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**An Analytical Perspective on the English Textbook for 2nd
Year Student: BISE Peshawar**



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Abstract

Course books are the backbone for any educational environment to bloom. Standard textbooks help to interlink teacher and student to fashion a better academic session. Evaluation of textbook after a specific time period can have a positive effect on the standard of text books used at various academic levels. The research is aimed to evaluate the FA, FSc English textbook of Board of Intermediate and Secondary Education Peshawar (BISEP). The Strengths and weaknesses of the textbook are identified through Cunningsworth's and Sutherland's checklist. Moreover, the data is collected from four institutes of district Charsadda. Data were collected from both male and female in order to keep the authenticity and scope of the study. Direct interviews were used as data collection tools from both teachers and students. The result shows that there are certain shortcomings in the said textbook in terms of poor teacher's guide and absence of the listening skills, while its strengths are language content, practical considerations, language skills, design and organization, topics and finally its aims and approaches.

Key Words: Evaluation, Textbook, Strength, Weakness, Sutherland's Checklists.

INTRODUCTION

English is a lingua franca; it is a second or foreign language for almost all the countries and easily understood all over the world. People from different regions and nations take it not only as a proper medium of communication to express their feelings, or to communicate their ideas or to get and understand their goals. It is also a status indicator, especially in underdeveloped and post-colonial countries. It is an established fact that the use of the English language has become highly important in both societies i.e. national and international. Intra and interstate relations are dependent on English, because of its multi-dimensional use. For example, the world is having Russian, Chinese, Arabic, Spanish, and French, but no one can match English regarding their practical use. English can be used in multiple regions (like America, Africa, Asia, Australia etc.) among different ethnic and social groups for multiple purposes. Being such a versatile language in terms of its use, it is used across the globe for varied purposes. Though the researcher's aim is to only evaluate FA, Fsc

textbook of BISE Peshawar in order to give a rational textbook and a secure future to students and learners, but before going into direct evaluation of the book the teacher just intends to highlight the importance of English in order to give a broad base to the current research.

1.1 The Use of English for Communication through Media

(a) Print Media

Highly reputable international newspapers are London Times, Daily Telegraph, Washington Times, Indian Times, Arab Times, Gulf News, and the Moscow Times. These are the news giving sources and fountains of international news and stories. On the other hand, the national print media in Pakistan consists of the Daily News, the Daily Pakistan Times, the Daily Frontier Post, the Daily Nation and the Daily Dawn. These newspapers are the backbone of English print media. All these national and international papers play a very positive and effective role. Pamphlets have their own importance in the process of communication. They are published in French, German, Spanish, Persian, and Arabic and in many other languages. But if they get published in English, then a lot of people will have the opportunity to read. Journals are varied in their nature and relativity to various fields and disciplines i.e., medical journals, political journals, news journals, research journals, etc. As a whole, their purpose is to spread education, to civilize people and to make them aware of their problems and issues. Research articles in journals (for example in the field of sociology, psychology and applied linguistics etc.) are published to provide opportunities for students of different disciplines, to widen the mental horizons for more and more researches. A book is the only immortality. According to John Milton "A good book is the precious life blood of a master spirit". Books dealing with literature, natural and physical sciences, philosophy and history are out of number in English. Britain, which was the dominant power of the 18th, 19 and 20 centuries, made immense progress in the field of science. During this period books were either written or translated for research purposes.

(b) Electronic Media

Electronic media seems to be the fastest and easiest tool of communication in present time. Looking into the importance of English, today, television channels are

reasonably in English language, because the language is understandable almost everywhere. B.B.C., C.N.N., Russia Today, Al-Jazeera, N.H.K. English, Animal Planet, National Geographic, and Discovery are a few television channels, which educate masses all over the world in an intelligent manner.

In electronic media, internet has got great importance nowadays. E Books, e papers, videos, text messages, articles, blogs, social sites and various other sites are continuously pouring out information. All these sites and social networks (Facebook, twitter) use English to a great extent and it seems like that English is the only option to be social and connected.

1.2 English and Education

Mentors, teachers, students, and learners want to have command over English for their own ends and needs, while the researchers focus on English for their own purposes. Due to this importance, those countries and regions where English is adopted for educational purposes in institutions, the ministry of education adopts special initiatives and measures to produce an equipped cape of English-speaking people.

Coming to the Subcontinent, when in 1857, the Muslims and Hindus were defeated in their joint venture against Britishers in the War of Independence. After the defeat, Indo-Pak Subcontinent came under the direct control of the British Monarchy. The traditional education system was cancelled and replaced by the British education system. Arabic and Persian which were the main languages of instruction and education were thoroughly rooted out and were replaced by English, the language of the new masters.

During the stay of Britishers on the soil of Indo-Pak, many Muslim Leaders tried their best to revive the Muslims' glory. Among these leaders the most prominent one was Sir Syed Ahmad Khan. Sir Syed struggled very hard for modern education, especially for English education. At Ghazi poor and Moradabad Sir Syed opened two schools; later on, in Aligarh this great Muslim leader established M.A.O. School for the same purpose in 1875. In 1877 the school was upgraded and became a college. When Indo-Pak was still occupied, Britishers established education institutions in those various parts of subcontinent which is called Pakistan today. Among these

institutions, the well-known are: the University of Punjab, Government College Lahore, Aitcheson College Lahore, Islamia College Lahore, and Islamia College Peshawar, Edwards College Peshawar and many other Convent schools and colleges.

Pakistan, being under the British rule, for more than 90 years, accepted the influence of English language. It is a reality, that even after getting freedom from colonial power (Britain) the constitutions of 1956, 1962, and 1973 have given official importance to English language. Pakistani society, its elite class, schools, colleges and universities are also influenced to a great extent by English. During all these long years i.e. from the War of independence (1857) till now, the education and evaluation of English textbooks continued in one form or in another.

1.3 English as a Medium of Instruction

In Pakistan various government and private institutes promote education, where English is used as a medium of instruction. These institutes range from primary level to Ph.D. level. These institutes include elite class grammar and foreign sponsored and supported institutes, prominent government and private colleges, and all universities.

1.4 Importance of the Textbook

Davison (1975) suggests that in the foreign language classrooms, the next most important component after the teacher is the textbook.

Cunnings worth (1995) believes that textbooks have multiple roles in English language classes: they can help to present the written and spoken materials, provide activities, promote interaction, serve as reference of vocabulary and grammar, act as source for class room activities, also serves as syllabus and offer self-access work or self-directing learning. Books, in the class rooms, are used as a source of language input for language learners. Classroom activities, various contents of the lessons, and maintenance of the four basic skills are the key components of a good book.

Tomlinson (2003, p.39) has claimed rightly that books are route maps for both, teachers and students at all levels of the education and schooling system.

Furthermore, Nunan (1999, p.98) states that “a textbook is the main component of any instructional program and it is difficult to imagine a class without it...”

1.5 The Importance of Evaluating Text or ESL Books

Evaluation has been defined almost unanimously by the following researchers:

Nicholas, (2006) Simons, (1987) Marsh, (2004:106) Brown, (1989:223 and 1995:218)

“A systematic process for collecting and analyzing all relevant information for the purpose of judging and assessing the effectiveness of the curriculum to promote improvement”.

Crystal (2003) states, the number of people studying English has increased and about 85% of international organizations benefit from the official use of English in the world. Though the percentage is not unanimous in all regions, in some regions it is very thick while in some others it is shrunk to a very thin level. However, this percentage shows the importance of English as a worldwide and internationally spoken language, and its use in routine life in different parts of the world. Its usefulness in international (United Nations Organization, International Monetary Fund, World Bank, International Court of Justice etc.) and regional organizations (South Asian Association for Regional Co-operation, Shanghai Co-operation Organization, G8, G20, Economic Co-operation Organization, Arab League, Gulf Co-operation Council and so on).

According to Giaschi (2000) as a result of more than 60 years of development, English in the world, now, is one of the central components of education. Six decades are fairly a long period of dominance. Being so important, English courses and textbooks are regularly and constantly evaluated to get better and better versions. English like other disciplines and areas has exposed to evolution and changes. As literature goes through a slow and gradual, but continuous process of evolution, sciences do go through the same repetition of evolutionary process. If they could achieve the best of their part through the steady and gradual evolutionary process then through the same evolutionary process could definitely improve English textbooks and syllabi.

Harper (2007, p. 7) contents “Good textbooks are the results of many years of experience and ...much research and discussion with the teachers, consultants and publishers”.

It is rightly being said that experience is the mother of all knowledge, though it is a fact that evaluation is a difficult and a long-term process. It needs discussion and consultation with the teachers, experts, consultants and publishers, because it is not an ordinary task to be done by a layman, but a painstaking and hard task. Experts' views and opinions are always respected, and they are taken as opinion makers and trend sitters. For example, if the experts are from sports, their consultation and expertise are considered essential to bring positive reforms in the relevant sport. But when the reforms in education are needed, then naturally the education department and ministry of education will look towards educationists to bring reformative changes.

Cummings Worth noted that the most suitable textbook for students will reflect as closely as possible the language content, language skills, and patterns of language use that are needed. A textbook is an excellent tool for the performance of the material. It has always been of high importance for ESL (English as Second Language) teachers and students to have good books for their respective areas. A good textbook is a combination of proper contents, language skills and patterns of language.

If the above components are found in a proportion to each other, the book will be possibly close to the interest of the students and learners. However, if the proportion is violated and a kind of imbalance is created in the ingredients, surely those books will not be according to the expectations. Balance, imbalance, and right proportion between the materials and skills always affect the overall comprehensibility and effectiveness of syllabus.

1.6 The Development of 1st Year Book for the Session 2013

In most of the cases books are designed and then declared feasible in the previous decades of the history of BISE Peshawar. But the researcher has only focused on the current 1st year book. This book has been sponsored by the Khyber Pakhtunkhwa Textbook Board, Peshawar, while the National Review committee (Government of Pakistan) and Ministry of Education (Curriculum Wing, Islamabad) reviewed it. Professor Doctor Mujib Rahman (Department of English and Applied Linguistics, University of Peshawar) and Mrs. Humera Rahman took the responsibility of compilation and editing.

Furthermore, Hamidullah Khan (associate professor and subject specialist, Khyber

Pakhtunkhwa Textbook Board, Peshawar) was assigned the duty of editorship, supervision and coordination, whereas the printing and publication was done by the University Book Printers and Publishers Peshawar.

LITERATURE REVIEW

2.1 Aims and Approaches

According to Garinger (2002, p.1) “program issues going from broad (e.g., goals and curriculum) to specific e.g., exercises and activities.” Cunnings Worth (1995, p. 7) believes that “we should be confident that careful selection is made and that the selected materials closely reflect the needs of the learners, the aims, methods and values of the teaching program.” When careful selection is made, that will be in line with the aims of teaching program. Aims and goals are always the obvious target of a good textbook. Experts always have specific aims when they go to design books, and those aims are only achieved, if properly and expertly ordered. Yilmaz (2005) offers teacher should not only rely on the textbook, rather he should be selective in matching it to the special needs of learners and the declared aims of the course. Richards and Rodger (2000, p. 30) both say “the main aim of the material is to present and practice contents, ease, interaction between students and learners’ autonomy”. Both researchers explained the aim of the text material in such a manner that presentation of the material should be made in such a way; that maximum practice of the contents could be possible; interaction is to be made among students in order to get ease and autonomy in learning process. Here, the presentation is focused upon to get greater practice of the presented contents, to go through a kind of language acquisition with enough relaxation. Indeed, this aim is achievable, if the said method and process is followed in letter and spirit. According to the principles of genre-based approach to teaching of ESL writing scaffolding (i.e. gradually remove supportive teaching) learners, creativity can help learners see how writers write (Hyland 2003; Matsuda, 2003)

2.2 Design and Organization

Hutchinson and Waters (1998, p.8) point out “Textbooks are physical artifacts and the needs to recognize that lay out, format, bibliography and graphics are essentials for a successful textbook.”

2.3 Language Content/ Material

Zohrabi (2011, p. 214) emphasizes, “Material evaluation should be the top priority of any curriculum”. To Zohrabi evaluating material for curriculum should be at the top of all priorities means that standards of popular selection are to be adopted as a genuine criterion of selection. Whatever the learners learn is dependent on the evaluated materials. Genuine, authentic, standard and up to date materials are necessary. Interesting lessons, variety in topics, age group considerations are supposed to be checked. In case, if all these essentials are fulfilled, then the materials and contents of the language will themselves catch the eyes and ears of the readers and listeners.

According O’Neill, (1982: p.8) a large portion of a course books’ material can be suitable for students’ needs, even if not specifically designed for them. It is a fact that all course books are having plentiful materials for students. This statement is true, and there is no ambiguity, no argumentation can go against it, if judged in the light of facts. While designing any course book or textbook students’ needs, interest and mentality is kept in mind. That textbook is only taken perfect, if there is sequence and connection in units and lessons, if skills are balanced; its makeup is good and also serves as a smart handbook to teachers.

Allwright (1981: p.8) emphasizes that “content [potential intake] is not predictable. It is, rather, something that emerges because of the interactive nature of classroom events.” Though, Allwright talks about the language content, but his view goes in favor of the interactive nature of the classroom. Content is important, but practice is more important than the content of language. According to Allwright, the proverb “Practice makes a man perfect” could serve better than mere content.

Cunnings Worth says “The most suitable textbook for students will reflect as closely as possible the language content, language skills, and patterns of language use that are needed.” Here, Cunnings Worth’s view differs Allwright’s point of view. The former clearly favors practice while the latter arguments in favor of language content. Even Cunnings Worth can see the reflection of the content in students’ use of language. He claims that students’ sing those songs, which they are fed upon (In other words whichever perfume is used that could be smelled after the usage).

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Regarding the comprehensibility of the contents, Krashen (1981) stresses on “comprehensible input”, sometimes, during material selection, if individual interest, familiarity with the material, and comprehensibility is ignored, then the contents will be no more of any interest for the learners.

Therefore, while selecting contents and material, Krashen’s hypothesis should be kept in mind. Tomlinson (2001, p. 66) defines material as “anything which can be used to facilitate the learning of a language” Material is supposed to be a kind of facilitator in language learning as it is necessarily to be of comprehensible nature, which could be observed easily. Textbooks must provide better material for the learners, in order to produce positive and effective results.

Richards (2007, p. 251) maintains materials “provide the students with the main information and the type of the language practice that occurs in the classroom”.

As books are the main source of information for the students and this is clear that books are composed of materials, which provide a broad base for language practice in classroom. If the available material has been through proper selection, compilation, editing and proof readings; then the chances are surely greater that the material will be suitable enough and will fulfill students’ needs and wants.

According to Jordan (1997, p. 256) these are the chief characteristics of a textbook, “authenticity, comprehension, checks, questions, summarizing, writing tasks, pair work, listening activities, note taking, and glossary of specialist terms” Various contents should be there like for writing practice, for listening, for comprehension, for note taking, for glossary and summarization. All these give a sound and solid base to a textbook. A textbook without these qualities and characteristics seems incomplete and defective.

McGrath (2006, p.174) believes that “A textbook is like oil in cooking- a useful base ingredient. Textbooks are like ladies’ handbags. Because, we can take what we need from them and ladies to take handbags whenever they go.” The view which McGrath holds is reasonable and correct, as cooking is impossible and meaningless in the absence of oil, similarly if a textbook is subtracted from the learning process the learning will naturally be imperfect. Alternatively, they are like ladies’ handbags i.e. easy to be carried everywhere and in time of need much is to be

picked out of them. Textbooks are small in size, but useful as a source of information; their usefulness cannot be denied and ignored.

2.4 The Four Language Skills

Cunningsworth suggest that the most suitable textbook for students will reflect as closely as possible the language content, language skills, and patterns of language use that are needed. A good textbook should entail the four basic skills (reading, listening, writing and speaking) of language. Reading and listening materials improve reading and listening skills while writing and speaking materials improve the writing and speaking skills. The learner's competence level depends on the former two skills and performance is thoroughly dependent on the latter two ones. Like other ingredients of a textbook, language skills are also an important part of a textbook. If, for example, these skills are ill proportioned or some of these are missing, the situation, no doubt will be awkward. The chemistry of a textbook should include a fair balance among the skills.

According to Jordan (1997, p. 256), the chief characteristics of a textbook are authenticity, comprehension, checks, questions, summarizing, writing tasks, pair work, listening activities, note taking, and glossary of specialist terms. Jordan has also commented on the language skills. However, Jordan's discussion is more tended towards writing and listening activities, while speaking and reading are neglected. It is also obvious that textbooks focus more on reading material. However, in teaching, asking questions and making summaries are linked to listening and writing in one way or the other. Listening is not an unconscious and effortless process but an effortful and conscious process. Mere hearing is not enough, questions after questions, concentration, and deep observation to pick the maximum points, is very important. It is a fact that all people cannot be good listeners, but when it comes to writing only a few people can be good writers. That is why it is aptly said that writing well is nature's masterpiece. If a textbook is having both receptive (listening and reading) and productive (speaking and writing) language skills will always be appreciated. As the glossary is important, and authenticity is taken to be the essential part of a good textbook, the same may be the importance of these two skills.

Dornyei & Gardner state that it is sometimes very hard to make some students talk

and think a good speaking task should be able to motivate them to participate in speaking tasks like role play (Dornyei & Schmidt, 2001: Gardener 2001)

This opinion really carries weight; it is indeed very hard to make students think or talk, only, it is possible when activity-based learning is adopted. In addition, learning is made a kind of fun in order to get abilities and skills improved. It generally improves all skills but improves speaking and listening skills particularly, because a kind of acquisition takes place, which nourishes all other skills. Generally, it has been observed that students of ESL face some hurdles in speaking English (also proved through Krashen's monitor and effective filter hypothesis). The main reason behind this thing is shyness and lack of practice. If this reason is removed in time, and practice is made during class hours then nothing can hinder the fluency of students. Their shyness and confusion will go fade and a kind of new charm could be seen in the class room activities.

According to Gover (2005) "there should be a balance among varieties of language skills" Balance among reading, writing, listening and speaking skills is no doubt essential for so many reasons. If one or two skills are given more space during text or course book designing definitely the equilibrium will get disturbed. For example, if the textbook is divided skill wise and the result is sought in percentage, then it will be easy to understand. Reading is another important skill among the important skills regarding language. For an ESL student to read more and more leads to greater comprehension and in return it strengthens critical thinking and develops a strong memory. Reading is important for several reasons. It is important to pronounce properly, to observe in between the lines, to create fluency while reading, but Richards Lesley has expressed his view about reading in order to bring into the front another important function of reading. According to Richards Lesley, to read authentic language, is to enhance the ability of comprehension and to shower the sparks of critical thing upon the sheet of memory.

According to Sheldon (1987), a textbook can be referred to as published book specially to help language learners to improve their linguistic and communicative abilities. Linguistic and communicative abilities are the other main considerations of a good textbook. A book is incomplete if it is lacking speaking and conversational

practices and exercises. When the students get mature, they will be lacking fluency during their conversation. For this reason, Sheldon has rightly mentioned its importance in a good and valid textbook. If these significant elements are ignored during selection and designing a text book the impact will be very drastic and negative upon the students.

2.6 Teacher's Guide

Teachers' guidance is of immense importance, as Tomlinson (2003, p.3) believes that "A textbook helps to provide a route map for both teachers and learners, making possible for both teachers and learners to look ahead to what will be done in a lesson as well as to look back on what has been done". As maps and guidance are important for traveling and exploration, in the same way teacher's guide in a textbook is also important. It is impossible for students and learners of a textbook, to go through without maps and guidance. Tomlinson's approach is appropriate in saying so that text books are route maps both for teachers and students. The way the explorers (Wasco de Gama, Ibn e Battuta, Columbus) have served the humanity, the same task has always been performed by a good complete textbook.

The importance of textbook is further elaborated by McGrath (2006, p.175). McGrath (2006, p.175) states that a course book is a map and as can be deceptive in its apparent simplicity of direction and explanation. McGrath's words also reveal the value of a perfect textbook. It guides the teachers in all aspects and provides direction, while explaining difficult terms and passages. Teacher's guidance through textbook is important, because it gives background and foreground of the lessons and units included in the textbook.

Furthermore, it is teacher's guide, which guides a teacher and in return the teacher extends guidance to his students through comprehensive and understandable teaching. As maps and routs are important for the guidance of travelers amid dry deserts and giant mountains, a teacher's guide provides the same guidance during a lesson. How to teach, what to teach, why to teach, from where to teach; all these are closely related to a teacher's methodology of teaching and his effectiveness during teaching.

McGrath (2006, p.175) divides a textbook into four topics "guidance, support,

resource and constraint”. McGrath suggests dividing a textbook into four parts. In these four parts, guidance is given its due place. A complete textbook should have a guidance section before the start of a lesson.

Davison (1975) also suggests that in the foreign language classes the most important after the teacher is the textbook. According to the latest research and teaching strategies textbooks provides teaching instructions and design. To give instructions and to design books according to the latest teaching strategies / developments are very important in this modern era. Teaching strategies, teacher’s methodology and teacher’s guide work in a triangle together. If one of them is poorly structured, or they are having faults in them, then they will certainly be having a negative effect.

Richards (1993, p.49) also considers textbooks as source books rather than course book. Textbooks are not mere course books, they are definitely good sources, from where one may pick up valuable references in time of need. Contents and materials are indeed limited, but their arrangement and sequence are very important. Effective textbooks are designed in such a way that they may not only fulfill the expectations teachers, but also appropriate to learners’ expectations and aims. Enriching teachers through an excellent and outstanding textbook, enriches students’ faculty of thinking, strengthens their imagination and polishes their artistic creation.

2.7 Practical Consideration

In O’Neill’s (1982) opines that course books have the practical aspect of providing material which is well-presented in inexpensive form. While designing course books the cost and expenditure is also kept in mind. Pakistan is a developing country and the literacy rate of its population is about 59%, which is not sufficient in this modern age of knowledge and technique. Among other reasons of this low literacy rate, one of the basic reasons is the lack of resources and poverty. If the financial problems of the poor people are properly addressed and they are given financial support in the shape of low cost, naturally the literacy rate will go up ward. But if they are deprived, and no concession is made regarding the cost and expenditure, then, definitely the impact on education will be negative.

Skierso (1991) refers to the cost-effectiveness of the textbook in the “bibliographical

data section". Though he has discussed the cost-effectiveness of the textbook in bibliographical data, but has discussed its due impact on poor masses and its importance as a part of book designing. As other researchers keep cost in their mind while developing a textbook, Skierso does the same thing. For poor people, even to fulfill the basic needs is very hard, so in all countries and societies cost does matter because all the sections of the society are to be given the fruit of knowledge. The placement of the cost effectiveness may be discussed differently but it is always there in one shape or another.

Cunnings worth (1995) consider cost effectiveness in the "practical considerations" section. According to Cunnings worth's cost is also important to be fixed carefully, and thus he has given reasonable place to it in the checklist developed by him.

Sheldon (1988, p. 237) stresses that the selection of a particular core volume signals an executive educational decision, in which there is considerable, professional, financial and even political investment.

Research Methodology

The methodology adopted for the study is quantitative in nature. Seasoned and experienced teachers made the research authentic and valid. The population for the current research study consisted of 20 teachers from four prominent institutions of district Charsadda. Interviews were arranged as a data collecting tool. Furthermore, the research was strengthened by the participation of male and female teachers. This combination of both the sexes validates the authenticity and variation of the results and findings of the researcher.

3.1 Nature of the Study

The research was carried out in four institutions. Namely New Muslim School and College, Tajo Bibi Degree College for Girls, Post Graduate College Charsadda, and Saeed Public High School and College, Sardheri, Charsadda. This thing is worth mentioning that two of the institutions are meant for boys, while in the remaining two institutions one is a girl's college and the other one is a co-schooling system. All the participants (teachers) expressed their views honestly about the feasibility and validity of the textbook.

3.2 Participants of the Study

There were 20 teachers in total. The study was conducted on gender bases. Among these participants, fifteen were males and only five were females. Four different institutions i.e. Post Graduate College Charsadda, Tajo Bibi Degree College for Girls Charsadda, New Muslim High School and College Charsadda and Saeed Public High School and College Sardheri, Charsadda, were visited by the researcher for collecting data. The teachers, who participated, were asked 28 questions dealing with the seven main points of Cunningsworth's and Sutherland's checklist.

The teachers were interviewed; their views were on the basis of their relevant teaching experience. Half of the teachers were having more than five years of experience. Their sharing of their experience proved helpful in the researcher's quest for authentic research.

3.3 Instruments of the Study

The instruments used in this research study were direct interviews from the teachers. The study was meant to make an attempt to carry out evaluation procedure in a valid and fair manner. The interviews were conducted with 20 qualified and experienced teachers from four institutions. The interviews played a facilitating role in data collection and data analysis. These interviews made the research study more authentic, because the teachers' views on the textbook were reasonable and rational due to their age and teaching experience.

DATA ANALYSIS

Having been through the answers and responses of the teachers in the light of the conducted interviews, data were thoroughly analyzed, to identify the strengths and weaknesses of the textbooks by comparing with the chosen checklist. Teachers' attitude towards the textbooks, its various sections and portions were painstakingly taken into consideration. Their views and opinions were weighed, in order to conduct a balance research.

4.1 Analysis of the Interviews

Twenty teachers participated and expressed their opinions about the designed syllabus of the 2nd year English textbook. Although, all the teachers did not agree unanimously. But almost all of them elaborated their views on the same pattern and

demanding some reforms were felt needed. Teachers' views in the light of the selected checklist are given as follows.

1. Aims and Approaches

When, they were asked questions about the aims and approaches of the textbook and their relation with the teaching program, they totally agreed. Furthermore, they pointed out that the book is flexible enough and also meet the needs and wants of teaching and teaching programs.

2. Design and Organization

On the design and organization, they disagreed. 17 out of 20 went in favor and only 3 of them contradicted and went against the design and organization of the book.

3. Language Content

On language contents, they were found on the same page. They supported the vocabulary meaningful and pleasant. According to them the grammar section and units were found accordance with the situation and level of the intermediate level.

4. Language Skills

In the designed textbook eight units are included. At the end of each unit writing activities, conversational activities and reading skills are given. When, these teachers were asked questions about the language skills and their sufficiency and validity; they all appreciated. Although, the fourth skill was missing but it seemed from their opinions that the presence of the three main skills may be sufficient as strength of a good and valid textbook.

5. Topics

In a textbook, topics are of significance interest. If topics are interesting, they will always attract the students as well as the teachers. Students' interest cannot be ignored at any cost. Each individual teacher was separately asked and each of them appreciated the topics with a slight difference. Sixteen out of the twenty teachers (80%) declared the topics quite rich, because the book was having short stories, essays, a one act play "Damon and Pythias" (), poetry and other writing and speaking materials.

6. Teacher's Guide

The researcher criterion for this research study is Cunningsworth's and Sutherland's checklist, and teacher's guide is an obvious part of that checklist. When the teachers

were asked regarding teacher's guide they called it a partial guide. During their interview session, they referred to the teacher's guide as an incomplete guide for teachers.

7. Practical Consideration

Practical considerations include cost of the book, size and its weight, quality of the paper and print of the book. Modern age is purely a machine age, where quality paper can be easily available. Cheap, clear, lighter and smarter books are liked.

The teachers, who participated, when they were asked about the practical considerations of a good book, they all voted for cheaper, lighter, qualitative and smart books. According to this criterion, the present textbook of 2nd year English has got all feasible practical consideration but lacks the quality of paper.

4.6 Responding to the Questions

(1) To what extent does this course book satisfy needs and wants of the students and learners?

The textbook of the FA, Fsc English is having both poor and strong points. However, in spite of these facts the book is useful and can easily fulfill needs and wants of the students and learners to a great extent.

(2) How this course book, can be improved in order to be useful to the students and learners?

If the textbook is carefully evaluated and made balanced with the applied criteria, then no doubt, the book will be more and more authentic with standard and useful materials. If the language skills and poor teacher's guide are reviewed and carefully examined then improvement (for students and learners) is for sure.

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