

**Title: English course book evaluation**

**By**

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## ABSTRACT

*The purpose of this study is to evaluate the course book “English 9” of the Punjab Textbook Board Lahore. This course book is designed for the secondary level and is taught in public high schools of Punjab. In order to evaluate the course book, a qualitative descriptive study was conducted by using Alan Cunningsworth’s (1995, pp.3-4) evaluation checklist as a tool. This checklist is widely used by many researchers for the evaluation of course material such as Khalili & Jodai, (2012), Hamid, K & Ali, K (2014), Saricoban & Can (2012) and Haghghi, S (2014). This checklist consists of eight major criteria including: (1) aims and approaches (2) design and organization (3) language content (4) skills (5) topic (6) methodology (7) teachers’ books and finally (8) practical considerations. Each criterion itself is consisting of several questions. Out of eight criteria; two of them (i.e. Language Content and Skills) have been applied in this study to address the questions of the study which are; Does the prescribed course book “English 9” of the Punjab Textbook Board Lahore successfully provide a source of teaching English language content? Does the prescribed course book “English9” of the Punjab Textbook Board Lahore provide a source of teaching English language skills? The findings of the study show that this course book mostly provides a source of English language teaching content and skills. The course book covers main grammatical items according to the learners’ level as mentioned in National Curriculum for English Language Grades I-XII, 2006. It contains vocabulary development and learning strategies which make learners independent. It focuses on structures and conventions of language use both in speaking and writing. In addition to that the style and appropriacy have also been taken into account as language style matches to the situations. However, the material for pronunciation work is not enough for learning as it is less addressed as compared to vocabulary and grammar. As far as the skills are concerned, reading and writing skills have been given more significance as compared to listening and speaking skills. It is concluded that the areas of pronunciation, speaking and listening lack sufficient material according to the criteria of Cunningsworth’s evaluation checklist. The findings of this research can be useful for ESL researchers and teachers in general as well as ELT material developers in particular.*