

LITERACY AND NUMERACY DRIVE: AN EVALUATION OF CLASS THREE ENGLISH TEXTBOOK OF PUNJAB

1. **Saba Mariam**, Ph. D. Scholar, Department of English, University of Gujrat, Gujrat, (Pakistan).
link2sabamariam@gmail.com
2. **Dr. Behzad Anwar**, Department of English, University of Gujrat, Gujrat, (Pakistan).
behzad.anwar@uog.edu.pk
3. **Dr. Mohammad Shoaib**, Department of Sociology, University of Gujrat, Gujrat, (Pakistan).
shoaibsoc@uog.edu.pk
4. **Dr. Shamshad Rasool**, Department of English, University of Gujrat, Gujrat, (Pakistan).
shamsahd.rasool@uog.edu.pk

Abstract

This study aims to evaluate whether the English textbook taught in government schools at class three-level is satisfying students' objectives, needs, and wants according to literacy and numeracy drive (LND). The study carries two main purposes; the first purpose is to investigate the objectives of the book whether it attains to students' needs or not. Secondly, it investigates the weaknesses and strengths of the textbook to recommend a few suggestions to improve the book according to the needs of students and teachers' expectations. For this particular work, the major areas of inquiry were practical concerns of the book, language issues, objectives compatibility, subject matter issues, skills and strategies, exercises and activities, layout and content. The findings revealed that there were significant differences between teachers' responses and student's responses and chi-square findings also exposed that students had different views with respect to teachers excluding a few items (item, 1, 10, 16, 17).

Keywords: Textbook, needs, expectations, subject matter, language issues.

Introduction

In teaching, the importance of textbooks and resource material cannot be denied specifically in English for Specific purposes (ESP). According to McGrath (2006), textbooks help the teachers and guide them how to teach, in which order, to what level and what and how learners will learn. He is of the view that coursebooks are a fundamental module of the classroom and the evaluation of textbooks is essential to improve and increase the fitness and strength of the needs of the learners and the course content.

This study focuses on evaluating the English textbook for the students of primary education (Class 3). This study aims to evaluate whether the English textbook taught in a government school at primary is satisfying students' objectives, needs, and wants according to LND.

LND (literacy and numeracy drive) is a specially designed MCQs type test for the students of class three in public sector schools. The test is taken by MEAs on tablets at the end of every month. This study focuses on the evaluation of class three English textbooks which is designed by the Punjab Textbook Board to fulfill the LND needs of the students.

1.1 Textbook Evaluation

In language teaching, the importance of material and textbooks cannot be denied and the determination of course whether it is appropriate or not. The exploration of their effectiveness and appropriateness is usually made through the practice of textbook evaluation and this is also the aim of this study.

O'Neill (1982) reveals the importance of textbooks by giving four reasons. First, mostly the course contents favor students' needs and expectations even if they are not developed for them specifically. Second, they provide the assessment of the known material and concepts and also guide the learners for future studies and further helping material. Third, textbooks at a reasonable price offer supplementary and high quality materials. Finally, the designed course books permit and guide teachers to adjust and adapt them according to the needs of the learners needs and also permit for likely interface to occur. Evans and St John (1998) are of the view that textbooks are helpful in the thinking process of students, and also motivate and hasten the learning process. They also provide four important points of textbook usage as they are; a major source of language, learning aid, motivation and encouragement and most importantly for quoting and providing references.

Otlowski (2003) also highlights the point that coursebooks raise the motivational level of the learners and provide a reference for language teaching. They also provide natural settings to interact when there is no contact with native

speakers and the community. Zhang (2007) tries to build the relationship between learners' needs and course books. According to him, coursebook contents fulfill student's needs in terms of book content. According to Jahangard (2007), coursebooks provide enough encouragement that it directs students for self-directed learning. Though course books and resource materials work as one of the main gadgets for shaping and molding knowledge, attitudes, learning experience, motivation level and principles of the students (Nooreen & Arshad, 2010), and there are many ways, of course, of material evaluation that help measure the strengths and weaknesses of the course books. Here it is important to mention that, as describes by Ansari and Babayi (2002), it is the responsibility of the teachers and instructors to evaluate textbooks as it is the important and significant task of teachers.

Evaluation is a process of matching in which student's needs are evaluated according to the given (Hutchinson & Waters, 1987). According to them, evaluation can be done by following four steps;

Defining criteria

Subjective analysis

Objective analysis

Matching

Murphy (1985) is of the view that the process of evaluation is a process of placing what is present and what is required. No doubt, evaluation provides beneficial aid in the selection of appropriate textbooks and the other important decisions about the teaching and learning process. Similarly, Sheldon (1988) relates evaluation to the textbook evaluation to the assortment of materials and course books. He also states that selection of any particular material is an educational decision but it requires professional, economical and political investment which makes this activity more valuable and high profile. It can be said that textbook evaluation is an academic and highly formal judgment. Keeping all the things in view, it is worthy to note that the process of evaluation should be done with great care and extra effort to achieve accurate results (McGrath, 2002). For books and material evaluation, many models have been introduced to make the process more reliable and gain optimal results (Sanders, 1992; Weir & Roberts, 1994; Ellis, 1997; Richards, 2001). To keep all the things in mind, this study tries to highlight the strengths and weaknesses of the textbooks with respect to the LND test.

1.2 Research Question

The present study aims to evaluate whether the ESP textbook taught at the primary level (class 3) is satisfying students' objectives, needs, and wants. To attain this goal, the researcher formulates the following research questions:

- Does the textbook of class three major cover the necessary language skills and strategies?
- Are the language content and exercises of the ESP textbook of class three according to the LND test?

01. Literature Review

Evaluation is a key concern in any teaching process and it has a crucial role in English language teaching. In ESP, it is important to consider the coursebook and evaluate whether it suits the required needs or not. The determination of course material suitability has been done through the process of evaluation to measure the strengths and weaknesses of the textbooks.

Evaluation is taken at two levels; learners' assessment and course evaluation (Hutchinson & Waters, 1987). These two types of assessments are interlinked and reflect each other. The learners' assessment leads towards the evaluation of the book logically.

ESP course has been taken by teachers to teach learners in their required field with respect to their needs and wants. In this regard, Thein (2006) carries out research work to evaluate the strengths and weaknesses of the ESP book of the religious student at the Institute of Myanmar. Data has been collected by teachers and learners through classroom observations, questionnaires and interviews. The main focus of the study is to check whether the book is fulfilling the objectives of students and teachers according to their expectations. The results show that the book is not suitable for learners' needs and teachers' demands. It lacks many areas like critical thinking and communication skills. The book is failed to enhance the communication skills of the learners which is the core area of this program. Mazdayasna and Tahririan (2008) in their study reveal that like many other countries, in Iran, the ESP has been neglected by the people. It is not given the required importance and it has a lower status in the hegemony of other subjects and programs. Still, it is a developing area and it needs plenty of time to get flourished.

Maleki and Kazemi (2012) research the field of medical and they compare the Medical jargon and English language for the Students of Medicine. The study is based on the attitude of several learners' and teachers. They bring the strengths and weaknesses of the course content and offer many suggestions for their improvement.

Agricultural Extension and Rural Development ESP Textbook have been evaluated by Karimi and Sadeghi (2013). They apply the evaluation framework of Hutchinson and Waters and evaluate the course content. A special group of

students has been analyzed to measure the validity of the coursebook. The researchers suggest the agricultural terms should be designed and taught to the learners most appropriately.

Najafi-Sarem, Hamidi, and Mahmoudiyeh (2013) utilize the checklist by Daoud and Celce Murcia (1979) to conduct a study to assess the particular book of English for International Tourism. The study is conducted in two parameters, concerning the physical appearance of the book and the course content like vocabulary, grammar, exercises, activities etcetera. the results show that the book is designed in a suitable manner that addresses the target audience in a very good way. This study focuses on the evaluation of class three English textbooks which is designed by the Punjab Textbook Board to fulfill the LND needs of the students.

02. Research Methodology

The book has been evaluated done through quantitative and qualitative designs. The respondents of this study include 50 students, 10 teachers, and 5 AMEs. The students are selected randomly from 10 different public schools of district Gujrat. The student’s age ranges from 7-9 years and they all are the students of class three at a primary level. From the 10 schools, 10 English language teachers are also selected who have more than two years of teaching experience. The rationale behind choosing experience is that they understand LND and they come across different versions of the test including different language skills. To keep the schools in mind, the frequently visited MEAs have been selected for the present study.

3.2 Instruments

Evaluation is a very crucial process of language and teaching process, for this particular purpose, Robinson (1991) files many tools including checklists, rating scales, interviews, questionnaires, observation and records to carry out the process of evaluation. Undoubtedly questionnaires are mostly used as compare to other tools of evaluation (Evans & StJohn, 1998). For this particular study, the questionnaire has been used to collect data at the first step and interviews at the final stage.

3.2.1 Questionnaire

For the evaluation of class three English textbook, a questionnaire is designed. Participants include ESP teachers, students of preschool and primary education and AMEs who are taking and evaluating an ESP course for LND. The questionnaire consists of 20 items which include practical concerns of the book, skills and strategies, objectives' compatibility language issues, subject matter issues, exercises, layout and content. The questionnaire is based on Sheldon's model of evaluation (1988) and it is later modified by Karimi (2006) by adding more comprehensive detail. Some other checklists of different researchers (Eskey & Grabe, 1988; Sheldon, 1988; Cunnings worth, 1995; Ur, 1996; Littlejohn, 1998; Garinger, 2001; Litz, 2005) are also concerned and some parts are modified. Question number 3, 11 and 15 have been added by the researcher according to the needs of the research.

The 20 items of the questionnaire are designed on a five-point Likert scale of frequency where;

- 1 = strongly agree
- 2 = agree
- 3 = undecided
- 4 = disagree
- 5 = strongly disagree

To make the questionnaire easy, the researcher translates the questionnaire into Urdu for students and it was back-translated into English. The questionnaire illustrates the five major parts; the demographic information of the participants, material and exercises, subject matter, language skills and teaching strategies. The Cronbach alpha reliability index turned was 0.76.

To analyze the research questions, several statistical analyses were done. The reliability of the 20 questionnaire items was guaranteed by using Chronbach’s alpha (Table 1).

Table 1: Reliability of the Instrument

Cronbach's Alpha	Cronbach's Alpha Based on Standardized	Items N of Items
.744	.729	20

3.2.2 Interview

To achieve more valid and reliable findings, an interview is also conducted. It was done by teachers and five students only. The questions of interviews are adopted from Litz (2005) and the researcher modified them accordingly. Two course coordinators checked its content and face validity and then it was piloted on 2 teachers and AMEs.

03. Results

The first part of the questionnaire dealt with practical concerns: The first question was: to what extent is the book available? 7% of the students chose excellent, 27% chose good, 41% chose average, 25% chose weak and 5% chose very weak alternatives. While 16% of the teachers chose good and 86% chose Average. For the second question, 39% of the students chose excellent, 47% chose good, 15% chose average and 3% chose weak options. On the other hand, 66% of the teachers chose excellent and 37% chose good alternatives. For the third question, 2% of the students chose excellent, 6% chose good, 10% chose average, 5% chose weak and 32% chose very weak alternatives. While 35% of the teachers chose average and 65% chose weak alternatives.

Objectives' compatibility was taken into account in the second part of the research, in this regard the first question was: to what extent do the objectives of the textbook match the objectives of the course? 5% of the students chose excellent, 20% chose good, 15% chose average, 35% chose weak, and 25% chose very weak alternatives. While 30% of the teachers selected good and 70% marked average alternatives. For the second question, 4% of the students chose excellent, 31% chose good, 12% chose average, 37% chose weak, and 11% chose very weak alternatives. Similarly, 35% of the teachers chose excellent and 65% chose good alternatives. The third question was: to what extent is the textbook appropriate for the audience? 20% chose good, 26% chose average, 40% chose weak and 14% very weak alternatives. On the other hand, 60% of the teachers chose weak and 40% chose very weak alternatives.

The third portion of the questionnaire dealt with language issues, such as vocabulary and basic grammar rules. For the first question, 7% of the participants chose excellent, 11% selected good, 38% ticked average, 40% chose weak and the remaining students marked very weak. On the other hand, the same question was marked by teachers as; 34% of teachers chose good, 16% chose average and 50% chose weak alternatives. The second question also similar results to the first as, 9% of the students chose excellent, 31% chose good, 29% chose average, 25% chose weak, and the remaining marked very weak option. Similarly, 20% of the teachers chose excellent, 30% chose good, 25% chose average, 25% chose weak alternatives. For the final question, 13% of the students chose excellent, 34% chose good, 44% chose average, 10% chose weak, and the rest chose very weak alternatives. While 40% of the teachers chose good, and the rest did weak alternatives.

The subject matter issue was taken under the account of the fourth portion. The first question was related to the motivational level, 17% of the students chose excellent, 27% chose good, 44% chose average, 9% chose weak, and the rest went for very weak. Whereas 40% of teachers chose good and 60% preferred average. The second question was about the logical sequencing of arrangements. For this particular question, 17% of the students chose excellent, 23% chose well, 38% chose average, 16% chose weak, and the rest chose very weak alternatives. While 50% of the teachers chose good and 50% chose average. The third question was very important as it addressed the needs of the students. For this particular question, 3% of the students chose excellent, 17% chose well, 21% chose average, 35% chose weak, and the rest chose very weak alternatives. While 31% of the teachers chose well, 28% chose average, and the rest chose weak alternatives.

The fifth segment was associated with language skills and strategies. 5% of the students chose excellent, 19% chose good, 40% chose average, 29% chose weak, and the rest chose very weak alternatives. While 13% of the teachers chose good, 37% chose average, and the rest chose weak alternatives. The second question was: to what extent does the textbook teach reading strategies? 6% of the students chose excellent, 22% chose good, 42% chose average, 24% chose weak, and the rest chose very weak alternatives. While 15% of the teachers chose good, 35% chose average, and 50% chose weak alternatives. The third question was: to what extent does the textbook teach speaking skills? 16% of the students chose excellent, 44% chose good, 34% chose average, and 6% chose weak. While 85% of the teachers chose good, and 15% chose average alternatives.

The issue of exercises and activities was taken into account under the sixth part. It investigated whether the given exercises are up to the mark and activities are in accordance with students' objectives and needs. 24% of the students preferred excellent, 45% opted good, 22% marked average, and the remaining went for very weak options. On the other hand, 28% of the teachers chose well, and 72% of teachers marked average substitutes.

The second last component was very important and it concerned with the layout and appearance of the book. For the very first question, 36% of the learners picked excellent, 35% marked good alternative, 16% selected average and the remaining selected weak choices. At the same time, 78% of the teachers marked good and the rest favored average selection. For the second question of the same part, 20% of the students preferred excellent, 56% marked good, 24% selected average alternatives, and the remaining selected weak very weak options. Similarly, 60% of the teachers went for excellent options and 40% of teachers picked good.

The last part of the questionnaire was related to the very important concern of the book that is content. 2% of the learners selected excellent alternatives, 18% marked good option, 26% selected average, 15% learners chose weak and the remaining others chose very weak substitutes. Whereas 40% of the teachers marked good alternatives, 60% chose average choices. For the second question, 45% of the learners picked excellent, 36% marked good, 12% chose average alternatives, 7% chose weak, and 2% marked very weak alternatives. On the other hand, 75% of the teachers chose excellently and 25% marked good choices.

Category	Item	Students					Teachers				
		Excellent	Good	Average	Weak	Very Weak	Excellent	Good	Average	Weak	Very Weak
		N N%	N N%	N N%	N N%	N N%	N N%	N N%	N N%	N N%	N N%
Practical Concern	Q1	4 7 %	14	22 44.0%	11	3 6.0%	1 0.1%	4	14 75.0%	1.1%	11.0%
	Q2	20 39%	28.0%	9 18.0%	22.0%	11.0%	1469.0%	16.0%	1 0.1%	22.0%	11.0%
	Q3	3 6%	25 49.0% 4 8.0%	6 11.0%	3 6.0% 23 46.0%	18 39.0%	1 0.1%	848.0 % 20.2%	1261.0%	1155.0 %	11.0%
Objectives Compatibility	Q4	4 7%	1428.0	1632.0%	9	10	11.0%	6	1575.0%	2 2.0%	1
	Q5	6 11%	%	1836.0%	19.0%	20.0%	714.0%	24.0%	1 1.0% 0	0.0%	1.0%
	Q6	1 1%	1632.0 % 1020.0	1122.0%	611.0 % 20 40.0%	611.0% 5 11.0%	1 1.0%	8 40.0% 0 0.0%	1 1.0%	1158.0 %	1 1.0% 0 9 49.0%
Language	Q7	6 12%	1836.0	1632.0%	510.0	48.0%	0 0.0%	630.0	520.0%	1160.0	11.0%
	Q8	4 8%	%	1326.0%	%	48.0%	845.0%	%	522.0%	%	12.0%
	Q9	5 10%	1530.0 % 2142.0 %	1630.0%	1326.0 % 510.0 %	11.0%	1 1.0%	630.0 % 1160.0 %	840.0%	22.0% 00.0%	00.0%
Subject Matter	Q10	1019%	1226.0	2142.0%	48.0%	11.0%	0 0.0%	1166.0	11 40.0%	11.0%	00.0%
	Q11	1122%	%	1836.0%	510.0	24.0%	0 0.0%	%	530.0%	12.0%	00.0%
	Q12	2 4%	1122.0 % 616.0%	1020.%	% 1632.0 %	1122.0 %	1 1.0%	1570.0 % 1155.0 %	416.0%	630.0 %	1 1.0%

Skills and Strategies	Q13 Q14 Q15	4 7% 5 10% 1020%	918.0% 1020.0 %	2040.0% 2040.0%	1122.0 % 1020.0 % 4 8.0%	24.0% 1 2.0%	1 1.0% 2 12.0%	416.0 % 630.0 %	525.0% 1165.0%	1155.0 % 1 1.0%	11.0% 00.0%
Exercises	Q16	15 30%	1226.0 % 1122.0 %	2142.0% 1836.0%	48.0% 510.0 %	11.0% 24.0%	0 0.0% 0 0.0%	1166.0 % 1570.0 %	11 40.0% 530.0%	11.0% 12.0%	00.0% 00.0%
Layout	Q 17 Q18	20 40% 10 21%	1836.0 % 1530.0 % 2142.0 %	1632.0% 1326.0% 1630.0%	510.0 % 1326.0 % 510.0 %	48.0% 48.0% 11.0%	0 0.0% 845.0% 1 1.0%	630.0 % 630.0 % 1160.0 %	520.0% 522.0% 840.0%	1160.0 % 22.0% 00.0%	11.0% 12.0% 00.0%
Content/material	Q19 Q20	2 4% 22 41%	14 28.0% 25 49.0% 4 8.0%	22 44.0% 9 18.0% 6 11.0%	11 22.0% 3 6.0% 23 46.0%	3 6.0% 11.0% 18 39.0%	1 0.1% 1469.0% 1 0.1%	4 16.0% 848.0 % 20.2%	14 75.0% 1 0.1% 1261.0%	1.1% 22.0% 1155.0 %	11.0% 11.0% 11.0%

Table 2: Frequencies of the Answers by Students and Teachers

The results of students and teachers under the Chi-Square test of goodness are given below.

	Q1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Chi-Square	21.5b	24.1c	40.5b	6b	16.9b	16.5b	13.b	31.5b	32.5b	32.0b	16.ob	12.9b	21.4b	21.8b	16.86c	20.5c	16.86c	44.9b	14.5b	39.5b
Df	3	4	3	4	3	4	4	3	4	4	4	3	3	4	4	3	4	4	4	4
Asymp. Sig.	.000	.001	.000	.006	.107	.025	.002	.011	.000	.000	.000	.000	.000	.001	.001	.000	.005	.001	.005	.000

Table 3: Chi-Square Test Statistics of Students

b. The predictable frequencies of 0 cells (0.0%) are less than 5. The minimum estimated cell frequency is 10.0.
 c. The predictable frequencies of 0 cells (0.0%) are less than 5. The minimum estimated cell frequency is 12.

	Q1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Chi-Square	9.2b	1.2b	3.2b	00b	1.5b	3.7c	3.4d	.01b	00b	7.2b	3.9b	3.9b	3.8b	9.5b	3.4b	9.5b	3.4b	1.8b	1.7b	3.5b
Df	1	1	2	1	1	1	2	3	3	3	1	1	2	2	2	3	1	1	1	1
Asymp. p. Sig	.000	.175	2.00	.706	.187	1.00	.162	1.00	1.00	.362	.175	.175	.175	.002	.023	.032	.015	.190	.190	.080

Table 4: Chi-Square Test Statistics of Teachers

b. The predictable frequencies of 0 cells (0.0%) are less than 5. The minimum estimated cell frequency is 10.0.
 c. The predictable frequencies of 0 cells (0.0%) are less than 5. The minimum estimated cell frequency is 6.7.

d. The predictable frequencies of 0 cells (0.0%) are less than 5. The minimum estimated cell frequency is 5.0.

The above-given result of the chi-square revealed that there were considerable differences between the responses of students and the teachers' responses to all the items in all cases and the expected results of the items. To take the views of the teachers and students separately about the book, a Mann-Whitney U test was run on each category (Table 6). After applying the test, the mean scores were calculated (Table 5) and after that, the U test was applied for significant difference measurement.

	Group	N	Mean	St. Deviation	St. Error Mean
Practical Concern	Student	50	2.9657	.53895	.08637
	Teacher	20	2.6557	.38632	.08513
Objectives Compatibility	Student	50	3.1765	.79855	.11769
	Teacher	20	2.9750	.28529	.07154
Language	Student	50	2.6764	.77619	.11865
	Teacher	20	2.8567	.33219	.098530
Subject Matter	Student	50	2.9010	.74232	.10875
	Teacher	20	2.5356	.38299	.03426
Skills and Strategies	Student	50	2.7899	.59443	.08234
	Teacher	20	2.9801	.62575	.11790
Activities	Student	50	2.6764	.76709	.11896
	Teacher	20	2.8567	.32317	.10678
Exercises	Student	50	2.0345	.83202	.08765
	Teacher	20	1.9870	.57036	.09653
Layout	Student	50	2.8765	.68583	.11654
	Teacher	20	1.8750	.38154	.09864

Table 5: Descriptive Statistics on Mean of each Category

Finally, to compare the opinions of teachers and students, a Mann-Whitney U test was run.

	Practical Concerns	Objectives Compatibility	Language Issues	Subject Matter Issues	Skill and Strategies	Activities	Layout	Content
Mann-Whitney U	294.500	366.500	583.500	332.000	432.500	342.000	411.500	179.000
Wilcoxon W	605.500	565.500	697.500	533.000	1603.500	1632.000	596.500	421.000
Z	-2.688	-1.785	-.217	-2.604	-.943	-4.525	-1.638	-4.359
Asymp. Sig.	.017	.067	.847	.013	.351	.001	.125	.000

Table 6: Mann-Whitney U Test

The given results showed that there were major differences between the students' opinion and teachers' responses with respect to practical concerns (U=294.5, p=.007<.01), subject matter Issues (U=332, p=.012<.05), activities (U=342, p=.000<.001), and content (U=179, p=.000<.001).

04. Discussion and Conclusion

English language teaching has become very easy and comprehensive with the help of ESP textbooks and these books play a vital role in the fulfillment of any desired ESP program. Sheldon (1980) is of the view that ESP textbooks are the true representation of any ELT program. Curriculum development can be achieved through a textbook. For this purpose, logical and methodical evaluations are required which disclose the strengths and weaknesses of the textbooks and it also helps and guides the practitioner and course developer to revise the book to achieve the desired goal according to students' needs and demands. No doubt, textbooks are different from each other and have their qualities and characteristics. Cunningsworth (1984) states that no textbook is perfect, they all have merits and demerits.

For the second question, a Mann-Whitney U test was applied to each category (table 5) and the given results showed that there were major differences between the students' opinion and teachers' responses with respect to practical concerns ($U=294.5$, $p=.007<.01$), subject matter Issues ($U=332$, $p=.012<.05$), activities ($U=342$, $p=.000<.001$), and content ($U=179$, $p=.000<.001$).

Concerning the first part, practical concerns, it reveals that the availability of the book is not an issue because students are provided with free books timely. The teachers and students have a positive response to this concern but they are not pleased with the provided material. They are of the view that the book is unable to provide the appropriate and required material concerning LND. As for the second area of the questionnaire is concerned, it is clear to notice that there are no set objectives. The introductory session is absent which indicates the teaching objectives and set goals. The achieved aims are also missing. The author should include the introduction of the book with clear objectives at the start of the book. That is why the book is unable to guide the teachers to teach students in any way and specifically for LND which is the core and supplementary part of their monthly assessment.

Language issues are dealt with in the third portion. The only vocabulary is being focused on by giving isolated vocabulary items. The other grammatical patterns are not given like the use of pronouns, verbs and plurals. After vocabulary items, comprehension practice is given which is required at the end of the session. The book is concerned mainly with vocabulary and it neglects the structures and grammatical patterns.

The book focuses the vocabulary items and reading comprehension and many activities are designed and given for this purpose. The issue of practical and grammatical patterns is missing and no suitable exercises are designed for this purpose. The book also lacks the logical ordering from easy to difficult patterns and exercises. That is why adequate exercises and activities are not designed to make things clear and comprehensive. 50% of teachers are also of the view that book lacks specific sections of vocabulary, comprehension and structures. The book should be designed logically to promote grammatical structure from easy to difficult for students' level and their demand.

For the section of subject matter issue, the students and teachers have the same views. They both are not satisfied and show a negative attitude towards it. According to them, the subject matter items are arranged topically at the start. At a further level, the contents are not designed according to the level and needs of the students.

As for as the section of skills and strategies are concerned, reading is given more importance and other skills are neglected. The other sub-skills are unseen by the author and teachers also cannot engage students for the remaining skills. It can be said that the book is failed to provide a suitable balance of all language skills.

The next section of the questionnaire is related to the activities and exercises, and 60 % of teachers show dissatisfaction. According to them, there is a dire need for exercises for students to practice. The lack of exercise leads to less practice which is the reason for poor LND results. There should be different types of exercises and activities ranging from simple to more complex ones. As Skierso (1991) suggests, that different variety of activities and exercises are beneficial for the textbooks. The last and crucial part of the questionnaires treats the layout of the book. The layout of any book plays a crucial role to catch the attention of the audience but this book does not have any significant layout which attracts the students' attention. It does not motivate students' pulses and catches their eager attention. Unfortunately, the book has pictures and it is unable to get the attention of the learners and as well as the teachers.

05. Suggestions

Based on results and interviews, few suggestions are given to undertake such issues and problems and shortcomings of the evaluated book. No doubt, the book has strengths but it chiefly centered the comprehension and isolated vocabulary items. For vocabulary building, students learning background and their background knowledge are needed to be considered. It would be appreciated if the book is designed based on different exercises of vocabulary and grammatical structures. The textbook should be a balanced mixture of all four language skills (listening, speaking, reading and writing). The blend of all four skills will appropriately meet the need of the LND test according to the needs of the learners.

Moreover, the book lacks basic grammatical structure which is the major portion of the test. The book will be more comprehensive if basic structures are added. The book content should be arranged logically not topically only. In this way, the book will provide a more comprehensive look.

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