are showing Yasmin your photographs which are below. Answer the questions Yasmin will ask you about your family. Choose either of the two people in the background of the picture for your answer and, in pencil, tick the one you choose. Then reply to S1's question using one of the prompts under the picture. The first one is done for you.

a. No, ... that's my sister on the horse.

b. No, ... (aunt/pram)
No, ... (aunt/flowers)

c. No, ... (mother/garden)
No, ... (mother/shop)

d. No, ... (father/umbrella)
No, ... (father/bag)

e. No, ... (brother/car)
No, ... (brother/lorry)

f. No, ... (uncle/glasses)
No, ... (uncle/hat)

g. No, ... (grandmother/seat)
No, ... (grandmother/grass)

h. No, ... (grandfather/dog)
No, ... (grandfather/bird)

i. No, ... (cousin/bridge)
No, ... (cousin/steps)

2 S1 Check your answer with S2 by asking questions like this:

Is that your sister on the bicycle?

S2 Use sentences like this to answer S2's questions:

Yes, that's her on the bicycle.

Or: No, that's her on the horse.

7

(c)

Using English

More practice in giving directions

A Read these three dialogues between Mr Malik and three strangers. After you read each one, look at the map below and follow Mr Malik's directions.

Dialogue 1

Stranger: Can you tell me the way to the post office, please?

Mr Malik: Certainly. Go straight on. Take the first turning on the right, then turn left at the traffic lights. It's on the right, opposite the American Express Bank.

Dialogue 2

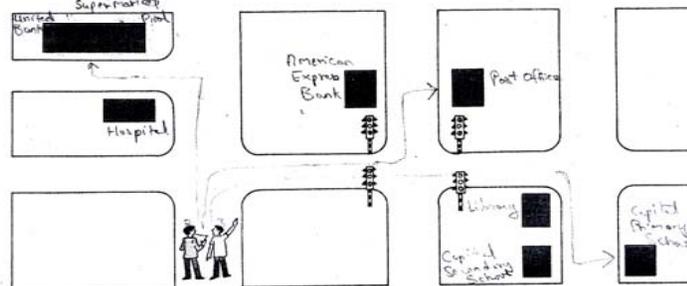
Stranger: Excuse me. Can you tell me where the supermarket is, please?

Mr Malik: Of course. Go straight on. Take the second turning on the left, go past the hospital and it's on the right. It's between the United Bank and the swimming-pool.

Dialogue 3

Stranger: Excuse me. Can you tell me where Capital Primary School is, please?

Mr Malik: Yes. Go straight on. Take the first turning on the right, go across the traffic lights. Then take the first turning on the right by the library and it's on the left, opposite Capital Secondary School.



B Study the map in exercise A which has nine buildings marked on it. Each building has a number. The United Bank is number 1. Now read the dialogues in exercise A again. Then, in your exercise book, write the name of each building beside its number.

(d)

C Read these expressions for giving directions.

Go straight on.

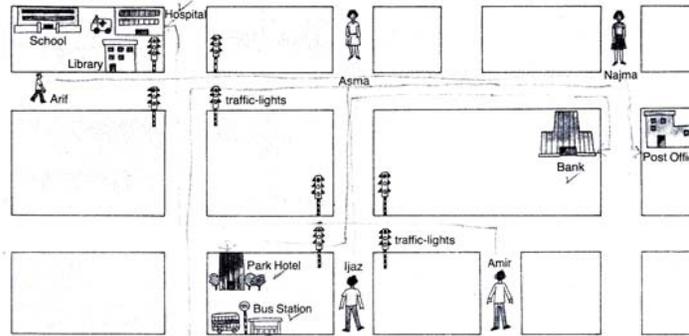
Take the first turning on the left.
the second turning on the right.
the third

Turn left at the traffic lights.
right at the library.
crossroads.

It's on the left, opposite the school.
on the right, between the bank and the hotel.
next to the restaurant.

D (Oral)

Work in pairs. Look at the map below. Imagine you are walking around the town and you meet five people who ask you the way to different places. The five people are marked on the map at the places where they meet you. Under the map are the questions they ask. S1 asks the questions and S2 gives directions to the places they want.



- 1 Ijaz: Can you tell me the way to the bank, please?
- 2 Amir: Excuse me. Can you tell me the way to the hospital, please?
- 3 Najma: Can you tell me where the bus station is, please?
- 4 Asma: Can you tell me how to get to the Park Hotel, please?
- 5 Arif: Excuse me. Can you tell me the way to the post office, please?

Application of Scales (on activities given on page 452 above):

Communicative Potential- **Activities A and B** are *reading comprehension tasks*; learners are required to respond to the data (directions) provided in the form of three dialogues by following routes on the map or identifying the numbered buildings, but there is no production or exchange of information for a purpose within a context. In other words, the reasons (other than pedagogical – assessing the students’ comprehension of the texts) or the learner’s role are not made clear. Thus both activities were given score ‘2’ (“*De-contextualized* response to new information”) on the *communicative potential* scale. **Activity C** is a pure de-contextualized *receptive task* requiring no response from the students; they are just asked to read the provided data (expressions for giving directions). Hence in this case, a score of ‘0’ (“*De-contextualized* reception”) was assigned. **Activity D** is a *contextualized oral pair task* – one of the learners is a passer by who is asked directions to different places by five strangers and the second learner plays the role of the strangers who want to know the way to the places. There is purposeful exchange of information within a specified situation and so this activity received a score of ‘12’ (“*Contextualized* negotiation”).

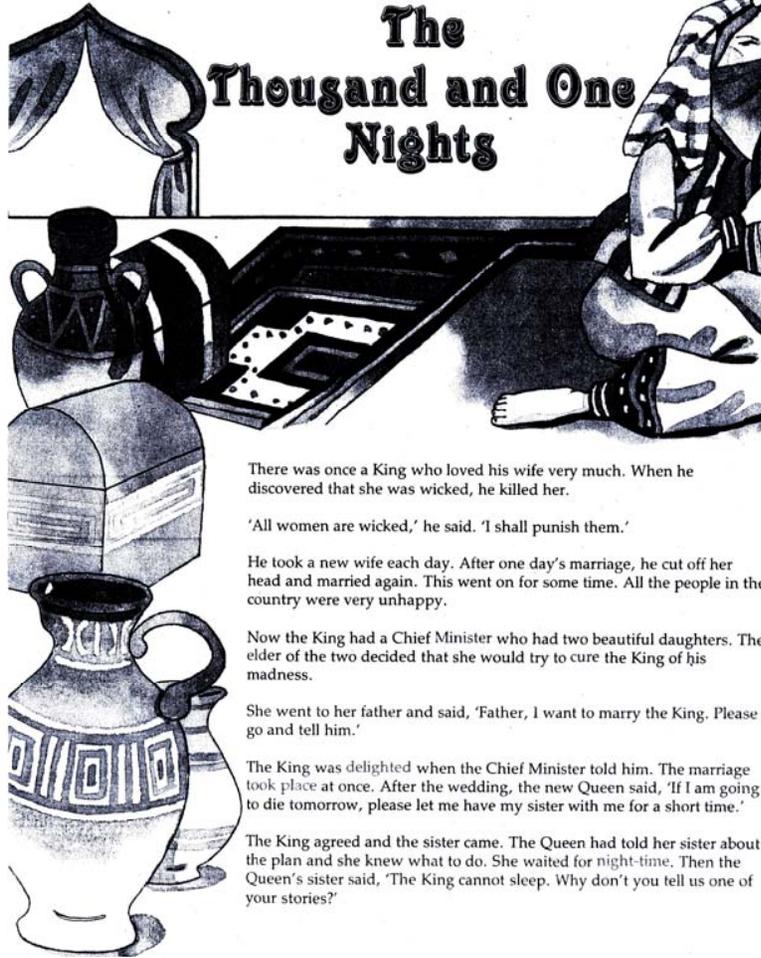
Cognitive Potential- **Activities A and B** require the use of analytical skills; the students are asked to understand and utilize the information provided in the texts (the dialogues) to perform a physical non-verbal task (follow the route on the map) in the first case and undertake a verbal activity (identify the buildings) in the second case. Thus the first task was assigned the score of ‘7’ (“*Transference*”) and the second one the score of ‘11’ (“*Application*”) according to the *cognitive potential* scale. **Activity C** involves receiving and understanding the presented data, but no inference, response or use of the information is required on the part of the learners. Hence this task was given the score of ‘2’ (“*Reception with Comprehension*”). **Activity D** (pair oral work) asks the first learner to give directions to the other learner with the help of the provided map and the direction expressions presented in activity C; this involves utilizing the given information to perform another *task* and so the *workout* received a score of ‘11’ (“*Application*”).

Creative Potential- All four activities do not involve any creative abilities of the students; the information to be comprehended or applied is provided. Moreover, the main lexis (in the form of questions and direction expressions) is suggested for the production task (D). Hence this activity was categorized as *controlled* and was given the score ‘5’ according to the *creative potential* scale. **Activity A** is a physical transfer *task* and so was assigned the score ‘2’. **Activity B** is a reading comprehension *workout* and it received the score ‘4’. As stated earlier, **activity C** is a pure receptive *task* involving no form of response and so it was given the score ‘0’.

Communicative Competence- **Activities A, B and D** required identification, understanding and/or use of different discourse level features (like anaphoric references) and sociolinguistic norms (how to interact with strangers and ask/give directions). **Activity C** presents the students with the lexis related to the *language function*, giving directions. Thus all four tasks were assessed to contribute towards *communicative competence* (though to varying degrees) and were assigned '+'. Here it is important to point out the textbook evaluation format and procedures incorporated in the present research do not entail identifying the exact degree to which each *workout* facilitates *communicative competence* (as required in the case of *communicative, cognitive and creative potential*). [Also see Chapter 7 above]

(e)

The Thousand and One Nights



There was once a King who loved his wife very much. When he discovered that she was wicked, he killed her.

'All women are wicked,' he said. 'I shall punish them.'

He took a new wife each day. After one day's marriage, he cut off her head and married again. This went on for some time. All the people in the country were very unhappy.

Now the King had a Chief Minister who had two beautiful daughters. The elder of the two decided that she would try to cure the King of his madness.

She went to her father and said, 'Father, I want to marry the King. Please go and tell him.'

The King was delighted when the Chief Minister told him. The marriage took place at once. After the wedding, the new Queen said, 'If I am going to die tomorrow, please let me have my sister with me for a short time.'

The King agreed and the sister came. The Queen had told her sister about the plan and she knew what to do. She waited for night-time. Then the Queen's sister said, 'The King cannot sleep. Why don't you tell us one of your stories?'

(f)



The Queen said, 'No, the King may not want to listen.' But the King said, 'Yes, tell us a story.'

So the Queen began, but when she reached the most exciting part she stopped.

'Go on,' said the King.

'It's time to stop now,' said the Queen. 'What a pity! The next part of the story is even more exciting.'

The King thought, 'There is no need to kill her tomorrow. I will wait until the day after. Then I can hear the end of the story.'

But the second night, the Queen finished the story and began another, and again she stopped at a very exciting place. Again her life was saved. On the third night the same thing happened.

This went on night after night until they had been married a whole year. Then a beautiful son was born to the Queen. The King now loved his wife and understood that there are good and bad women just as there are good and bad men. He was ashamed of his actions. He killed no more women, and he and his wife lived peacefully together.

(g)

A Quick questions

Which of these sentences are true and which are untrue?

- The King loved his first wife.
- After the King's first wife was killed, a wedding took place every day.
- The Chief Minister's younger daughter decided to marry the King.
- The King did not want to marry the Chief Minister's daughter.
- The younger daughter helped her sister to carry out the plan.

B Think about it

Choose the best answer:

- The King killed each wife because...
 - he was a wicked King.
 - his first wife was beautiful.
 - he thought all women were wicked.
 - all his wives were wicked.
- The Chief Minister's elder daughter decided to marry the King because...
 - she loved her father.
 - she was beautiful.
 - she wanted to cure the King.
 - she loved the King.
- Which of these words best describes how the King felt?
 - Pleased.
 - Shocked.
 - Surprised.
 - Worried.

New Words

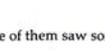
'Minister	elder	cure	de'lighted
took place	'night-time	'pity	a'shamed

- The parade _____ on 23rd March.
- We were all _____ when we heard the good news.

(h)

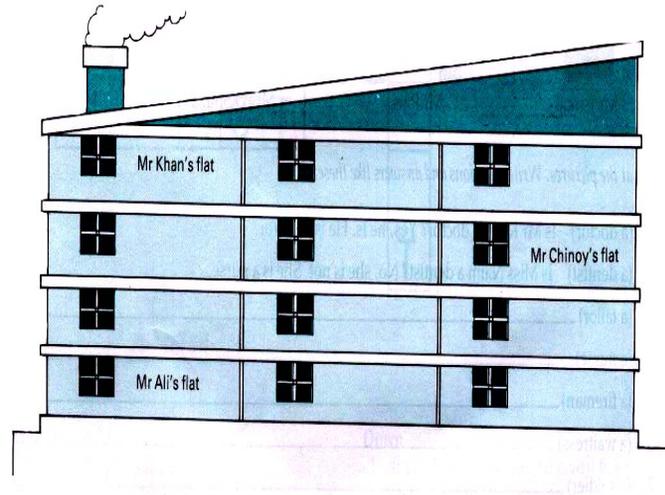
Guided Composition

(Oral/Written) A picture story

A lady went into a  and bought some . She paid a lot of  for them. When she went to  that night, she put them on a  near the . Then she went to . When she woke in the , there were no  on the . She picked up the  and phoned the . 'A  has taken my ' she said. 'Please come quickly.' Soon some  arrived in a police . They looked everywhere but they could not see the  or the . Then one of them saw some black  on the table. Then he saw some more  near a . He looked up and saw a . He climbed up the  and a big, black  flew out of the . The  put his  inside the  and pulled out the .

(Advance with English – 1 Workbook) (Adapted from Howe et al., 1997: 15 and 28 – 9):
(i)

B Where do they live?



Read the sentences below. Now write in the names of the people who live in the flats, in the correct position.

- | | |
|---|---|
| 1 Mr Salim's flat is below Mr Khan's. | 6 Mr Avari's flat is between Mr Qureshi's and Mr Kumar's. |
| 2 Mr Qureshi's flat is above Mr Ali's. | 7 Mr Wasi's flat is above Mr Chinoy's. |
| 3 Mr Hasan's flat is on Mr Chinoy's left. | 8 Mr Rao's flat is on Mr Memon's right. |
| 4 Mr Memon's flat is on Mr Ali's right. | 9 Mr Rafi also has a flat in this block. |
| 5 Mr Kumar's flat is below Mr Chinoy's. | |

(j)

A Reading for information

Read the programme below and then answer the questions that follow. Your answers need not be complete sentences.

 **The Lahore Arts Council**
For enquiries: 6360040, 6367395

April

6th–10th	5.00 p.m.	Chunoo Munoo A play for children	CC
11th, 12th	10.00 a.m.	Special show for handicapped children	
9th	8.00 p.m.	An Evening of Ghazals Munni Begum	AAC I
13th–19th	7.30 p.m.	Ibsen's The Wild Duck Adaptation by Intezar Hussain	CC
14th	8.00 p.m.	Concert Adnan Sami Khan	OAT
20th–30th	7.30 p.m.	Lahore Theatre Festival Participating Companies: Ajoka Theatre, The Players, Centre Stage, Lahore Arts Council	CC
23rd	8.00 p.m.	An Evening of Ghazals Nayyara Noor	AAC II
24th–27th	7.00 p.m.	Classical Music Festival Ustad Salamat Ali Khan Ustad Ghulam Hussain Shaggan Hamid Ali, Fateh Ali Khan	AAC I
28th, 29th	3.00 p.m. 8.00 p.m.	Japanese Film Festival	CC

CC Cultural Complex
AAC I Alhambra Arts Centre Hall I
AAC II Alhambra Arts Centre Hall II
OAT Open Air Theatre

Subject to change without notification

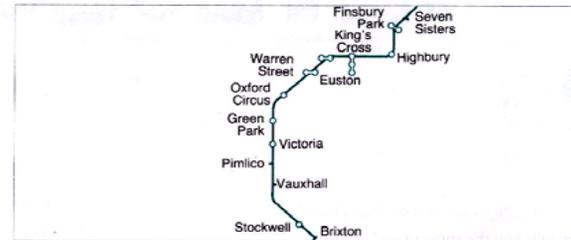
(k)

- Are there any ghazal programmes? _____
- How many ghazal programmes are there? _____
- Who are the ghazal singers? _____
- Where will Adnan Sami Khan's concert be held? _____
- What time does it start? _____
- Are there any special shows? _____
- Who are the special shows for? _____
- Which play will be performed for handicapped children? _____
- How many companies are participating in the Theatre Festival? _____
- How many days does the Classical Music Festival last? _____
- How many singers will perform in the Classical Music Festival? _____
- How many days does the Japanese Film Festival last? _____
- How many shows will there be every day during the Japanese Film Festival? _____
- What telephone numbers can you ring for information? _____

B A map

64/0 5

Look at this map of the Victoria Line on the London Underground stations from Brixton to Seven Sisters. Imagine that you are starting from Brixton. Use the words given to write questions beginning, Which station is or Which stations are. Then answer the questions.



- (the first stop) Which station is the first stop? Stockwell.
- (the second stop) _____
- (between Stockwell and Victoria) _____
- (between Vauxhall and Warren Street) _____
- (the fifth station after Vauxhall) _____
- (the second stop after Euston) _____
- (between King's Cross and Finsbury Park) _____
- (the end of the line) _____

Part G (Step Ahead – I) (Adapted from Jones and Mann, 2006: 7 – 8, 252 – 3, and 286 – 7):

(a)

Grammar

IMPERATIVES

When your teacher says to your class, “Open your English textbook to page 7,” he or she has just used an imperative. **The imperative is the verb form used to tell us to do things.**

The following sentences are all imperatives. Notice that they all begin with a verb.



'Go home now!'	'Take it away!'
'Show me the money!'	'Move it!'
'Ask Olivia to do it.'	'Start the game!'

Instructions contain many imperatives to tell us what to do. The following instructions are all imperatives.

Put oil in a saucepan and heat it.
Mash the tomatoes lightly with a fork.
Add basil and cook for 1 minute longer.
Stir the batter until it is smooth.
Drain the spaghetti in a colander and stir the butter through to coat the strands.

(b)

Can you identify the imperatives in the following pairs of sentences?

The door is open. Open the door now.
Move the chair to the wall. The chair has been moved to the wall.
Take three steps to the left and jump. Kefli will take three steps to the left and jump.

Instructions address us directly by using the second person pronoun, 'you'. However, when we use an imperative, it is not necessary for us to say 'you'. Thus we say:

Crush the garlic and chop the onion finely.	and not	You crush the garlic and you chop the onion finely.
Add two teaspoonfuls of sugar.	and not	You add two teaspoonfuls of sugar.



Turn to Section 1.3 of your Activity Book to complete an exercise on imperatives.

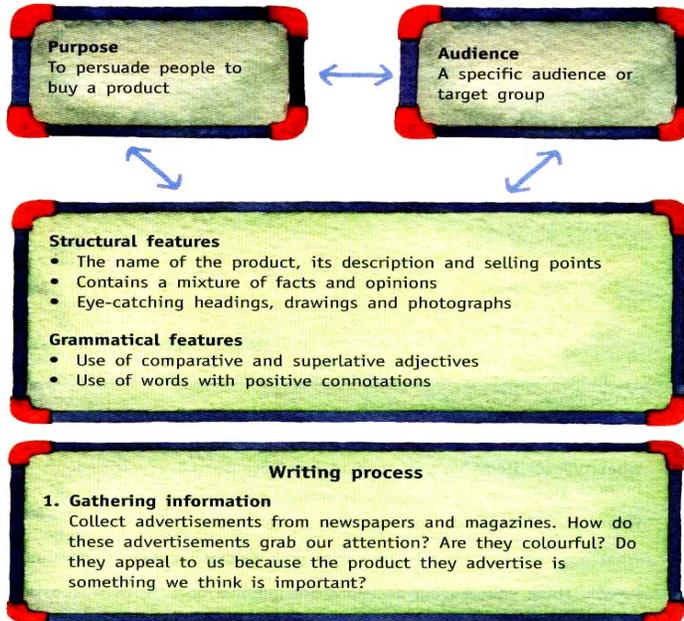
(c)

Writing workshop

An advertisement is a notice that tries to persuade us to buy a product or service. In this writing workshop, you will write and design an advertisement for a product that will help your classmates to study better. To make your advertisement more interesting and attractive, use a word-processing program to design it.

Note that while the final text of your advertisement may be relatively short, you have to spend a lot of time preparing your advertisement.

Advertisement Writing scaffold



(d)

2. Organising your materials

Write your initial notes under the following headings:

- The name of the product
- A description of the product
- The selling points of the product
- The price of the product

Keep these points in mind:

- Is there any particular information that you wish to highlight and put in the headings?
- Are there any drawings and photographs you can put in your advertisement to make it more appealing and attractive?
- Is your advertisement appropriate for your product and target audience?

3. Writing

In writing your advertisement, give only information that will interest and persuade buyers. Do not give more information than is necessary. Use the advertisements in this unit as models for your writing.

Use comparative and superlative adjectives to describe your product. Use language that will persuade consumers to buy your product. Use words that have the best possible connotations.

Can you think of any puns or jokes to make your advertisement more interesting and appealing?

Design your advertisement with headings, drawings and/or photographs that tell consumers about your product. You may write your text on small pieces of paper. Move these pieces around so that you can see the same text, drawings and photographs presented in different ways. Select the layout that is the most attractive.

4. Revising and editing

As you are revising your advertisement, ask yourself these questions:

- Have I provided enough information to persuade my target market to buy my product?
- Have I used words with positive connotations to describe my product?
- Is my advertisement interesting to read?
- Is my advertisement appealing?
- Are my facts truthful and accurate?
- Are my tenses, spelling and punctuation correct?

(e)

In the following passage, Lockie goes surfing and encounters a few pleasant (and not so pleasant) residents of the sea.

Lockie Leonard, Legend

(extract)

By TIM WINTON

Lockie Leonard shook the spray from his eyes, adjusted himself on the board and kept paddling as the wave rolled past and collapsed with a bum-tingling thud on the sandbar. Out of the cool mist another swell rose all seething and motley-green and shot six glistening, giggling missiles into the sky. They twisted in the air and came spearing straight at him. Lockie stopped paddling and stared. As any halfwit knows, of course, this is not such a smart thing to do when a big wave is bearing down on you like a cement truck. But the human torpedo couldn't help himself. Dolphins! All right!



He watched them stall and turn in perfect formation, cutting white slices through the skin of the water, curving back on themselves the way no human surfer could even hope to. They romped and skylarked. They arched their backs, pulled in their flukes and buried themselves deep in the meat of the wave until they were surfing underwater, riding the inner force of the wave. Now that was desperately cool, no question. Lockie was stoked. He hooted as the dolphins suddenly cartwheeled out the back of the wave, but no one heard him because half a second after he opened his mouth, the whole motley-green business fell on him with a roar and he went straight to the bottom, yodelling all the way.

(f)

He bounced along the seabed, his wetsuit filling with sand, seaweed and small marine creatures, as his board dragged him by its twanging legrope. Hmm, life as a prawn net. He startled several flathead, overturned a turban shell with the tip of his funny bone and began to make some sort of effort towards saving his own life. When he finally found the foaming surface and honked the entire Southern Ocean out of his left nostril, he simply couldn't manage to feel sorry for himself.

The sea went calm. Lockie clawed back out into deep water and lay still. He panted like a spaniel. All of a sudden a dolphin spouted beside him, then another, and then a whole whooshing crew of them were around him, whirling and leaping. They surrounded him mischievously, teasing and skittering like a bunch of little brothers lit up on red Smarties and Coke. Diving, they disappeared for a second and charged up from beneath him to swerve at the very last moment and whack their tails on the surface. Then, to rub it in a bit more, they leapt in formation right over him again and again, wagging their heads and giving him the eyeball.



In the end they came back and lazed around, cheeping and clicking so close that he ran his hands down their slick flanks and began to laugh in amazement. It was just plain *inspiring*. There was no other word he could think of to describe it. In a brilliant, glassy swell, out on his own with a mob of mad dolphins. Did it get any better than this?

All Lockie's glumness, all his loneliness evaporated. I tell you, you have to be a hard case not to dig dolphins.

Then, in one strange second they all peeled off, dived and were gone. In the long lull between sets, Lockie waited, still hopeful that they'd return and stir up some more fun. But nothing happened. With all the excitement gone he suddenly felt his aching body. He'd been surfing for hours and even his pains had pains and his rashes had rashes. He could feel the end of his nose shrivelling under its coating of zinc cream. What a shame they took off, he thought. I could've handled an hour of that.

Activity Book (Adapted from Jones and Mann, 2006: 79, 82, 88, 132, and 150 – 1):

(g)

Read the following brochure headings and select one connotative word from each. Use your dictionary and thesaurus to find the denotative meaning as well as the connotative associations of these words. The first one has been done for you.



Visit us anytime;
it's a breeze! breeze light wind easy and enjoyable to do

Public transport
on the island is
as reliable as
clockwork.

Using our products
is as easy as ABC!

Cheetah Bus
Services: your
guide to Singapore.

Use our shampoo
for silky hair.

Fortress Banking
Corporation: our
name says it all.

(h)

The following brochure describes how boys and girls learn about how they are supposed to behave. Fill in the blanks with the appropriate relative pronouns.

The Difference Between Boys and Girls

Is there a difference in the kind of care that parents give to boys and girls? Do boys and girls grow up in different ways?

In many families the answer, of course, is YES. The first question _____ you are likely to be asked as a new parent is, "Is it a boy or a girl?" Sandra and Daryl Bem, _____ are married, have done an interesting study on this issue. They found that parents _____ had girls touched and spoke to their children more than parents _____ had boys.

These differences, _____ have been confirmed by many studies, are clear even by the age of six months. Many parents, _____ are trying to do their best for their children, do not realise they are making their boys more 'boy-like' and their girls more 'girl-like'. Many parents simply have the belief, _____ is perfectly understandable, that they want their boys to be strong and tough while they want their girls to be pretty and obedient.

As children grow up, they have other influences on their lives, not just their parents. The television, _____ sits in every modern living room, probably has the most power. Through advertisements _____ appear on the TV screen, a child learns about how boys and girls should behave. These advertisements often show men acting aggressively and having fun. Meanwhile, women are often shown doing housework and getting upset over how dirty the house is.

8.1 Listening

LISTENING FOR DESCRIPTIVE DETAILS

Listen to the passage from *The Hobbit* and choose the best answer for each question.

- Where did the hobbit live?
 - In a hole in a tree
 - In a hole in the ground
 - In a hole on a mountain
- What was the hobbit-hole like?
 - A small, cosy hole
 - A dry, bare, sandy hole
 - A comfortable hole
- What did the door of the hobbit-hole look like?
 - Round, green with a brass doorknob
 - Oval-shaped with a brass doorknob
 - Square-shaped with a brass doorknob
- Why did the hobbit have a lot of pegs for coats and hats?
 - Hobbits like to have a lot of visitors.
 - Hobbits have large families.
 - Hobbits have a lot of coats and hats.
- How were the rooms in a hobbit-hole laid out?
 - Some rooms were upstairs and some were downstairs.
 - All the rooms were on the same level along the same passage.
 - The rooms were only on the left side of the tunnel.
- What did the 'best rooms' have?
 - They had gardens.
 - They had good furniture.
 - They had windows.
- What was the view from the windows?
 - There was no view.
 - They had a view of a garden, the meadows and the river.
 - They had a view of little round doors.
- What is the name of the hobbit who lives in this hobbit-hole?
 - His name is Baggins.
 - His name is Braggins.
 - His name is Maggins.

88 Step Ahead 1 (S/E)



()

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(j)

PREFIXES

A prefix is a word-beginning that is attached to a stem word to change its meaning.

Circle the words in the following passage that contain prefixes, then list the meaning of the prefixes in the table. The first one has been done for you.

The Deadliest Gene

After an unending series of setbacks, we finally made a breakthrough. For many months, we had been testing and retesting the DK Gene to find out its secrets. Though many scientists thought that we faced an impossible task, we finally uncovered its secret: It is the gene that causes death from old age. This discovery may save thousands (if not millions) of people in the future.

Besides benefiting children, our discovery will also help older people. While it wouldn't stop people from dying, it would slow down the unyielding process of ageing. Even though cancer and heart disease would still be with us, people would have greater reserves of strength to face these incurable illnesses.

Of course, it will be years before these hopes can be realised. We need to re-explore many of our findings. Still, I am hopeful. Five years ago, the very idea of an ageing gene seemed illogical and absurd. But now we have found its secret. The effects are irreversible. I only hope that my faith in humankind has not been misplaced.



Prefix	Meaning
'un-' from 'unending'	changes word to its opposite meaning

132 Step Ahead 1 (S/E)

(k)

12.7 Thinking skills

ANALYSING

You are a reporter who has to submit two different reports for two news websites. The first website is called *Keen & Sharp Parents*. It is frequented by parents who wish to know about future trends in Singapore. The second website is called *KidsmArt*. It is frequented by teenagers who wish to learn more about music and the arts. You will need to rewrite the following report for the two websites.

The Straits Times: 2 January 2000

Music to the ears

Extra-curricular activities are to be known as co-curricular activities (CCA).

The Education Ministry says that this name change will be related to real facts and not simply renaming.

For most students, CCAs will be important for the points they carry for university entry. However, the ministry has in mind all-round talent-nurturing, be it in sports or the arts.

Talent will no longer be narrowly defined as academic achievement. If a child shows exceptional promise at music or graphic design, state resources will be committed to developing that talent.

This new thinking mirrors a change in attitudes about careers, which is that book learning is not the sole determinant anymore.

If Singapore wants to grow as a world city, it should develop a self-generating capacity for the performing arts by starting a conservatory for classical instruments. Currently, drama and dance are taught by the two arts colleges, SIA-LaSalle and Nanyang Academy of Fine Arts, but musical development needs state input to have a chance of succeeding.

(l)

Purpose

To inform an audience about the name-change of ECA to CCA, as well as the government's new emphasis on the arts.

<i>Keen and Sharp Parents website</i>	Audience	<i>KidsmArt website</i>
	Age	
	Interests	
	Information that would interest this audience	
Headline:		Headline:
Report:		Report:

APPENDIX X – Chapter 13

Comparative Analysis of the Evaluated Textbooks [see section 13.9.1 above]:

The comparative analysis of the textbooks is illustrated in the form of different tables. All these findings have been derived from the detailed evaluation discussed in sections 13.2 – 13.8 and, in fact, can be taken as the synopsis of the comprehensive examination. Each main aspect (under focus in the materials evaluation) has been assigned a separate column. [Also see section 7.5 above for the analytical techniques employed during this analysis]

Focus on Positive Features of Materials

First of all, the quantitative data focusing on the positive aspects of materials has been presented in Table X -1:

Table: X-1

Textbook Title	Communicative SSTP	Cognitive SSTP	Creative SSTP	Percentage of Activities imparting Communicative Competence
<i>English – 6</i>	0	4%	14%	0
<i>Every Day English – 6</i>	4%	11%	10%	1%
<i>Guided English – 0</i>	0	4%	7%	0
<i>Progressive Oxford English – 5</i>	3%	23%	5%	20%
<i>Progressive Oxford English – 6</i>	3%	27%	13%	19%
<i>Advance with English – 1</i>	7%	27%	3%	24%
<i>Step Ahead – 1</i>	13%	39%	32%	51%
No. of Textbooks displaying the Feature	0	4	1	3

Important: Only if 20% or more tasks of a textbook display the relevant feature, it will be judged to possess that feature.

CCC-SSTP and CC Comparative Materials Analysis

Tables X-.2, X-3, X-4, X-5, and X-6 focus on qualitative data related to the positive features of materials:

Table: X-2

Textbook Title	Effective Listening Comprehension Tasks (does not test memory)	Speaking Skill Tasks		Reading Skill Tasks		Process Writing
		Flexible	Lang. Similar to real life	Development of Sub-skills	Questions derived from Texts	
<i>English – 6</i>	×	-	-	×	×	×
<i>Every Day English – 6</i>	×	×	×-(except a few)	×	×	×
<i>Guided English – 0</i>	×	×	×	×	×	×
<i>Progressive Oxford English – 5</i>	●	(Mostly -×)	●	●	(Mostly) -×	×
<i>Progressive Oxford English – 6</i>	×	●	No indication	●	×	×-(except a few tasks)
<i>Advance with English – 1</i>	×	×	×	●	×	×
<i>Step Ahead – 1</i>	●-(67%)	●-(to a certain extent)	Only main tasks-●	×	(Mostly) -×	●

Comparative Materials Analysis of Skills based Aspects – I

Table: X-3

Textbook Title	Grammar Tasks			Pronunciation practice integrated with Oral Activities	Effective Vocabulary Tasks
	Meaningful	Aspects presented through Authentic Lang.	Focus on Form, Meaning and/or Use		
<i>English – 6</i>	×	×	Form	×	×
<i>Every Day English – 6</i>	×	×-(except a few)	Form	×	×-(except a few tasks)
<i>Guided English – 0</i>	×	×	Form	●-(integrated with oral drills)	×

<i>Progressive Oxford English – 5</i>	×-(except tasks of 7 units)	●	Form, Meaning and Use-(in 69% of the units)	-	●-(mainly presentation of meaning)
<i>Progressive Oxford English – 6</i>	×-(except 2 tasks)	×-(except when exemplified through reading texts)	(Mainly)-Form	×	●-(mainly presentation of meaning)
<i>Advance with English – 1</i>	×-(except mainly 6 tasks)	×	(Mainly)-Form	×	×
<i>Step Ahead – 1</i>	(About 17)- × (About 10)-●	×-(except when indicated in reading texts)	Form, Meaning and Use	-	●

Comparative Materials Analysis of Skills based Aspects – II

Table: X-4

Textbook Title	Lang. Functions	Integration of Skills	Discourse Level Lang.	Discovery Learning	Accuracy and/or Fluency	Appropriate Linguistic Level
<i>English – 6</i>	×	×	×	×	Accuracy	●
<i>Every Day English – 6</i>	●	×-(except a few oral tasks)	●	●-(to a limited extent)	Accuracy	●
<i>Guided English – 0</i>	●-(a few)	×	×	×	Accuracy	●
<i>Progressive Oxford English – 5</i>	●	●	(52%)-×	●-(to a limited extent)	Accuracy	●
<i>Progressive Oxford English – 6</i>	●-(a few)	●	(Mostly)-●	×-(except on a few occasions)	Mainly Accuracy	×
<i>Advance with English – 1</i>	●	(Only oral skills)-●	●	×	Accuracy	●
<i>Step Ahead – 1</i>	●-(indirectly)	●	●	×	Accuracy and Fluency	×

Comparative Materials Analysis of General Aspects

Table: X-5

Textbook Title	Variety of Reading Text Genres	Variety of Listening Text Genres	Authentic Reading Texts	Authentic Spoken Listening Texts	Variety of Written Products	Variety of Activities	Variety of Topics
<i>English – 6</i>	×	-	×	×	×	×	×
<i>Every Day English – 6</i>	×	-	×	-	×	×	×
<i>Guided English – 0</i>	×	-	●	-	×	×	×
<i>Progressive Oxford English – 5</i>	×	●	×-(except a few)	Authentic- × Spoken-●	×	×	●
<i>Progressive Oxford English – 6</i>	●	-	●	-	●	●	●
<i>Advance with English – 1</i>	Main-× Others- ●	-	×-(except a few)	-	×	×	●
<i>Step Ahead – 1</i>	●	●	●	Authentic- -●-(58%) Spoken- -●-(50%)	●	×- (except listening tasks)	●

Comparative Materials Analysis of Text & Activity Types

Table: X-6

Textbook Title	Content related to Students' Life	Of Value to Students	Familiar and/or Unfamiliar Topics	Portrayal of Different Cultures	Realistic Portrayal & No Stereotypes
<i>English – 6</i>	•	×	Only Familiar	×	×
<i>Every Day English – 6</i>	•	•	Only Familiar	×	×
<i>Guided English – 0</i>	×	×	Mostly Unfamiliar	Not really	Mainly mention of facts and fictional portrayal
<i>Progressive Oxford English – 5</i>	•	•	Familiar and Unfamiliar	•	•
<i>Progressive Oxford English – 6</i>	•	•	Familiar and Unfamiliar	•-(with main focus on Pakistan)	•
<i>Advance with English – 1</i>	•	×	Familiar and Unfamiliar	•	•
<i>Step Ahead – 1</i>	•	•	Mostly Unfamiliar	•-(with main focus on Singapore)	•

Comparative Materials Analysis of Textual & Cultural Content

Focus on Negative Features of Materials

The comparative examination of the coursebooks with regard to negative aspects has been presented in Table: X-7:

Table: X-7

Textbook Title	% of Mechanical Operations	% of Controlled Tasks	Discrete-point Tasks (mainly for grammar)
<i>English – 6</i>	44	82	●
<i>Every Day English – 6</i>	43	88	●
<i>Guided English – 0</i>	32	91	●
<i>Progressive Oxford English – 5</i>	36	83	●-(except a few)
<i>Progressive Oxford English – 6</i>	20	78	●
<i>Advance with English – 1</i>	36	90	×-(except a few)
<i>Step Ahead – 1</i>	16	60	●-(except 33%)

Comparative Materials Analysis focusing on Negative Aspects

APPENDIX XI – Chapter 14

Excerpt from Sample English Language Curriculum for Pakistan (Grade I – Grade VIII) [see section 14.2 above]:

RATIONALE

English is the second language of Pakistan which implies that it is required in educational and professional spheres. Effective English language skills are essential in varied jobs (administration, engineering, law, medicine, sales and marketing, finance, information technology, teaching, agriculture and media) and for different levels (from secretaries, clerks, and machine operators to general managers and Grade 22 employees). Moreover, English has gained importance as an international language and Lingua Franca signifying that proficiency in the language is necessary for international communication and access to technical literature vital for progress of a nation. In these circumstances, it is important that our pupils become efficient users of the language so that they can succeed in both national and foreign arenas. An effective way of facilitating acquisition of English is by providing the students maximum occasions for interaction with authentic English spoken and written discourse and production of the language in realistic scenarios so that they are able to cope with the real world language demands

GOALS

Thus the English language programmes in Pakistan should have the following goals:-

- They should **facilitate language acquisition** which will enable learners to **communicate effectively beyond the classrooms**.
- They should provide **multicultural exposure** while **respecting local traditions and the ideology of Pakistan**.
- They should assist students to develop into **critically thinking, creative** and **broad minded** individuals.

For convenience the learning period of the pupils is divided into two main stages (here it is important to reiterate that faithful adherence to these stages is not necessary):-

‘Stage I’: Grade I – Grade IV

The students are expected to attain proficiency in basic English skills during this stage.

‘Stage II’: Grade V – Grade VIII

The pupils are expected to be able to use English in real life tasks even beyond the classroom after the eighth grade implying that they should be able to-

- Comprehend and critically evaluate authentic listening/reading texts of different genres
- Engage in different types of formal and informal oral interaction
- Compose diverse formal and informal written texts
- Recognize the importance of the context, medium and genre of discourse
- Recognize the importance of the functional aspect of language
- Use various language learning and using strategies effectively

- Recognize, evaluate and utilize the diverse language resources (linguistic, structural, discourse-level, phonological features and devices) which are available to speakers/writers
- Comprehend and use figurative, idiomatic, rhetorical devices appropriately and effectively
- Select and adapt suitable ideas presented in texts to use in different tasks
- Generate their own relevant ideas which are to be expressed in discourse
- Play with language and make appropriate and effective decisions while choosing the lexis
- Comprehend and evaluate both familiar and unfamiliar culture as it is portrayed in different texts

TEXTS AND ACTIVITIES

It is recommended that students should be exposed to **diverse authentic spoken and written texts** (or simplified/adapted versions of authentic texts for lower levels) and provided **realistic purposes** to interact with these texts. For example, menus should be used to order meals, expository articles to extract useful information, and fictional extracts to respond emotionally. After initial introduction, the learners should be encouraged to **discover** the form, meaning and use of the grammatical classes; meanings and usages of unfamiliar words; and phonological aspects (with the help of clues, if needed) from these texts. **Related grammatical elements should be taught together.** For instance, nouns (together with concepts of countable and non countable, singular and plural, and known and new reference) should be handled with articles, adjectives and other determiners.

Students should be engaged in **real-life like communicative tasks** which should also be used to assess their grammar, vocabulary and pronunciation. For this **appropriate contexts** should be created. For example, writing a short story for a school magazine or applying for a job in reply to a newspaper job advertisement. Importantly, the **purpose** and **audience** should be made clear to the learners.

It is recommended that during the course of the lesson the instructor should focus on different vocabulary learning strategies (like guessing meaning of words from contextual clues) and sub-skills related to the four main language skills (like predicting, brainstorming ideas, skimming and so on) so that the learners both become aware of these strategies and learn to use them within and beyond the classroom.

Institutions/teachers should select texts keeping the **interests** of the students and the **usefulness** of the topics/genres in mind. The texts should expose learners to **different cultures** including local traditions, but care should be taken that the content is **neither disrespectful of the local beliefs nor promoting stereotypes and biases.** Learners themselves can be consulted when selecting texts. Together with textbooks, English fictional/non-fictional books, magazines, newspapers, television programmes, movies and websites can be suitable sources of texts.

Sample Textbook Activities [also see section 14.5 above]:

UNIT 3 – “FANTASY WORLD”

Main Activity I

Working With Texts – Book Blurbs

You are at a bookshop in Dubai with a friend. You come across two books which seem interesting. Figure 3.1 shows the blurbs given on the back cover of these books. The titles and the names of the writers are given below the blurbs.

Task 1 – Selecting Books

Oral Pair Work:

Discuss with your friend :-

➡ What is meant by a “**book blurb**”? Have you ever read book blurbs? What is the purpose of a blurb (to describe/retell/promote/support/offer suggestions)? Do other kinds of media/texts have blurbs?

➡ Are you familiar with any of these books or the characters mentioned in the blurbs?

➡ Which **one** of the books should both of you buy? Read the book blurbs and decide. Give appropriate reasons for your choice – in other words, share with your friend what made you decide (the title; the kind of book; the given story; the characters; the language used in the blurb)?

Exploring Words

Focus on the first blurb:

- What is a “classic” and why has “retold” been used? Give examples of a ‘classic’.
- List the characters of the book. What kinds of names do these have?

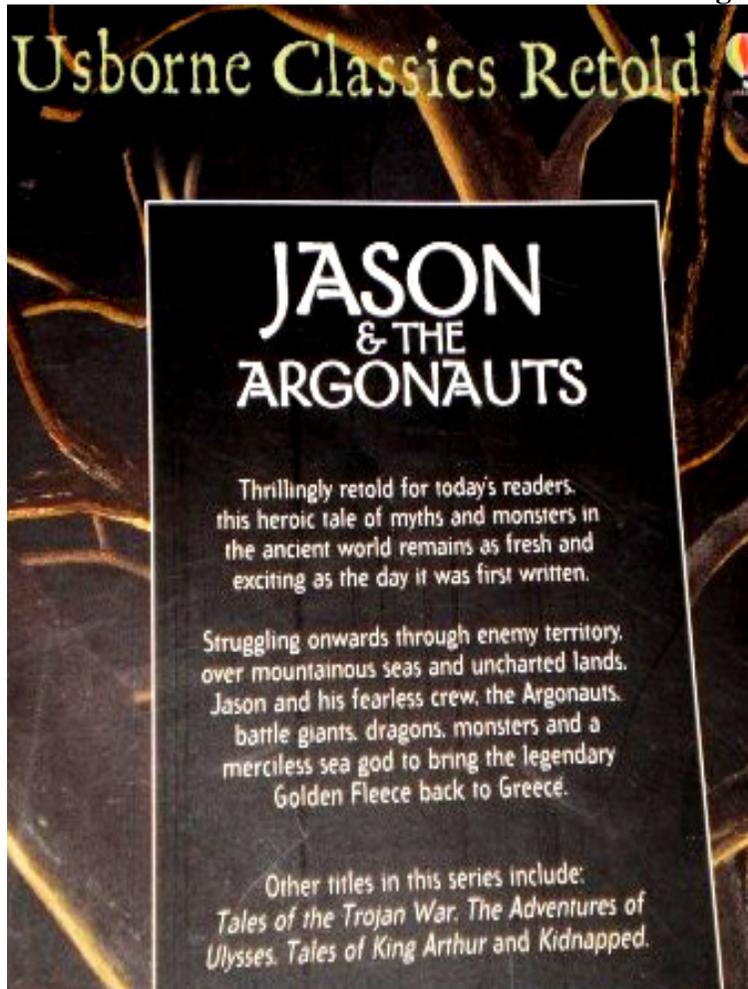
Focus on the second blurb:

- List any technical words used in the blurb. Do you know what these mean? With which things are these words usually associated?
- List words which have been used in an unusual manner. Also state why you have listed these words.

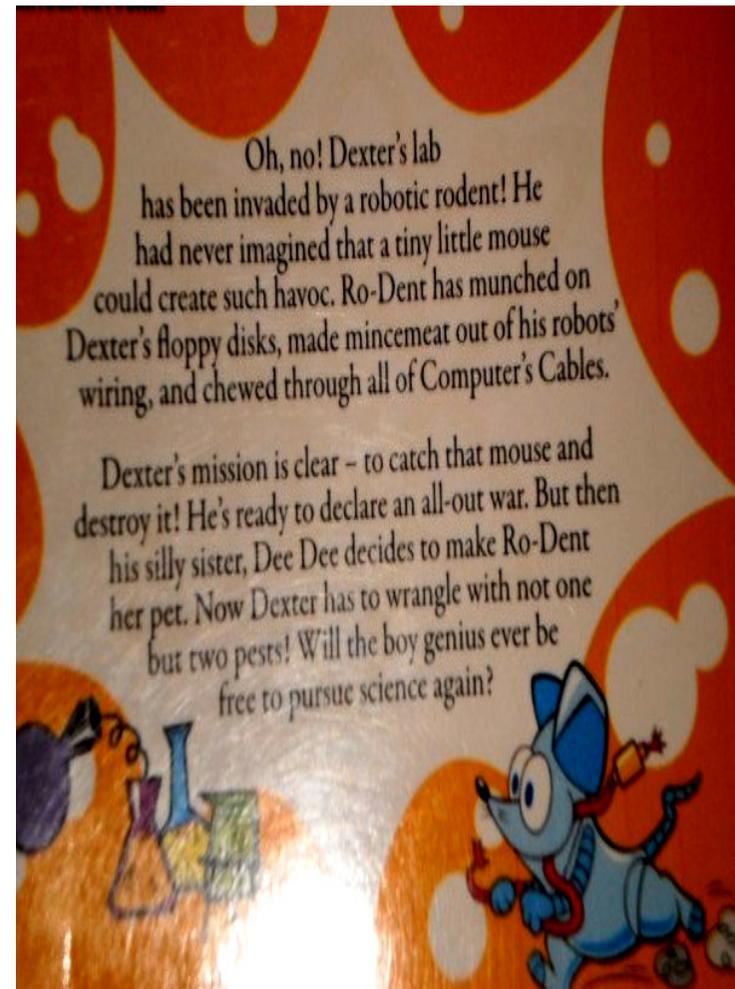
Focus on both blurbs:

- Which words do you find really **STAND OUT** in each blurb? Why do you find these effective?
- Do the blurbs make use of formal or informal language? What is the effect of language on you as readers?

Figure: 3.1



Jason and the Argonauts (retold by Felicity Brooks)



Dexter's Laboratory: The Dex-Terminator
(by B. J. G. Weiss and D. C. Weiss)

Book Blurbs

Play with Grammar (Focus on both blurbs)

- Which tense has been used? Why?
- Look at the nouns, verbs, adjectives and adverbs. Which of these parts of speech seem most dramatic, vivid, or sensational in each blurb?
- Which blurb makes use of a variety of sentences? What is the effect of using different sentence types?

Task 2 – Fictional Magic

A book publisher (your teacher/ fellow student) has asked you to write a blurb. Write the blurb of an imaginary book. You can include an illustration.

Remember that the content and the language should be suitable for the purpose of a blurb

⇒ **What is the purpose of a blurb?** ⇒ **Look back at the given blurbs for hints.**

What will you include in the blurb? Choose what is suitable from the following list:-

- The complete story
- The opening of the story
- The main events
- The ending of the story
- The main characters
- The minor characters
- Strong points of the book
- Weak points of the book
- Overall opinion

What kind of language will you use? Hints:-

- Adjectives and adverbs
- Specific action verbs
- Superlatives
- Questions and exclamations
- Formal/Informal language?
- Exaggerated language

Task 3 – Sharing Book Blurbs

After the publisher has accepted the book blurb share it with your class fellows. Do they want to read the book?

Main Activity II

Listening Magic – Tom and Jerry

Figure: 3.2



Tom and Jerry

Oral Pair Work:

You are listening to the first track from the movie “Tom and Jerry” or you are watching a video clipping of the song from the movie on television with a cousin who lives in the United States of America. The song focuses on Tom and Jerry and two other characters whom they meet.

Listen to/watch the first song of the movie sung by the four characters and discuss with your cousin (your partner) answers to the following questions

- Did you enjoy the song? Why?
- What is the message of the song? How far do you agree with the message?
- Why is ‘sunny’ and ‘rain’ mentioned in the song? Do the characters prefer ‘rain’ or ‘sunshine’? What do you both prefer? Give reasons for your answers. Also comment on the difference in views.
- Do you want to watch the movie (that is, if you have not watched it as yet)? Why?

Sounding Quest (Oral Work): Listen to the song again. Which words **rhyme** with “rain” and “friend”? Pay attention to how **two successive beginning consonant sounds** in words (like “friend” and “blend”) are pronounced? How is “**what**” pronounced? Are there any words in the song which **describe sounds**? What is the **effect** of these words? Does the song have any features normally associated with **spoken dialogue**? If yes, list the feature(s).

Exploring Words

- The word “weather” has been used in two senses – can you identify both its meanings [Hint: In one sense “weather” has been used as a verb and the other as a noun]
- What do the following phrases mean? (The overall theme of the song will help you understand the meaning of these phrases.)

“to the end” “two of a kind”

- Which phrases talk about food items? Why are they mentioned in the song?

Movie Magic

A movie producer has asked you to write the script of a Tom and Jerry movie of about one hour featuring the song that you have just heard/watched. The story and characters (other than Tom and Jerry) should be different from the original movie.

Write the script. Think about characters (together with Tom and Jerry) who will figure in the movie. Choose their names and personalities (each character should have a distinct personality). Also think about the opening situation, main events, crisis and the ending.

RED ALERT: The dialogue of the movie script is meant to be spoken not read; so it should be similar to spoken speech [what are the features of informal speech?] The dialogue should consist of exclamations and portray the feelings and reactions of the characters.

You can use the following phrases in the dialogues of your script, but **be careful** – be clear about the meanings of these phrases; they are used for different purposes (like offering suggestions, refusing invitations and so on). Also some phrases can have similar functions.

You could...	I'm afraid...	Why not...	Have you...
Let me...	Do you happen to...	I will...	Could you...
Sure...	Would you...	Yes,...	No,...
That's...	Can you...	May I...	Will you...
You ought to...	I could...	You can...	I'd like to...
I must...	I'd be delighted...	You may...	Shall we...
I'd rather not...	Could I...	I should...	How about...
			I can...
			It'd be a pleasure...

Conversational Phrase Box

You can revise the first draft from the following points of view:-

- Which tense (past or present) have you used?
- Are the directions clear?
- Is each dialogue suitable for the character speaking it?

Write the final copy and hand it to the movie maker (your teacher). If the movie producer likes the script, practice acting it out with some other class fellows. Finally each group/the best group can perform in front of the class.

Main Activity III

Fun with Pictures – Cuddly Companions

Group Work:

You belong to a writers club. Your group (about five class members) plans to write a children's fantasy story of about ten chapters based on the following photograph. You will be publishing your story and your readers will be nine to fourteen years old children.

Can you recognize the animals shown in the photographs? In which parts of the world is each principally found? The animal shown in the extreme right position in the photograph is a book character named Eeyore – Have you heard about him? Can you name the book? You can learn about Eeyore's personality by reading the book.

Figure: 3:3



Fluffy Friends

Word Pools:

You can use suitable words from the following word pools in your story:-
For describing the scenes and the atmosphere-

**lush deep rich vibrant bright brilliant dazzling glaring shiny
glossy gloomy dark depressing dim strong soft subdued rough
irregular course bumpy smooth muddy soiled dirty crystal-clear
pure arid dried withered damaged ruined stale musty stuffy
refreshing healthy blooming rosy eerie mysterious shady sunny**

For describing the character's physical appearance and personality-

**soft silky velvety furry sharp bright pointed snub tiny large rosy
 pale ugly horrid repulsive pretty attractive striking charming
 pleasing pleasant lovely tall monstrous huge short plump chubby
 stout thin skinny slim strong weak feeble frail hard-hearted cruel
 wicked brutal heartless savage horrible mean nasty
 disagreeable short-tempered bad-tempered irritable kind
 caring good-natured considerate compassionate sympathetic
 generous friendly amiable naughty mischievous playful
 impulsive rash cautious alert careful**

You will be writing a fantasy story, so your subject should be appropriate. A fantasy story is imaginary. Thus be free to let your imagination wander... You can write about anything!

Plan for your story: Think about the characters, their personalities and habits, and the place(s) where your story will be set. Decide about the events and situations portrayed in the story.

Composing the story: Assign each member of the group a part of the story and then start composing... You can revise your first copy using the following guidelines:-

- ➡ Is the story easy to follow? Is it organized properly?
- ➡ Is the story interesting? Have you used suitable noun and verb phrases? Have you repeatedly used certain words? [If yes, think of other words with similar meaning (their synonyms) which can replace these words] Have you used some words/phrases unusually or in a dramatic way?
- ➡ Are your descriptions vivid? [Have you used a wide range of appropriate adjectives and adverbs and effective prepositional phrases? Have you talked about all five senses?]
- ➡ How have you portrayed the characters? [Have you portrayed their personalities as well as their physical appearances? Have you included dialogue which goes with their personalities?]

Finally when all the club members are satisfied, bring the parts together and share your story.

UNIT VI – “GOING PLACES”

Main Activity IV

Listening Magic – Emperor Penguins

“National Geographic’s” Magazine is looking for volunteers from Pakistan who will be provided an opportunity (all expenses paid!) to visit the continent **Antarctica** (where is Antarctica?) for three weeks.

They are holding seminars in the major cities of the country. You are attending one such seminar.

In the beginning, the person in charge (your teacher) conducts a discussion asking you to share your knowledge about the place. The focus is on the following areas:-

- The location of the place
- Its weather
- Any wild life

Thereafter you are provided with pictures (given below) and made to listen to a short recording about the continent. After having heard the recording, make short notes about Antarctica under the following headings:-

- Its weather
- Main wild life that you expect to find there
- List features of the mentioned animal/plant especially those which enable the organism to survive in the continent.

Figure: 6.1



Snowbound Antarctica

Play with Grammar

Listen to the recording again.

- How far are the used verb phrases suitable for the accompanying noun phrases? [Hint: Are the nouns plural or singular?]
- Focus on the preposition phrases. Can you think about the reasons why the different prepositions are being used?

Sounding Quest (Oral Work): Listen for words starting with “th” - does “th” in all these words have the same sound or is there any difference? Does the voice go down or up at the end of each sentence?

Exploring Words

- List any word(s)/phrase(s) which **STAND(S) OUT** in the recording. Think why this/these word(s) stand out.
- List any one main word which you have also heard in the recording of Unit 3 Listening Magic. Compare the use of this word in both recordings. In which recording is the word more **EFFECTIVELY** used? Give reasons for your answer.

Finally the National Geographic representative will conduct a closing discussion. The lucky few (those chosen to travel to Antarctica) will be selected on the basis of those who give the best answers to the following questions:-

- How can you cope with the weather conditions of the continent?
- What will you do there?

Activity V

Chatting I – Giving Directions

Oral Pair Work:

One member of the friend is a Pakistan student, while the other member is his/her foreign friend.

Pakistani- You are expecting a visit from your foreign friend. He/she has reached the airport/railway station/bus stop and booked a taxi. However, he/she needs directions to your house as he/she rings you on his/her mobile phone. Give directions to your friend leading him/her from the nearest airport/railway station/bus stop to your house.

Foreigner- Ask directions as and when needed using suitable language.

You can choose phrases/sentences from the following word bank:

Which of the following clauses/phrases will be appropriate?

Word Bank

I've no idea where that is.

Where are we going?

Next continue until...

Oh, we've taken a wrong turn...

It is important that...

What next?

Let me see ...

What's this street called?

Cross the bridge and keep walking straight on...

Please modify the route...

I am extremely sorry to misguide you.

Turn right...

I will be delighted to help...

It will be better if you proceed as directed

Okay.

Now what?

Right...

Kindly follow my directions closely...

Sorry, my fault ...

RED ALERT: Be careful with the pronunciation of words, stress pattern (which words/syllables will receive stress?) and intonation (will your voice be going up or down?). Also remember to use the features of spoken text (Will you be using formal or informal language? Will you be speaking in complete sentences?)

Activity VI

Working with Texts – Travel Brochures

Task 1 – Globe Trotting

An official of Philippines tourist agency (your teacher) is visiting your country to promote Bohol (a province of Philippines). Your class represents individuals who are interested in visiting Philippines. You will be provided concessional packages (which will include air fare and your stay in three selected towns in Bohol) in groups.

You are provided with travel brochures (what is a “brochure” and what are “tourists”?) and maps about this tourist spot. In groups of three skim through all the provided material (look at the maps and the kinds of attractions that the places offers) and then choose the places in Bohol you will like to visit. Finally inform the tourist agent.

Exploring Words

- Think about the following words/phrases. What do they mean? Use the surrounding words to help you guess the meaning. If you can not guess the exact meaning, think about the word family or the part of speech of each.

Resort Cave Eerie Anchored Delicacies

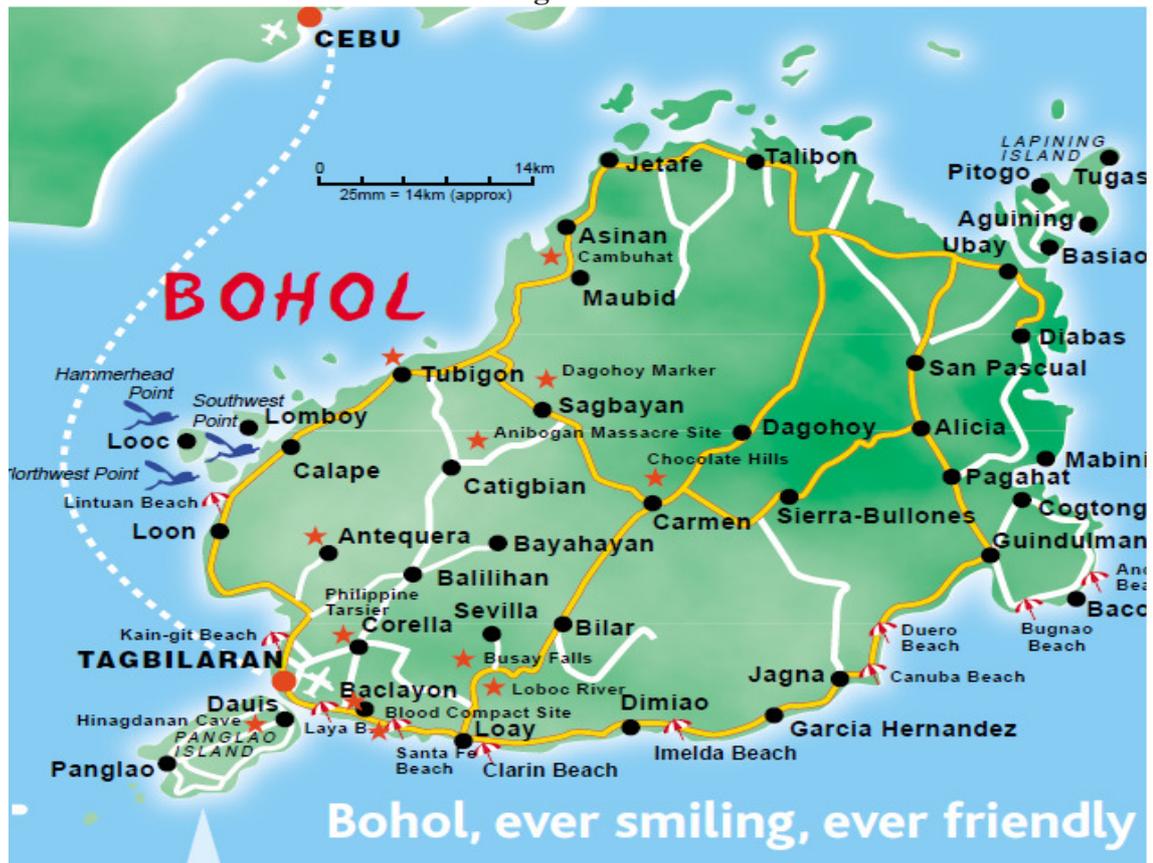
- Does this brochure use figurative language? If yes, give examples from the text? Do you feel that this kind of language is useful in the text? Give reasons for your answer.

Figure: 6.2



Map of Philippines

Figure: 6.3



Bohol

Scenic Bohol casts a spell on visitors drawn to this ovalshaped island – from the Chocolate Hills to the Tarsier, from 16th century watchtowers to Baroque Jesuit mission churches, from the Loboc River to Tagbilaran City itself. Add to these are palm-fringed coastlines that are blessed with white sand beaches and sheltering coves.

Magic of Bohol

Attractions

Chocolate Hills (Carmen, 55 km from Tagbilaran City)

This is the most famous attraction of the province, with perfectly symmetrical hills located in the town of Carmen. Named as a National Geological Monument, these hills look like chocolate bonbons when their green grass cover turns to brown during summer. Among these hills that abound in Central Bohol, two have been developed into top-class resorts and provide facilities including a youth hostel and a restaurant.

Hinagdanan Cave (Dauis, 6 km from Tagbilaran City)

It has clean, fresh water gushing from rocky sides. An eerie underworld with a bathing pool underneath, this cave is about 2 1/2 kilometres away from Dauis.

Loboc River (Loboc, 21 km from Tagbilaran City)

Enjoy a refreshing boat ride in the serene waters of Loboc River, starting from Loay Bridge which is the outlet of the river and along the palm-fringed banks.

5. Busay Falls (Loboc, 26 km from Tagbilaran City)

Busay Falls is 12 metres wide and 4 metres deep. It caters to swimmers and sightseers who would be enthralled to be in touch with nature. The Floating Restaurants had been anchored there as venue for meetings and conferences.

6. Kain-git Beach (Tagbilaran City)

A popular beach area that is close to the heart of Tagbilaran City and frequented by local bathers. It is being developed and maintained by the city government and is fast becoming a major entertainment area offering seafood and local delicacies. In addition, the southern coast of Bohol province is strewn with numerous white sand beaches, from world-famous Alona Beach in the west to Anda Beach in the east. Most resorts are concentrated in Panglao island, so this is where visitors prefer to stay. Bohol's eastern shores, however, offer unpolluted places to visit, relax and try things that only the locals do.

Play with Grammar

- Look at the noun phrases. Do any of these phrases include articles? Which articles are used? Why are these articles being used?
- Choose one portion of the brochure and study the structure of the sentences. For example: What kind of information/phrases is/are found at the beginning of sentences? Which phrase/clause/information ends the sentence?
- Study the given brochure and list the main features of a brochure.
[Hints:
 - Does the main content contain facts or opinion or both? What is the purpose of facts and/or opinion in a brochure?
 - Which sentence types are used? What is/are the role(s) of the used sentence type(s)?
 - Which tense is used to express facts and/or opinion?
 - What kind of language is used (simple/difficult; direct/indirect; objective/subjective; formal/informal)? What is/are the role(s) of the language?]
- Brochures can have different aims (like to inform, to persuade and so on). Identify the aim of the given brochure. How could you tell from the brochure? [Hint: Look at the language.]

Task 2 – Getting Visas

Individual Activity:

After you have reached the final decision, fill the visa application form (given in the following page).

THINKING POINTS: Before you read the form- What kinds of information will a visa form require [your opinions, facts, personal details, educational background, and so on]?

For questions requiring personal information (your name, address, telephone numbers, date of birth and so on) give accurate answers. For other questions (including those asking for your civil status, your passport numbers and names and addresses of your relatives/friends residing in Philippines) make up suitable answers.

Pair Oral Work:

After filling the form, you will be interviewed by the visa officer (another student).

Visa Officer- Go over the applicant's visa form and then ask any appropriate questions to clarify anything written in the form.

Applicant- Give suitable answers to whatever you are asked.



FOREIGN SERVICE OF THE PHILIPPINES
EMBASSY OF THE REPUBLIC OF THE PHILIPPINES
WASHINGTON, D.C.

FA FORM NO. 2

APPLICATION FOR NON-IMMIGRANT VISA

PLEASE TYPE OR PRINT ANSWERS LEGIBLY IN THE SPACES PROVIDED, IF NOT APPLICABLE WRITE N/A.

1. NAME AS WRITTEN ON PASSPORT		
2. LAST NAME (surname or family name)		
3. FIRST NAME (all given names)		
4. MIDDLE NAME		
5. CITIZENSHIP	6. SEX <input type="checkbox"/> MALE <input type="checkbox"/> FEMALE	7. DATE OF BIRTH (dd/mm/yyyy)
8. PLACE OF BIRTH (city, state or province, country)	9. CIVIL STATUS <input type="checkbox"/> WIDOWED <input type="checkbox"/> DIVORCED <input type="checkbox"/> SINGLE <input type="checkbox"/> MARRIED <input type="checkbox"/> SEPARATED	
10. OCCUPATION		
11. IF MARRIED, NAME AND ADDRESS OF SPOUSE, OR IF WIDOWED, NAME OF DECEASED SPOUSE		
12a. TRAVEL DOCUMENT TYPE <input type="checkbox"/> PASSPORT <input type="checkbox"/> TRAVEL DOCUMENT	12b. PASSPORT / TRAVEL DOCUMENT NUMBER	
12c. PLACE OF ISSUE	12d. DATE OF ISSUE (dd/mm/yyyy)	12e. EXPIRY DATE (dd/mm/yyyy)
13. PURPOSE OF TRIP TO THE PHILIPPINES	14. PORT OF ENTRY	15. ENTRIES REQUESTED: <input type="checkbox"/> SINGLE <input type="checkbox"/> MULTIPLE 3/6 MONTHS <input type="checkbox"/> MULTIPLE 1 YEAR
16. INTENDED LENGTH OF STAY	17. EXPECTED DATE OF ARRIVAL	
18. SUPPORTING DOCUMENT(S) SUBMITTED: <input type="checkbox"/> PASSPORT <input type="checkbox"/> TRAVEL DOCUMENT <input type="checkbox"/> BANK STATEMENT <input type="checkbox"/> AIRLINE TICKET <input type="checkbox"/> ITINERARY <input type="checkbox"/> OTHERS: _____		
19. HOME ADDRESS IN COUNTRY OF RESIDENCE (house no., street, city, state, country, postal zone)		
20. MAILING ADDRESS (house no., street, city, state or province, country, postal zone)		
21. HOME TELEPHONE NUMBER	22. E-MAIL ADDRESS	
23. WORK ADDRESS		
24. WORK OR CONTACT TELEPHONE NUMBER	25. FAX NUMBER	
26. ADDRESS IN THE PHILIPPINES (house no., street, town or city, state or province, postal zone)		
27. NAME OF PERSONS TRAVELLING WITH APPLICANT AND INCLUDED IN PASSPORT OR TRAVEL DOCUMENT		
NAME	AGE	SEX
28. REFERENCES AND /OR IMMEDIATE RELATIVES IN THE PHILIPPINES		
NAME	ADDRESS	
a. _____	_____	
b. _____	_____	
c. _____	_____	

Task 3 – Exchanging Notes

Exchange letters/e-mails with a class fellow (belonging to a group who has gone to a different set of towns). The letters can provide information about what you did and what you saw as well as present your feelings and opinions. The content can be based on the facts given in the brochure (like the names of places), but additionally you can include some other relevant details. (You can find more information about the places from books/internet).

Before writing the letter, think about the following questions:-

- Which tense will you use?
- Which sentence types will be suitable?
- What kind of language (formal/informal) will you use?

Group Project – Promoting Tourism

Group Work:

A tourist agency has decided to promote one place (city/town/building/beach/port) as a tourist spot. It has advertised that those interested should prepare a brochure persuading tourists to come to this place. The best brochure will be selected.

In groups of three, select any imaginary place and then prepare a brochure aiming at people of all ages, different nationalities, diverse professions and varied tastes/interests.

RED ALERT: The brochure is being written to persuade people to visit the tourist place. Thus it should promote the relevant place. Your content and language should be selected to fulfill this purpose.

Suggested Writing Plan:

Imagine a DREAM tourist spot (it can be a place of historical importance, religious importance, cultural importance and/or natural beauty). Think about suitable facts related to the place and prepare visual materials (like maps and pictures) which will be included in the brochure.

Then plan an appropriate design of the brochure. Make it unusual and attractive so that it stands out. Decide where you will place the maps, pictures and text. Also think about the kind of content, language, sentences and grammar that you will use (Will you be using superlative adjectives, prepositions, and figurative language?).

Give roles to the different group members – like which member should prepare which portion of the brochure. Each member should revise the portion assigned to him/her. [Is the content language, style, and grammar suitable (is it persuasive) and as decided by the group?]

After each member has finished his/her job, revise the different portions and bring them all together. Arrange them according to the decided design [either use a suitable computer programme or write out the text in blank sheets of paper and paste these together with the pictures and maps on a chart paper].

Finally present the brochure to the tourist agent (your teacher) and he/she can decide which brochure is the best.

Transcriptions of Listening Texts (Recorded on the provided compact disc)

Unit 3 – Listening Magic (Tom and Jerry)

“Friends to the End”

[The names of the speakers and statements extraneous to the song are given in italics.]

<i>[Puggsy]</i>	We two, we're friends to the end! Ain't we, my friend? We kind of blend together, Coffee and Cream, Boy, what a team!
<i>[Puggsy and Frankie]</i>	You'll never find two other guys Compatible as steak and fries;
<i>[Frankie]</i>	We're two of a kind! Much of a mind! We find our way together, Thinking as one, Searching for sunny skies.
<i>[Puggsy]</i>	True the sun may turn to rain,
<i>[Frankie]</i>	We don't mind a drop of rain,
<i>[Puggsy]</i>	But you won't hear us complain;
<i>[Frankie]</i>	Doesn't help to stop the rain,
<i>[Puggsy]</i>	What's to gain if we complain?
<i>[Frankie]</i>	Causes lots of stress and strain,
<i>[Puggsy and Frankie]</i>	We keep smiling in the pitter patter, Doesn't matter! Why let it drive us insane? We know the weather will mend, Won't it, my friend?
<i>[Puggsy]</i>	We'll weather life together, So what the heck! Here's what we recommend: The greatest gift in life's a friend,
<i>[Puggsy] (“Take it, Frankie”)</i>	
<i>[Frankie]</i>	Pays a daily dividend,
<i>[Puggsy and Frankie]</i>	Be like us and start a trend: Be friends to the end.
<i>[Puggsy] (“Come on, one more time”)</i>	
<i>[Puggsy and Frankie]</i>	The greatest gift in life's a friend,
<i>[Frankie] (“Take it, Pugs”)</i>	
<i>[Puggsy]</i>	Pays a daily dividend,
<i>[Frankie] (“Ha, ha”)</i>	
<i>[Puggsy and Frankie]</i>	Be like us and start a trend: Be friends to the end.
<i>[Puggsy] (“Hey, Come on, guys. You two try it. You can do it. Be friends.”)</i>	
<i>[Tom] (“Alright, I 'll give it</i>	

a try. Okay, here we go...)

[Tom]

We two, we're friends to the end!
Ain't we, my friend?
We kind of blend together,
Coffee and Cream,
Boy, what a team!

[Tom and Jerry]

You'll never find two other guys
Compatible as steak and fries;
We're two of a kind!

[Jerry]

Much of a mind!
We find our way together,
Thinkin' as one,
Searching for sunny skies.

[Tom]

True the sun may turn to rain,

[Jerry]

We don't mind a drop of rain,

[Tom]

But you won't hear us complain;

[Jerry]

Doesn't help to stop the rain,

[Tom]

What's to gain if we complain?

[Jerry]

Causes lots of stress and strain,

[Tom and Jerry]

We keep smiling in the pitter patter,
Doesn't matter!
Why let it drive us insane?

[All]

We know the weather will mend,
Won't it, my friend?
We'll weather life together,
So what the heck!
Here's what we recommend:
The greatest gift in life's a friend,
Pays a daily dividend,
Be like us and start a trend:
Be friends to the end.

[Puggsy] ("Again, again")

[Tom] ("Take it home")

[All]

The greatest gift in life's a friend,
Pays a daily dividend,
Be like us and start a trend:
Be friends to the end.

[Jerry]

[All]

*[Pugsy] ("Ha, ha. Hey, you
guys are the greatest. Ha,
ha.")*

*[Tom and Jerry] ("I love
it")*

*[Frankie] ("Yeh, you're
terrific")*

[“Friends to the End” from *Tom and Jerry: The Movie*]

Unit 6 – Listening Magic (Emperor Penguins)

Antarctica! It seems like the last place on earth. It's a land lost to eternal ice! Temperatures drop to minus eighty degrees Celsius. Yet in this frozen desert there is life... Emperor penguins are the only creatures to weather the Antarctic winter. They're built to conquer the cold... Emperor penguins are perfectly adapted to life in the freezer. Densely packed feathers and a thick layer of body fat keep the emperor warm on the ice and provide insulation in the water. Standing more than a metre tall (just over three feet) they are the largest diving birds on the planet.

[From *National Geographics Clittercam: Emperor Penguins*]

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Figure: 6.3 [Magic of Bohol]:

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Unit 6 – Working with Texts – Travel Brochures [Visa Form of Phillipines]:

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Images, Illustrations and Pictures

Figure: 6.2 [Map of Phillipines] and Figure: 6.3 [Magic of Bohol]:

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Figure: 3.1 [*Jason and the Argonauts* – Left hand picture]:

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