

INVESTIGATING THE PERSPECTIVES OF TEACHERS AND STUDENTS ABOUT B.SC ENGLISH TEXTBOOK: A CASE STUDY

Muhammad Safdar Bhatti^{1*}, Zahida Jabeen², Rafia Mukhtar³, Muhammad Bilal⁴

¹TEFL Coordinator, AIOU Bahawalpur, Pakistan, safdarbhatti2001@gmail.com

²Instructor, SAQE, Bahawalpur, Pakistan, zahidajabeen6@gmail.com

³Director, SAQE, Bahawalpur, Pakistan, sage1994@gmail.com

⁴Scholar, The IUB, Bahawalpur, Pakistan, muhammadbilal2018@gmail.com

*Corresponding Author

Abstract

Textbooks play a fundamental function in educational programs and language classrooms around the globe. They are extremely accessible and useful resources that teachers and students can exploit according to their requirements. The intention of this study is to investigate the significance and effectiveness of B.Sc English textbook which is taught in the affiliated colleges of The IUB from the teachers and students perspectives. The assessment of the English textbook was conducted on the foundation of five criteria: The collection and association of contents in the textbook, price of the textbook, four skills, grammar and vocabulary, mechanism of the textbook. The study was conducted at three Govt. Colleges of Bahawalpur. Quantitative information was obtained through a questionnaire administered to 200 students and 20 teachers. Percentages, frequencies, standard deviations and mean were calculated for every item to explain on the whole depiction of how the students and teachers rated the textbook in conditions of five criteria. The outcomes revealed that both the students and the teachers felt negative about the majority of the items of the textbook. It was established that both grammar and vocabulary did not fulfill the students' needs. Majority of the teachers and the students mentioned that the textbook material failed to enhance the four language skills. It also indicated that there were no exercises and activities included in the textbook. Most of the students and all the teachers declared that textbook was not up to the level of the students.

Keywords: Investigating, perspectives, textbook, revealed, enhance

1 INTRODUCTION

English is an international language and also a storage bank of world information and knowledge. It is a medium of international communication and also an upholder of standard terminologies. The advancement in higher level studies, the firmness of English language is necessary as almost all the knowledge is available in English language. Considering the state of this language, it has been a challenge for its teachers. It is very important for an English language teacher to have a full command and control on English language. In learning programs textbooks are trustworthy source for instruction and education progression; nevertheless they depend on the academic background in which they are worn. "Despite the fact that the excellence of

English as a second language comprehension, textbooks have enhanced significantly in current years, the procedure of selecting a suitable manuscript has not turn out to be very easier for the majority teachers and administrators (Wen.et al.2011).

The word textbook is neither accurate nor steady. Johnson defines “textbooks in broad-spectrum as books on paper, premeditated and formed particularly for instructional utilize”. He furthermore suggests that the phrase textbook be able to be functional “to an increasing diversity of functions in differentiated, independently, customized training situation, counting textbooks in the variety of diverse medium. Referring to EFL textbooks distinctively, Sheldon (1987) describes textbook as an available book, repeatedly created for viable achieve, whose unambiguous aspire is to support foreign learners of English in developing their linguistics understanding and/or unrestrained capability.”

The textbook is a manuscript worn as a typical foundation of information for formal study of a topic and a mechanism for learning and teaching, (Graves 2000: 175). It is predictable to decide whether the current English textbook of Bachelor of Science is valuable in fulfilling the necessities of English language guidance and the students of English. Particularly, textbooks are frequently used learning and teaching resources for both the learners and the teachers. On the behalf of the learners, a course book really affects their performance and attitudes in the direction of the educational considerations of the lessons. The course book is an essential foundation of contribution and an enormous chance for ESL learners to be in touch with foreign language, which is realized merely in classroom situation.

Textbook plays an outstanding role in the teaching learning process as they are chief agent of transmission knowledge to learners. The fundamental task of textbook is to make the existed knowledge offered and apparent to the learners in a planned way. Textbooks are learning resources commonly used in teaching learning process. The present study is evaluating English of B.Sc an official textbook used for B.Sc. students in all the colleges which are affiliated with IUB. The focus of my study is to find out teachers comments on the quality of textbook because it have direct effect on how teachers use the textbook and the teaching/learning outcome. My study is investigating teacher's awareness about need of textbook evaluation. All information is collected through the questionnaires that are filled by the students and teachers.

The textbook performs one of the most significant roles in education. This is one of the least structured tools of accessible learning. Students and teachers reliance upon the textbook as a source of information, so an outline of study and a means of increasing skills and rational growth make it the necessity for the selection of good textbook as an essential aspects of good teaching.

The purpose of textbook is not only to use it as a basic teaching tool in the process of teaching and learning of English but also it plays a very important role in the improvement of students' English language. There are some features related to the textbook which give them such connotation in the process of educational change. First textbook acts as a medium for teachers and learners training; second textbook provides a picture of what the change will look like; and third they offer the psychological support to the teachers.

1.1 Background Of The Study

English, the Lingua Franca, has nowadays an extra noteworthy function to play in the worldwide field; the diverse nations (from Mongolia to Singapore) realizing that English is the “language of status and globalization” (2006: 42), and that its utilization will have an encouraging attitude on their interests, promotes the education of the language in their enlightening 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 representative acknowledgment it is “used widely within society, government, and commerce, academies, public and school affairs” (Shohamy, 2006: 62).

Textbooks are interconnected learning and teaching resources. Parrish (2004) describes reimbursement of using a course book is capable of meet up a learner's requirements or opportunity of having rather dwelling for additional reading.

In Ruben (2010) investigate, a content investigation of the course book worn in Dutch early on infancy educator instruction shows understandable inconsistencies with the proposed program of study. Neither the content principles establish in the proficient sketch for teachers nor are the content values from the enlightening outline of their teaching course sufficiently enclosed in the books.

Textbooks in Pakistan are not according to learners' linguistics needs. The department of education plays an important role for providing standard level of English textbook according to learners' needs and proficiency level of linguistics (Aftab, 2011). The Subtle Subversion a Pakistani research report highlights that curriculum of Pakistan has weaknesses. This research concentrates only on contents of textbooks. It highlights that

many books lack concept and logic but the purpose of these books is just to fulfill the examination requirements (Nayyer & Salim, 2007). Many textbooks give little opportunity to learners in classroom to communicate effectively in second language (Minh, 2007).

According to Richards and Renandya (2002), textbooks comprise various disadvantages such as incapability to introduce appropriate verbal communication models, building cultural misapprehension and so on. Richards (2001), states that the vast quantity of resources which acquire the variety of written, non-printed, or mutually build the language teaching equipment around the world. Genesee (2001) claims with the purpose of book evaluation can be described as a progression of analyzing, collecting, and interpreting information. For the reason that this procedure, there will be upgrading in language proficiency of learners and instructive programs will be extra prosperous.

1.2 Statement Of The Problem

Textbooks have become an essential component in instruction and education process. In reality, Pakistani teachers rely a lot on textbooks which serve up as instructional substance in their classrooms. Teachers are not appropriately trained on how to pick, accept, evaluate and use their textbook. Curricula have not met with the convenient desires in the classroom. It too found that teachers do not perform any amendments to the textbooks they engaged in training education process. It happens because they do not be acquainted with what aspects considered necessary to be enhanced or supplemented. As a replacement of doing a number of procedures as simplifying wording, modifying tasks and increasing accompanying resources, they decide to follow their textbooks thoroughly. In additional words, they accept as true that the textbooks worn in teaching learning development have been appropriate for their perspectives without cautiously inspect the worthiness. Students have little or no role or contribution in book selection process. No manual will perfectly be appropriate to education position. The teacher will have to discover his/her own way of using it and adopting it if obligatory. So we should not be looking for the wonderful course book which meets all necessities but rather for the best feasible fit what the textbook offers and what we as teacher and learners want.

1.3 Research Objectives

The core objectives of the current study will be:

- 1- To identify the effectiveness of the prescribed textbook of B.Sc. English.
- 2- To identify the students' perceptions about the utility and effectiveness of B.Sc. English textbook.
- 3- To examine the teachers' perceptions about the utility and effectiveness of B.Sc. English textbook.
- 4- To explore the recommendations of teachers and the opinions of students about the perfection of textbook.

1.4 Research Questions

The current paper addressed the following questions:

1. How much effective is the prescribed textbook of B.Sc. English under education system of IUB?
2. What are the students' perceptions about the utility and effectiveness of B.Sc. English textbook?
3. What are the teachers' perceptions about the utility and effectiveness of B.Sc. English textbook?
4. What are the recommendations of teachers and the opinion of students about the perfection of B.Sc. English textbook?

1.5 Significance of the Study

The outcomes of this research would estimate to facilitate teachers to decide the suitable textbooks to be adopted in education and knowledge development for the continuing and subsequently semester. They could also be worn for provided that a structure for the teachers to investigate textbooks by combining their outside and inside aspects. This study would explore the key issues directly and indirectly related to English teaching and learning material in Pakistan. It would investigate the role of English language in our education system and highlight the interest and needs of B.Sc. students. This study is anticipated to grant some convenient understandings on how to assess textbooks by using criteria of excellent textbooks. This could produce teachers' relations to effort collaboratively to do textbook evaluation in categorize to construct some recommendations and regulations towards textbooks worn by their members. Recommendations of students and teachers would improve the standard of English language in education department.

The findings of the study would help in forming policies of textbooks and assist in the process of selecting and evaluating educational material. This research will give various insights to the textbook writers to take interested in description several significant things associated to the language suitability, praiseworthiness of content and layout as essential aspects of textbook. It also estimated that this raised their circumspection in increasing textbooks. The findings of this study will also encourage other English Education learners and investigators to conduct related study in the area of textbook assessment. In calculation, the formation and criterion of textbook estimation in this study could also be worn in the upcoming research. This research is anticipated to be the suggestion for future researchers wishing to undertake investigate in the part of textbook evaluation or supplementary interrelated study in the region of objects improvement.

1.6 The limitations of the study

The given study is restricted to the prescribed textbook of B.Sc English only. The layout, contents, price, skills and components of the said textbook were covered in the present study. Nothing else other than these things had been discussed. The study was limited only to the B.Sc. level teachers and students of Govt. S.E. College, Government Post Graduate College and Government Degree College for women S/T, Bahawalpur.

2 LITERATURE REVIEW

2.1. Globalization of English Language

According to Honna (2012: 01) the confidential situation of English as a second essential language is based on the subsequent grounds:

- An intercontinental language to communicate
- Medium of advanced learning in Pakistan
- A language of globe information
- A language of typical jargon
- A prosperous collection of literature
- Language of globe diplomats
- Supportive in upgrading of nation
- Its utilize in trade and industry
- Market significance of English
- Cultural importance of English
- English as a most important transom to the globe
- International resources for communication as well as a language of tourism.

2.2. Importance of English in Pakistan

Urdu is the public language of Pakistan and there are further 60 languages spoken in Pakistan. English language enjoys a surprising position in Pakistani Education Structure. In the expressions of Ghani (2003, 105) "English in Pakistan provides as an opportunity to achievement to advance learning and to white collar jobs. English is the language of advanced education and winder education and not the home language of the peoples not including in the higher strata of the general public where it is spoken as a status symbol. The education of English in Pakistan is generally through textbooks suggested by the relevant educational panel and commissions at divisional provincial and Educational levels. A Pakistani learner is aggravated interested in learning English language for:

- 1- To search out advanced studies outsides Pakistan.
- 2- To contain excellent job opportunities in a foreign country.
- 3- Missionary, armed forces and social purposes.
- 4- Commerce and trade.
- 5- Learning and educational purpose.

2.3. Definitions of Textbook

Hutchinson and Torres (1994), based on their study in the Philippines, argue that the “textbook has a vital and positive part to play in the everyday job of teaching and learning English, and that the importance of the textbook becomes even greater in periods of change.” Morley (1979) says that textbook has been a central force in the ESL classroom. Davison (1974) also maintains that the next most important factor in the foreign language, classroom after the teacher is the textbook. “Studies of textbook use and the degree of teacher dependency upon them indicate that textbook programs are a major factor in shaping instructional program,” (Elliott and Woodward). In the globe of English language training, the term textbooks and course books are interchangeably used. Textbooks pass on to resources used in teaching English as concern in a detailed learning background, course books are in particular developed for indiscriminate target group utilized in both English as well as non-English communication countries.

“Textbooks are inseparable part of education nowadays. Some experts believe that textbooks have continued to take part in a wider education context both in the classroom and outside the classroom”. (Lathif:2015). Nguyen(2015) offers a very detailed definition, saying “a textbook is a teaching and learning material for both teacher and the learner to rely on in the process of teaching and learning”. Nguyen defines “the textbook as one of the materials used to help teachers teach learners”(Nguyen,2015). Cunnings worth’s (1995) definition is as follows:

“A textbook is defined as an effective resource for self-directed learning, an effective source of presentation of materials, a source of ideas and activities, a reference source for students, a syllabus where they reflect predetermined language objectives, and support for less experienced teachers who have yet to gain confidence”.(Cunningsworth,1995 as cited in Awasthi, 2006: 2).

Textbook as good assistant of the teacher helps students learn different subject matters.They are the building blocks of school instruction. (Azizifar, koosha, & Iolfi,: 2010, p.36). There are many controversies on the importance and the role played by textbook in learning a language. Sheldon (1988) argued that textbooks are “the visible heart of any English language teaching (ELT) program” (p. 237). Hutchinson (1994) pointed out that “textbook is an almost universal element of ELT teaching” (p. 315).

Richard (2001) states that without textbooks, a program may have no impact, therefore, they provide structure and a syllabus. Besides, the use of a textbook in a program can guarantee that students in different classes will receive a similar content and therefore, can be evaluated in the same way. Another word, textbooks provide the standards in instruction. In the globe of English language training, the term textbooks and course books are interchangeably used. Textbooks pass on to resources used in teaching English as concern in a detailed learning background, course books are in particular developed for indiscriminate target group utilized in both English as well as non-English communication countries.

Textbooks have been distinct in many ways by ELT practitioners. In common they are said to be a learning tool (Graves in Nunan, 2003: 226), a standard (Ur, 1996: 183), and a staple (Garinger, 2001: 1) which are used in a lot of ESL/ EFL classes. As an educational device, textbooks smooth the progress of learning to go on. Besides, they also benefit for both teachers and students in teaching learning development. In conditions of their use as an opinion, textbooks provide as a channel to be used in a complete system in the classroom as a foundation of foreign language course (Ur, 1996: 183)

Textbooks also give various road maps for equally teachers and students to be followed. Ur (1996: 184) says that textbooks hold an understandable outline given that information on the composition and the development of their course. In addition, she adds that textbook present a course outline containing the choice of language aspects which are cautiously designed and impartial. Acklam (1994: 12) suggest that “textbooks become a visible outline offering a clear map of what to be learned and serve as a bank of resource materials and ideas”.

In short, textbooks are learning resources distinctively planned for particular learning setting in categorize to be used all over the country. Textbooks are seen valuable in the instruction and learning progression for numerous reasons. First, they supply a principle or a plan to be followed throughout the lesson. Second, textbooks offer a declaration of principle comprising theories, values, or approaches as a structure for raise a lesson. Next they also give both input and output of language for the students which will make easy language acquirement development.

2.4. Importance of Textbooks

Hutchinson and Torres (1994) describe “that we should be aware of the significance of textbooks in

construction the life of learners and teachers easier, extra protected and abundant, and inquire about a fuller appreciative of their exploit in categorize to develop their complete prospective as agents of effective and smooth change." A course book can be distinct as an assortment of information, concepts, laws and doctrine of a chosen topic or lessons that is generally taught in schools, colleges and universities (Federicks). One or more teachers, college professors, or educational specialists who are authorities in a definite area under discussion, course or field frequently writes textbooks. Textbooks can comprise teacher guides, which can give a teacher with supplemental training materials, tricks for class and thoughts that can be done all over the school year. There are a lot of benefits of using a course book in a classroom situation particularly for foundation teachers, one major cause for this is the fact that the course book can be used to cover up the equipment in class and it can also be used as a complete guide for lessons. Textbooks are set in such feature and can also offer association of units of job or modules. Because a instruction manual is so comprehensive and the information in it are provided in series, it can advantage a syllabus by provided that teaching procedures that can tell a teacher what do in a classroom and when to do it. Because a course book can be well-run with new editions, it provides teachers and organization an entire curriculum that has been based on current study and helpful in training strategies. A high-quality course book can be an outstanding teaching aid for teachers and students however administrators and teachers have to understand that a particular course book as a foundation for a program of study courses it is just one instrument.

Textbooks, on the other hand are also seen to offer two kinds of roles in ESL teaching. Allwright was quoted in Richards and Renandya (2002: 81) lists two functions of textbooks in the classroom. The first view, called a shortage view, sees textbooks as a resource of compensating the teachers' insufficiency in the classroom. Also, they are used to guarantee that the course outline has been covered by using suitable tasks and activities. The second view, universally known as a difference view, sees that resources are carriers of decisions best made by parties other than teachers because of diverse proficiency.

In common, the roles of textbooks in the classroom can be summarized into two aspects namely negotiate and deficiency. Negotiate means that teachers could easily cooperation with numerous aspects with consider to their accomplishment in the classroom. Deficiency, on the other hand, supports the teachers' drawbacks in increasing the teaching and educational process. The two abovementioned doctrines are then principally intended at an encouragement their professional improvement.

2.5. Criteria of Good Textbooks

To assess textbooks, some criteria of excellent textbooks need to be understood. These criteria help the evaluators to compose a course book assessment tool which will be used to evaluate the aspects being evaluated. Riddell (2003: 100) proposes five criteria of high-quality textbooks:

- Textbooks should be written by knowledgeable teachers.
- They should be suitable to the students' altitude.
- Textbooks should be visually attractive and well laid-out.
- They should include thought annoying issue to face up to the students.
- They should have diverse and balanced verbal communication works, talent work, pronunciation, etc.

Byrd in Celce-Murcia (2001: 416) argues that textbooks should fit at least three components. These include: the fit between set of courses and texts, the fit between students and texts, and the fit between teachers and texts. The first feature, the fit between program of study and texts, means that textbooks have to believe the characteristic of core curriculum in the broader and smaller learning perspective. The fit between teachers and texts means that textbooks should have four aspects i.e. significant content, useable examples, twice and diverse tasks, and appearance of textbook. The last aspect, the fit between students and texts is interconnected to four aspects that is to say appealing contents, suitable examples, diverse tasks, and arrangement. Textbooks should help learners to build up self-confidence.

Garinger in his article states that good textbooks should:

1. Match to the plan and the lessons.
2. Regard as the convenient apprehension such as accessibility and the charge.
3. Help the students acquiring the essential skills.
4. Give contributive, equilibrium, progressive, diverse and demanding workout/actions.

5. We can scrutinize this by reviewing the target and the set of courses of the program.

Masuhara (1998: 236-266) states the similar aspects which are in line with Byrd's theory. She argues that a high-quality course book meets the requirements of students, teachers, and administrators. The students' wants consist of their aspects that are personal, skilled, and educational desires. While the students' wants include three aspects, the teachers' wants are characterized by two aspects to be precise personal and professional requirements. The needs of the administrators deal with the institutional requirements. In conditions of students' needs, Masuhara divides the wants as individual, learning, and skilled requirements. Individual requirements come into view as students have dissimilar age, gender, cultural background, learning background, and significance. While personal requirements deal with students' character background, learning desires are characterized by their learning technique their previous learning experiences, the gap between intention level, and course goals. On the other hand, professional requirements deal with skills and competencies wanted in the future. Similar to that of the students' requirements, teachers' desires can also be categorized into two aspects. They consist of personal requirements of teachers deal with their age, educational background, cultural background, interest, and their professional factors. These comprise their teaching understanding, their teaching experience as well as their preferred training style.

The last aspect, the administrator requirements are related to the institutional aspects affecting the judgment making. The aspects cover up the issues related to the sociopolitical requirements, educational policy, market wants, and instant and budget constraints. In terms of sociopolitical background, for example, the Department of Education takes the power of the textbook instruction by publishing laws. This will influence the educational policy context in which the textbook should be based on definite program of study used.

In short, high-quality textbooks should at slightest regard as four aspects that is to say the program of study, the students, the teachers, and the institutional aspects. These aspects require to be taken into account since the completion of textbooks will engage those parties. Also, taking into contemplation those aspects will take full advantage of the involvement of textbooks in an education system.

3 METHODOLOGY

3.1. Research Design and Methods

The present study is a descriptive study. A questionnaire was prepared. 10 close-ended questions were the part of that questionnaire. Data were collected from 200 students and 20 teachers of B.Sc. level. The purpose of this study was to check their perceptions about the prescribed textbook of the program. A clear picture was shown that how students feel about the concerned textbook of the program.

3.2. Population and Sample of the Study

The population of the present study was the students and the teachers in all Public Postgraduate and Degree Colleges of Bahawalpur. It consisted of (3) Public Colleges in Bahawalpur. One was Govt. S.E. College, 2nd was Government Post Graduate College and 3rd was Government Degree College for women S/T, Bahawalpur. The sample size of this study was (200) B.Sc. students and (20) teachers from the said Public Colleges of Bahawalpur.

3.3. Research Tools

In present study the aim of questionnaire was to evaluate the English textbook of B.Sc. Both students and teachers questionnaire were similar in content and containing in four parts. The first part of questionnaire consists of demographical information, second part about importance of textbook, third part about content, vocabulary, skills, and activities, and fourth part was consists of objectives, appearance of textbook, methods of teaching and assessment. The items of questionnaires for students are simpler than those for teachers. All the questionnaires were firstly written in English.

3.4. Data Collection

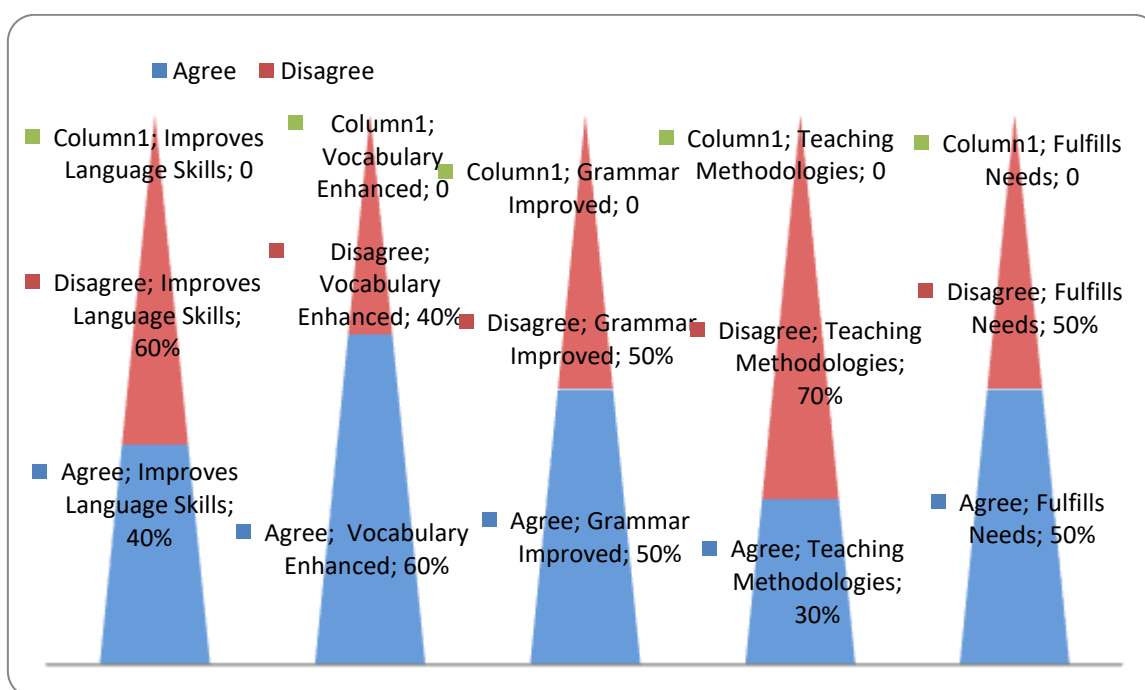
The students were given the questionnaires which were dully filled and completed in the presence of the researchers. Teacher's questionnaires were administered to teachers in their office and were collected one day later. After that the collected data was analyzed through SPSS and percentage and frequencies were calculated.

4 DATA ANALYSIS

On the basis of questionnaires, 5 elements were selected to make the table and draw the chart. Data were

collected in numerical form and then analyzed in a proper manner. After the analysis of data, the researchers made a table and drew a graph on the basis of their opinions.

Factors	Agree	Disagree
Improves Language skills	40%	60%
Vocabulary Enhanced	60%	40%
Grammar Improved	50%	50%
Teaching Methodologies	30%	70%
Fulfills Needs	50%	50%



5. Findings

5.1. Research Question 1

1. How much effective is the prescribed textbook of B.Sc. English under education system of IUB?

On the subject of this question majority answered that the course book did not accomplish the criteria of good course book, the curriculum does not congregate interest in view of the fact that the examinations are just based on the theme of the texts which is outdated and of no authentic importance to the target learners. In aspect the worth of the course book was not significant; it was the assessment organization which was noteworthy.

5.2 Research Question 2

2. What are the students' perceptions about the utility and effectiveness of B.Sc. English textbook?

About this question the judgments of the students were gathered throughout prearranged questionnaires. Most of the respondents thought that their most important aspire of education was to be capable to articulate

English confidently. In accumulation verbal communication proficiency is the most favored language ability of the preponderance. On the other hand a comparatively higher proportion of the respondents assumed that the course book did not develop their speaking and listening skills. In the same way majority learners did not stumble on the activities in the textbook. Concurrently extremely remarkable rate of the proportion supposed that neither the textbook enhanced their neither taken as whole English nor made them paying attention in the language. Astonishingly (allowing for the majority's negative observations about the different aspects), just behalf of the respondents articulated overall dissatisfaction among the textbook.

5.3 Research Question 3

3. What are the teachers' perceptions about the utility and effectiveness of B.Sc. English textbook?

The conclusions of the teachers assembled all the way throughout prearranged questionnaire. The majority of the teachers believed that the chosen theme and material reveal moreover a lack of consciousness of take no notice of the students concerns as furthermore acknowledged by preponderance of the educated instructors. In addition the chosen text is not still ethnically suitable in view of the fact that they are out-of-date and the students can relay to only some essays. Taken as a whole, the textbook is not catering to the learner's requirements. More than partially of the teachers acknowledged that the textbook is not preparing the students for institutions of advanced learning. In addition, the materials do not make easy the improvement of fluency and accuracy, language ability, critical ability and creative writing. Additionally just the once again half of the teachers avowed that the textbook is not well-matched with the student's requirements.

5.4 Research Question 4

4. What are the recommendations of teachers and the opinion of students about the perfection of B.Sc. English textbook?

Based on the penalty of this up to date study earlier, there are a number of suggestions which may be anticipated. The recommendations are conventional to be precious for each party relating to make use of textbooks. Those are English teachers from public colleges, students of B.Sc 4th year class, textbook publishers and writers.

6 CONCLUSIONS

The present study employed two perspectives. Thus the conclusion pointed out that textbook is not devoid of weaknesses. The textbook not be up to snuff to convene the common objectives of the target language and is irreconcilable with the requirements of promoting confidence and ornamental language skills. The evaluation highlighted a varied set of weaknesses which required urgent center of attention on consequent remedies in categorize to develop the English language ability of the learners. It is fundamental that an innovative textbook planned, utilized and updated material which is of value and interest to a diversity of students as well, significant activities which offer opportunities for abilities integration should be integrated so that the textbook can provide to overall English language improvement rather than focusing on just reading skills. At this time it is essential to affirm that the B.Sc. program is very important for Pakistani learners since this course should superlatively teach them to get admission in the advanced educational institutions and deal with the extremely specialized understanding as mandatory in these universities. Thus the approved English textbooks should indoctrinate in the students the relevant ability wanted to carry on their learning.

7 SUGGESTIONS AND RECOMMENDATIONS

- The teachers recommended rearranging both grammar and vocabulary. The teachers also required to have extra fundamental unrestrained activities and meaning-focused practice, such as information gap activities and role-play.
- The teachers wanted the prearranged of the units to be further miscellaneous. They also required having diverse nature of activities, focusing on increasing the four communicative skills, particularly those which give emphasis to communicative practice and meaning.
- The teachers recommended enhanced art work on the cover to grasp public attentions. They also required improved eminence paper.

- Amend the textbook with additional vocabulary strictly associated to students' every day activities.
- Include perform following the restricted one to give confidence students to use foreign language in the classroom.
- It is expected that the procedure of choosing the content of course book could be enhanced by subsequent these recommendations.
- Textbooks must be revised from time to time to formulate definite they are complimentary from lexical, spelling and grammatical mistakes.
- A suitable plan must be planned in which the roles of textbook teachers, developers, educational managers and students at a precise phase of teaching and learning are affirmed evidently.
- In revising the textbooks, high-quality of the textbooks should be maintained and the weaknesses should be eradicated or at least condensed.
- Supervisors and teachers should be consulted when choosing the textbook objects, and they should contribute in manufacturing any improvements or modifications concerning the textbooks.

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