



Evaluation of the Efficacy of English Textbook for 8th Grade by Punjab Text Book Board

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Abstract

The present study investigates the evaluation of the English textbook of the 8th grade by the Punjab Textbook Board. The study evaluates the textbook for its effectiveness to develop the four English language skills. The checklist method has been applied for evaluation and analysis. The textbook has been assessed on three levels a) Theoretical level b) Physical looks of the textbook and c) Contents with the quality of best learning and teaching. The evaluation process also covers other sub-areas of textbook analysis include objectives, contents, physical look, and organization of the contents in the textbook. The textbook has also been analyzed under different scenarios and perspectives as we checked and analyzed the textbook according to the status of objectives, whether the objectives have been written clearly in the textbook and fulfilled by various exercises and activities by learners. The findings reveal that the English textbook of the 8th grade is a comprehensive book as it covers and fulfills almost all the necessary areas and objectives with basic these three levels. The language of the book is found appropriate according to the students' level. The study concludes that the textbook is a very important and integral learning tool for English language learning. The textbooks can help get valuable knowledge and information for both instructors and learners. The research also suggests that there is a fair deal of room to review the English textbook of 8th grade in Punjab, Pakistan and that the stakeholders should further consider these shortcomings for making the textbook more effective.

Keywords: Language skills, Textbook, Evaluation, English language learning

Introduction

Textbooks can be called the heart of educational exercises as they give students “a wide range of fresh and strong interesting realities and wide the door of fascinating experience

and knowledge” (Chambliss & Calfee, 1998). Textbooks focus on what and how learners learn and also focus on what and how an instructor instructs the learners. “In Pakistan textbooks can be regarded and called as the sole and very important mode of information and education for both instructors and learners” (Bano, 2005). Evaluation in teaching the English language is a method of gathering, assessing, explaining, and clarifying the knowledge in the way of making decisions and exploring and growing the students' accomplishment. (Rea-Dickens and Germaine,1993; Genesee and Upshur,1996; O Mally and Valdez-Pierce,1996). The textbook evaluation is the careful analysis of the textbooks which examine or assess the overall structure and functioning of the textbook by analyzing the various chapters of the textbook. It ensures” high caliber and enhancement “which makes possible consistency improvements in learning chances (Kiely, 2009). It involves “checking the value and quality of learning stuff by taking decisions and judgments” (Tomlinson & Masuhara, 2004).

Based on the importance of textbook evaluation three kinds of textbook evaluation procedures are mainly used by the researchers and experts in this field: “pre-use”, “in-use”, and “post-use” evaluation. The most common kind is the “pre-use” or “predictive” evaluation that focuses on taking a textbook that is highly close to the objectives of the course. The other type of evaluation is the “in-use” evaluation that focuses on checking stuff currently being used, for determining the success of achieving the objectives of the course and the progress of the learners. The third kind is “post-use”, ‘retrospective’, or ‘reflective’ evaluation that is used to determine the effectiveness of textbook, it checks the effectiveness of the textbook if there is a need to be substituted, supplemented, adapted, or retained without any special change (Litz,2005, McGrath,2002). There are three main kinds of textbook evaluation in literature: the” impressionistic method”, the “checklist method”, and the “in-depth method” Impressionistic method involves at dipping level into a book, and in-depth involves the closer analysis of features or sections of the textbook, the checklist method involves with at least four advantages and it is the best method which covers all important elements. It is a less costly method. It deals with specific information within a short period. It recorded the information in a ‘convenient format’ and it allowed a common framework for those persons who wanted to take decisions (McGrath, 2002).

Finally, it is done that textbook evaluation should be necessary to achieve the specific goals of education. Textbook evaluation should cover all the aspects like linguistic ‘items’, ‘subjects’, ‘contents’, ‘topics’ that match up to students’ “personalities”, “backgrounds”, “wishes” and “interest” and concerned with “teacher” or “institution” perspective also. The earliest

records of textbooks have been shown in Latin written script in the 16th century as a familiar language of schooling and scholars. These textbooks were designed and written to help learners for learning the Latin language (Ellsworth, Hedley, and Baratta, 1994). The records of textbook use are traced in Greece, Rome, China, India, Egypt, and other countries (Encyclopedia of Education, 2008). During the era of colonization, textbooks were imported from the native land and taught as the new elements of the state (Encyclopedia of Education, 2008). During the 19th and 20th centuries textbooks were used as a means to teach the syllabus. The printed textbook was used to mean which information and how is properly ordered and arranged (Bierman, 2006). As time has gone, the textbook has become more important, prominent, and become the central part of the educational system. No doubt there are various materials available during this era, research in wealthy states shows that the wide majority of instructors still using to rely on textbooks as their basic teaching resort (Encyclopedia of Education, 2008).

When Pakistan achieved individual prominence and freedom, the use of various textbooks was very popular in the state. At the same time, this exercise discontinued afterward the establishment of Textbook Boards at the government sector level. The caliber and effectiveness of textbooks acquire and demand a flourishing and prosperous contest and challenge in their progress. The mid 1980s showed the positive impacts and results of using various textbooks in Pakistan. In Pakistan the national language of the people is Urdu but only 7.75% of Pakistanis speak Urdu as their mother tongue. The other mother tongues of the Pakistanis are Punjabi (44.15%), Pashto (15.42%), Sindhi (14.1%), Siraiki (10.53%), Balochi (3.57%), and other languages (4.66%) spoken as mother tongues of Pakistan (Rahman, 2007). With the dominance of the British in the sub-continent, English achieved the place as the language of education instead of Arabic, Persian and Sanskrit languages. The requirement for the English language spread in 1854 when the candidates needed to have the English qualification to get government jobs (Naeem & Rizvi, 2011).

At the current time and situation, the English language is the official language of Pakistan and is used in all departments related to the government, Bureaucracy, Military, Judiciary, Commerce, Trade, Media, and Education departments of Pakistan (Rahman, 2005). In Pakistan, learners start learning the English language as their necessary subject from class one (Rehman, 2005).

The formal education system in Pakistan comprises different stages of education as Class 1 to 5 is the primary stage, from Class 6 to 8 is the middle stage, and from Class 9 to 10 is the secondary stage, from 11 to 12 higher secondary stage of education in Pakistan. English language in Pakistan is used as a medium of instruction in different institutions. These

institutions comprise government institutions, private institutions, and religious institutions. English is the mode and means of teaching in private institutions that are elite class schools in Pakistan. Urdu is commonly used as a mode of teaching in public institutions mostly during teaching non-science subjects and madrasas (Rahman, 2009). There is a big need for reforming the governmental institutions in better ways.

The design and structure of government institutions are based on Bureaucratic formulation and model. The Federal Ministry of Education (MOE) has the authority and command to frame the educational plans and policies and implement them in all the provinces and districts with the collaboration of relative provincial and domestic district government bodies (Rizvi,2008). Education in Pakistan is a provincial matter. According to national policy best-ensured implementations and preservation of the idealized bases of the state, some specific educational motives are the responsibilities of the federations like (MOE). These responsibilities consisted of ordering the functions regarding curriculum, syllabus, planning, policy, and educational levels. There have been changes in policy and structured reforms within the last 5 years headed by the Education Sector Reforms (ESR) program (Rizvi, 2008).

MOE has the authority to appoint compatible and outstanding bodies for the implementation of the educational plan of the Federal Government of Pakistan (GOP), MOE has the authority to make a commission for the scheme of studies, curriculum, textbook scripts, and schedules of the classes of educational schools. It can approve the scripts of textbooks that are made by other agencies also. National Bureau of Curriculum and Textbooks (NBCT), commonly known as “Curriculum Wing” (CW) was appointed for the supervision of Curriculum and Textbook progress and approval procedure, and to keep the curriculum standard level from primary to the higher secondary stage. For this purpose, Provincial Textbook Boards (PTTB) and curriculum centers were made with the Provincial collaboration. This PTB is responsible to prepare, publish, stock, distribute, and do marketing all school textbooks (UNESCO, 1998).

PTTBs and private publishers should follow the guidelines that are given in the National Curriculum, but they consist of their system of textbook development. PTTBs developed the textbooks and shows to “CW” for review and approval. The “CW” made a National Curriculum Review Committee (NCRC) for this motive. A new NCRC will start working on the time of every new textbook or a range of textbooks introduced (Mahmood, 2006).

A textbook may be any type of book including paperback books, workbooks that are written and used. News Papers, News Magazines, and manuals can also be regarded as

Textbooks or substitute textbooks for the students because of gaining knowledge from these resources (Hamilton, 1990). A textbook is printed educational stuff in specific closed form, the elements of which are properly ordered and is focusing on the study used at elementary and high school syllabus level (Warren, 1981). The part, credit, and influence of the textbooks have been the main topic of research and debate for several years (Allwright, 1982).

The textbook is the single way of learning the knowledge stuff in most institutions in Pakistan, as for many instructors, additional stuff like audio/video visual aids, backup stuff, and institutional libraries are commonly non-existent (Government of Pakistan, 2006 p.53). Anyway, textbook development and evaluation have always been a hot topic for debate in Pakistan and very few numbers of studies have been taken for this serious matter (Mahmood, Iqbal & Saeed, 2009).

The works have been cited in (Sultana, Khan, Ali and Rehman, 2007) evaluation criteria. They made the groups and reconsidered the items with the Pakistani context and modified them through discussion by academic persons. The end items and their content structure were additionally validated through the pre-testing procedure. They evaluated many features such as technical vocabulary, writing style, illustrations, content balance concerning the social significance, problem-solving skills, students' teachers' manuals; contents table, glossary, paper quality, and cost, etc. Mahmood, Iqbal, and Saeed (2009) worked for a study in which they showed the signs of quality textbooks and developed a norm for review, evaluation, and approval of textbooks in Pakistan. They took textbooks as products and used a framework to show the signs of quality and employed Delphi skill. They developed a list of signs that comprised features such as the scope of the curriculum, reliability of content, vocabulary, illustrations, and format, learning with critical and creative level, evaluation and assessment, and guide of teachers, etc. Asad (2010) introduced an 'eclectic checklist method' that was based on many textbook evaluation frameworks (Harmer, 1991; Cunningsworth, 1995; Ur, 1996). Her checklist comprised some criteria: general overview (organize the material, methodology of instructing, topics, objectives, etc); skills of language; grammar, vocabulary, visual stuff and their enforcement into texts; and socio-cultural perspectives. The researcher then analyzed the textbook content in the descriptive way which is conducted for grade six in the Elite English medium school (Beacon house school) Pakistan.

Research Questions

The main research question is:

Q. What is the efficacy of the English textbook of grade 8th for the students?

Subsidiary questions are:

1. Is the page layout and design of the textbook representative of the target community?
2. What kind of exercises and activities are given in the textbook?
3. To what extent the four language skills are represented in the textbook?
4. Is the textbook effective based on vocabulary and grammatical structure?

Research Methodology

The qualitative research approach was used to collect, analyze and interpret the data taken from 8th grade English textbook. A qualitative approach helps explain the analyzed data with flexibility and interpretability in a tangible way.

For this study, the English textbook of the 8th grade that is being taught in public schools is taken as a sample. Researchers used the checklist as an instrument for the evaluation of the textbook. Researchers adopted the checklist for the evaluation that was formed by and used by (Allwright, (1981); Cunningsworth, (1995), and O' Neill (1982).

The study involved a detailed analysis of the English textbook of 8th grade at three main levels including sub-levels:

1. Theoretical Level
2. The overall appearance of the textbook
3. Learning Teaching Contents of textbook

Data Categorization

Data obtained from the textbook has been categorized into the following categories

- Objectives are laid out in the textbook.
- The approach is acceptable for the target community on the social level
- The approach is theoretically backed on the basis of language learning theories
- Through contents traditions of the target, the community is represented
- Physical looks of the textbook
- The layout is catching and vivid
- Visual stuff is suitably showed in the texts
- Printing of the textbook is good for reading
- Attractive and charming front page of the textbook
- Exposition of main headings and subheadings
- Contents with the quality of best learning and teaching
- Interesting topics covered in the textbook
- Suggestions and instructions are shown with clarity
- Clear organization of contents with best and suitable sequence
- Use of authentic language in textbook according to the level of students
- Speaking and explanation of the practice
- Practice of Vocabulary

- ∴ The practice of grammar presentation
- Skills of fluency practice concerning 4 language skills
- Proper guidance for the instructors in the textbook
- Contents grow and make the progress rapid of learners through thinking skills
- Tasks are distributed at different levels
- Relation with objectives and contents
- The learning approach is activity-based in the textbook
- Textbooks are dependent or autonomous for learners

Discussion on Findings

An applied checklist was developed by the researchers after judging, consulting, and choosing the standard and suitable checklists of English textbook evaluation. This checklist is comprised of 3 parts;

- a) Deals with the theoretical scenario of textbook;
- b) Deals with the collectively physical appearance of the textbook and
- c) Deals with the learning teaching contents of the textbook for doing the research.

Items of evaluation are given one by one and discussed after the application of the checklist on the 8th grade English textbook by the Punjab Textbook Board.

Theoretical Level

(a) Objectives Are laid out in The Textbook

Objectives in the 8th Grade English textbook are:

Collective objectives are shown in the very starting pages of textbooks as on page ii, iii on review 01 and page iv, v on review 02 and 03, and detailed discussion of the objectives are shown at the beginning of each chapter of the textbook. Before the study of the chapters instructors and learners may direct their learning purpose according to the objectives of textbooks (PTB-VIII p. 1, 6, 14, 19, 27, 32, 38, 46, 55, 60, 65, 70, 75, and 80).

Chapter 01: “Tolerance of The Holy Prophet” this unit is related to Islamic topics because the target community is Muslims. (PTB-8th page 1) objectives are given in this chapter as fill in blanks and oral communication (Page, 03, 04).

Chapter 02: “A Dialogue”, this unit is related to the conversation between two persons in the study. Activities in this unit answer the short questions, fill in the blanks, collective noun, and change the narration (PTB Page, 09, 10, 11, 12).

Chapter 03: “On the Ocean” it’s a poem about the ocean. In this poem the biography of

the poet and introduction of the poem is given. Activities are rhyme; prefix and simile are used in this poem (PTB Page, 16 and 17).

Chapter 04: “An Exhibition” firstly, this chapter has given learning outcomes and pre-reading. Activities are present perfect continuous and fill in blanks (PTB Page, 22).

Chapter 05: “Magic Show” It’s related to magic during school. In this unit learning outcomes are just correct sentences and writing activity (PTB page, 30).

Chapter 06: “The Twins” It’s a poem. The biography of the poet and the introduction of the poem are given. Objectives are to Fill in the blanks, match the word their meanings, and change the voice of the following and phrasal verb given in this chapter (PTB Page, 35, 36, 37).

Chapter 07: “Clever Mirchu”, this chapter is about a poor woodcutter and his children. Firstly, learning outcomes and pre-reading activities are given in this lesson. And then, fill in the blanks, tick the correct answer, and exercise to match the words.

Chapter 08: “Hockey” this unit is about sports and physical education during studying. And this chapter is about women's games. Activities are answers the short question, tick the correct words, and choose the correct options, written activity, and oral communication (PTB Page, 46, 47, 48, 49, 50, and 51).

Chapter 09: “Prayer ” And chapter 10: “Hazrat Umar” In these chapters objective is given in the introduction and learning outcomes given on the first page of the chapter. These units are related to Islamic topics because the target community is Muslims (PTB-8th, page55). Activities are given in this chapter like the answer to the question, preposition, and fill in the blank, and oral communication on the page (57, 58,59,62,63 and 64). Activities are teacher-dependent, not autonomous.

Chapter 11: “A Great Mirchu” In this chapter learning outcomes and pre-reading activity are given on the first page (65). This chapter tells us about a story from Mirchu). Activities are given in this chapter like the answer to the question, fill in the blank with a preposition, choose the correct options, Underline the objectives from the story, and oral communication skills (PTB 8th grade Page,65, 67, 68, 69).

Chapter 12: “Water is a lovely Thing” This chapter is a water story. In this chapter learning outcomes and pre-reading activity are also given in the beginning. At the end of the chapter, activities are given like rhyming words; fill in the blank, concrete noun, abstract noun, metaphor, and oral communication skills (PTB of 8th grade page,70,71,72,73, and 74).

Chapter 13: “The Telephone” This unit is all about the telephone. Activities are given in this chapter, answer the questions, choose the correct options, and fill in the blanks and at the end of the chapter oral communication skills are given (PTB of 8th grade page, 75, 77, 78, and 79).

Chapter 14: “Let’s Make Our Roads Safer” Basically this chapter is about traveling to any

place, use of mobile phones, not wearing seat belts, not wearing a safety helmet, violating traffic signals, violating lane discipline, and violating traffic signs. In this chapter, activities are short

questions, missing words regarding their context, written activity, make sentences, and oral communication.

**(b) The approach is Acceptable for The Target Community on
The Social Level**

The 8th Grade English textbook gives the different and unique aspects of the English language by following the suggestions and guidelines that are shown in the curriculum. The activities that are given in the textbook make the learners work individually, in pairs, in small groups, and the combined class discussion by using various varieties of learning styles and techniques.

The shown activities encourage and urge all learners to admit and appreciate other person's ideas and thoughts to exchange information and suggestions and get a good confidence level in showing themselves in better ways.

The contents are self-explanatory because difficult meanings have been given in each chapter; this is helpful both for the instructor and the learner. The approach is based on a new trend and innovations. Socially, the textbook has maintained and showed every necessary scenario of changes according to the needs of modern trends and upon the requirement of learners, and for the need for practical exposure of particular learning.

**(c) The approach is Theoretically Backed on The Base of Language
Learning Theories**

The adopted approach in the Grade 8th English textbook is theoretically backed by language learning theory, which is partly associated with communicated language learning and partly with the integrationist theory of language learning. The activities and skills that are shown in the textbook encourage and urge the students to learn the communicative approach. The content and comprehension of the textbook show the focus on language skills.

Learning the knowledge and information from the content of the textbook is the learning of four skills, and the 8th Grade English textbook meets these criteria successfully. It can see proper and suitable activities and skills from the contents of the textbook which easily help to meet theoretical learning. Examples can be seen from...Grade VIII (PTB-VIII P. 4, 17, 18, 23, 26, 30, 35, 37, 43,45, 51,52, 54, 58,59, 63, 64, 69, 72, 74,78, 79,86, 87, 90).

(d) Through Contents Traditions of Target Community is Represented

As we all know that the culture and tradition of the target community is Pakistani culture and it is properly shown in the 8th Grade English textbook. Culture makes an integral part of learning. The cover page of the textbook is in light green, off the white and yellow color combination. In the middle of the cover page, there is a picture of a pen under the picture of the pen the word “English” is written which shows the importance of English and Education. At the end of the cover page, we may see the monograms or logos of “Government of Punjab” and “Punjab Curriculum and Textbook Board Lahore”.

All this reflects the importance of education and the target community. Through pictures, different chapters show the culture of Pakistan and Islam. As in chapter 1, the picture of Hazrat Mohammad (SAW) Roza Mubarak shows the culture of Pakistani’s love for the Holy Prophet (PBUH) and Islam. And there are many other examples that are also a reflection of target community i.e., students of grade VIII (PTB-VIII P. 2, 6, 14, 19, 20,21, 27, 28, 29, 32, 38, 46, 48, 55, 60, 65, 67, 70,71, 75, 80, 82 and 83).

Physical Layout of Textbook

(a) The layout is Catching and Vivid

The layout of the Grade 8th English textbook is appealing and outclass, the text is shown in good coloring. The images and the graphics are shown as helpful for the expression of ideas and thoughts relevant to the content and subject matter. Text is clear and with suitable spaces and paragraphs is distributing the text into a clear depiction. The difficult and important words are written in a bold format so that the learners may give more focus to teach them. Headings and subheadings are shown properly.

(b) Visual Stuff is Suitably Showed in The Texts

In the Grade 8th English textbook, visual material is also used which develops the interest among the students to enhance their learning level. In this book visuals in black and white colors, although they are not as attractive as other colors, keep maintaining the interest of the learners in their studies. Examples can be seen from chapters of the textbook. Grade VIII (PTB-VIII P. 2,6, 14, 19, 20,21, 27, 28, 29, 32, 38, 46, 48, 55, 60, 65, 67, 70,71, 75, 80, 82 and 83).

(c) Print of The Textbook is Good for Reading

The pages used in the 8th Grade English textbook are very good in quality, and the print of the book is vivid and clear and good to read for the students. It is suitably ordered in the distribution of texts and chapters and activities. It develops an attraction and appeals to read the book.

(d) Attractive and Charming Front Page of The Textbook

The cover page of the 8th Grade English textbook is vivid and catchy for the target community. The colour combination on the front page of the textbook gives a cool effect. In the middle of the cover page, there is a picture of a pen under the picture of a pen the word “English” is written which shows the importance of English and Education. At the end of the cover page, we may see the monograms or logos of “Government of Punjab” and “Punjab Curriculum and Textbook Board Lahore”. All this reflects the importance of education and the target community.

(e) Exposition of Main Headings and Sub Headings

In 8th grade, English textbook main headings and subheadings are properly shown with suggestions and guidelines for instructors in every unit of the book.

Contents with the Quality of Best Learning and Teaching

(a) Interesting Topics Covered in the Textbook

In the Grade 8th textbook, we may see the various topics and subjects for learning a language and valuable information and knowledge. Religion, science, history, fun, poetry, love, travel, rural and urban life, cultural feasts, and difficulties of society and the solutions are discussed in the textbook. All these are very interesting and informative for every learner.

(b) Suggestions and Instructions Are Shown with Clarity

In the book suggestions and instructions are clearly shown for each chapter’s activity and exercise. The language for instructions and suggestions is very simple and easily understandable for instructors and learners.

(c) Clear Organization of Contents with Best and Suitable Sequence

The textbook is organized with an explicit level of organization. The 1st chapter of the textbook is organized with the knowledge of Islam, Hazrat Mohammad (SAW), and Muslims with the concepts of nouns, place suffixes, etc. The second shows the conversation and dialogue with the knowledge of collective nouns, adverbs, etc. So, there is the availability of sequence information and knowledge for the learners.

(d) Use of Authentic Language in Textbook According to The Level of Students

In the 8th grade English textbook, there is an authentic use of language relevant to the cultural and social background concerning the practical situation for the learners. And the characters used in the textbook shows the clear subject matter of daily life. The language of the textbook is simple and easy for learners. There is the use of short and simple

sentences and paragraphs with some little bit difficult words with a suitable glossary of the words. The poems are short, comprehensive, and simply relevant to the level of learners. Examples can be seen from these chapters Grade VIII (PTB-VIII p. 14, 32, 55, and 70).

(e) Speaking and Explanation of Practice

Students learn good levels of pronunciation through oral communication skills in the textbook. Through these activities, students are involved in good work and they enjoy their studies easily. Examples can be seen from chapters of textbook grade VIII (PTB- VIII .p. 17, 51, 58, 64, 74).

(f) Practice of Vocabulary

Focus on vocabulary is the main concern that is given in the 8th Grade English textbook. Almost all chapters contain useful vocabulary learning activities.

(g) The practice of Grammar Presentation

In the 8th Grade, the English textbook practice of grammar is used in almost all chapters very greatly. Examples can be seen in the book chapters. Grade VIII (PTB-VIII p. 3, 4, 10, 11, 12, 13, 16, 17, 22, 23, 25, 26, 31, 35, 36, 37, 43, 49, 52, 53, 54, 57, 58, 58, 63, 64, 68, 69, 72, 73, 74, 78, 79, and 86).

(h) Skills of Fluency Practice Concerning 4 Language Skills

The practice of fluency is the main focus of learning four language skills. Listening is indirectly related to speaking and reading. Fluency is focused on reading chapters and oral communication skills in the textbook.

(i) Proper Guidance for The Instructors in The Textbook

In 8th grade English textbook proper guidance for instructors and students are given. Examples can be seen from chapters of the textbook Grade VIII (PTB-VIII .p. 1, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16,17, 18, 19, 23, 27, 28, 29, 30, 31, 32, 33, 34, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51,55,56, 57, 58, 59, 60, 65, 69, 70, 71, 72, 73, 74, 75, 79, 80, 80, 81, 82, 83, 84, 85 86, and 87).

(j) Contents Grow and Make the Progress Rapid of Learners Through Thinking Skills

The variety and selection of various topics and subjects grow high in the thinking skills and attitude of students. This topic covers almost all aspects of life. They enhance the capability of learners on a practical basis.

(k) Tasks are Distributed on Different Levels

Every individual has different qualities and characteristics. In textbooks, knowledge is given and practiced for every student. The work is divided for individual, pair and for groups easily and comfortably. Examples can be seen from chapters of textbook grade VIII (PTB-VIII.p.45, 51, 54, 86, and 87).

(l) Relation with Objectives and Contents

In the textbook, contents are related to the objectives of the curriculum. The objectives are related to the activities/skills and contents shown at the end of each chapter of the textbook. Language learning skills are emphasized.

(m) Learning Approach is Activity Based in Textbook

In the textbook of Grade VIII, classroom activities are not student-centered. Autonomous learning is not encouraged.

(n) Textbooks are Dependent or Autonomous for Learners

Textbooks are not self-explanatory as there is no autonomy on behalf of students. Learners need help to study the textbooks.

Conclusion

Through analysis of the PTB's English textbook of 8th grade based on the checklist method, it can be said that it is an appropriate book for the learners at this level. We analyzed the book through three different perspectives as we checked and analyzed the textbook according to the status of objectives, the objectives are written clearly and fulfilled by various exercises and activities by learners. The language of the book is according to the students' level. Through the contents traditions and culture of the target, the community is represented. The layout is suitable and vivid and visual material is shown effectively in the textbook. Print of the textbook is easy and good for reading. The front page of the textbook is attractive and charming, main headings and subheadings are shown properly. Contents show good knowledge and learning for the learners. The topics of the textbook are interesting and knowledgeable. The language of the textbook is authentic and according to the level of the students. The textbook is comprised of good practice of vocabulary. It gives good practice for grammar and presentation. There are proper guidance and quick tips for teachers as well. The tasks are distributed at various levels. There is a relation between objectives and contents.

However, there is still a need for improvement by making the lessons more interesting and contemporary. Pronunciation exercises need more space in the textbook and critical thinking skills should be laced through the tasks. Exercises and tasks should be more

student-centered with a tinge of autonomy so that the efficacy of the textbook increases and becomes result-oriented.

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