

**EVALUATION AND REDESIGNING OF
ENGLISH TEXTBOOK OF 5TH CLASS
PUBLISHED BY PTB**



By

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ID# 080384-006

M.Phil Applied Linguistics

SUPERVISED BY:

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University of Management and Technology (UMT)

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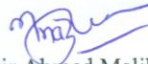
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Certificate of Approval

The dissertation entitled "Evaluation and Redesigning of English Textbook of 5th class published by PTB" submitted by YASMEEN ZAFAR has been accepted in partial fulfillment of the requirements for the degree of MPhil in Applied Linguistics by the Department of English Language and Literature, School of Social Sciences and Humanities, University of Management and Technology, Lahore.




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Abstract

The purpose of the present research is to evaluate and further redesign the English Language course book for grade five published by the Punjab Textbook Board (TPB). The research aims to observe the state of learning the English Language at the primary level with respect to the syllabus designed by the government of Pakistan and as well as the application of pedagogical skills in the part of teachers in the teaching of English. Thus this study mainly focuses on the Textbook of English and the Methodology adopted by the teachers for teaching of English in the public sector schools of the Punjab. The objectives are to evaluate the teaching content present in the English book of grade 5 published by the Punjab Textbook Board, Lahore, to highlight strengths and drawbacks present in the course book by designing criteria for evaluation, to revamp the contents of the book in the light of students' requirements, to explore possibilities to integrate new and interesting activities for English Language Learning in the book and to redesign some of the contents and activities to serve as a more useful resource. The researcher has used the instrument of interview to get the opinion of the teachers who are teaching the book. The researcher has also given an analysis of the book through the process of evaluation. The findings of the study have shown that the book in its present state does not fulfill the objectives of teaching English. The drawbacks of the book are that it focuses on reading and writing and ignores the other skills. It lacks the interesting activities to absorb the attention of the learners. In the light of the findings of the interview and evaluation of the book by the researcher herself, the researcher has redesigned most of the lessons of the book. These lessons are attached at the end which may help in improving the quality of the book.

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CHAPTER 1

Introduction

The contemporary world has gradually reached a stage where it is almost impossible for people across the globe to survive without natural independence. And this has necessitated for them to learn other languages for appropriate and successful communication. Since it is not possible for all people to learn all languages of the world, a pragmatic approach is to be followed in the learning of foreign languages. The UNO has accorded five languages, the status of highly important languages in the world in light of their importance in the world and the number of people who use them as their first language. In this scenario, English language has acquired the status of a lingua franca by virtue of its significance. That is why English is used in almost all the countries of the world, although its status as a language varies from country to country.

English enjoys a central position in our country and its learning and teaching is acknowledged and appreciated through the country. The English language books developed by the government serve as basic reformances for teachers and students to learn and practice English language from the elementary level of education up to higher stages.

The selection of English course book is a very vital matter for the institutions .It serves the purpose of building the foundation of target language use and usage among the students. The content of the English course books has great influence for students learning the English language. Students and instructors are dependent on them because it is the written material which is available to every student. The course book which does not cater to the needs of the learners cannot be regarded as a suitable choice for language teaching.

To match the learners' needs with the teaching contents prescribed by the administration of the institutes; we evaluate the material for language teaching to find the suitability and fitness of it for language teaching purpose. Therefore, English course book evaluation is an essential process to set the criteria of suitability of teaching material with the student's needs and requirements.

1.1 Research Statement

The purpose of the present research study is the evaluation and redesigning of English language course book for grade five published by the PTB. The research aims to observe the status of English language at the primary level with respect to the syllabus designed by the government of Pakistan as well as the application of their pedagogical skills in the teaching of English, the textbooks/curriculum and the methodology adopted by the teachers for teaching of English in the government primary schools in Pakistan.

1.2 Objectives of the Research

- To evaluate the teaching content present in the English book of 5th grade of Punjab Textbook board
- To highlight strengths and drawbacks present in the course book by designed criteria for evaluation.
- To revamp the contents of the book in light of the students' requirements.
- To integrate new and interesting activities for English language learning.
- To redesign some of the content and activities to serve as yardstick to further the re-designing of the book
- To give further suggestions for the improvement in the course book.

1.3 The Context of the Research

In the country like Pakistan which has its own ideology, with a specific cultural background and a multilingual society, this issue of teaching English becomes more sensitive and vulnerable. A developer of course book must consider all the points which have been mentioned above. Here English is being taught as a second language. But the problem is that there is no appropriate textbook available in our context. The main reason in the failure of successful learning of English is that teaching material is not that much effective? The need is to assess the students' requirements and revamp the contents accordingly. Necessary amendments according to needs and interests of students should be made continuously.

This is a fact that we are experiencing more than one educational system.

1. Mainstream schools
2. English medium schools

Both systems are using different textbooks. Mainstream schools are using the books written by local authors. These books are according to our context but not providing a good resource for language learning as the various levels of the cognitive developments are not paid attention to. These are mostly based on grammar translation method and promote rote learning instead of skill building. The activities are not properly organized or do not fulfill the needs of the learners at primary level.

English medium schools are using mixed kind of books, for example, some schools are using books from Punjab text book board and some are using books from oxford and Cambridge. The books from oxford and Cambridge are not according to our social and educational context. Educational experts say that teaching and learning process can improve if learning material is

according to the context of the learners. But the question is whether these books provide an appropriate contextual background and valid learning material for our students.,

English is the official language of our country where most students are bilingual speakers of Urdu and Punjabi. Students are not very fluent and competent speakers of English. It is supposed in most of English medium schools that students should speak English in the class but they never encourage and provide supporting environment for this purpose. So the result is obvious that they are shy in using English as a medium of expression. Teachers are non speakers of English and most of the time, they too like to use Urdu a medium of instruction. Teaching of L2 in L1 is very common phenomenon in our schools. All these elements force me to conduct a study in the domain of syllabus and material development. It is my belief that we can improve our students' language skills by using skill based and learner centered approach in both material and teaching strategies.

The English language teaching in Pakistan has great significance in the primary and secondary level .The selection and evaluation of English language course book is decisive process to modify and improve the teaching content used in English medium schools of Pakistan. Evaluation process should be practiced in public and private sector of educational institutes in order to upgrade the standard of language teaching in our country.

1.4 Rationale for the Study

The inspiration behind this research comes from my own professional experience as I have taught at Access schools as English instructor for 5th grade. The book currently taught is 'an oversimplified. This research highlights the various components of the book and evaluates the pedagogical items presented in it.

The curriculum of school gives a distinguished place to English. So English language learning occupies a central place in teaching and learning. So far as learning a language is concerned, it starts well before the child enters the premises of the school. Learning a language is central to the whole process of learning and though development. Access English language micro scholarship program gave me chance to teach to 12 to 16 years old students from grade 8 to 10. I was appointed as language instructor at Moonlight girls' high school Multan. Communication skills were to teach them after their school timings for two hours. Access class was consisting of 60 girls as mentioned before with different age groups. I felt that there is the possibility of variance in the place of English in the process of teaching, we also agree that the all the learners have the chance to get education in order to make them ready for the usage of English at its best and that all the people involved in teaching of English must have overt knowledge of English along with its various forms and usage)

Students with different social background and calibers were the task for teacher to bring them up to equal level of language learning. This was the first time for students to get acknowledged from access teachers. Public school teachers and teaching methodology has been failed in proving standard results and fulfilling the needs of students in Pakistan. English is taken as subject which is basically taught in native language urdu. According to this teaching methodology focus goes primarily on urdu translation ignoring original text. Public school teachers and student's objectives are to pass examination not to enhance knowledge. Learning process becomes passive here when aims and targets are set to short terms. No of things get involved in learning a language e.g. teacher's behavior, teaching methodology, classroom environment, syllabus structure, interesting and innovative activities and so on. But unfortunately these above tools are found in public schools classrooms in Pakistan. Confidence level of the students at public school

does not rise due to teacher's attitude towards students as compare to private schools in Pakistan. Strict rules are followed for students which destroy their confidence level. Strict physical punishments are given to them and also being demoralized that effect their learning as well as personality. Student's social/ family background also takes part in their learning process/ educational background. Underprivileged students do carry many problems on their shoulders that can't be considered less important regarding which becomes hindrance in their education/learning process. Family problems like parents separation, financial crisis, struggle for better life, many domestic issues and so on. Many hard working students are compelled to leave their study in the middle not for further studies due to their serious financial condition. Girls sit at home to help mother by doing small works like stitching.

1.5 Composition of the book

The course book comprises of eighteen units. The selected units of the course book are evaluated on the basis of criteria. For the present study, interview protocol was developed in the light of evaluation checklists designed by following the criteria of evaluation checklists proposed by Grant (1987) Harmer (1991), Cunningsworth (1995), Ur (1996) and McDonough and Shaw (2003).

1.6 Significance of the Study

The English language course book used for elementary and secondary level of education possesses great significance in the foundation of background knowledge in learning English language as a second language. The English course books for public and private sector of education in Pakistan are selected by the decision of Ministry of Education Curriculum Wing, (MoECW) (Mahmood, 2006).

There is a perception that English course books published by PTB are not ideal and organized teaching material does not match with the requirements and learners' needs. The English course books that are published by PTB are not usually evaluated and analyzed on regular basis. No course book is perfect (Sheldon, 1998) and there is always a need for evaluation to make course book effective and suitable for teaching purpose. In this research study, the PTB English course book has been evaluated to match the suitability level of learner's needs with teaching content available in the form of course book. The study will present insights to various aspects of the course book that needs to be applicable with Pakistani context of learners. It will also provide some suggestions for further improvement and modification in the content to match with aptness of material with learners' requirement.

The English language teaching in Pakistan has great significance in the primary and secondary level. The selection and evaluation of English language course book is decisive process to modify and improve the teaching content used in English medium schools of Pakistan. Evaluation process should be practiced in public and private sector of educational institutes in order to upgrade the standard of language teaching in our country.

No doubt, English is playing very important role in all over the world. In order to meet international criteria, many developing and developed countries are focusing on English language to overcome their deficiency. In Pakistan, English is always prime focus at certain level, but now government policy has made it compulsory subject at the primary level which has furthered the importance of English language. Keeping in view its significance, the study intends to investigate whether this one of the important international language is taught according to modern techniques or not. Considering this the study may be significant for

- **Language trainers**
- **Training institutes**
- **Teachers**
- **Students**
- **Policy makers**
- **Syllabus designer**

1.6.1 Language trainers

To learn any kind of language, trainers play very important role in language learning. The study may be significant for language trainers that are major source of language learning. This study may provide them with techniques and methodology for English language learning.

1.6.2 Training institutes

Training institutes are the big source in training the in-service teachers to make them update and aware of new pedagogical skills. They are very important for public school teachers in the sense that much depends now on training institutes after the introduction of English as a compulsory subject from grade 1. This study may be significant for the teachers training institutes in the light of the objectives of the study.

1.6.3 Teachers

Teachers are the ultimate source of imparting knowledge to students so this study may be significant for them. Through observation, it has been seen that teachers have been given monetary incentive in the recent past, in terms of academic as well as professional qualification. This study may be significant for the teachers as methodology.

1.6.4 Students

Since the introduction of English at grade 1 as a compulsory subject by the government, no follow up study has been conducted to determine the achievement of the students in English language learning. For the improvement in English language learning process, it may be important to examine their knowledge in English language skills i.e. listening, speaking, reading and writing so that suitable measure may be taken.

1.6.5 Policy makers

This study may be helpful for policy makers in conducting a needs analysis before developing and revising the syllabus, determining the qualification of the primary school teachers and the planning teacher training programmers.

1.6.6 Syllabus designer

The study may provide the syllabus designers with the requirement information about the actual needs of the students and suitable methodology required for the teaching of English language in the light of its findings. The expected beneficiaries of the study are the students and teachers of the primary level. In Pakistan, where there is a lack of authentic and communicative type of syllabus. This book was expected to help to overcome this deficiency. And it was likely that the study will open the new horizons for coming researchers.