EVALUATION OF B.SC ENGLISH TEXTBOOK TAUGHT IN THE AFFILIATED COLLEGES OF IUB: ESL TEACHERS AND STUDENTS PERSPECTIVES

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The assessment of English textbook is 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 District Rahim yar khan.

Quantitative information was obtained through questionnaires administered to 200 students and 20 teachers. Percentages, frequencies, standard deviations and mean were calculated for every item to explain the whole depiction of how the students and teachers rated the textbook in conditions of five criteria.

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DEDICATED TO

My late father (may God bless him in eternal heaven) who had always been a source of inspiration for me.

ACKNOWLEDGEMENT

ABSTRACT

Textbooks play a fundamental function in educational programs and language classrooms all over the globe. Textbooks play a significant character in learning teaching method particularly in emergent countries such as Pakistan. Textbooks are extremely accessible and useful resources that teachers and students can exploit according to their requirements. The intention of this study is to evaluate the significance and effectiveness of B.Sc English textbook that is taught in the affiliated colleges of IUB from the ESL teachers' and students' perspectives. The assessment of English textbook is 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 District Rahim yar khan. Quantitative information was obtained through questionnaires administered to 200 students and 20 teachers. Percentages, frequencies, standard deviations and mean were calculated for every item to explain the whole depiction of how the students and teachers rated the textbook in conditions of five criteria.

The outcomes discovered 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 was 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 suitable for the level of the students.

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CHAPTER 1

INTRODUCTION

1.1 Introduction

English, as an international language, is an individual of the prevailing mediums in enormous integer of areas such as affairs of state, financial system and worldwide education. English is the most important means to exchange a few words through all the nations around the globe and the most important foreign language worn for intercontinental employment and educational study, (Wang 2010). With the intention of it why public wish to gain knowledge of English as an alien or second language in their countries particularly in Pakistan. Instructive equipment in broad-spectrum and textbooks in specifics have an essential position in this procedure. 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 latest years, the procedure of selecting a suitable manuscript has not turn out to be every easier for the majority teachers and administrators."(Wen.et al.2011)

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. The study is planned to evaluate on prescribed textbook of B.Sc English. It is based on the research that the arranged textbook which does not help the students to achieve the objectives of the target language. The research task is focused on one required English textbook arranged for B.Sc. (4th year) of The Islamia University of Bahawalpur.

Particularly, textbooks are frequently used as learning and teaching resources both for 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 education consideration the lessons. It is a reality to facilitate at the same time as learners like their textbooks; they like the lessons as well as are converted into active participants to the education. 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.

Textbooks play an outstanding role in the teaching learning process as they are chief agent of transmission of knowledge to the 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 to evaluate official textbook of English used for B.Sc. students in all the colleges which are affiliated with the IUB. The focus of the study is to find out

the teachers' comments on the quality of textbook because it has direct effect on how teachers use the textbook to get teaching/learning outcomes. This study is to investigate teacher's awareness about the need of the textbook evaluation. All information is collected through the questionnaires that are filled by the students and the teachers.

The textbooks perform a significant role in education. This is one of the least structured tools of accessible learning. Students and teachers rely 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 aspect 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.

From the time when English teachers utilized course book in their classrooms, they encompass the right to be concerned in the procedure of assessment in categorize to be provided among the appropriate course book for their particular learners cluster. Their views on the effectiveness and usefulness task in the course book take part in just about an outstanding function in the training/education development and they are the most important agents of transmission the understanding to the learners Above and beyond, on the indispensable functions of course book is to compose the subsistence acquaintance accessible and perceptible to the learner in a preferred, straightforward and structured manner.

1.2 Background of the study

English is predictable as a worldwide Lingua Franca (Nunan, 2003), enabling populace the entire world to correspond among each other as well as do trade and certain international relations, irrespective of several political organization, religions and race. English has full on a worldwide responsibility and its utilization is not restricted to a small number of native-speaking countries with the intention of United Kingdom, the United States of America and its previous colonies. One of the leading to illustrate concentration to this observable fact was Kachru (1985) with his center of attention on the "international dissemination of English" (Rajadurai, 2005: webpage), the consequential inappropriateness of the 'ownership' of English, and the "concentric circles" exemplifying extend of the verbal communication the globe ended. all the way through Kachru's assumption has been consequently criticized for its restricted geological and chronological foundation and singling out the 'native speaker' as "an privileged, favorite cluster" occupying the centre, his work has been significant in prominence the constantly escalating international consequence of English (Rajadurai, 2005: webpage).

Shohamy (2006) has moved out single pace to the front and elaborated the underlying principle following on the increase consequence of the English lingo. He asserts that "countrywide limitations are appropriate supplementary fluid and with a reduction of rigid" demanding the perception of 'nation-state' (2006: 37). In this development, the majority countries aspiration a extra outstanding component in international relationships with its most important center of attention on "global associations and globe markets" (ibid). This movement of globalization has created changes in the verbal communication rule with the globe looking towards a widespread language for utilize in "international communication". Shohamy (2006) elaborates this significant observable fact:

Nations… insist with the purpose of their people have need of a diversity of supplementary languages that will be valuable for… intercontinental and worldwide functions and for academic and economic purpose. (2006: 37).

As a result, 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 it's utilize will have a 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).

Cook (2011) has explored the immense variety of motives for education a second language. A variety of these objectives engage gaining access to the reimbursement obtainable by the intercontinental population and talent in English opens a direction to this remuneration:

In Israel, English is educated in schools since the language for wider communication and for contact to globe culture and commerce, even though it too serves as the language of English-speaking immigrants for communicating with English-speaking tourists. (2001: 164).

Textbooks are inter-connected learning and teaching resources which have been personalized incessantly to the ever-changing and emergent demands and challenges of education English as a second language to latest conclusion in second/foreign language study and assumption structure and to proceed in information technology, intellectual views on the task of the course book and suggestion on how to make use of it in each day classroom put into practice extremely often reveal small more than individual judgment and/or ordinary intelligence. 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.

Evaluation indirectly suggests worth and quality of a curricula, program and organizational schemes. The purpose of evaluation is refinement and program improvement (Nasseem, Shah & Tabassam, 2015). 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.

1.3 STATEMENT OF THE PROBLEM

The same as mentioned previous, textbooks have become an essential component in instruction and education process. In reality, Pakistani teachers rely a lot on textbooks which serve 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 are not 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 for education position. The teacher will have to discover his/her own way of using it and adopting it if obligatory. So we should not look 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.

1.4 RESEARCH QUESTIONS

1. How much effective is the prescribed textbook of B.Sc. English program under education system of the Islamia University of Bahawalpur?
2. What are the students' perceptions about the utility and effectiveness of B.Sc. English textbook?

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3. What are the ESL 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?

1.4 RESEARCH OBJECTIVES

1- To identify the effectiveness of the prescribed textbook of B.Sc. English program under education system of Islamia University of Bahawalpur.

2- To identify the students' perceptions about the utility and effectiveness of B.Sc English textbook.

3- To examine the ESL 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.

1.6 SIGNIFICANCE OF THE STUDY

The outcomes of this research were estimated 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 understanding 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 gives 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 finding of this study is probable to 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.

1.7 ORGANIZATION OF STUDY

This study consists of five chapters.

The first chapter was introduction and the statement of the problem, background of the study and research objectives as well as the research questions, objectives of the study and significance of the study.

Chapter two was containing the review of the related literature with the discussion of textbook.

Chapter three provided the details about the research design and the methodology which was used for the evaluation of textbook.

Chapter four provided collected data which was used through research methods.

Chapter five discusses findings, implementations and recommendations.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 The definitions of textbook

Some EFL experts describe course book as a set of instructional material of English taught as subject matter at school. Further they are also typically planned for particular target listeners in definite perspective. For illustration, textbooks are commonly used in a particular learning background all over the country.

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."

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," (Eiliot 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) Cunningsworth'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, & lolfi,: 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).

Apart from their role as an instruction in teaching learning procedure, textbooks also supply as an origin and a formative feature of the training learning value. Richard (2001: 251) argues that ''textbooks provide a basis of language input and language practice occurred in the language classroom''. This argument supported by Byrd in Celce-Murica (2001: 415) stating that ''textbooks from the things happen in the classroom a lot''. Further, Mukundan, et.al. (2011: 100) argue that the variety of textbooks will also find out the achievement or the breakdown of the students. In

other word the collection of textbooks is one of the criteria for shaping the worth of coaching learning procedure.

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.

2.1.1 The organization of textbooks

As textbooks develop into maps (O' Neil, 1993: 12) and perceptible outlines, (Acklam, 1994: 12), they are planned in a methodical and supple way to assist the language learning to take place. The teaching learning process is an expedition which involves textbooks as an instruction to achieve its goals. The principle of the voyage provides a number of aspects to be enclosed and promotes various aspects which should be proficient throughout the voyage.

Graves in Nunan (2003: 228) outlines various doctrine of course book association. First textbooks are set approximately several key features of verbal communication. Those features cover up the topics and connected vocabulary e.g. syntax structures, tenses or passive voices, and public as well as literary communication skills e.g. how to end discussion politely or how to ask for something respectfully. Second, textbooks also emphasize the exposure of two or more of the four skills counting listening, speaking, reading, and writing. Third, each unit or chapter portrays the entire of textbooks. Therefore, scrutinizing the unit is one of the ways to comprehend the temperament of textbooks.

2.1.2 Development of textbooks

It is painstaking as a fundamental aspect of educative development. Textbooks establish the point of instruction, altitude of its teachers and the typical arrangement of teaching. Textbooks interpret the objectives of teaching guidelines into veracity and lay down the standard of teaching mandatory for the enlargement and advancement of the country.

Development of textbooks is an evolutionary course of action. It contains with the new enlargement and changes in the culture and approximately the world. New information is integrated in the textbooks; manufacture them valuable for the structure of education.

For the progress of textbooks administration has set up course book panel in all the provinces. Subject specialists have been selected in these Boards, who constantly work for improving the textbooks written by the authors.

The books developed by the textbooks boards are supplementary evaluated by the specialist committees in diverse subjects constituted by the program of study wing in the organization of instruction. After the assessment and authorization of the management, these books to be converted into the part of learning system and are taught in the educational institutions all over the country.

2.1.3 The roles of textbooks

Hutchinson and Torres (1994: 323) suggest that textbooks provide as a manager of modify. The situation happens for numerous reasons. First, textbooks become a foundation for cooperation. In the standard, textbooks agree to find the middle ground connecting all associated parties which additional construct a structure for the administration of the lesson. Second, textbooks offer a flexible structure in which comfortable choices can be prepared by teachers. Third, textbooks guide to the teacher progress in the intellect that they want teachers to be innovative in using textbooks in the classroom practices. Fourth, textbooks are a practical negotiation thing in which teachers can straightforwardly discuss with.

2.1.4 The Importance of Textbooks

Hutchinson and Torres (1994) describes "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.

2.1.5 Important role of textbook

A course book can be referred to as an available book particularly planned to assist the language learners to develop their linguistic and communicative abilities. In addition to being an educational apparatus, course book are also used as a sustaining teaching tool. Textbook can provide as a reference point for teacher supervision of their teaching development, and also assist to grant a meeting point for teaching.

One of the most important motivations in using textbooks in the ELT atmosphere is that textbooks can serves as a good scrutinize for measuring improvement of teaching and learning. According to Richards (2001) without a textbook a language program may lose its central core and students may lack a systematically developed syllabus.

2.1.6 Importance 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.

2.1.7 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 an opportunity to achievement to advance learning and to white collar jobs. English is the language of advanced education and wider education and not the home

language of the people 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.

2.1.8 The design process of textbooks

Textbook plan is an extended and compound procedure to accomplish. It is because there are at least two aspects that should be taken into account. First, the author should comprehend the temperament of the program of study which will be the underlying principle provided that the designer with language skills, content, and values to be taught. This means that the designer of educational equipment should ensure that the goals and objectives of the set of courses are covered. Second, the designer should be capable to have a high-quality perceptive of the intended learners' educational, linguistics, psychological, and socio-cultural aspects.

The design procedure of textbooks starts with understanding of the temperament of the syllabus to be followed. Curriculum, in this sense, means the whole arrangement

for training and learning procedure and how it is breakdown into a less important part functioning as a blueprint leading to the accomplishment of the proposed goals (Richard, 2013: 6). The perceptive towards the program of study has led the designer to comprehend the language view served as a foundation for teaching learning development.

After appreciative the natural history of the program of study, the designer of textbooks can build up a syllabus. The course outline serves as a structure for textbook plan, as it is full of goals, objectives, verbal communication skills, learning experiences, time allocations, and sources of materials. This is supported by Dubin and Olhstain (1994: 40) who state that resources are derivative from course outline which also breaks down numerous board objectives into the narrow ones. Thus, the developed course outline is an illustration of articulating theories which the designer earlier did.

Ones the course outline is developed, the designer should make a decision and gather round the text which will be presented. Text refers to the stretch of language attached together to from meanings (Feez and Joyce, 2002: 4). It is consequently in the form of verbal and written communication. This can be found in any modes of everyday communication counting manuals, newspapers, magazines, television programs, and so on. The textbook should be customized in arrange to match the learners' level of ability.

After collecting the texts, the designer wants to design tasks which are based on the texts. Tasks are defined as tricks relating the use of communicative language which have need of learners to focus on significance (Nunan, 2004: 4). In other words, tasks are the activities in which the learners are betrothed in. Further, those tasks represent six most important aspects that is to say goals, input, procedures, teacher's roles, learner's roles, and settings. Those aspects are realized into diverse types of actions in the classroom such as matching, gap filling, retelling, role playing, and so on.

The next procedure after selecting texts and emergent tasks is supplementary them with pictures and other explicit media. The use of pictures and further realistic media associated text facilitates learners' perceptive towards the text. Also, charming appearance of textbooks will stimulate them in teaching learning development.

Once the designer has accompanied the content with some illustrations, he wants to give the textbook he has developed to the experts. This procedure is called expert opinion. This experts must have an expertise is examining textbook and other teaching learning resources. In addition to the skilled judgment procedure, the designer also wants to apply the developed course book in definite area. Those two procedures lad the designer to improve his developed course book as the outcome of both procedures will be a suggestion to do so.

Taking into consideration the complex procedure of textbooks design previously declared, a course book designer wants to take into account every single step in its improvement to make sure the worth of textbooks he develops. This also means that a textbook designer should be conscious that textbook design progression follows a cyclical step which demands him to be a serious and philosophical practitioner.

2.1.9 The design and layout aspects of textbooks

Litz (2003: 15) point out that the layout and propose of a course book refers to its association and arrangement of language items and actions. They are obtained from the outcome of the teachers and/or students assessment study. The design and layout of textbooks contain numerous factors that is to say learning objectives, the

information on topics, functions, structures/syntax, and skills, vocabulary lists, glossaries, and references. Learning objectives are statements of goals that should be achieved by the students upon close of the lesson.

The information on topics, functions, structures/syntax, and skills must also be given to grant a roadmap for the teaching and learning procedure. Vocabulary lists are set of words given to clarify the meanings of those. This is quite similar to glossaries which are as a rule given in the concluding component of textbooks. References are a catalog of sources e.g. books, journals, articles used to build up textbooks.

With consider to the arrangement and design of course book existing earlier, textbook designers require taking into account these doctrine. It is because an excellent textbook provides the students and teachers a widespread explanation on each component. In every part of textbooks, the designer should present information of the resources being offered. Also, a catalog of vocabularies can also be presented to support the students' vocabulary mastery. At the end, glossaries will help to emphasize the perceptive of words that students have learned formerly. To encourage independent learning, the designer can present a list of complementary books which will help both the students and teachers in gaining more information and understanding to one side from the equipment existing on the book.

2.1.10 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. First, textbooks should be written by knowledgeable teachers. Second, they should be suitable to the students' altitude. Third, textbooks should be visually attractive and well laid-out. Fourth, they should include thought annoying issue to face up to the students. Finally, 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.

1. It is not the procedure of simplification but offer the students with some actions/tasks which are thought-provoking, challenging but attainable too.
2. What is being educated should be perceived by learners as related and helpful?
3. Textbooks should have need of and assist student self investment.
4. Textbooks should present chance to use the verbal communication.
5. Textbooks should take into account that learners fluctuate in learning styles and emotional attitudes.

   Garinger in his article states that good textbooks should:
1. Match to the plan and the lessons.
2. We can scrutinize this by reviewing the target and the set of courses of the program.
3. Help the students acquiring the essential skills.

4. Give contributive, equilibrium, progressive, diverse and demanding workout/actions.

5. Regard as the convenient apprehension such as accessibility and the charge.

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.

2.1.11 The integrated language skills

Textbooks generally cover up all aspects associated to the verbal communication skills being taught. The skills existing in an integrated form, as it performs the authentic use of language. Those essentially cover up six areas i.e. listening, speaking, reading, writing, vocabulary and grammar.

2.1.11.1 Listening

Cunningsworth (1995: 67) mentions that textbooks focal point on listening in two ways that is to say as a general division of oral work and recorded passages for understanding. The first kind refers to the recording of daily communication counting dialogues and role play. This type of recording might be complex for students, as they should anticipate to the capricious responses. Further, as pointed out by Cunningsworth, this part will be a complex part faced by foreign language learners in everyday conversation.

The second type of listening kind on textbooks includes the recorded passages containing difficult information. This is generally given following some reading passages which have some type of actions including discussing and drawing conclusion from a passage. To help learner's repetition the challenge of this action, Cunningsworth suggests that some pre-listening task must be provided. Those help learners in making forecast of what they will listen and reduce the intricacy of the text which will make it more understandable for them.

As listening activities give authentic input to the students, the number and the form of listening activities should be taken into account. In terms of the number of actions, listening tasks must be provided in sufficient amount following the presentation of construction tasks. The actions must be planned in remarkable and significant ways following the character of listening in actual life communication. That is, listening actions should encourage the actual life discussion relating different participants in diverse contexts using a variety of pragmatics strategies.

2.1.11.2 Speaking

In textbooks, speaking is offered in oral production, language practice, oral work, and role play (Cunningsworth, 1995: 69). These activities should give stability between the acquirement of new language skills and the total of practice. Also, some doctrine of pronunciation practice should also be included in order to make possible the learners to generate precise spoken utterance. In terms of the deviation of speaking training, Cunningsworth claims that textbooks have diverse types. Some only present topics to be discussed, while other gives more comprehensive and planned situations and dialogues.

On the whole, speaking actions should encourage the reality that the learners would face in actual life circumstance. First, learners should be made conscious that speaking can be undecided in some ways. The discussion in everyday life can be irregular. Second, learners must also comprehend the manner to run the discussion in a suitable technique. In other words, they have to attain the strategy of overcoming breakdown in communication. These aspects are understood to be absent in most EFL textbooks (Cunningsworth, 1995: 70).

2.1.11.3 Reading

Reading tricks are usually offered by texts or passages. This makes reading as comparatively simple to be done, as it done, as it does not require supplementary media to maintain (Cunningsworth, 1995: 73). Nevertheless comprehension is regarded as a simple action to be presented on textbooks; there are numerous aspects that should be taken into account in selecting the texts. Those contain the language is understandable, the content is easy to get to, the automatization procedure is

promoted, the predication approach is employed, the text is appealing, and the different strategies are used (Ur, 1996: 188).

Cunningsworth (1995: 75) points out some dimensions of comprehension resources which should be taken into contemplation in presenting reading resources. The first problem is associated to the subject. Topic selection is considered complicated, as is taken many doctrines to be followed such as interests, levels of challenges, cultural suitability, and so on. The second problem deals with diverse types of genre which is interrelated to the variety of students' capability. The third problem is associated to the exercise and tricks which students engaged.

Realizing the significance of comprehension tasks as an input for the students, the activities should not only encourage acquirement by containing language slightly beyond their aptitude level but also offer a complimentary situation to the students. This is seen as advantageous thing to do it will encourage their inspiration in the teaching and learning procedure. To do so, the texts and activities obtainable in each unit should accommodate their interests.

2.1.11.4 Writing:

Hyland (2002: 10) points out the significance of text as a communication which characterizes it's utilized as a challenge to communicate with other people. Therefore, textbooks should also adapt this opinion by presenting how vocabulary is collective into having an important effect on conversational arrangement. This also means looking beyond the procedure of writing at the sentence level (Cunningsworth,

1995: 81). By so doing, students will build up their literacy proficiency allowing them use diverse texts accurately.

With consider to the difficult procedure of writing, textbooks should present activities which encourage the students to learn writing. The activities are then planned to provide students not only the steps on how to connect words into sentences to construct a text but also the ways of applying the understanding they have acquired in comprehension. This is, the students are mandatory to understand genre of the text to from a significant text. This is consequently develops their organized judgment skills as the students learn to build up something systematic.

2.1.11.5 Vocabulary development

Vocabulary acquirement is a multifaceted and lengthy prolonged procedure:

Eloquent a statement involves a lot extra than perceptive its sense of what it stands intended for. It… is related to be acquainted with an individual being. In cooperation cases it takes a lot of instance to be on familiar terms with his or its habitual manners and, outstandingly, to develop into completely sentient of the corporation that he or it consistently keeps. (Tikoo, 2003: 190)

Further educationists have elaborated the beyond mentioned suppositions as follows:

To be acquainted with an utterance, students want to come across it in background and perceive how its connotation relates to the words in the order of it, and how it relates to the additional lexis that might have been worn in its position… In accumulation, they want to comprehend how the denotation of words reallocate and modify as they are worn in different contexts. (Texas Education Agency, 2002: 8).

Vocabulary acquirement is additional rendered convoluted and capricious for the reason that there is no one satisfactory effectual vocabulary instruction technique-the educationists have prearranged various views regarding the competence of the diverse education strategies. Tickoo (2003) believes that widespread comprehension, contextualized appearance of lexis, and supposition can loan to extra efficient vocabulary knowledge than procedures for the most part relying on thesaurus usage and paraphrase. However, Gu (2003) presents hold up from second language education investigate prominence that dictionaries (even bilingual ones) and premeditated knowledge of words are precious apparatus. In contrast, Metha (2009) and Iwai (2010) have promoted contextualized vocabulary knowledge:

If English lingo students learn vocabulary in the background where the statement is the majority likely to be worn, and if they know how to connect those circumstances to their actual life understanding, reliable knowledge occurs. (Iwai, 2010: webpage).

Furthermore, all these methods, particularly if not utilized appropriately, be capable of have pitfalls. Thus predictable behavior of using dictionaries ("like having students look up words and use information from the definitions they find to write sentences") only outcome in one-dimensional education (Texes Education Agency, 2002: 7). As a result, pupils have to be skilled to make use of a dictionary professionally; for example, stare up the intricate word, cautiously replicate, and choose the mainly applicable sense in agreement with the definite background (Texes Education Agency, 2002; Lher, Osborn, and Hiebert, 2010). Appropriate education of vocabulary is also accompanied by disadvantages: its compensation is mostly "long-term" since the probability of acquiring the connotation of a word from immediately a particular disclosure contained by the background is a secluded likelihood (Texes Education Agency, 2002).

2.1.12 Cultural Content:

In the opinion, textbooks used in the classroom be supposed to encourage culturally-relevant content. This means that the materials should contain the students' background. The amalgamation of culture in the materials is intended at preserve local and national identity. Further, Ena (2003: 17) argues that students will be more engaged in the teaching learning development when their materials accommodate their background. Therefore, the balance distribution of students' background and native speakers' culture is required in order to encourage teaching learning method.

Cortazzi and Jin (1999: 159-160) states that there are three kinds of culture which should be included in English language teaching. The first feature is called source culture which is interrelated to the learners' own background. Target culture, on the other hand, is the background of English speaking countries. The last aspects, international culture, deals with culture other than source and target culture. With consider to the training learning development, Matsuda in Alsagoff, et.al (2002: 177) argues that learners necessitate being uncovered with different cultures around the world to increase their understanding of geographical spread and linguistics diversity of English.

2.1.12.1 Source Culture

Source culture is the learners' own culture i.e. Pakistani culture. This is a very spacious team covering what the learners face in their everyday life counting custom, tradition, behavior, and so on. Revealing their own culture, according to Ena (2013:

17), will engage the learners in teaching learning development. This is because the learners are uncovered aspects associated to their everyday life. In addition, source culture is also promoted in organized to maintain their national and local identity.

With consider to the Pakistani government's duty of integrating personality building in the training and education development, source culture should be maintained. This will reinforce and consciousness towards local and national feature of Pakistan. In addition, local culture should also make possible the students' multicultural setting in the classroom. Due to the actuality that textbooks are used all over the country, the different aspects of local culture must be offered.

2.1.12.2 Target Culture

Target culture is the culture of English-speaking countries. Based on Kachru's (1985) three concentric model of English-speaking model presented in Harmer (2001: 8), target culture belongs to the countries on the inner circle. Those consist of United Kingdom, United States of America, Australia, New Zealand, and Canada where English becomes the first language. Target culture exposes the learners with the real feature of language use.

The significance of local culture in ELT is that it provides a realistic feature of English use to the students. This is because they are anticipated to also comprehend not only how to convey something appropriately but also how to present definite functions properly. This requires them to recognize the culture of English speakers. The perceptive of such perception will shape them as enhanced English learners given

that the students have chance to comprehend the background of English speakers. This is also a means of promoting cross-cultural perceptive towards other cultures.

2.1.12.3 International Culture

International culture covers a broad variety of culture other than source culture and target culture. This can be offered by using diverse cultures across the world. The selection of world culture included in textbooks serves two functions (Matsuda in Alsagoff, et.al 2002: 177). First, it portrays both geographical spread and functional diversity of English at the present time. Second, it also illustrates the particular functions of English as well as its synchronized statues with the local ones.

As the spread of English in the world, international culture a significant object to be integrated in learning resources. This is designed at introducing learners with realities that they will face in actuality. Also, the integration of such culture will also maintain their perceptive of cross cultural understanding towards other cultures. To do so, international culture should be offered in a variety of ways.

2.2 Definitions of Evaluation:

Evaluation is the organized measurement of the value or worth of several objects. Evaluation is the efficient acquirement and judgment of information to offer positive response about various objects. Evaluation is an efficient and objective measurement of a continuing or accomplished task, planned or guiding principle, its design, accomplishment and outcome. "Evaluation is the prearranged understanding and benevolent of implication to forecast or definite impacts of proposals or outcome. It looks at inventive purpose, and at what are either predicted or what was accomplished and how it was accomplished".

The significant evaluation is an intention or a method as possible of the grade to which a service or its elements fulfill acknowledged goals. A lesson planned to support some listeners to evaluate a substance value and merit. As Wilison (2012) observes "evaluation is at the present viewed as a very important element of an instructive curriculum, which serves to relay the fundamentals of the program of study to every supplementary and to the effects and goals they accomplish, judging effectiveness and usefulness, as well as addressing issues of responsibility (Willison 2012: 13). Banks (1977), pp.489-490) considers valuation as a technological characteristic of education and a component of the learning/teaching course of action that gives incessant response of statistics to maintain the structure in amendment. Nevo (1977, pp.127) states "assessment refers to the progression of providing, delineating and obtaining information on the worth of design, goals, realization and outcomes of enlightening actions, and should facilitate to advance an learning product throughout the procedure of its improvement, and/or lay bare the value of the concluding creation when its enlargement is accomplished." Tylor (cited in Wolf, 1979:271) referred to assessment as "those procedures used to appraise learners towards the achievement of subjects." Forman, (1981"48) argues that evaluation is an indispensable component of the learning programme. Pophman (cited in Wolf, 1979:271) claims that "evaluation is the collection and use of information to make decision about educational programmes."

William Wiersma and Stephen G Jurs (1990) remarks that evaluation is a process that includes capability and possibly complicated but it as well as contains the thought of significance judgment. According to L.R.Hay, (1985, p-6): "Evaluation is the systematic process of collecting and analyzing data in order to make decisions". Ebel (1979) "Evaluation is the continuous inspection of all available information concerning the students, teachers, educational programme and the testing learning process to ascertain the degree of change in students and form valid judgment about the students and the effectiveness of the programme. Value judgment on an observation, performance test or any data whether directly measured or inferred is called evaluation".

In the words of Lester O. Cron and others, "Evaluation is a broader term than measurement. Evaluation not only is concerned with the determination of learning results but also involves value judgment of the desirability of these results. It is a continuous process in which various techniques of testing or measurement can be utilized. Evaluation is a cooperative activity in which the principal, the teacher, the pupils and the parents participate."

"Evaluation is a comprehensive and continuous process, which covers every aspect of an individual's achievements in the educative programme. It is an integral part of education in which students and teachers are partners. It signifies a wider process of judging students, progress, in various aspects". Assessment is a qualitative decision of how excellent or how agreeable an individual's presentation has been.

Evaluation is incorporated with the whole task of teaching and not merely with examinations, tests and quantity. Evaluation depends upon dimensions except is not one and the same with it. Evaluation encompasses tests and dimensions but also goes ahead of them.

Worthen and Sanders evaluation as follows:

Evaluation is the determination of the worth of a thing. It includes obtaining information for use in judging the worth of a program, product, procedure or the potential utility of attain specified objectives.

(Worthen and Snders, 1987: 19).

2.2.1 TYPES OF EVALUATION

Evaluation can be classified from different perspectives like:

2.2.1.1 Product Evaluation

"Product assessment indicates the strengths and weaknesses of learning equipment. Whether learning equipment has been doing well in producing predictable outcomes or not; to what level it has been flourishing in this course; what are the restrictions of products of enlightening machinery can be' acknowledged through product valuation. For example, if you use over head projector (OHP) in your education, you can evaluate the collision of the use of OHP on the final coaching outcomes of students' accomplishment at the end of your coaching during product evaluation".

2.2.1.2 Process Evaluation

"Process valuation indicates whether programme achievement follows suitable paths or deviates from them. Monitoring the everyday operations of a programme and verification maintenance may produce a lot of information to categorize strengths and weaknesses in the actions adopted therein".

It helps us in construction on the mark decisions about the programmers', bringing appropriate modifications in the policy etc. For example, you want to evaluate the collision of teach manner on the students' learning outcomes; you evaluate the processes of teach. At each phase of the processes, you may estimate the instruct technique and make sure that it follows the accurate pathway".

2.2.1.3 Objective-based Evaluation

"Objective-based evaluation is the worth of Educational Technology against the criteria of pre-specific objectives. The expected outcome of Educational Technology is pre-determined. The evaluation indicates the success or failure of Educational Technology in the context of achievement of objectives".

Of course, another development has taken place in this context. That is whether the objectives are worth or worthless should be determined first. Evaluation of objectives

helps the developers to determine what the goals of the Educational Technology programme should be.

Once appropriate objectives are finalized, the evaluator's most important task is to decide the point to which the programme achieves the objectives in perform. Assume, your purpose is to build up definite laboratory skills in your learners. For this, you showed to your students a video programme on the improvement of skills. After this, you can estimate whether the video programme has been capable to build up laboratory skills in your learners.

2.2.1.4 Goal Free Evaluation

"It proposes that the assessment should not be conducted against the prearranged goals. The evaluators should not know the programme goals in progress. As a replacement for the assessor should determine the authentic effects of the programme in function. It is completed to keep away from the evaluator's prejudice in only intent on pre-specific outcomes and overlooking other effects of programme, particularly unfavorable side effects. The assessor becomes attentive about both advantageous and undesirable effects of a programme through 'Goal Free Evaluation" (Varsha Sen).

2.2.1.5 Formative Evaluation

"Formative Evaluation means evaluation of performance time. The evaluation may be continuous in nature. Evaluation of performance at the end of a unit may help us to bring improvement in the process to be adopted for consecutive units. For example, you use inquiry method to teach concepts in science classes. You can evaluate the impact of inquiry method from time to time".

2.2.1.5.1 Definitions of Formative Evaluation

In the words of A.J. Nitko, (1983), "formative evaluation is concerned with judgments made during the design and or development of a programme which is directed towards modifying, forming or otherwise improving the programme before it is completed." According to N.E. Gronlund (1985) "formative evaluation is used to monitor learning progress during instruction and to provide continuous feedback to both pupil and teachers concerning learning successes and failures. Feedback to pupils reinforces successful learning and identifies the learning errors that need correction. Feedback to the teacher provides information for modifying instruction and prescribing group and individual remedial work".

In the views of R.L.Ebel and D.A. Frisbie (1986), "formative evaluation is conducted to monitor the instructional process, to determine whether learning is taking place as planned." Gilbert Sax (1989) states: "formative evaluation takes place during instruction by letting the teacher or evaluator knows if students are meeting instructional objectives, if the programme might be improved. Formative evaluation helps current students to learn more effectively".

2.2.1.5.2 Characteristics of formative evaluation

1. It comparatively on molecular investigation.
2. It is because looking for.
3. It is paying attention in the broader understandings of the programme clients.
4. Its intend is investigative and supple.
5. It leans to do not take into account the restricted belongings of a exacting programme.
6. It requests to categorize leading variables.
7. It demands investigation of instructional resources for mapping the hierarchical arrangement of the education undertakings and authentic training of the way for a convinced era.

2.2.1.5.3   Types of Formative evaluation

a. Need assessment

"Need assessment determines who needs the program, how great the need is, and what might work to meet the need".

b. Implementation evaluation

"Implementation evaluation monitors the fidelity of the program delivery".

c. Process evaluation

"Process evaluation investigates the process of delivering the program, including alternative delivery procedures".

Adapted from the web center for social research methods research method knowledge base (http:// www.social researchmethods.net)

d. Evaluability assessment

"Evaluability assessment determines whether an evaluation is feasible and how stakeholders define can help shape its usefulness".

e. Structured conceptualization

"Structured conceptualization helps stakeholders define the program or technology the target population, and the possible outcomes".

2.2.1.6 Summative Evaluation

"Summative assessment means assessment of product of Educational machinery at the end of its accomplishment. There may be a number of criteria to evaluator the importance of Educational equipment towards the conclusion of the development. It reveals whether Educational expertise has been victorious or ineffective; significance or insignificant at the conclusion phase".

2.2.1.6.1 Definition of summative evaluation

Summative evaluation is principally apprehensive with function, outcomes and progress of the learning-teaching development. It attempts as far as achievable to establish to what degree the timber objectives of a programme have been achieved. According to A.J. Nitko (1993). Summative evaluation illustrates judgments regarding the intrinsic worth of a previously accomplished programme method or produce. N.E.Gronund (1985), scrutinize, "Summative evaluation characteristically comes at the conclusion of a lessons of education. It is planned to establish the degree to which the instructional purpose have been accomplished and is worn chiefly for conveying way ranks or certifying learner mastery of the anticipated education out-comes." In the views of Ebel, R.L. and Frisbie (1986), "Summative evaluation is conducted at the conclusion of an instructional section to find out if education is adequately whole to warrant stirring the student to the subsequently section of education."

In the expressions of Gilbert Sax (1989), a summative evaluation is able to endow with indication that the programme is acceptable and should be continuous for next year's students or that student's education and education attitudes are so unenthusiastic that a latest programme is considered necessary.''   W.Wiersma and

S.G.Gurs (1990) states, "Summative evaluation is completed at the ending of training and measures the degree to which students encompass attained the preferred outcomes."

2.2.1.6.2 Characteristics of summative evaluation

1. It provides to the exploit of precise evaluation designs.

2. It focuses on investigation.

3. It offers explanatory breakdown.

4. It leans to strain restricted possessions.

5. It is unremarkable and non-reactive as far as achievable.

6. It apprehensive with embark variety of issues.

7. Its mechanisms are dependable and suitable.

2.2.1.6.3 Types of summative evaluation

Summative evaluation occurs at the end of a curriculum cycle and provides an on the whole explanation of course efficiency.

a. Goal-based evaluation

"Goal-based evaluation determines if the intended goals of a program were achieved".

b. Outcome evaluation

"Outcome evaluation investigates whether the program caused demonstrable effects on specifically defined target outcomes".

c. Impact evaluation

"Impact evaluation is broader and assess the overall or net effects intended or unintended of the program".

d. Cost-effective and Cost-benefit

"Cost-effective and Cost-benefit analysis address questions of efficiency by standardizing outcomes in term of their dollar costs and values".

Adapted from the web center for social research methods research method knowledge base (http:// www.social researchmethods.net)

e. Secondary analysis

"Secondary analysis reexamines existing data to address new questions or use methods not previously employed".

f. Meta-analysis

"Meta-analysis integrates the outcome estimates from multiple studies to arrive at an overall or summary judgment on an evaluation question".

2.2.2 Textbook evaluation

A textbook is a manuscript worn for instructional function, particularly in colleges and schools. (Mtos , 2000). The adopting textbook plunks in the focal point, as an association or a contrivance connecting the English programme and the instruction circumstances (Williams: 1983:254, and Mariani: 1980:28) there are three major reasons for using a textbook:

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1- It is intricate for the teachers to build up their classroom equipment.

2- The instance presented for the teachers is inadequate despite the fact that emergent latest substance takes a vast quantity of point in time.

3- The external constraint of force affects the teacher, (Sheldon, 1988).

Textbooks contain various compensations because they endow with:

- Arrangement and a course outline for a programme.

- An assortment of education resources like as, visuals actions, comprehension and so on.

- Safety measures for students as they recognize what to suppose and what is predictable from them.

- A starting point for assessing students' education.

- Reliability among a programme crosswise a particular stage.

- Preparation teachers as they supply a teacher's instruction booklet.

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Textbooks retain superiority if they are well-developed, and they are also proficient since they save time. (Richards, 2001: 254, 255), Graves (2000: 174, 175), Ansary and Babaii, (2002: 1,2), and Litz (2001: 5,6) The evaluation procedure covers diverse fields of the program of study, generally the content represented by the course book.

2.2.3 Purpose of Evaluation

Generally speaking after that, evaluation is a procedure all the way through which the assessor provides judgments and information to support in construction decisions for the intention of enhancement. McCormick and James observe the responsibility of evaluation as provided that a form of liability, specialized improvement and institutional development and facilitating program of study review (McCormick, James and Pedder, 2006: 172). Weir and Roberts think that "the purpose of evaluation is to collect information systematically in order to indicate the worth or merit of a program or project (from certain aspects or as a whole) and to inform decision making". (Weir and Roberts 2005:4) and indicate that "decisions may be made by staff who are 'insider' in order to improve their programme or project or they may be made by 'outsider' (e.g. employees of the bureaucracy or of a funding body) in order to determine educational policy and spending". (Ibid). Murphy suggests that the function of assessment is threefold 'assessment, awareness, accountability (Murphy, 1985, quoted in Robinson, 1991: 67).

Bell enumerates twenty-four probable function for an assessment task, as well as 'to lead several course changes', 'to document events', 'to determine cost-effectiveness,' 'to find out curriculum-related working requirements of staff 'to discover a few unplanned conclusions of the programme,' 'to elucidate objectives' (Bell, 1982, quoted in Robinson, 1991:67). Correspondingly Alderson lists purposes for assessment as follows:

- To make a decision whether the programme has had the planned effects
  To discover what affects a programme has had
- To find out whether a programme has provided worth for wealth
  To maintain a decision
- To give good reason for future courses of procedures
  To contrast textbooks/approaches/methodologies/etc
- To classify areas for enhancement in an continuing programme

To be evidence for the positive achievements of pupils and teachers

To encourage teachers

To alleviate apprehensive among sponsors or parents.(Alderson, 1992:276).

Therefore, the development and, accordingly, the accomplishment and, eventually, the rationalization for the continual survival of an instructive prerequisite are indomitable by assessment. In this correlation, Johnson emphasizes that program of study improvement and restoration is capable of only carry on successfully if supported by evaluation (Johnson, 2004). Therefore, evaluation has to be regarded as a very important constituent of any learning programme. That is why Hargreaves, while taking into consideration evaluation as an fundamental component of educational development, argues that "decisions relating to evaluation should be taken during and as part of the curriculum planning process and not as an afterthought to implementation"(Hargreaves, 2003: 35). Therefore the relationship between the planned objectives and their accomplishment, which essentially involves the contemplation of several variables and factors, is calculate of formative to what degree the instructional programme has been doing well. This leads set of courses developers to discover the strong points and weak points of the curriculum in arrange to formulate strategies for the upgrading of the areas where inadequacies have been acknowledged.

2.2.4 Importance of Evaluation

The improvement of innovative technologies and ELT makes require for textbooks continues to develop and publishing manufacturing responds with the latest progression and textbooks every year. As a result, there are a lot of textbooks

obtainable in this globe and it is not viable to utilize them every time. The purpose and learners wants must be the most important contemplation in evaluating textbooks.

Textbook assessment is extremely significant in ESL class rooms. We should evaluate the textbook first before using them in the actual class. We do not want to convey our students in an out of the ordinary world in which they know not anything there. We also should not offer whatever thing they do not want.

2.2.5 The Nature and Purpose of Educational Evaluation

"Analysis and evaluation provides useful data to teachers, supervisors and other educational departments with concrete evidence regarding strong and weak points of evaluative books. Likewise, they include important information that addresses the needs of teachers and students which can be divided into teacher-centered and students centered". (Azevendo: 1979). The intention of educational assessment is to formulate an opinion about the value or merit of something an instructive programme, employee performance or ability or students attainments. That is what we effort to do when we assess students' achievements workers production or forthcoming practitioners competencies in each case the purpose is not merely to illustrate what the students workers or other individual can do. As a substitute we try to find response to such questions as: How excellent is the performance? Have they learned sufficient? Is their effort good as a great deal as compulsory? These are questions of worth that requires the implement of decision. To say basically that assessment is the procedure of manufacture worth judgments understates the complication and intricate of the attempt essential. Previously it has been indomitable that valuation is required, the assessor must make a decision what sort of information be supposed to be gathered, and how the information should be synthesized to maintain the result the significance decision. The educational evaluation is as apprehensive with in order to congregation as it surrounded by making decisions. "There are two major purposes for language program evaluation:

programme accountability and programme development. These are interrelated with formative evaluation and summative evaluation." (Ibid, 2001: 288).

2.2.5.1 Accountability

This refers to the degree to which those implicated in a programme are responsible for the excellence of their occupation. It is apprehensive with the assessment of the effects of a project or programme at a considerable position of a learning phase. It is typically conducted for the advantage of an outside listeners or a judgment producer. (Richard, 2001:298).

2.2.5.2 Programme Development

This is planned to get better the excellence of a programme as it being implemented. Concerned or non-involved employees in the programme may possibly be engaged in the estimation procedure. A teacher-development spotlight may be concerned as well. (Richards, 2001:288). Evaluation and analysis have played functions in evaluating program of study, policy information and decision making, assessing students' achievements and in improving learning resources and programmes.

2.2.6 Philosophy of Evaluation in Education

Assessment is based on two philosophies one, traditional philosophy is that capability to study is haphazardly scattered in the universal population. It means that if several education responsibilities are assigned to a class and than an assessment is administrated to learn their presentation. The outcome of the examination shows that various students' score is extremely high and a few students' achieve is little and majority of the students, attain falls between these two boundaries. It was the judgment of older educators that all are not capable with same rational abilities to advantage from training. Commonly, teachers weeded out students who tended to study well than their peers. This was the old philosophy based on the supremacy of inheritance.

This gores origin to norm-referenced capacity of rational abilities. It has been worn in schools to distinguish along with individuals of various distinct groups or whatever is being calculated, in norm-referenced measurement, an individual's score is interpreted by comparing the score to those of a distinct group, often called the normative group. The contrast is comparative rather than extreme. The viewpoint of measurement has in recent times emerged.

The latest philosophy of measurement is based on autonomous principles and gives significance to the situation. It is based on the universalization of edification. It assumes that if instruction is contemplation widespread, the accountability of the teacher is to facilitate as a lot of students as achievable to be taught. It has redundant the choice viewpoint of norm-referenced measurement. All individuals can accomplish mastery of an education mission, provided are specified opportunities and instant. It assumes that among property developed instructional series each child may possibly achieve 100 percent mastery of some point; it suggests that a complete standard be used as indication for assessment. These principles are the objectives particular for training. Each student's position is indomitable by how he achieves and

satisfies its objectives for example, ahead of a component begins, the teacher may have determined that three objectives were necessary for each student. A student has to gratify each in classify to obtain a passing score.

Thus we notice that the two philosophies of assessment are based on diverse concepts of human being potencies and their improvement, one believes that human being abilities are not consistently dispersed in the population. Achievements of individual learners are different significantly while the additional believes that all learners can accomplish the mastery of educational goal irrespective of individual differences between them.

2.2.7 English in Pakistani education system

In Pakistan, English is being taught as an essential second language later than Urdu and occupies a worldwide place scarcely enjoyed by several other languages. Furthermore, the political incomparability of the English communication countries has moreover popularized the reason of English language. The raising supremacy of the United State of America and its prompt distribution authority in the globe played a very important position in guiding the enlargement of English and serving it suppose a distinguished point, all over the globe. In Pakistan, there are two schools of judgment one is in support of English and the other is in opposition to English. Mutually of them are extremists. They turn out to be sentimental rather than rational on the subject. Apart from sentimental thought moreover in support or alongside English, there is no hesitation that the learning of English as a second language is

important for Pakistani youth, who would like to reap the complete fruit of current teaching and technology.

2.3 ESL Teachers' and Students' Perceptions

Morly (1979) states to facilitate the textbook has been a fundamental strength in the ESL, classroom. Davison (1974) also upholds that the subsequently the majority essential aspect in the second language classroom behind the teacher is the course book. 'Studies of textbook utilize and the extent of teacher enslavement ahead them indicates with the aim of textbook programs are a most important feature in determining instructional programs, (Elliot and Wood ward). As a result, it is argued to facilitate the textbook is the central gadget worn for instruction in the colleges. If English teachers are using textbooks all the time, there must be a reason for this phenomenon. Hutchinson and Torres (1994) elucidate that 'textbooks endure for the reason that they convince definite needs'. Textbooks are 'for the most part expedient means of providing the arrangement that the learning-teaching system-particularly the structure in change-requires'. Morley (1979) still thinks that the textbook find out the temperament of the verbal communication contribution and provides the opportunities for language and communication functions moreover the structure. As Shannon (1987) has recommended, textbooks are seen as 'a proficient technique of achieving learning' because they wrap up education content successfully.

2.3.1 English textbook in teaching and learning

Textbook stay behind a attach surrounded by discipline curriculum international, presenting students and teachers by means of the administrator acquaintance of prepare subjects as well as the favored principles, attitude skills and behaviors of experts in those fields. Textbooks are possessions, supporting, substance and civilizing depiction and consequently, are the location and outcome of struggles and give and take in categorize to establish by whom and how they will be created, by whom and how their stuffing will be chosen, by whom and how they will be dispersed and how students and teachers will formulate use of them (Shannon, 2010). The combination of verbal communication and content education is of growing concentration in foreign and second language programs at elementary, secondary and tertiary levels approximately the globe (short, 2006). According to (Cortazzi and Jin 1999), the textbook be capable of a teacher, a plan, a source an instructor, a power and a philosophy. That's why; the course book can be a most important resource of intellectual essentials what's more provided that a linguistics and contemporary content which inevitably reflects the philosophy innate in the ESL background of an exacting sphere.

In various situations, the textbook may possibly purpose 'as a complement to the teachers' education in the ESL learning and teaching development. For the majority teachers, textbooks endow with the establishment for the content of training, the stability of the skills educated, as well as the types of language practice the learners engage in throughout the course group activities. For the ESL pupils, the course book becomes the most important resource of contact they contain among the verbal communication separately from the contribution provided by the educators. According to Gretchen (2003) study the textbook has a development for increasing program of study that is based on a requirements evaluation of learners and includes contribution and input from supplementary stakeholders. The set of courses and instructional resources are effortlessly easy to get to up to date, suitable for students, culturally responsive, leaning to the foreign language and literacy requirements of the students and appropriate for a diversity of education styles.

CHAPTER 3

REAEARCH METHODOLOGY

3.1 Introduction

This chapter covers the research design and methodology including population of the study, data collection tools, sampling, sampling technique, validation of data analysis, research procedure, research tools and delimitation of the study.

3.2 Research Design

The research plan refers to be taken as a whole approach that we decide to assimilate the diverse mechanism of the study in a logical and coherent way, in that way, ensuring we will successfully deal with the research difficulty: it constitutes the design for the gathering, quantity and investigation of data. Research plan is the measurement of process and techniques for obtaining the information necessary. It is taken as a whole outfitted guide or structure of the development which states what information is gathered from which foundation and by what processes.

The design of present research is descriptive in nature. Descriptive research is convincing in temperament, as divergent to exploratory. This means with the intention of descriptive study which gathers irrefutable information that is capable of worn for statistical conclusion on our intention consultation through statistics analysis. As a result in present study takes the type of closed-ended questions which restricts its capability to endow with distinctive insights. On the other hand, worn properly it preserve facilitate an association enhanced measure and define the importance of incredible about a collection of respondents and the populace they characterize.

3.3 Research Method

Research is a controlled and organized method of judging answers to questions. Methods are set of definite methods for selecting cases, observing and

measuring aspects of public life, refining and gathering data, analyzing data and coverage on outcomes. Methods and methodology two stipulations are frequently treated like synonyms. Methodology is envelop and broader methods. It understands the social-organizational background, theoretical supposition moral ideology and political matters of the endeavor of investigators who use techniques.

Quantitative method was used for the present study. Data that was collected from questionnaires in the numerical form is included in the quantitative method. The quantitative study underscores inferential, objective, deductive looms which transaction in the course of strong mathematical information and utilized evaluation techniques, (Nunan, 1992).

According to Dornyei, quantitative study involves recognizing the inconsistent in proceed and distributes a degree of principles which will be particular as facts. Furthermore, the quantitative investigator is paying attention in generalizing the outcomes obtained, despite the fact that the qualitative examiner principles entity cases (ibid).

The quantitative approaches of analysis disregard individual discrepancies; in addition, it does not illuminate reasons that emphasize explanation. Quantitative research is based on procedural principals of neo-positivism and positivism. It adheres to principles of authoritarian study design. Statistical investigation is worn in it.

3.4 Population of the study

A populace is a compilation of events, people or items regarding which we would like to formulate inferences. It is not forever suitable or achievable to observe each member of a whole population. The population of the present study was students and teachers in all Public Postgraduate and Degree Colleges of Rahim Yar Khan. It consisted of (3) Public Colleges in RY.K. One was Khawaja Fareed Post Graduate College, 2nd was Government Post Graduate College for Women R.YK and 3rd was Government Degree College for women Sakkar adda R.YK.

Table: 3.1 Sample of colleges

Cities	Government Degree College for boys	Government Degree College for girls	Total
Rahim Yar Khan	1	2	3
Khan Pur	1	1	2
Sadiqabad	1	1	2
Liaqut Pur	1	1	2
Total	4	5	9

3.5 Sample of the study

A sample is a dividing up of items, events, or people from an outsized populace that you assemble and evaluate to formulate inferences. To symbolize the people well, a sample must be indiscriminately composed and satisfactorily large. The sample size of this study was (200) B.Sc students and (20) ESL teachers from Public Colleges of R.Y.K.

3.5.1 Sample of Teachers

The population of this study included (10) male teachers from Khawaja Fareed Post Graduate College and (10) female teachers from Government Post Graduate College for Women R.Y.K and Government Degree College for women Sakkar Adda R.YK.

Table: 3.2 Sample of teachers

Male teachers	Female teachers	Total
10	10	20

3.5.2 Sample of Students

It included (100) boys student from Khawaja Farid Post Graduate college and (100) girls student from both Government Post Graduate College for Women and Government Degree college for women Sakhar Adda R.Y.K.

Table: 3.3 Sample of students

Boys student	Girls student	Total
100	100	200

3.5.3 Sampling Chart

200 Students

100 Boys   100 Girls

20 Teachers

10 Male   10 Female
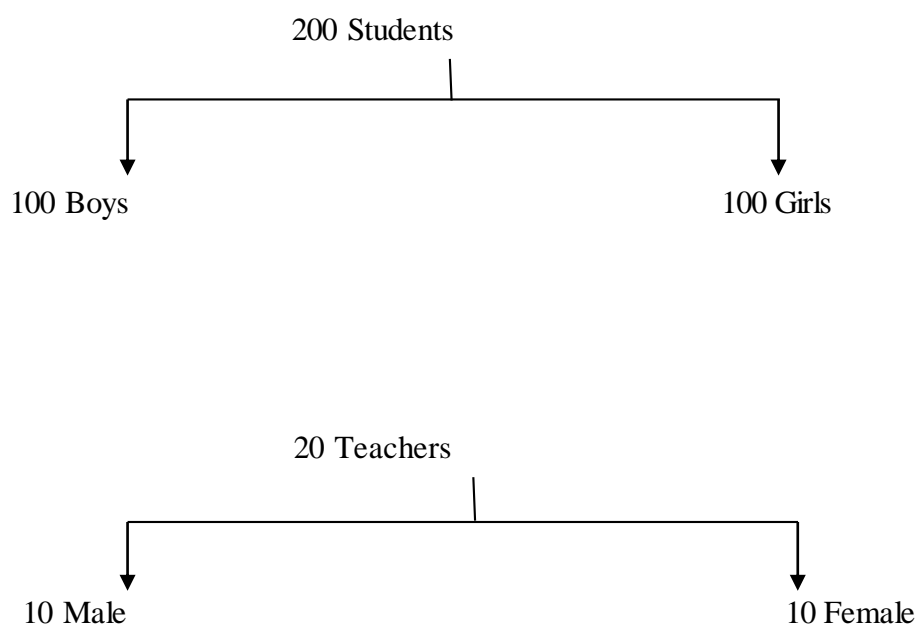
3.6 Sampling Technique

Sampling is the procedure of selecting components from a populace of attention so to facilitate by studying the model we may practically oversimplify our outcome sponsor to the populace since which they were selected. As acknowledged in the literature on the subject of investigate attitude, at era it is not reasonable to entail the entire population or all the related parties in the study. Thus the study has to implement sampling. A sample is defined as a section of a population. A "good sample is very similar to the target population in its most important characteristics (for example age, gender, ethnicity, educational background, or socioeconomic status) as well as all the more specific features that are known to be related to the variables that the study focuses…"(ibid).

Non-probability sampling is a sampling method anywhere the samples are gathered in a procedure that does not provide each and every one entity in the population equivalent probability of being chosen. Convenience sampling is a definite kind of non-probability sample technique that relies on information gathering from population components who are easily accessible to contribute in study. In present study convenience sampling is used for teachers this sampling technique involve getting participants wherever you can find them and typically wherever is convenient. Simple random sampling technique is used for student's selection. Simple random sampling is first type of probability sampling in which every member of sample has an equal chance of being select or reject.

3.7 Research Tools

3.7.1 Questionnaires

A questionnaire is a means of extracting the beliefs, feelings, perceptions, attitudes, experiences, or perceptions, of some model of individuals. As an information collecting apparatus, it might be unstructured or structured. The questionnaire is mainly repeatedly an extremely to the point, preplanned set of questions planned to capitulate definite information to convene a scrupulous want for investigate information concerning a relevant subject. The study information is attained since respondents usually from an interrelated attention area. The dictionary description gives a clearer explanation: A questionnaire is a written or printed form used in gathering information on some subject or subjects consisting of a list of questions to be submitted to one or more persons. Questionnaires are "any written instruments that present respondents with a series of questions or statements to which they have to react either by writing out their answers or selecting from among existing answers" (Brown, 2001: 6, cited in Dornyei, 2007: 102).

In present study the aim of questionnaire is 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. In every part of questionnaire divided into sub parts. The items of questionnaires for students are simpler than those for teachers. All the questionnaires were firstly written in English.

3.7 Validation of data collection tool

Validation is the action of proving or checking the accuracy or validity of data collection tools. Both teachers and students questionnaires were designed and distributed to teachers to seek their observations on wording. The teachers were asked to include something which they thought were essential for assessing the textbook. The student's questionnaire was then modified according to the teacher's suggestions. To test out the worth of the research tool a pilot study was conducted the modified questionnaire was administered to 7 students and 3 teachers. After that the findings of pilot study were discussed with supervisor and expertise the results were successful. At the end finalized the tools for collect the data from teachers and students.

3.8 Data analysis

The information obtained from the closed ended questionnaires was analyzed with the help of IBM Statistical Package for Social Sciences (SPSS) software version 16 and Microsoft Office Excel 2007. Quantitative data composed was former implied and entered into IBM SPSS to cover technique for simple investigation. Descriptive aspects of the answer were offered with the assist of graphs and tables along with other descriptions numerical indicators. For this investigation, proportion of the members disagreeing, agreeing strongly agree, strongly disagree and' not sure' on every of the point were calculated.

3.9 Research procedure

In this research, there were two sets of questionnaires, one for teachers and second one for students. The questionnaires were planned, consisting of close-ended items (ranging from strongly disagree to strongly agree). The questionnaires for students and teachers are parallel in substance, containing 8 parts (subjects and content, vocabulary and grammar, exercise and activities, skills, objectives of textbook, appearance of textbook, learning environment and teaching methods, assessment) but to some extent diverse in language. Furthermore, the items in the questionnaires for students have a tendency to be simpler than those for the teachers.

Teacher's questionnaires were administered to teachers in their office and were collected one day later. Student's questionnaires were administered at a time prearranged by the investigator and the teachers of English in charge. To make sure students completed and handed in the questionnaires, the researchers administered them for the duration of classroom time (40 minutes). After that the collected data was analyzed through SPSS. At the end, results and findings of data was discussed in next chapter.

3.10 Delimitation of the study

The given study is restricted to textbook of B.Sc English only. The layout, contents, price, skills and components of textbook of B.Sc were covered in the present study. Nothing else, other than these things has been discussed. The study was limited to only public colleges of district R.Y.K. And also this study was limited to IUB affiliated colleges.

CHAPTER 4

DATA ANALYSIS

4.1 Introduction:

In this chapter analyses and discusses the responses obtained through the questionnaires. The data was collected through close-ended questionnaires for students of B.Sc 4th year from public colleges of district R.Y.K and ESL teachers also from public colleges of R.Y.K.

4.2 The questionnaire findings

The questionnaire result from the students and teachers are obtainable individually under the subsequent sub headings.

4.2.1 Students

A questionnaire was given to 200 students of B.Sc in organize to gain insights into how they regarded the textbook.

Table 4.1 Demographical information of students

GENDER		
MALE (100) AGE=20 TO 25		FEMALE (100) AGE=20 TO 25
NATIVE LANGUAGE		
URDU	PUNJABI	SARAKE
109	53	38
NATIVE AREA		
URBAN		RULAR
78		122
MARKS IN F.SC(ENGLISH SUBJECT ONLY) 98 TO 147		

4.3 Demographical information of students

Demographical information was collected from 100 female and 100 male students from public colleges of R.Y.K. Their average age was 20-25 years respectively. The responses about native language 109 students spoke Punjabi, 53 students spoke Urdu and 38 students spoke Sarake. 78 students belong to urban area and 122 from rural areas. Their average marks that got in F.Sc were 98-147 respectively.

Figure 4.1
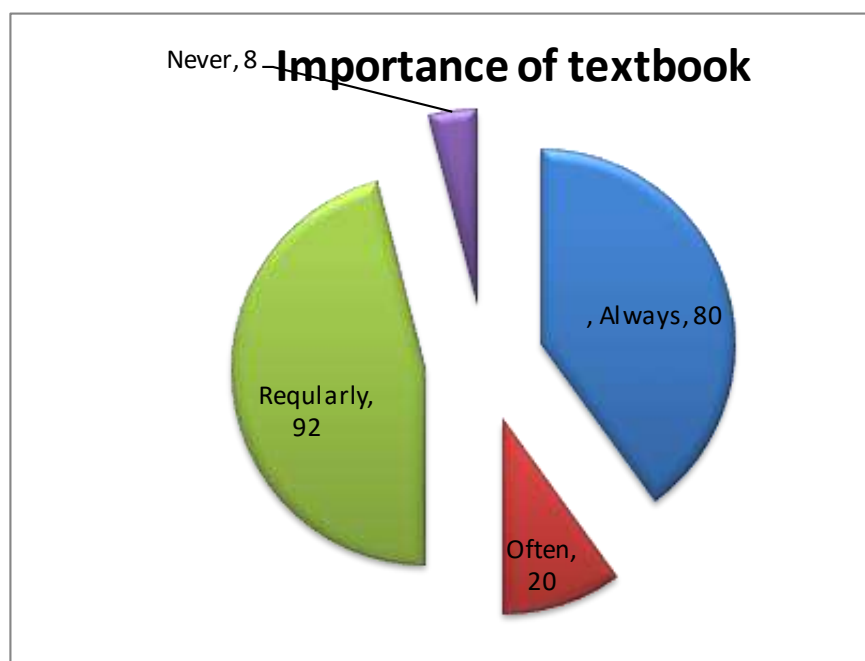
Use of textbook

Table: 4.2 How frequently used textbook

How frequently is using the textbook.	Formula	Always	Often	Regularly	Never	Mean	S.D
	f	80	20	92	8	2.14	1.003
	%	40.0%	10.0%	46.0%	4.0 %		

As shown in table 4.2 highly positive response on 'Regularly' was 46.0% least positive response on 'Always' was 40.0% , the respond on 'Often' was 10.0% and very low percentage on 'Never' was only 4.0%. The results shows that textbook regularly used in the classroom. The mean was 2.14 and Standard deviati1.on was 1.003.

Table 4.3 From where you prepare for exam

From where do you prepare exam?	Formula	Textbook	Key book	Notes	Lectures	Mean	S.D
	f	14	122	54	10	2.30	.673
	%	7.0%	61.0%	27.0 %	5.0 %		

Figure: 4.2
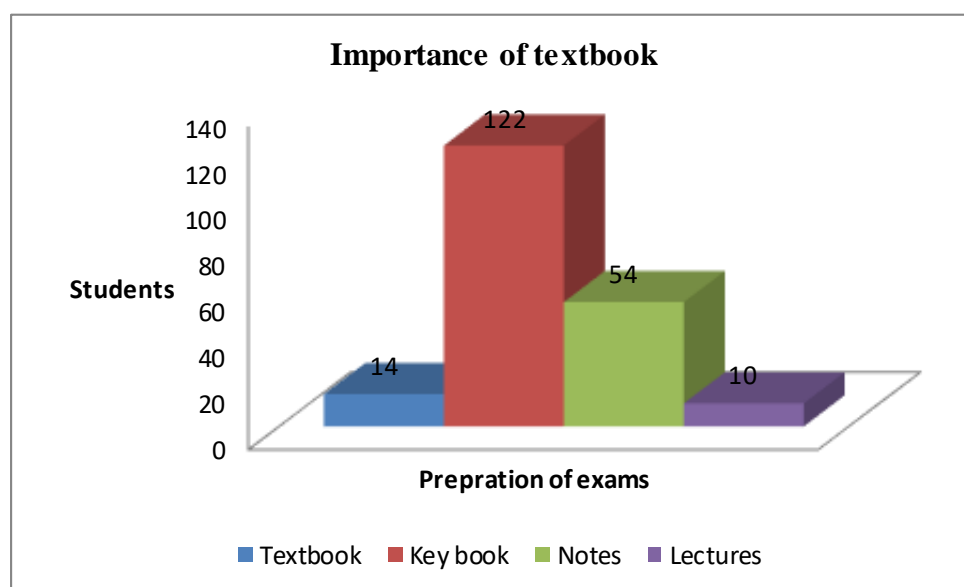
Preparation of Exam

As shown results in table 4.3 the responses of students about where they prepare for exam the highly response on 'key book' was 61.0% and 27.0% on 'Notes' the very low rate of response on lecture was 5.0%. The results show that mostly students used key book for preparation of exams.

4.4 Importance of textbook

The following (Table 4.4) provides details about the importance of textbook total number of students that were respond 200. The majority of the students showed their dissatisfaction with the grammar and writing skills. In reading skill majority students response was satisfy. The responses about to enhance the vocabulary skill

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mostly students gave response in 'To some extent'. One more aspect, which needs to be noticed, is that the responses of 'No' were very high for grammar skill.

Table 4.4 skills

	Skills	Yes	To some extent	No
1	Grammar	42	57	101
2	Vocabulary	78	93	29
3	Reading	91	60	49
4	Writing	74	39	87

❖ Yes; To some extent; No

Figure: 4.3

Importance of textbook

Increasing of Learning Proficiency

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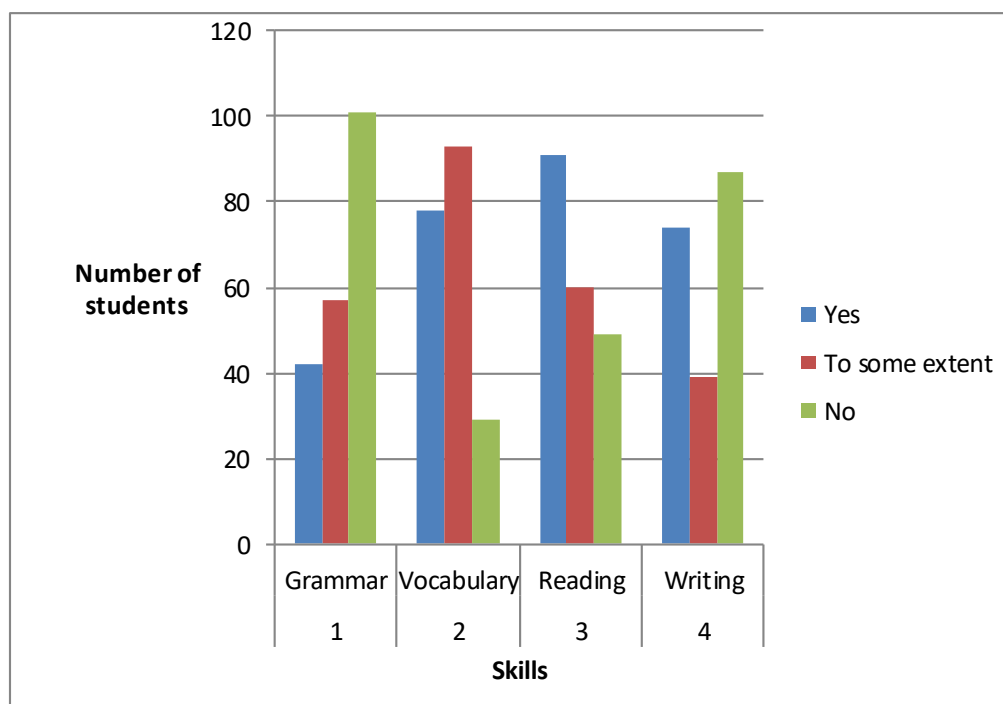
As can be seen in above graph (4.3), the responses about the importance of textbook are shown, in grammar mostly student gave response in 'No' but in reading skill majority students gave response in 'Yes'. Mostly students gave response 'To some extent' on vocabulary item it may show student lack of knowledge and understanding.

4.5 Subject and Content

The results of analysis show that majority of the students were highly negative regarding subject and content of textbook. The nine items in students' questionnaire to evaluate the variety in subject and content, literary genre, and students needs as an English language learner. The findings are shown in table 4.5 below.

Table 4.5: Summary of students' evaluation of subject and content (N = 200)

1. The subject and content of the text book are relevant to students needs as an English language learner(s).	Formula	SA	A	NS	D	SD	Mean	S.D
	f	19	18	15	25	123	1.92	1.382
	%	9.5 %	9.0 %	7.5 %	12.5 %	61.5 %		

*SA: Strongly Agree; A: Agree; NS: Not Sure; D: Disagree; SD: Strongly Disagree

The results in the Table 4.5 indicate that the students were strongly disagreeing as shown in the table 61.5%. However, only 9.0% answered 'Agree to

the subject and content of the textbook are relevant to the students needs as an English language learners. The findings of this result shows that the content are not fulfill the needs of English language learners. Mean was 1.92, and Standard Deviation was 1.382.

Table 4.6: Summary of students' evaluation is textbook generally realistic (N = 200)

2. The subject and content of the textbook is generally realistic.	Formula	SA	A	NS	D	SD	Mean	S.D
	f	10	10	48	86	46	2.26	1.028
	%	5.0 %	5.0 %	24.0 %	43.0 %	23.0 %		

*SA: Strongly Agree; A: Agree; NS: Not Sure; D: Disagree; SD: Strongly Disagree

As textbook is an integral part of our teaching and learning so subject and content of textbook should be realistic. As can be seen in table 4.6 the students gave Disagreeing responses with the percentage of 43.0% and 23.0% students shown strongly disagreeing responses. The percentage of 'Agree' students responses were very low 5.0%. So the results of given table shows the textbook is not realistic. The mean and standard deviation was 2.26 and 1.028 respectively.

Table 4.7: Summary of students' evaluation is textbook interesting, challenging and motivating (N = 200)

3. The subject and content of the textbook is interesting, challenging and motivating.	Formula	SA	A	NS	D	SD	Mean	S.D
	f	18	17	24	56	85	2.14	1.028
	%	9.0 %	8.5 %	12.0 %	28.0 %	42.5 %		

*SA: Strongly Agree; A: Agree; NS: Not Sure; D: Disagree; SD: Strongly Disagree

The results from the table 4.7 show that the most students 42.5% believed that the subject and content of the textbook did not interesting, challenging and motivating. However 8.5% answered 'Agree' which may show that the students did not have enough interest in textbook. The result of 'Disagree was 28.0% it also goes to negativity. The mean of this question was 2.14 and standard deviation was 1.028.

Table 4.8: Summary of students' evaluation is textbook have sufficient variety in subject and content (N = 200)

4. There is sufficient variety in the subject and content of the textbook.	Formula	SA	A	NS	D	SD	Mean	S.D
	f	8	14	43	67	68	2.14	1.088
	%	4.0 %	7.0 %	21.5 %	33.5 %	34.0 %		

*SA: Strongly Agree; A: Agree; NS: Not Sure; D: Disagree; SD: Strongly Disagree

The table 4.8 shows the higher percentage of negative responses the 'Strongly disagree' percentage of students were 34.0% and 'Disagree' was 33.5%. The percentage of 'Strongly Agree' responses were very low only 4.0%. So the results of table show that the textbook did not have the sufficient variety in subject and content. Mean of this table was 2.14 and Standard deviation was 1.088.

Table 4.9: Summary of students' evaluation is textbook culturally biased and portray any negative stereotype (N = 200)

5. The materials are not culturally biased and they do not portray any negative stereotypes.	Formula	SA	A	NS	D	SD	Mean	S.D
	f	15	21	55	5	56	2.43	1.213
	%	7.5 %	10.5 %	27.5 %	26.0 %	28.0 %		

*SA: Strongly Agree; A: Agree; NS: Not Sure; D: Disagree; SD: Strongly Disagree

The findings of above table 4.9 shows 28.0% strongly disagreeing in percentage and 27.5% students' response not sure it means mostly pupils did not have knowledge about the material of textbook, Is the material of textbook was biased or portray any negative stereotype. In textbook mostly stories depicts the foreign culture and also the writers are foreigner but the textbook taught in Pakistan. The mean was 2.43 and standard deviation was 1.213.

Table 4.10: Summary of students' evaluation is textbook presented functionally in a logical and organized manner (N = 200)

6. The subject matter is presented functionally in a logical, organized manner.	Formula	SA	A	NS	D	SD	Mean	S.D
	f	34	18	30	34	84	2.42	1.515
	%	17.0 %	9.0 %	15.0 %	17.0 %	42.0 %		

*SA: Strongly Agree; A: Agree; NS: Not Sure; D: Disagree; SD: Strongly Disagree

We can see in above table 4.10 show that the subject matter of textbook did not present functionally in a logical and organized manner, the percentage of 'Strongly disagree' students were 42.0%. The percentage of disagree respondents were 17.0%, not sure was 15.0%, 'Strongly agree' was 17.0% and the very low rate of percentage of agreeing students were only 9.0%. The mean of this question was 2.42 and standard deviation was 1.515.

Table 4.11: Summary of students' evaluation is textbook content serves as a window into learning the target language culture (N = 200)

7. The content serves as a window into learning about the target language culture.	Formula	SA	A	NS	D	SD	Mean	S.D
	f	16	22	23	49	90	2.12	1.311
	%	8.0%	11.0%	11.5%	24.5%	45.0%		

*SA: Strongly Agree; A: Agree; NS: Not Sure; D: Disagree; SD: Strongly Disagree

The table 4.11 show highly negative responses about the content of textbook did not serves as a window into learning about the target language culture the percentage of 'Strongly Disagree' students were 45.0% and 'Disagree' was 24.0%. The mean was 2.12 and standard deviation was 1.311.

Table 4.12: Summary of students' evaluation is textbook content contains real-life issues and representative of the variety of literary genres (N = 200)

8. The content contains real-life issues that challenge the reader to think critically about his/her worldview.	Formula	SA	A	NS	D	SD	Mean	S.D
	f	22	17	42	56	63	2.40	1.307
	%	11.0%	8.5%	21.0%	28.0%	31.5%		
9. The text selections are representative of the variety of literary genres, and they contain multiple sentence structures.	f	22	24	38	55	61	2.46	1.329
	%	11.0%	12.0%	19.0%	27.5%	30.5%		

*SA: Strongly Agree; A: Agree; NS: Not Sure; D: Disagree; SD: Strongly Disagree

The table 4.12 contains two items the first item result shows the real life issues that challenge the reader to think critically about world view. Only agreed students on item 8, were 8.5% that was in very low percentage and strongly disagreeing response on item 8, saying they did not think the textbook content contain the real life

issues. However 19.0% respond not sure on item 9, which may show that the students did not have the knowledge to respond to this very complex item, maybe the item was too complicated for them to respond correctly. The mean of items 8 and 9 was 2.40 and 2.46 respectively and standard deviation of items 8 and 9 was 1.307 and 1.329 correspondingly.

4.6 Vocabulary and Grammar

Vocabulary and grammar are an integral part of our teaching and learning in ESL. The most significant issue is that how they are best learnt in organizes to be recalled and remembered, so that learners be capable of use them in communication. There are a lot of approaches to vocabulary teaching and learning, and grammar teaching and learning (e.g. implicit and explicit grammar teaching methods; grammar translation method inductive and deductive methods etc.). No single technique of learning and teaching grammar and vocabulary are faultless for all learners. The ten items about grammar and vocabulary in the questionnaire were designed to evaluate the skill.

Table 4.13: Summary of students' evaluation is textbook presented new vocabulary (N=200)

10. The new vocabulary words	Formula	SA	A	NS	D	SD	Mean	S.D

	Formula	SA	A	NS	D	SD	Mean	S.D
repeated in subsequent lessons to reinforce their meaning use.	f	9	31	4	51	105	1.94	1.255
	%	4.5%	15.5%	2.0%	25.5%	52.5%		
11. The new vocabulary words presented in a variety of ways.	Formula	SA	A	NS	D	SD	Mean	S.D
	f	4	19	12	85	80	1.91	1.008
	%	2.0%	9.5%	6.0%	42.5%	40.0%		

*SA: Strongly Agree; A: Agree; NS: Not Sure; D: Disagree; SD: Strongly Disagree

As shown in table 4.13 grammar and vocabulary are important in language learning and teaching. The percentage of 'Strongly disagree' responses in both items 10 and 11 were 52.5% and 40.0% respectively. The responses of disagreeing were ranging from 25.5% to 42.5%. The percentages of 'Strongly agree' were very low 2.0% to 4.5%. In short, it can be inferred from the outcome that the preponderance of students were unsatisfied with the grammar and vocabulary. The mean of both items were 1.94 and 1.91, and standard deviation was 1.255 and 1.008.

4.7 Activities and exercises of vocabulary

There were three items for students to evaluate the exercises of the vocabulary presented in a variety of ways. There are too many unknown words in the textbook. The textbook include adequate number of exercise and activities to revise the new vocabulary. These three items in the questionnaire was same in content as teacher's questionnaire. The responses are presented below in table 4.12.

Table 4.14: Summary of students' evaluation of activities and exercises of vocabulary (N=200)

12. There are too many unknown words in the textbooks.	Formula	SA	A	NS	D	SD	Mean	S.D
	f	28	21	39	15	97	2.34	1.502
	%	14.0%	10.5%	19.5%	7.5%	41.5%		
13. The textbooks include adequate number of exercises and activities to revise the new vocabulary.	f	12	38	31	49	70	2.36	1.296
	%	6.0%	19.0%	15.5%	24.5%	35.0%		

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14. The	f	15	23	33	59	70	2.27	1.259
vocabulary	%	7.5%	11.5%	16.5%	29.5%	35.0%		
exercises in the								
textbooks make								
vocabulary								
learning easier								
for the students.								

*SA: Strongly Agree; A: Agree; NS: Not Sure; D: Disagree; SD: Strongly Disagree

As shown in above table 4.14 students respond highly negative responses of 'Strongly disagree' were 41.5% to 35.0%, even though the language of the three items are unambiguous there were a lot of 'Not sure' answers perhaps because students were unwilling or unable to respond these items confidently. The responses of 'Disagree' were 29.5%, 24.5% and 7.5% respectively. The mean of these were 2.34, 2.36 and 2.27 and standard deviation was 1.502, 1.296 and 1.259.

4.8 Activities and exercises of grammar

The three items of 15, 16 and 17 were used to evaluate the students' questionnaire exercises of grammar in the textbook. These three items assess the usefulness of grammar exercises that were present in the textbook. The findings of students' responses are presented in following table 4.15.

Table 4.15: Summary of students' evaluation of activities and exercises of grammar (N=200)

15. The Grammar points in the textbooks are presented in a clear and understandable way.	Formula	SA	A	NS	D	SD	Mean	S.D
	f	23	24	52	36	65	2.52	1.356
	%	11.5%	12.0%	26.0%	18.0%	32.5%		
16. The Grammar exercises in the textbook are organized effectively.	f	22	13	24	40	101	2.08	1.371
	%	11.0%	6.5%	12.0%	20.0%	50.5%		
17. The progression of grammar points and vocabulary items is appropriate.	f	27	23	9	62	79	2.28	1.430
	%	13.5%	11.5%	4.5%	31.0%	39.5%		

*SA: Strongly Agree; A: Agree; NS: Not Sure; D: Disagree; SD: Strongly Disagree

As results in table 4.15 show that the majority of the students were negative for most of the items in terms of percentage. The 'Strongly disagree responses ranging 32.5% to 50.5%, and 'Not sure respond was also high in percentage 26.0%, from the students may show that they did not have enough information, confidence and knowledge about the grammar points to give an opinion. Only 11.5% to 13.5% students were show the agreeing response that is in a very lower rate of percentage.

The mean was 2.52, 2.08 and 2.28 and Standard deviation was 1.356, 1.371 and 1.430 respectively.

4.9 Language level

The two objects in this table were similar to teachers' questionnaire in both wording and content. The researcher was asked to the students whether the language that was used in the textbook at their level and whether the grammar points are presented with brief and easy examples and explanation. The findings are shown in below table 4.16.

Table 4.16: Summary of students' evaluation on language level (N=200)

18. The grammar points are presented with brief and easy examples and explanations.	Formula	SA	A	NS	D	SD	Mean	S.D
	f	20	26	9	37	108	2.06	1.418
	%	10.0%	13.0%	4.5%	18.5%	54.0%		
19. The language used is at the right level for students' current English ability.	f	10	26	27	66	71	2.19	1.196
	%	5.0%	13.0%	13.5%	33.0%	35.5%		

*SA: Strongly Agree; A: Agree; NS: Not Sure; D: Disagree; SD: Strongly Disagree

We can see that in table 4.16 the results shows very negative responses on the percentage of 'Strongly disagree' 54.0% in item 18 and 35.5% in item 19. The agreeing responses were same in both items 18 and 19 that were 13.0%. The findings show that the language that was used in the textbook, it was not appropriate to the students' language level they did not satisfy with the language that was used in the textbook.

4.10 Exercises and Activities

In this section 13 items that were used to evaluate the activities and exercises of textbook. Exercises and activities play a significant role in language learning and teaching and have a straight effect on learners in both negative and positive ways. If they are relevant and interesting, it will motivate and encourage to students to learn English. The outcomes from the students' questionnaire are as follow:

Table 4.17: Summary of students' evaluation on exercise and activities (N=200)

20. The activities and exercises in the textbooks increase students' desire to learn	Formula	SA	A	NS	D	SD	Mean	S.D

English.	f	19	26	14	56	85	2.19	1.358
	%	9.5%	13.0%	7.0%	28.0%	42.5%		
21. The activities in the textbooks sufficiently encourage collaborative work.	f	30	9	17	99	45	2.40	1.299
	%	15.0%	4.5%	8.5%	49.5%	22.5%		

*SA: Strongly Agree; A: Agree; NS: Not Sure; D: Disagree; SD: Strongly Disagree

The outcome in table 4.17 indicates that the students were fairly negative in both items 20 and 21. Only 4.5% agreed on item 21, and 49.5% 'Disagree' on item 21 which may indicate that textbook did not sufficiently encourage collaborative work. The results about activities show that textbook did not full fill the students need and did not be capable to increase the student desire to learn English. The mean was 2.19 and 2.40; Standard deviation was 1.358 and 1.299.

Table 4.18: Summary of students' evaluation on task-based activities (N=200)

22. There are interactive and task-based activities that require students to use new vocabulary to communicate.	Formula	SA	A	NS	D	SD	Mean	S.D
	f	11	20	34	38	97	2.05	1.247
	%	5.5%	10.0%	17.0%	19.0%	48.5%		

*SA: Strongly Agree; A: Agree; NS: Not Sure; D: Disagree; SD: Strongly Disagree

As can be seen in table 4.18 the majority of the students showed their dissatisfaction with the task-based activities. They gave highly negative response most f the items from 48.5% to 19.0%. The very low percentage 'Strongly agree' was 5.5%. The results showed that textbook did not have task-based activities that require students to use new vocabulary to communicate. The percentage of 'Not sure' 17.0% may indicate that they did not have enough experience and knowledge to respond to these items, or it can perhaps they do not covet to give accurate view about activities. The mean was 2.05 and Standard deviation was 1.247.

Table 4.19: Summary of students' evaluation on critical thinking of text (N=200)

23. The activities facilitate students' use of grammar rules by creating situations in which these rules are needed.	Formula	SA	A	NS	D	SD	Mean	S.D
	f	9	18	33	41	99	1.98	1.197
	%	4.5%	9.0%	16.5%	20.5%	49.5%		
24. The exercises promote critical thinking of the text.	f	15	9	38	59	79	2.11	1.198
	%	7.5%	4.5%	19.0%	29.5%	39.5%		

*SA: Strongly Agree; A: Agree; NS: Not Sure; D: Disagree; SD: Strongly Disagree

The table 4.19 shows that highly negative responses on both items 23 and 24 the percentage was 49.5% and 39.5%. The very low percentage of 'Agree' students was 4.5% about item 24. The percentage of 'Disagree' 29.5% was also high on item 24. The results show that textbook did not promote critical thinking of the text. The mean was 1.98 and 2.11; Standard deviation was 1.197 and 1.198.

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Table 4.20: Summary of students' evaluation on activities incorporate individual and group work (N=200)

25. The activities incorporate individual pair and group work.	Formula	SA	A	NS	D	SD	Mean	S.D
	f	20	29	42	38	71	2.44	1.362
	%	10.0%	14.5%	21.0%	19.0%	35.5%		

*SA: Strongly Agree; A: Agree; NS: Not Sure; D: Disagree; SD: Strongly Disagree

The results of table 4.20 shows that majority students gave negative 35.5% response on item 25. The percentage of 'Disagree' was 19.0% and the least positive percentage for 'Not sure' was 21.0%, the response of 'Not sure' shows that student did not understand the item suitably to answer them with poise. The mean was 2.44 and Standard deviation was 1.362.

Table: 4.21 Summary of students' evaluation on activities promote creative and independent response (N=200)

26. The activities promote creative original and independent responses	Formula	SA	A	NS	D	SD	Mean	S.D
	f	19	48	27	31	75	2.52	1.435
	%	9.5%	24.0%	13.5%	15.5%	37.5%		

*SA: Strongly Agree; A: Agree; NS: Not Sure; D: Disagree; SD: Strongly Disagree

In table 4.21 shows highly negative percentage 37.5% on item 26 and the percentage of 'Disagree' was 15.5%. Percentage of 'Agree' was 24.0%. The mean was 2.52 and Standard deviation was 1.435.

Table: 4.22 Summary of students' evaluation on activities can be modified (N=200)

27. The textbook's activities can be modified or supplemented easily.	Formula	SA	A	NS	D	SD	Mean	S.D
	f	15	26	54	42	63	2.44	1.263
	%	7.5%	13.0%	27.0%	21.0%	31.5%		
28. The tasks are conducive to the internalization of newly introduced language.	f	27	18	32	66	57	2.46	1.348
	%	13.5%	9.0%	16.0%	33.0%	28.5%		

*SA: Strongly Agree; A: Agree; NS: Not Sure; D: Disagree; SD: Strongly Disagree

In table 4.22 results about the modification of activities was highly negative 31.5% and 'Disagree' percentage on item 27 was 21.0%. The response on 'Disagree' was 33.0% on item 28. On the other hand the percentage of 'Not sure' was still high, particularly for item 27, suggesting that the point may has been too complicated for students to answered. The mean was 2.44 and 2.46; Standard deviation was 1.263 and 1.348.

Table 4.23: Summary of students' evaluation on activities improve reading skill (N=200)

29. The reading activities and exercises in the textbooks help students to improve their reading skill.	Formula	SA	A	NS	D	SD	Mean	S.D
	f	24	30	13	40	93	2.26	1.468
	%	12.0%	15.0%	6.5%	20.0%	46.5%		

*SA: Strongly Agree; A: Agree; NS: Not Sure; D: Disagree; SD: Strongly Disagree

The results of table 4.23 show highly negative percentage of 'Strongly disagree' 46.5%, the percentage of 'Disagree' was 20.0% on item 29. The results of table show that textbook did not help students to improve their reading skill. The mean was 2.26 and Standard deviation was 1.468.

Table 4.24: Summary of students' evaluation on activities improve writing skill (N=200)

30. The activities in the textbooks help students to improve their writing skills.	Formula	SA	A	NS	D	SD	Mean	S.D
	f	16	22	27	38	97	2.11	1.333
	%	8.0%	11.0%	13.5%	19.0%	48.5%		

*SA: Strongly Agree; A: Agree; NS: Not Sure; D: Disagree; SD: Strongly Disagree

As seen in table 4.24 very high percentage of negative response of 'Strongly disagree' 48.5% on item 30, the percentage of 'Disagree' was 19.0% and high percentage of 'Not sure' 13.5% was indicate that students did not sure about activities in the textbook helps to improve their writing skill. The mean was 2.11 and Standard deviation was 1.333.

Table 4.25: Summary of students' evaluation on activities encourage collaborative work (N=200)

	Formula	SA	A	NS	D	SD	Mean	S.D
31. The speaking activities in the textbooks encourage students to use English in their daily life.	f	14	25	29	66	66	2.28	1.240
	%	7.0%	12.5%	14.5%	33.0%	33.0%		
32. The activities in the textbooks sufficiently encourage collaborative work.	f	9	24	27	43	97	2.02	1.230
	%	4.5%	12.0%	13.5%	21.5%	48.5%		

*SA: Strongly Agree; A: Agree; NS: Not Sure; D: Disagree; SD: Strongly Disagree

As table 4.25 the percentage of 33.0% of 'Strongly disagree' and 'disagree' both was similar in item 31, in item 32 the high percentage of 'Strongly disagree' 48.5% and very low percentage of Agreeing response was 4.5% only. From these outcomes, it can be seen that course book did not encourage students to use English in their daily life and did not sufficiently encourage collaborative work. The mean was 2.28 and 2.02 Standard deviation was 1.240 and 1.230.

4.10 Integrated skills

Skills are very important in English language learning and teaching. In following section four major skills are evaluate in students' questionnaire. In these two items 33 and 34 presented the material about four language skills. The material that was used in the textbook mainly focus on the skills that need to practice. The results show in following table 4.26.

Table 4.26: Summary of students' evaluation on language skills (N=200)

33. The materials include and focus on the skills that I/my students need to practice.	Formula	SA	A	NS	D	SD	Mean	S.D
	f	41	27	23	22	86	2.57	1.618
	%	20.5%	13.5%	11.5%	11.0%	43.0%		
34. The materials provide an appropriate balance of the four language skills.	f	18	35	26	81	40	2.55	1.243
	%	9.0%	17.5%	13.0%	40.5%	20.0%		

*SA: Strongly Agree; A: Agree; NS: Not Sure; D: Disagree; SD: Strongly Disagree

The provided results shows that the material used in the textbook were not satisfied the percentage of item 33 mostly students give negative responses 43.0%, in

'Strongly disagree' the response about 'Strongly agree' percentage was 20.5% the percentage of item 34, 'Not sure' responses was 13.0%, and 'Disagree' response about item 34 were 40.5%, the 'Strongly agree' response was only 9.0% the results shows that student did not knowledge about the appropriateness of language skills. The mean of these two items 2.57 and 2.55 and Standard deviation was 1.618, and1.243.

Table: 4.27 Summary of students' evaluation on sub-skills (N=200)

35. The textbook pays attention to sub-skills - i.e. listening for gist, note-taking, skimming for information, etc	Formula	SA	A	NS	D	SD	Mean	S.D
	f	25	45	64	33	33	2.59	1.244
	%	12.5%	22.5%	32.0%	16.5%	16.5%		
36. The practice of individual skills is integrated into the practice of other skills.	f	27	31	32	41	69	2.53	1.439
	%	13.5%	15.5%	16.0%	20.5%	34.5%		

*SA: Strongly Agree; A: Agree; NS: Not Sure; D: Disagree; SD: Strongly Disagree

As shown in table 4.27 the item 35, have very high response on 'Not sure' 32.0% responses on 'Agree' was 22.5%, 'Strongly disagree' and 'Disagree' responses were similar in percentage 16.5%. The result about item 36 was highly negative 34.5% on 'Strongly disagree'. However the responses 'Not sure' was high specially for item 35 suggesting that the item may have been too complicated for students to

answer to, due to their lack of understanding. The mean was .59 and 2.53, and Standard deviation was1.244 and 1.439.

Table: 4.28 Summary of students' evaluation on inductive approach to learning (N=200)

37. The textbook encourages inductive approach to learning.	Formula	SA	A	NS	D	SD	Mean	S.D
	f	23	19	11	54	93	2.12	1.389
	%	11.5%	9.5%	5.5%	27.0%	46.5%		
38. The textbook helps teachers to exploit the activities to meet the students' expectations.	f	32	17	27	19	105	2.26	1.544
	%	16.0%	8.5%	13.5%	9.5%	52.5%		

*SA: Strongly Agree; A: Agree; NS: Not Sure; D: Disagree; SD: Strongly Disagree

As results shows in table 4.28 very highly percentages of negative responses 46.5% to 52.5% in both items 37 and 38 respectively. The responses about agreeing were 11.5% to 16.0%. The 'Disagree' responses on inductive approach to learning were also in negative percentage 27.0%. The mean was 2.12 and 2.26; standard deviation was 1.389 and 1.544.

4.11 Objectives of Textbook

Objectives are major part of teaching and learning process. Here in this section researcher want to evaluate the objectives of textbook weather textbook fulfill the objective of teaching English and weather set objective are related to learners need and interest. Results are in table 4.29 below.

Table 4.29 Summary of students evaluation on objectives of teaching English (N=200)

39. The textbook fulfills the general objectives of teaching English language.	Formula	SS	S	N	U	SU	Mean	S.D
	f	7	23	23	32	115	1.88	1.207
	%	3.5%	11.5%	11.5%	16.0%	57.5%		
40. The objectives are related to the learners' needs and interests.	f	7	26	21	94	52	2.21	1.078
	%	3.5%	13.0%	10.5%	47.0%	26.0%		

*SS: Strongly Satisfied; S: Satisfied N:Neutral U:Unsatisfied SU:StronglyUnsatisfied

The questions 39 and 40 of the students' questionnaire focus on the general objectives of teaching English. The results shows 57.5% 'Strongly unsatisfied' with the objectives of the textbook, the percentage of 'Satisfied' and 'Neutral' were similar 11.5%. The percentage of item 40, on 'Unsatisfied' was 47.0%, the 'Satisfied' percentage were 13.0%. The results show negative responses on objectives and

learners need and interests. The mean was 1.88 and 2.21, and Standard deviation was
1.207 and 1.078.

Table: 4.30 Summary of students evaluation on interest in English (N=200)

41. The objectives are measurable.	Formula	SS	S	N	U	SU	Mean	S.D
	f	48	15	38	36	63	2.74	1.556
	%	24.0%	7.5%	19.0%	18.0%	31.5%		
42. The materials objectives are apparent to both the teacher and student.	f	11	37	47	26	79	2.38	1.316
	%	5.5%	18.5%	23.5%	13.0%	39.5%		
43. The textbook raises my (students') interest in further English language study.	f	28	21	21	53	77	2.35	1.434
	%	14.0%	10.5%	10.5%	26.5%	38.5%		

*SS: Strongly Satisfied; S: Satisfied; N:Neutral;U:Unsatisfied;SU :Stronglyunsatisfied

As results shows in table 4.30 that the objectives are measurable the responses
of students 31.0% was on 'Strongly unsatisfied' and response on 'Strongly satisfied'
was 24.0% for item 41. The response on item 43 was similar on 'satisfied' and
'Neutral' the percentage was 10.5%. The responses on 'Neutral' show that students
did not have knowledge and understanding the items. The mean was 2.74, 2.38 and
2.35 and Standard deviation was 1.556, 1.316 and 1.434 respectively.

4.12 Appearance of Textbook

In this part two items were the same as those in teachers' questionnaire, in both wording and content. The students were asked whether the layout and design of textbook was appropriate and clear, whether price of textbook was suitable. The findings are summarized in table 4.31.

Table 4.31 Summary of students evaluation on layout and price (N=200)

44. The layout & design of the textbooks is appropriate & clear.	Formula	SS	S	N	U	SU	Mean	S.D
	f	112	39	10	18	21	1.98	1.387
	%	56.0%	19.5%	5.0%	9.0%	10.5%		
45. The price of the textbook is suitable.	f	93	41	6	38	22	2.92	1.385
	%	46.5%	20.5%	3.0%	19.0%	11.0%		

*SS: Strongly Satisfied; S: Satisfied N:Neutral U:Unsatisfied SU:StronglyUnsatisfied

As shown in table 4.31 very positive responses on item 44 and 45, the percentage of 'Strongly satisfied was 56.0% on layout and design of textbook, the least positive response of 'satisfied' were 19.5%. The responses on price of textbook were very satisfied the percentage of 'Strongly satisfied' responses was 46.5%, the least positive response were 20.5%. The results show that students were satisfied with layout and price of text book. The findings show that the price of textbook was

reasonable. The mean was 1.98 and 2.92, and Standard deviation was 1.387 and 1.385.

Table 4.32 Summary of students evaluation on function and structure (N=200)

46. The textbook includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit.	Formula	SS	S	N	U	SU	Mean	S.D
	f	78	26	46	30	20	2.40	1.375
	%	39.0%	13.0%	23.0%	15.0%	10.0%		
47. An adequate vocabulary list or glossary is included.	f	58	32	35	24	51	2.64	1.396
	%	29.0%	16.0%	17.5%	12.0%	25.5%		

*SS: Strongly Satisfied; S: Satisfied N:Neutral U:Unsatisfied;SU:StronglyUnsatisfied

The findings in table 4.32 show positive response on both items 46 and 47 the percentage of 'Strongly satisfied' responses were 39.0% and 29.0 respectively. The percentage on 'Neutral' were also high 23.0% and 17.5% shows that students did not have understanding and knowledge on both items. The responses on 'Strongly unsatisfied was 25.5% shows that vocabulary list did not include in the textbook. The mean was 2.40 and 2.46, 'Standard deviation was 1.375 and 1.396.

Table 4.33 Summary of students evaluation on quizzes and font size (N=200)

48. An adequate set of evaluation quizzes or testing suggestions is included.	Formula	SS	S	N	U	SU	Mean	S.D
	f	20	27	36	49	68	2.41	1.342
	%	10.0%	13.5%	18.0%	24.5%	34.0%		
49. The font size in the textbooks helps me to follow up the units easily.	f	22	20	30	37	91	2.22	1.398
	%	11.0%	10.0%	15.0%	18.5%	45.5%		

*SS: Strongly Satisfied; S: Satisfied; N: NeutralU:Unsatisfied;SU:StronglyUnsatisfied

As results show in table 4.33 on item 48 and 49 responses were very negative the 'Strongly unsatisfied response were 34.0% and 91.0%, 'Unsatisfied' responses were 24.5% and 18.5%. The font size was not appropriate that used in the textbook. The mean was 2.41 and 2.22; Standard deviation was 1.342 and 1.398.

Table 4.34 Summary of students evaluation on organization (N=200)

50. The textbooks are organized effectively.	Formula	SS	S	N	U	SU	Mean	S.D
	f	64	8	15	42	71	2.76	1.705
	%	32.0%	4.0%	7.5%	21.0%	35.5%		

51. Textbook size and format of print is appropriate.	f	19	29	24	34	94	2.22	1.409
	%	9.5%	14.5%	12.0%	17.0%	47.0%		
52. Format of textbook is visually appealing & interesting.	f	15	16	20	59	90	2.04	1.246
	%	7.5%	8.0%	10.0%	29.5%	45.0%		

*SS: Strongly Satisfied; S: Satisfied;N:Neutral;U:Unsatisfied;SU:StronglyUnsatisfied

As seen in this table 4.34 the responses were highly negative in three items 50, 51, 52 were 35.5%, 47.0% and 45.0% respectively. The least positive response 32.0% was 'Strongly satisfied' on item 50. The responses about item 52 on 'Strongly unsatisfied' was 45.0 % that shows the format of textbook did not visually appealing and interesting. The response on item 50 shows that textbook was organized effectively. The mean was 2.76, 2.22 and 2.04 Standard deviation was 1.705, 1.409 and 1.246.

4.13 Learning Environment and Teaching Methods

In this section 5 items of students' questionnaire were used to evaluate the learning and teaching methods of classroom which method was used to teach the students, whether the method of teaching were fulfill the needs of students and up to date., whether classroom environment was satisfactory. And also evaluate the leaning outcomes whether the learning and teaching method encourages students to participate in the classroom. Findings were shown in table 4.35 below.

Table 4.35 Summary of students evaluation on learning outcomes (N=200)

53. The Course was well structured to achieve the learning outcomes (there was a good balance of lectures, tutorials, practical etc.)	Formula	SS	S	N	U	SU	Mean	S.D
	f	90	36	34	29	11	2.24	1.336
	%	45.0%	18.0%	17.0%	14.5%	5.5%		
54. The learning and teaching methods encouraged participation.	f	80	70	9	9	32	2.15	1.194
	%	40.0%	35.0%	4.5%	4.5%	16.0 %		

*SS: StronglySatisfied S:Satisfied N:Neutral; U: Unsatisfied; SU: StronglyUnsatisfied

The table 4.35 shows the responses on item 53 and 54 were extremely positive the percentage on 'Strongly satisfied was 45.0% and 40.0%, the least response on item 54 was highly satisfied 35.0%. The results show that course was well structured to achieve the learning outcomes and methods of teaching encourage the students to participate in the class. The rate of 'Unsatisfied' students was very low 4.5% only. The mean was 2.24 and 2.15 Standard deviation was1.336 and 1.194.

Table: 4.36 Summary of students evaluation on learning environment (N=200)

55. The overall environment in the class was conducive to learning.	Formula	SS	S	N	U	SU	Mean	S.D
	f	25	17	12	26	120	2.00	1.461
	%	12.5%	8.5%	6.0%	13.0%	60.0%		
56. Classrooms were satisfactory.	f	9	33	20	85	53	2.30	1.160
	%	4.5%	16.5%	10.0%	42.5%	26.5%		

*SS:StronglySatisfied;S:Satisfied;N:Neutral; U: Unsatisfied; SU: StronglyUnsatisfied

As results in table 4.36 the response on item 55 was 'strongly unsatisfied' 60.0% very high in rate and percentage of 'Unsatisfied on item 56 was 42.5%. Finding shows that the overall environment in the class did not conducive to learning and classroom did not satisfactory for learning. The very low rate of percentage on item 56 was 4.5% on 'Strongly satisfied' that shows the students did not satisfied with the learning environment of classroom. The mean was 2.00 and 2.30; Standard deviation was 1.461 and 1.160.

Table: 4.37 Summary of students evaluation on teaching method (N=200)

57. The teaching methods used in the book are the latest.	Formula	SS	S	N	U	SU	Mean	S.D
	f	21	15	28	46	90	2.16	1.349
	%	10.5%	7.5%	14.0%	23.0%	45.0%		
58. The methods used are student-centered.	f	23	35	23	34	85	2.38	1.462
	%	11.5%	17.5%	11.5%	17.0%	42.5%		

*SS:StronglySatisfied;SSatisfied; N: Neutral; U: Unsatisfied; SU: StronglyUnsatisfied

The results of table 4.37 on item 57 shows negative response on the teaching method of textbook the percentage was 45.0% on 'Strongly unsatisfied' the least negative response were 23.0%. The results of item 58 on 'Strongly unsatisfied' was 42.5%, the response on 'Satisfied' and 'Unsatisfied' were similar in percentage 11.5%. So findings show that the method of teaching did not student-centered it's totally teacher-centered. The mean of both items was 2.16 and 2.38; Standard deviation was 1.349 and 1.462.

4.14 Assessment

In this section five items of students questionnaire were used to assessment the students' outcomes after the end of section. Two questions used to check out whether assessment of textbook was timely and helpful. Whether the assignments and exams covered the material presented in the textbook. Results show in table 4.38 below.

Table: 4.38 Summary of students evaluation on method of assessment (N=200)

59. The methods of course assessment were reasonable.	Formula	SS	S	N	U	SU	Mean	S.D
	f	78	41	36	35	10	2.32	1.291
	%	39.0%	20.5%	18.0%	17.5%	5.0%		

*SS: Strongly Satisfied; S: Satisfied;N:Neutral;U:Unsatisfied;SU:StronglyUnsatisfied

As results shows in table 4.38 about item 59 very positive response on 'Strongly satisfied' 39.0%, least positive response were 20.5% on 'Satisfied' response on 'Neutral' were also high in percentage 18.0%. The results show that the methods of course assessment were reasonable. The reason for this may be students did not give their opinions, or finally perhaps they are afraid to express their real opinions, or they may not care. The mean was 2.32 and Standard deviation was 1.291.

Table: 4.39 Summary of students evaluation on textbook was timely (N=200)

60. The assignments and exams covered the materials presented in the course.	Formula	SS	S	N	U	SU	Mean	S.D
Feedback on assessment of textbook was timely.	f	24	24	80	25	47	2.49	1.299
	%	12.0%	12.0%	40.0%	12.5%	23.5%		
61. Feedback on assessment of textbook was timely.	f	15	34	64	40	47	2.65	1.223
	%	7.5%	17.0%	32.0%	20.0%	23.5%		

*SS:Strongly satisfied; S:Satisfied; N:Neutral; U:Unsatisfied; SU:Strongly unsatisfied

As we can see in the table 4.39 both items 60 and 61 the responses on 'Strongly Unsatisfied' were similar in percentage 23.5%, the high percentage 40.0% and 32.0% of 'Neutral' may indicate that they did not understand both items and that it was beyond their knowledge. The mean of both item was 2.49 and 2.65 Standard deviation was 1.299 and 1.223.

Table: 4.40 Summary of students evaluation on textbook was helpful (N=200)

62. Feedback on assessment of textbook was helpful.	Formula	SS	S	N	U	SU	Mean	S.D

		49	36	42	35	38	3.05	1.381
	f							
	%	24.5%	18.0%	21.0%	17.5%	19.0%		
63. Method(s) of textbook assessment are effective in relation to the intended learning outcomes (Course objectives).	f	49	68	21	34	28	2.78	1.617
	%	24.5%	34.0%	10.5%	17.0%	14.0%		

*SS: Strongly Satisfied; S: Satisfied; N:Neutral;U:Unsatisfied;SU :Stronglyunsatisfied

The results from the table 4.40 show the similar responses of 'Strongly Satisfied' on both items were 24.5%, the most respondents 34.0% 'Satisfied on item 63 was high in rate. The result of item 63 was satisfied with the method of textbook assessment were effective in relation to the intended learning outcomes. The result of item 62, on 'Neutral' was 21.0% may show that students did not have enough understanding about helpfulness of textbook. The mean of both items was 3.05 and 2.78 Standard deviation was 1.381 and 1.617.

4.2.2 Teachers

Data obtained from the questionnaire for teachers evaluation of B.Sc English textbook presented and summarized.

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Table 4.41: Demographical information of Teachers

GENDER		
MALE (10) AGE=30 TO 55		FEMALE (10) AGE=30 TO 55
NATIVE LANGUAGE		
URDU	PUNJABI	SARAKE
7	11	2
NATIVE AREA		
URBAN		RULAR
13		7
Professional Qualification M.A (ENGLISH) B.ED or M.ED		
Professional Experience 3 Years to 11 Years		
How much experience of B.Sc English teaching 1 year to 7 Years.		

4.15 Demographical Information of teachers

Demographical information was collected from 10 male and 10 female teachers from public colleges of R.Y.K. There age was 30 to 55 years. The responses about their native language were 7 teachers spoke urdu, 11 spoke Punjabi and 2 spoke sarake. 13 teachers belong to urban and 7 belong to rural area. The professional qualification of teachers was M.A English, B.ED and M.ED, their professional experience was 3 to 7 years and experience of B.Sc English teaching was 1 to 7 years.

Table: 4.42 Use of textbook

How frequently is using the textbook.	Formula	Always	Often	Regularly	Never	Mean	S.D
	f	9	4	7	0	1.90	.912
	%	45.0%	20.0%	35.0%	0.0%		

**Figure: 4.4**
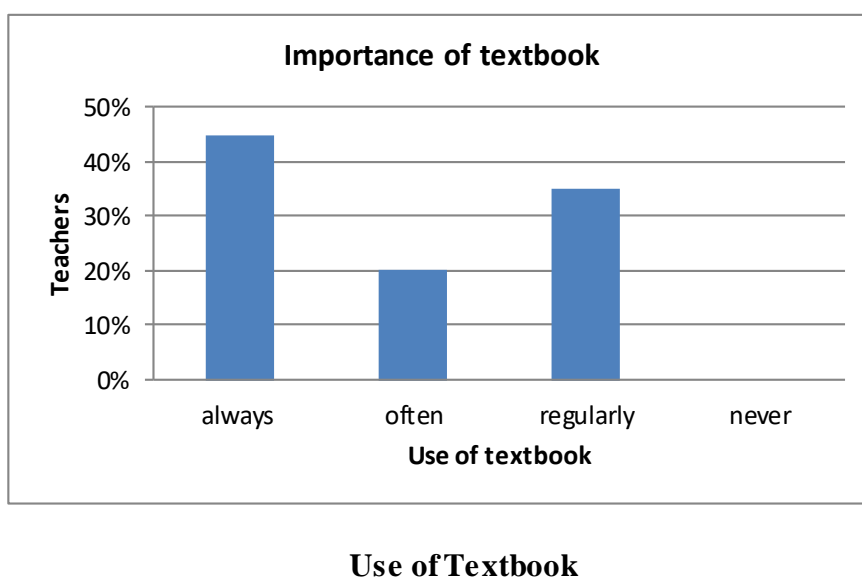
Use of Textbook

As shown in table 4.42 highly positive response on 'Always' was 45.0% least positive response on 'Regularly' was 35.0% , the respond on 'Often' was 20.0% and no one response on 'Never'. The result of teachers' evaluation in table shows that textbook always use in the classroom. The mean was 1.90 and Standard deviation was .912.

Table: 4.43 Preparation of exam

From where they prepare for exam.	Formula	Textbook	Key book	Notes	Lectures	Mean	S.D
	f	2	11	5	2	2.35	.813
	%	10.0%	55.0%	25.0%	10.0%		

Figure: 4.5
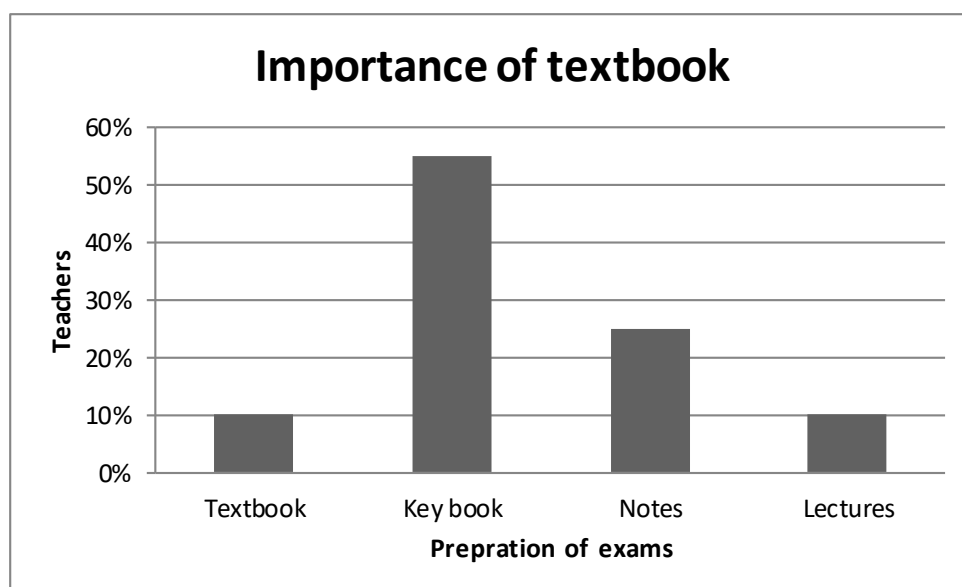
Preparation of Exam

As shown results in table 4.43 the responses of teachers about where students prepare for exam the highly response on 'key book' was 55.0% and 25.0% on 'Notes' the similar rate of percentage on lecture and textbook was 10.0%. The results show that mostly students used key book for preparation of exams. The mean was 2.35 and Standard deviation .813.

Table 4.44 Increasing of Learning Proficiency

Sr:#	Skills	Yes	To some extent	No
1	Grammar	5	3	12
2	Vocabulary	9	7	4
3	Reading	13	6	1
4	Writing	6	11	3

❖ Yes; To some extent; No

Figure: 4.6

Importance of Textbook

Importance of textbook
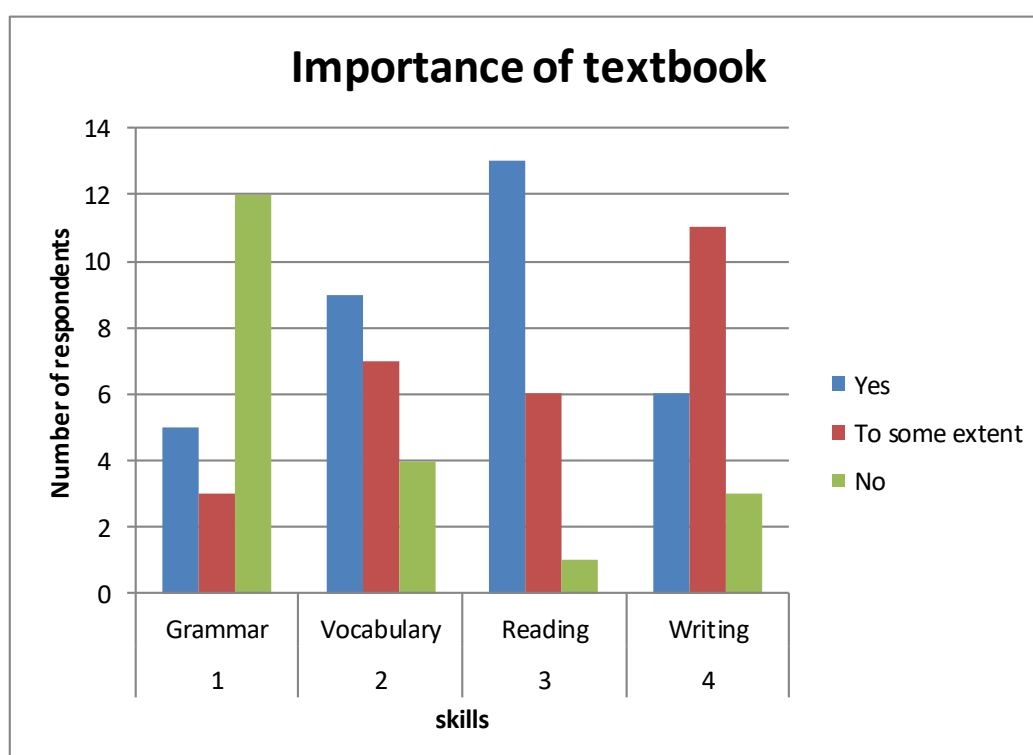
4.16 Increasing of Learning Proficiency

The following (Table 4.44) provides details about the increase the learning proficiency total number of teachers that was respond 20. The majority of the teachers showed their dissatisfaction with the grammar skills. In reading skill majority teachers response was satisfy. The responses about to enhance the writing skill mostly teachers gave response in 'To some extent'. One more aspect, which needs to be noticed, is that the responses of 'No' were very high for grammar skill. The results of teachers and students were similar in all items. The results show that textbook did not increase the learning proficiency of students.

4.17 Subject and Content

The results of analysis show that majority of the teachers were highly positive regarding subject and content of textbook. The ten items in teachers' questionnaire to evaluate the variety in subject and content, literary genre, and students needs as an English language learner. The findings are shown in table 4.45 below.
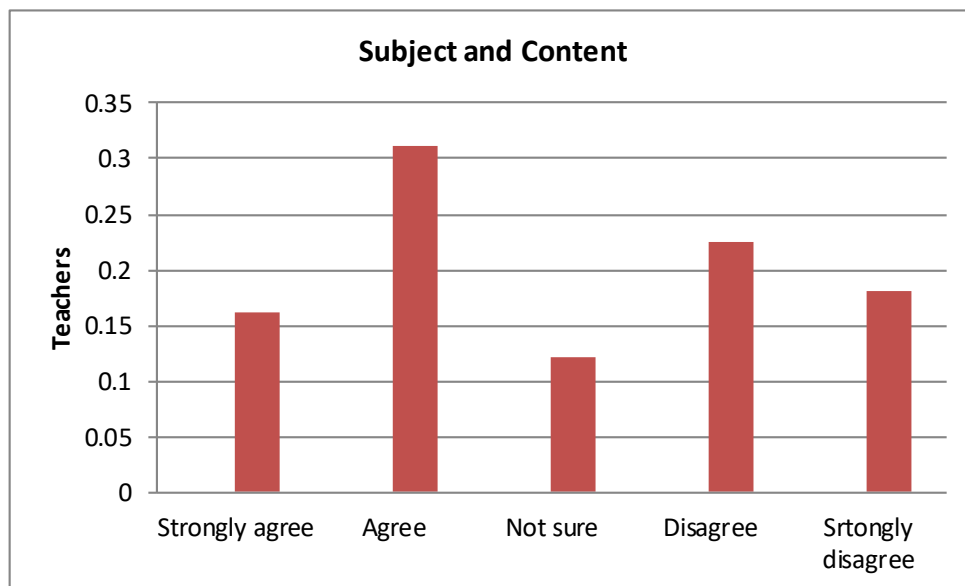
Table: 4.45 Summary of teachers evaluation of subject and content (N=20)

Formula	SA	A	NS	D	SD	Mean	S.D

| f | 32 | 62 | 24 | 45 | 36 | 3.05 | 1.383 |
| % | 16.1% | 31.2% | 12.1% | 22.6% | 18.1% | | |

*SA: Strongly Agree; A: Agree; NS: Not Sure; D: Disagree; SD: Strongly Disagree

Figure: 4.7

The percentage of agreeing was 31.2% about most of the items that was included in the section of 'Subject and Content' and very low rate of disagreeing was 22.6. The results show that textbook was well designed for EAP purpose, content of textbook was generally realistic, content contains real life issues and contain multiple sentence structures. The means was 3.05 and standard deviation was 1.383.
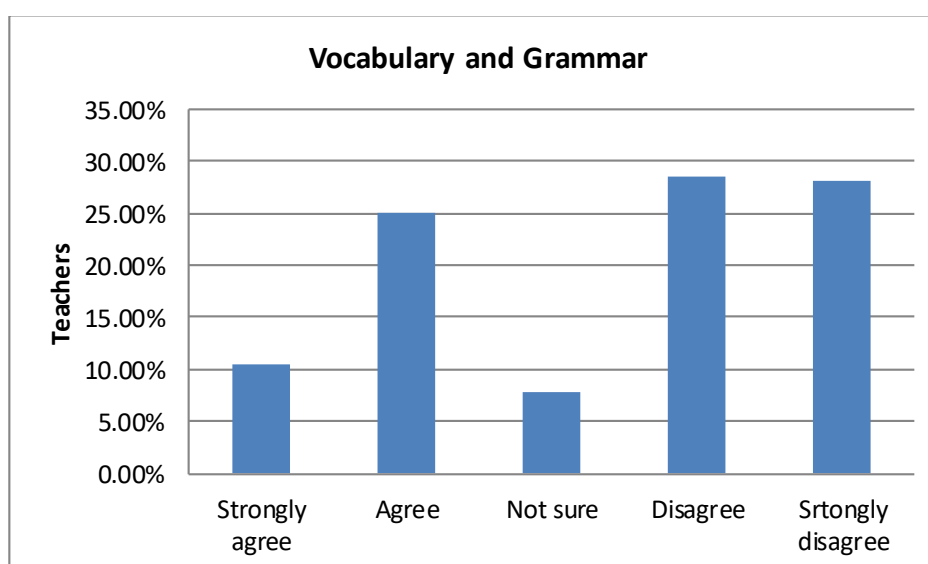
4.18 Vocabulary and Grammar

Grammar and vocabulary is considered to be a mean element that enables learners to produce their own speech. There were eleven items for teachers to assess the usefulness of Grammar and vocabulary in this section researcher was evaluate following point to the teachers point of view as, vocabulary exercises, grammar points, variety of words, grammar exercise and use of language at the right level of students current English ability. The result of the questionnaire was given in table 4.46.

Table: 4.46 Summary of teachers evaluation of vocabulary and grammar (N=20)

Formula	SA	A	NS	D	SD	Mean	S.D
f	23	55	17	63	62	2.61	1.392
%	10.5%	25.0%	7.7%	28.6%	28.2%		

*SA: Strongly Agree; A: Agree; NS: Not Sure; D: Disagree; SD: Strongly Disagree

Figure: 4.8

The content of the ten items that was included in this part vocabulary and grammar is same to that of the students' questionnaire both in wording and content. The outcome from both students and teachers percentage was 28.6% to 28.2% respectively show that they were mainly disagree about the grammar and vocabulary used in the textbook. In some elements teachers was a bit higher than students 25.0%. The results show that textbook did not provide strategies for independent vocabulary learning. Although the wording of the ten items was clear and understandable for teachers, there were 7.7% of 'Not sure' answers possibly because teachers were reluctant to respond these items self-assuredly.

4.19 Exercises and Activities

Exercises and activities are integral part of textbook. Whether a textbook is considered successful or not depends very much on the exercises and activities included in it. There were thirteen items for teachers to assess the usefulness of exercises and activities in this section researcher was evaluate following point to the teachers point of view as, textbook sufficiently encourage collaborative work, interactive and task-based activities, to promote critical thinking, to improve reading and writing skill, encourage students to use English in their daily life and increase students desire to learn English. The result of the teachers' questionnaire was given in table 4.47.
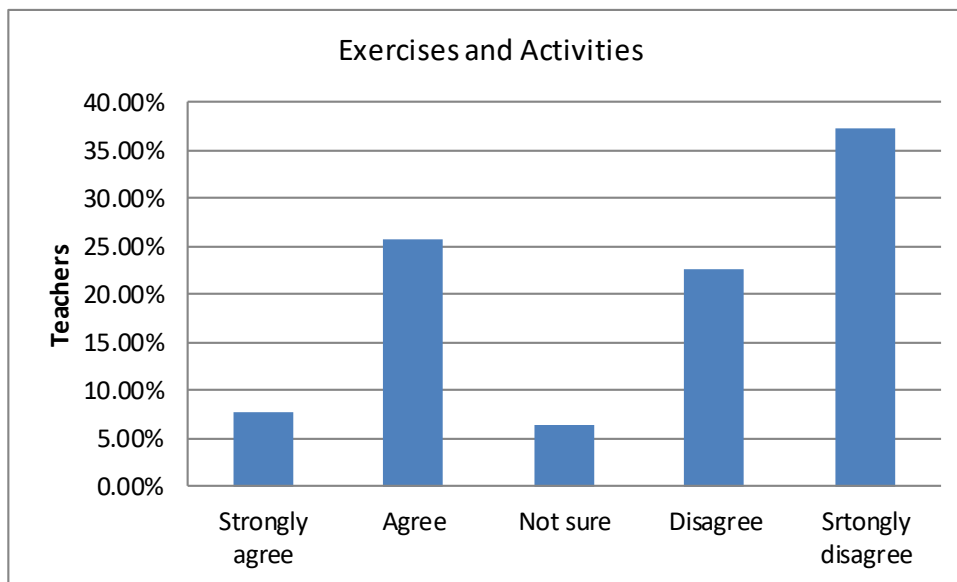
Table : 4.47 Summary of teachers evaluation on exercises and activities (N=20)

Formula	SA	A	NS	D	SD	Mean	S.D

f	20	67	17	59	97	2.44	1.406
%	7.7%	25.8%	6.5%	22.7%	37.3%		

*SA: Strongly Agree; A: Agree; NS: Not Sure; D: Disagree; SD: Strongly Disagree

Figure: 4.9

Exercises and Activities

As shown in table 4.47 majority of the teachers evaluated the exercises and activities in the textbook negatively with 'Strongly disagree' response 37.3% the percentage of 'Agree' was 25.8%, percentage of 'Disagree' was 22.7%, and response of 'Strongly agree' was only 7.7%. The results show that exercises and activities did not encourage collaborative work, both reading and writing skills and promote critical thinking of the text. The mean was 2.44 and Standard deviation was 1.406.

4.20 Skills

Skill is the ability to use the language. Language is extremely vital aspect of learning. Successful communication is a basic part of each and every one professional discipline. There were seven items for teachers' questionnaire to assess the development of the language skills. In this section researcher was evaluate following point to the teachers point of view as, material is suitable for B.Sc level of proficiency, appropriate balance of the four language skills, pay attention to sub-skills i.e. listing for gist, note taking and skimming, discourse skill and encourages inductive approach to learning. The result of the questionnaire was given in table 4.48 below.

Table: 4.48 Summary of teachers evaluation on skills (N=20)

Formula	SA	A	NS	D	SD	Mean	S.D
f %	11 7.9%	47 33.6%	15 10.7%	33 23.6%	34 24.3%	2.77	1.348

*SA: Strongly Agree; A: Agree; NS: Not Sure; D: Disagree; SD: Strongly Disagree

Figure: 4.10
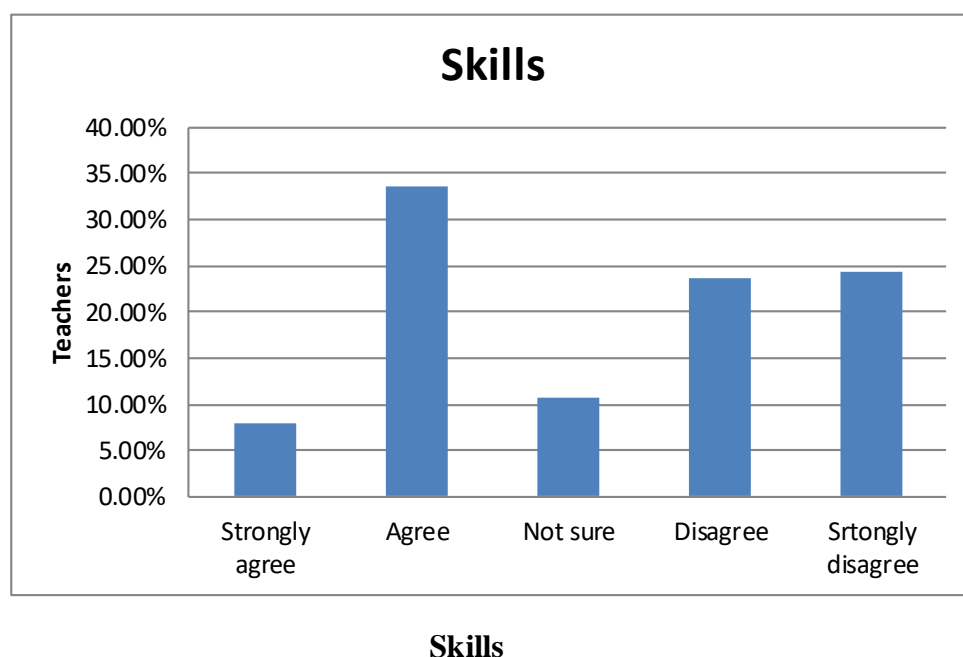
Skills

In this figure 4.9 the results about the evaluation of teachers' questionnaire on language skills were positively 'Agree' with 33.6%. The results from the students' questionnaire about language skills were opposite to teachers' response. Students was disagree most of the items, may be the language skills were appropriate the teachers point of view not suitable for students capability. The percentage of 'Strongly disagree' was 24.3% and rate of 'Disagree' was 23.6%. The mean was 2.77 and Standard deviation was 1.348.
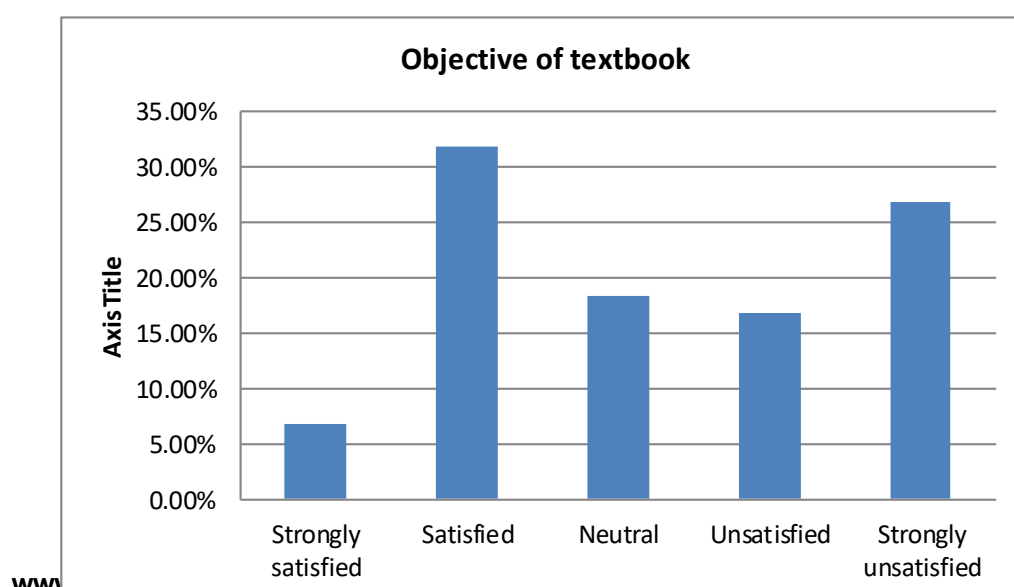
4.21 Objectives of Textbook

Objectives are most important part of teaching and learning process. In this section six items were used to evaluate the teachers' questionnaire, the items were same as students' questionnaire but the results were totally different. Here in this section researcher want to evaluate appropriateness of textbook, objectives is measurable, and raises interest in further English language study. Whether textbook fulfill the needs of English language learning objectives.

Table: 4.49 Summary of teachers evaluation on objectives of textbook (N=20)

Formula	SS	S	N	U	SU	Mean	S.D
f	8	38	22	20	32	2.75	1.330
%	6.7%	31.7%	18.3%	16.7%	26.7%		

*SS: Strongly Satisfied; S: Satisfied N:Neutral;U:Unsatisfied;SU:StronglyUnsatisfied

Figure : 4.11

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In this figure 4.10 the teachers were 'Satisfied' that textbook fulfill the objectives of teaching with the percentage of 31.7%, as compared to students respond. The percentage of 'Neutral' 18.3% was high which may point out that many teachers were doubtful about how to respond to these items, while the response of 'Strongly unsatisfied' may show that teachers were dissatisfied with two items raise of interest and need. The mean was 2.75 and Standard deviation was 1.330.
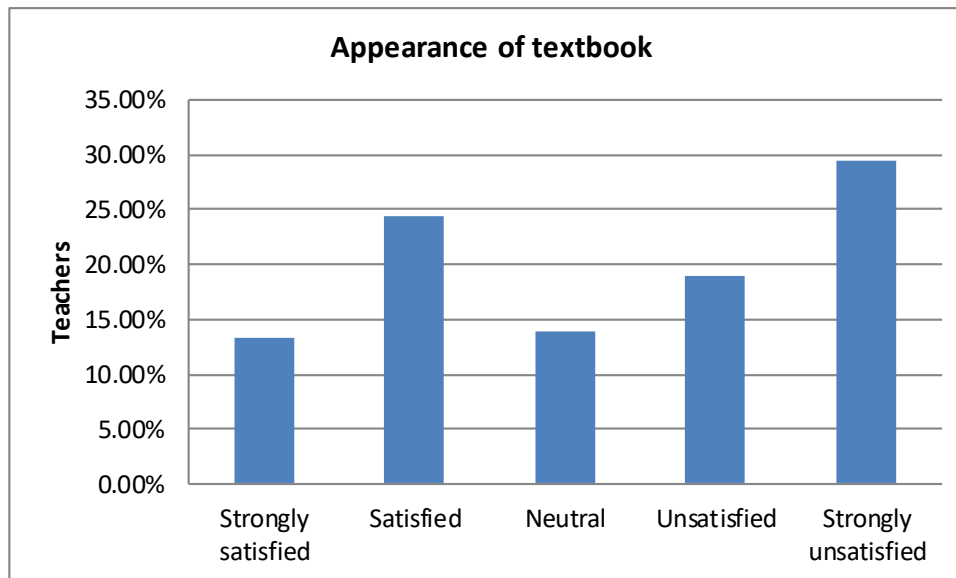
4.22 Appearance of Textbook

In this part there were nine items to evaluate the teachers' questionnaire; the items were same as students' questionnaire both in wording and content. Researcher want to evaluate the textbook price, design and layout aspects, font size, organization, size of book, and format of print is visually appealing and interesting. The findings were disused in table 4.50 below.

Table: 4.50 Summary of teachers evaluation on appearance of textbook (N=20)

Formula	SS	S	N	U	SU	Mean	S.D
f	24	44	25	34	53	2.73	1.444
%	13.3%	24.4%	13.9%	18.9%	29.4%		

*SS: Strongly Satisfied; S: Satisfied;N:Neutral;U:Unsatisfied;SU:StronglyUnsatisfied

Figure: 4.12

Appearance of textbook

Appearance of Textbook

The results highlight that the teachers did not take any excessive position with consider to appearance of textbook. There was a little bit difference between 'Strongly unsatisfied and 'Satisfied' ranging 29.4% to 24.4% respectively. The percentage of 'Neutral' and 'Strongly satisfied' was slightly differing in percentage 13.3% to 13.9%. Results show in some items teachers were not satisfied with that textbook did not organized effectively, format did not appealing and font size did not appropriate. The mean was 2.73 and Standard deviation was 1.444.

4.23 Learning environment and Teaching Method

In this part there were six items to evaluate the teachers' questionnaire; the items were same as students' questionnaire both in wording and content. Researcher want to evaluate the textbook in following areas, course was well structured to achieve the learning outcomes, teaching method was latest, method was student-centered and language was well-presented and well-organized into teachable units. The findings were disused in table 4.51 below.

Table: 4.51 Summary of teachers' evaluation on learning environment and teaching method (N=20)

Formula	SS	S	N	U	SU	Mean	S.D
f	8	40	14	27	31	2.72	1.341
%	6.7%	33.3%	11.7%	22.5%	25.8%		

*SS: Strongly Satisfied; S: Satisfied N:Neutral;U:Unsatisfied;SU:StronglyUnsatisfied

Figure: 4.13
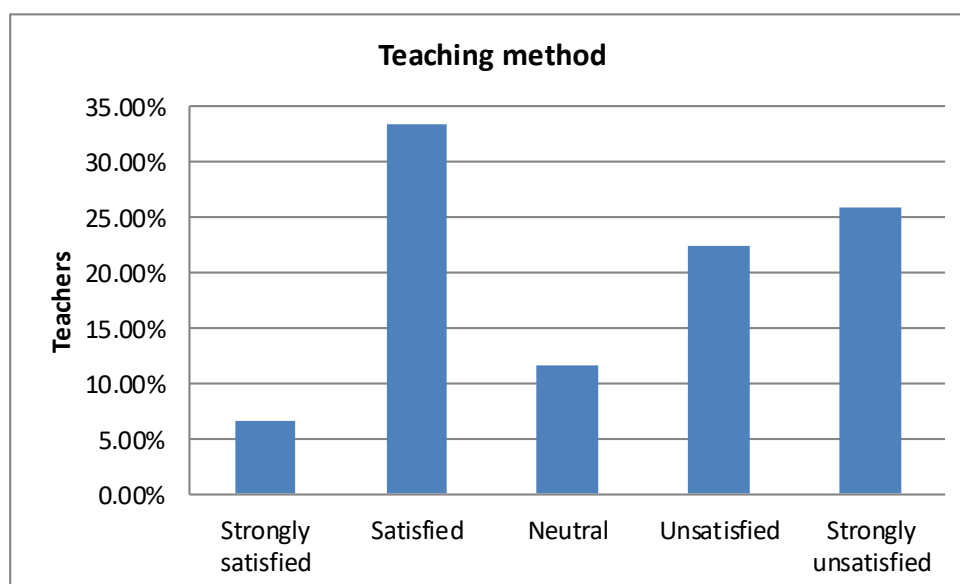
As seen in figure 4.12 findings show that majority teachers gave positive response 33.3% on 'Satisfied' in some items teachers were dissatisfied with the percentage of 25.8%, the response on 'Neutral' 11.7 was high suggesting that the item may have been too complicated for teachers to clear respond or maybe they did not have adequate experience or knowledge to respond to these items. May be they did not want to give their attitude or finally conceivably they were anxious to convey their factual judgments, or they may not care. The mean was 2.72 and Standard deviation was 1.341.
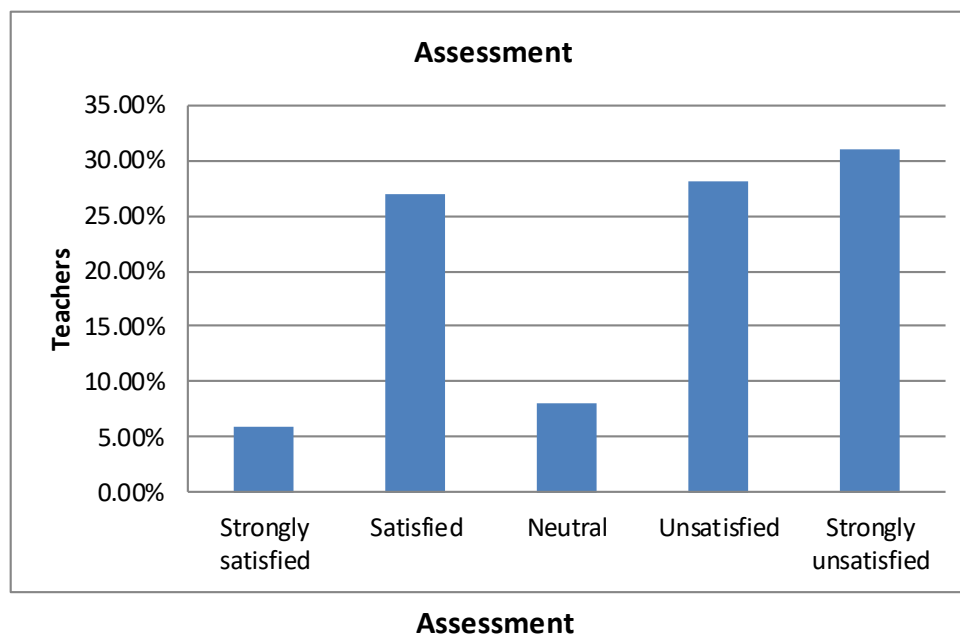
4.23 Assessment

In this part there were five items to evaluate the teachers' questionnaire; the items were same as students' questionnaire both in wording and content. Researcher want to evaluate the textbook in following areas, method of course assessment were reasonable, feedback of textbook was helpful and timely and method of textbook assessment are effective in relation to the intended learning outcomes. The findings were disused in table 4.52 below

Table: 4.52 Summary of teachers' evaluation on course assessment (N=20)

Formula	SS 5	S 4	N 3	U 2	SU 1	Mean	S.D
f %	6 6.0%	27 27.0%	8 8.0%	28 28.0%	31 31.0%	2.49	1.337

*SS: Strongly Satisfied; S: Satisfied;N:Neutral;U:Unsatisfied;SU:StronglyUnsatisfied

Figure: 4.14

Assessment

The results in table 4.52 indicate that the teachers were 'Unsatisfied' with assessment of textbook 31.0% but there was a little bit difference between 'Satisfied' and 'Unsatisfied' the rate of satisfied was 27.0%. Results of both teachers and students were slightly similar. The percentage of 'Neutral' was 8.0%, findings show that method of assessment did not satisfied. The mean was 2.49 and Standard deviation was 1.337.

Chapter 5

CONCLUSION, IMPLICATION AND RECOMMENDATIONS

5.1 Introduction

This chapter Covers the summary of research findings, the limitations of the study, proposes implications for using B.Sc English for future textbooks and for further research studies and final comments on the study.

5.2 Summary of Research Findings

The purpose of the current study was to investigate and estimate B.Sc English. Data was composed from 20 ESL teachers and 100 male students and 100 female students of B.Sc from 3 public colleges of R.Y.K through written questionnaire.

5.3 Interpretation of data findings

5.3.1 Teachers' evaluation

The results from questionnaires gave an idea that the teachers were positive on a few features of the textbook apart from some issues swhich can be summed up as follows:

- ➢ As regards the subject and content of the textbook, the teachers articulated some satisfaction that there is sufficient variety in subject and content of the textbook.
- ➢ Most of the teachers were dissatisfied about the vocabulary and grammar items, the grammar exercises and adequate vocabulary was not included in the textbook.
- ➢ Regarding the exercises and activities, majority of the teachers said that there were no exercises and activities in the textbook.

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- Findings about the skills, some teachers gave positive response on most of the items of the textbook but in some items, teachers were not satisfied. They said that there was no appropriate balance of the four language skills.
- About the objectives of the textbook, teachers were not completely satisfied but in some items they agreed that the objective were measurable but textbook did not fulfill the needs of B.Sc students.
- Most of the teachers were dissatisfied about the appearance of textbook. They said that font size, format of the print and design of textbook were not appropriate.
- Regarding the learning environment and teaching method, majority of the teachers were satisfied with the teaching method.
- Results about assessment, teachers were satisfied that textbook assessment was timely and helpful.

5.3.2 Students' evaluation

Opposite to the teachers, the students were negative on the majority of the items. They only articulated several positive opinions on the following issues:

- As regards the subject and content of the textbook, the students articulated dissatisfaction that there were no sufficient variety in subject and content of the textbook.
- Most of the students were dissatisfied about the vocabulary and grammar items, the grammar exercises and adequate vocabulary is not included in the textbook.
- Regarding the exercises and activities, majority of the students said that there were no exercises and activities in the textbook.

- Findings about the skills, some students gave negative response about most of the items of the textbook. They said that there was not appropriate balance of the four language skills.

- About the objectives of the textbook, students were not completely satisfied but in some items they showed agreeing response on that the objectives were measurable but textbook did not fulfill their needs.

- Most of the students were dissatisfied about the appearance of textbook. They said that font size, format of the print and design of textbook was not appropriate.

- Regarding the learning environment and teaching method, majority of the students were dissatisfied with the teaching method. They said that the method of teaching was teacher-centered.

- Results about assessment, students were satisfied that textbook assessment was timely and helpful.

5.4 Interpretation of research questions

This research study addressed the following research question:

1. How much effective is the prescribed textbook of B.Sc. English program under education system of the Islamia University of Bahawalpur?

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

3. What are the ESL 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?

5.4.1 Research Question 1

> 1. How much effective is the prescribed textbook of B.Sc. English program under education system of Islamia University of Bahawalpur?

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 inculcate 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 this respect, the worth of the course book was not significant; it was the assessment organization which was noteworthy.

5.4.2 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 aspiration of learning English was to articulate in 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 of the 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 attentive in the language as a whole. Astonishingly (allowing for the majority's negative observations about the different aspects), just on behalf of the respondents articulated overall dissatisfaction among the textbook.

5.4.3 Research Question 3

3. What are the ESL 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 taking no notice of the students' concerns as 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 dated and the students can rely only on 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

once again, half of the teachers avowed that the textbook is not well-matched with the student's requirements.

5.4.4 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. The all-inclusive recommendations are as follow.

- 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.

- In conclusion, materials improvement is by now a region of interest with plentiful text; consequently, textbook authors are necessary to value and use doctrine of materials improvement in the development of revising and writing books.

5.5 Advantages of textbook

- The cost of the textbook is even-handed.
- The course book is effortlessly available.
- The language worn in the comprehension passages is bona-fide.

- There is an adequate diversity in the content and subject of the textbook.
- The textbook accomplish the wants of the learners for reading and understanding.

5.6 Disadvantages of textbook

- The textbook is relatively an outdated publication.
- There is no teacher's workbook, audio-tapes and guide associated with the textbook.
- The layout and design is not clear and appropriate.
- The textbook is not structured effectively.
- The resources do not contain and focus on the abilities that the students require to practice.
- The equipment does not endow with a suitable balance of the four language skills.
- The content of the textbook is not commonly realistic.
- The subject matter and content of the textbook is not motivating, interesting and challenging enough.
- The textbook is not suitable for language-learning endeavors of the students.
- There is no language task included in the book.
- The vocabulary does not include at the end of the book.
- There is lack of activities and exercises.

5.7 Conclusion

The present study employed two perspectives. Thus the conclusion pointed out that textbook is not devoid of weaknesses. The textbook does not have the snuff to convene the common objectives of the target language and is irreconcilable with the requirements of promoting confidence and ornamental language skills. The valuation highlighted a varied set of weaknesses which required urgent center of attention on consequent remedies in categorizing to develop the English language ability of the learners. It is fundamental that an innovative textbook contains planned, utilized updated material which is of value and interest to a diversity of students as well as significant activities which offer opportunities for abilities integration should be integrated so that the textbook can provide 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. So this course should superlatively teach them to achieve admission to the advanced educational institutions and deal with the extremely specialized understanding as mandatory in these universities. Thus the approved English textbooks should indoctrinate in students the relevant ability required to carry on their learning.

5.8 Future Research

This study concerned an extremely scale valuation restricted to a single textbook and small sample of respondents. However, considering the illuminating nature of the data obtained through this research, it is imperative that similar studies should be undertaken on a large scale and that the views and experiences of teachers

and learners from all over Pakistan should be incorporated in the research. At the same time, similar research programs conducted in abroad can also contribute towards material improvements in Pakistan and beyond.