



Received: 08 August 2016
Accepted: 05 December 2016
Published: 04 January 2017

*Corresponding author: Liaquat Ali Channa, Department of English, Balochistan University of Information Technology, Engineering & Management Sciences (BUITEMS), Quetta, Pakistan
E-mail: channaliaquat@yahoo.com

Reviewing editor:
Hau Fai Edmond Law, Education University of Hong Kong, Hong Kong

Additional information is available at the end of the article

CURRICULUM & TEACHING STUDIES | RESEARCH ARTICLE

Pakistani government primary school teachers and the English textbooks of Grades 1–5: A mixed methods teachers’-led evaluation

Sania Gul Panezai¹ and Liaquat Ali Channa^{2*}

Abstract: Textbooks are the only available source/s of teaching and learning English in Pakistani public education system. Whether the textbooks serve their intended purposes as mentioned in the National Curriculum of English, the researchers conducted a mixed methods teachers’-led evaluation to investigate the effectiveness of English textbooks. The study aimed to understand how Pakistani government primary school teachers in the province of Balochistan view the English textbooks of Grades 1–5 and what impacts the effectiveness of the English textbooks. Using an exploratory sequential design, the researchers first recruited 188 government teachers for survey in quantitative part of the study and later selected 12 participants from those who completed the survey for semi-structured interviews in qualitative part of the study. The quantitative findings revealed that the teachers were moderately in favor of the effectiveness of the English language textbooks of Grades 1–5. However, qualitative results revealed some direct issues such as the teachers’ disagreement with the components of vocabulary and grammar in the textbooks and indirect issues such as limited time allotted for teaching English daily, teachers’ lack of proper training for teaching English through the textbooks, dearth of teaching resources in the schools, and meager familial support available to students at their homes that halted the efficacious teaching of the textbooks in the Balochistan government primary schools. Recommendations have been drawn for the curriculum designers, English textbooks writers, and the department of education of Balochistan, Pakistan.

ABOUT THE AUTHORS

Sania Gul Panezai is currently pursuing her MPhil in English Language & Literature in the Department of English at Sardar Bahadur Khan Women University, Quetta, Pakistan. Her research interests are mixed methods research, applied linguistics, and curriculum and instruction.

Liaquat Ali Channa (PhD) is currently serving as an Associate Professor in the Department of English, Balochistan University of Information Technology, Engineering & Management Sciences (BUITEMS), Quetta, Pakistan. His areas of interest are educational linguistics, language policy and planning, second/foreign-language learning and teaching, bilingual education, and English as a/the medium of instruction.

PUBLIC INTEREST STATEMENT

In this study, the researchers employed mixed method teachers-led evaluation to investigate the effectiveness of English textbooks. The study aimed to understand how Pakistani government primary school teachers in the province of Balochistan view the English textbooks of Grades 1–5 and examine their perspectives about what impacts the effectiveness of the English textbooks. Considering the major findings of the study, the researchers put forward recommendations that can facilitate/assist curriculum designers, English textbooks writers, and the Department of Education, Government of Balochistan, Pakistan. Since teachers are the ones who use the books in their contexts, their voice may point out the critical implications that need be heeded and taken into account for future revision of the textbooks and policy-making.

Subjects: Education; Language & Literature; Language Teaching & Learning

Keywords: teachers-led evaluation; English textbooks; textbook evaluation checklist; Balochistan; Pakistan

1. Introduction

The Merriam Webster Dictionary defines education as the development of human knowledge and skills (Education, 2016). Education plays a very productive role in the development of human society. Economic, technological, and scientific progress relies upon the quality of education given in academic institutions in any society. According to the principles of Islamic doctrine, seeking education must be a continuous process, i.e. one must seek knowledge from his/her birth to his/her death. The implication of the Islamic doctrine is basically the perpetual human development that needs to keep happening due to the continuous process of educating oneself.

Due to the ongoing progress, today's world is experiencing a new creed: globalization. The world is being transformed into a global village. Advancements such as Internet and media have changed the world into a single community. Now, people are experiencing the new world order in the shape of globalization—the order that is the amalgamation of various values, traditions, cultures, and customs. As the consequence of globalization, English has been emerging as the global/international language. Today, English is the language of scientific, technological, and academic education all over the world. In this regard, Shamim (2011) observed, “English is the passport to success and upwards social mobility” in many societies where English is either a second or a foreign language (p. 2). Countries such as India, Malaysia, Pakistan, Saudi Arabia are taking measures to implement English as a/the medium of instruction to provide quality education (Nunan, 2003).

Indeed, English is playing a very productive role in shaping the future of students all over the world including Pakistan where English is used in the main domains of power such as trade, bureaucracy, commerce, judiciary, and education (Aftab, 2011; Channa, 2014, 2015; Mahboob, 2002; Manan, David, & Dumanig, 2016; Manan, Dumanig, & David, 2015). The educational system of Pakistan is divided into public sector and private sector. Children of elite class in Pakistan are privileged to study in the private sector schools. These elite schools mostly use Cambridge or London University O/A levels systems. These systems use their own curriculum, assessment methods, and textbooks. On the other hand, the bulk of middle-class studies in non-elite private or public schools. These schools fail to produce/educate the students who could participate or compete for white-collar jobs in Pakistan (Ministry of Education, Government of Pakistan, Islamabad, 2009; Rahman, 1996, 2004). Students enrolled in the elite private schools have a privilege to study English in Grade 1 and onward. English is used a/the medium of instruction in these private institutes. These schools use innovative teaching methods such as Communicative Language Teaching (CLT) in order to build *Communicative Competence* of their students. On the other hand, government public schools use Urdu or other first languages as a/the medium of instruction in their classes. They rely on outdated teaching methods such as Grammar Translation Method (GTM) to teach English (Zeeshan, 2013).

The Ministry of Education of Pakistan has lately realized the burgeoning importance of English in the country. In 2009, the ministry revised the national education policy in which it has been directed that English be taught as a compulsory subject in Grade 1 onward. The main objectives of the education policy have been to remove the distinction between the rich and the poor in Pakistan in relation to opportunities provided for upward mobility and enhancement in educational, professional, and commercial spheres. The policy has decided that students would not only use English in academic setup but also they would communicate in social contexts in the target language (Ministry of Education, Government of Pakistan, Islamabad, 2006, 2009).

For implementing the English subject policy in Grade 1 and onward, English textbooks published by the government textbook boards have been the only available sources for teaching and learning English in the government schools of Pakistan. Therefore, the successful implementation of the policy depends upon the quality of the textbooks. It becomes, therefore, necessary to have quality

textbooks that could be efficient and latest in regard to their content and presentation. Whether the English textbooks published by the government textbooks boards in Pakistan are of high quality is a core issue that needs a thorough evaluation. In fact, evaluation of the English language textbooks will not only increase their effectiveness, but also highlight their strengths and shortcomings.

It has been observed that evaluation of textbooks is an indispensable aspect of the provision of quality education (Alharbi, 2015; Allwright, 1982; Alptekin, 1993; Brown, 1995; Cunningsworth, 1995; Hutchinson & Torres, 1994; Mukundan & Kalajahi, 2013). All nations including Pakistan have some kind of apparatus to evaluate textbooks. In Pakistan, for instance, the Curriculum Wing (CW) of the Ministry of Federal Education and Professional Training is recognized as the main national organization that articulates and approves curriculum and textbooks for all provinces. One of the main tasks of the CW is to regularly evaluate the textbooks and update them. However, textbooks assessment, development, and evaluation have invariably been the grave matters in Pakistan because clear criteria and standards have not yet been founded (Mahmood, 2011). Due to the non-availability of a standardized evaluation system in Pakistan, it has been unsure whether the textbooks have been of high quality and whether they have achieved intended objectives as per their curriculum (Shah, Rafique, Shakir, & Zahid, 2014). After a thorough review of research related to the English textbooks of Pakistan, the researchers came to the conclusion that the Pakistani English textbooks have also not been evaluated thoroughly by the teachers who use and consume them in their classes since the policy of teaching English in Grade 1 and onward has been implemented all over the country.

Kiely and Rea-Dickins (2005) have discussed that there are mainly three ways by which an evaluation of the textbooks could be undertaken: (1) large-scale evaluation, (2) teacher-led evaluation, and (3) management-led evaluation. The Kiely and Rea-Dickins (2005) have suggested that one of the best ways to get the English textbooks evaluated is to explore the teachers' evaluative perceptions on the books because teachers are the ones who use them for teaching English in their real class contexts. They are better qualified to give their input regarding the books. In such teacher-led evaluations, teachers are provided with an opportunity to evaluate curriculum resources, that is, teaching-learning materials and various activities that are involved in teaching and learning process. We believe the teachers-led evaluation provides a framework to the teachers to explore the needs and demands of learners and then assess the textbooks that are taught by them to the students. It provides them with an opportunity too to evaluate the effectiveness of textbooks and related teaching material.

Taking the aforementioned gap that the teachers have not been involved in evaluating the textbooks into the account and drawing upon the theoretical framework of teachers as the evaluators of the effectiveness of English textbooks, the researchers aimed to conduct a teachers'-led evaluation of the English textbooks of Grades 1–5 that are used in the government primary schools of the province of Balochistan. As Kiely and Rea-Dickins (2005) have implied; and, by drawing upon their implication, the purpose of our study is to explore the strengths and weaknesses of the English textbooks and to understand the challenges the teachers confront while teaching English through them. Taking the purpose into account, this study mainly investigated what are the government primary school teachers' perceptions regarding the effectiveness of English language textbooks of Grades 1–5. Those who teach Grades 1–5 in Pakistani government schools are called government primary school teachers. Since the researchers aimed at getting the textbooks thoroughly evaluated by the teachers, they decided to investigate the teachers' evaluative perceptions quantitatively and understand the perspectives and the challenges the teachers faced in teaching the books qualitatively.

2. Textbooks evaluation studies in Pakistan

Wahab (2013) classified evaluation as a fundamental method for the development of language teaching and learning course/s. In addition, Ahour, Towhidiyan, and Saeidi (2014) revealed that material evaluation would enable language instructors to satisfy the learning needs and demands of the learners. The evaluation of a course or instructional resources is a notable task for the achievement of basic purposes and goals of any curriculum (Mahmood, 2006). Moreover, evaluation in practical or classroom settings can help the language teachers to adapt to or improve the usefulness of

the language textbook/s (Graves, 2001; Williams, 1983). Evaluation can assist the language instructors in highlighting the strengths and inadequacies of English course/s or textbooks. Specifically, teachers-led evaluation can transform the role of teachers into textbooks editors. It can provide them with an opportunity to refine or develop the textbooks in the light of circumstances that they encounter in their teaching and learning settings.

Besides, teachers can be considered as a bridge between the textbooks and the students. Therefore, a successful implementation/teaching of English textbooks or instructional materials totally relies upon the language instructors. In this context, Tok (2010) perceived English teachers as practical evaluators of English-language textbooks. In addition, Kiely and Rea-Dickins (2005) projected three classifications for evaluation of the textbooks such as (1) large-scale evaluation, (2) teacher-led evaluation, and (3) management-led evaluation. Through *teacher-led evaluation*, they suggested the teachers could assist the textbook authorities and boards and policymakers to know the effectiveness of any textbook as per the demands and needs of their learners.

Taking teachers as evaluators, Iqbal (2013) evaluated the English instructional materials and textbooks that are taught at the secondary level in the province of Khyber Pakhtunkhwa (KPK), Pakistan. The central purpose of his research was to explore the attitudes of the instructors and students about various features of their English textbooks. The features included the appearance of the textbooks, organization, and appropriateness of the prose lessons and associated exercises, appropriateness of the poems as well as the style and methodology used in grammar units and exercises. He recommended that certain remarkable changes were essential to be introduced in the textbooks such as binding was not strong and durable; vocabulary teaching or learning approaches should be emphasized; textbooks should include wide-ranging exercises for the improvement of writing and reading skills; and, the textbook authors and designers should take learners' needs into consideration while designing the books.

Shah et al. (2014) conducted a study to evaluate the textbooks of English for academic education purpose published by the British Council, Pakistan. The British Council has recommended the textbooks for Pakistani learners. The aim of their research was to examine the usefulness of the recommended English textbooks. The Bloom's Taxonomy was employed to evaluate the English textbooks on several points (e.g. cognitive, affective and psycho-motor). The study found that the areas of learning process of English textbooks that were focused in the curriculum have been ignored. It was concluded that these textbooks were good in developing the critical thinking ability in students. However, these textbooks did not focus on developing the language skills such as speaking, reading, listening, and writing. Through this study, the researcher paved a way for revisiting the book in order to increase the effectiveness of English textbooks.

John, Aziz, Ahmed, Sharf, and Ishaque (2014) conducted a study to evaluate the English textbooks of Grade 11 and 12 of Pakistan. The main purpose of their study was to match the content of English course books with the criteria set in the national curriculum of English of Pakistan (Ministry of Education, Government of Pakistan, Islamabad, 2006). Their study found that the teachers were unfamiliar with the main goals of language learning set in the national curriculum. Furthermore, the content of the textbooks did not cohere with the criteria as established in the national English-language curriculum. The researchers recommended that English language instructors be provided with a chance to read the standards and competencies that are provided in the national curriculum. In addition, the researchers suggested the textbook designers should take learners' needs and demands of language learning into consideration while developing the textbooks.

Likewise, Mahmood (2011) examined the general features of textbooks and studied their approval standards in the Ministry of Education, Islamabad. In this research, fifty-one experts from all regions of Pakistan belonging to the areas of curriculum development and evaluation participated. English Textbooks of Grades 1–5 were assessed. This assessment was based on eight features: conformity and curriculum policy and scope, vocabulary and format, horizontal and vertical alignment of the

text, acceptability, text reliability, cognitive development and creative thinking, learning and assessment, and social bias (social bias was theorized to include components such as diverse activities for diverse background students, gender equality, exclusion of creeds and areas, and biasness with respect to women, minorities and disable persons). The findings of the study revealed that the textbooks were inadequate and lacked in numerous features.

Although the studies that have been reviewed above did explore the teachers' attitudes and perceptions regarding the utility and effectiveness of English textbooks in Pakistan, they have either been conducted on higher grades such Grade 11 and 12 or they have studied the English textbooks of other provinces of Pakistan than Balochistan. Since every province has a separate textbook board and each textbooks board publishes the English textbooks that are only used in the province, we could not find any study evaluating the English textbooks of the province of Balochistan. Scholarship attests to the fact the province of Balochistan is the most lagging behind province in terms of providing quality education to its citizens as compared to other three provinces in Pakistan (Annual Status of Education Report (ASER) Pakistan, 2015). By evaluating the English textbooks of the province, we aimed to contribute in the current debate regarding how quality education could be provided to the students of Balochistan. Taking the gap into consideration, the study aimed to explore the teachers' evaluative perspectives about the overall usefulness, effectiveness, and appropriateness of the English textbooks of Grades 1–5.

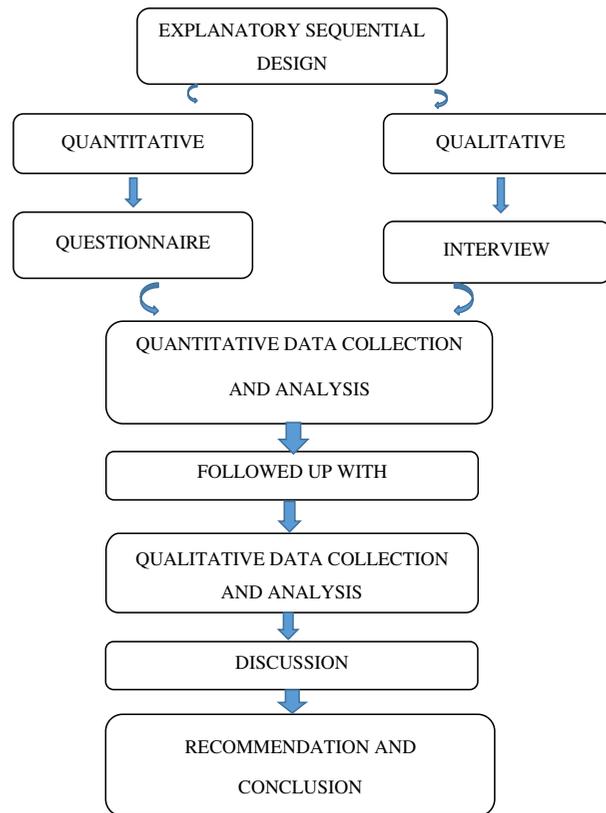
3. Method

This study used mixed method research, which is the amalgamation of the qualities of both quantitative and qualitative research. Creswell (2012), Dornyei (2007) and Greene (2007) defined mixed method as a procedure consisting of various stages including piloting, analysing, and/or mixing both quantitative and qualitative methods in a single study. The study drew upon the Greene's (2007) purposes of triangulation and complementarity for mixing methods in this single study. Greene (2007) held that triangulation "seeks convergence, corroboration, or correspondence of results" from various research methods (p. 100). In addition, discussing complementarity, she stated that complementarity "seeks broader, deeper, and more comprehensive social understandings by using methods that tap into different facets or dimensions of the same complex phenomenon" and affords the "results from the different methods which serve to elaborate, enhance, deepen, and broaden the overall interpretations and inferences from the study" (p. 101). We believed these both purposes not only triangulated data but also helped us to investigate the teachers' perspectives in a detailed and comprehensive way.

This study used *explanatory sequential design* (Creswell, 2012). Dornyei (2007) discussed that explanatory sequential design helps adding flesh to the bones. In explanatory sequential design, one type of method—i.e. qualitative aspect—typically explores further and in sequence what has already been explored through another method, i.e. quantitative method. In our study, the qualitative phase aimed at further exploring the findings/results of the quantitative part (see Figure 1 for the graphical representation of the research design).

As the design suggests, the study had two stages. In the first phase of research, the researchers employed convenient sampling technique that provided them with an opportunity to access and recruit the teachers they knew on their expediency for their survey (Dornyei, 2007). In the second phase, maximum variation sampling technique was used to purposively select the participants on a variety of factors for interviews who had completed the survey (Seidman, 1998). The researchers recruited 188 teachers in total for the first part of the study. From the 188 teachers, 88 teachers (47.3%) were female and 99 (52.7%) were male by their gender. In the second phase, 12 participants were selected—6 male teachers and 6 female teachers—for semi-structured interviews. The researchers conducted the semi-structured interviews to dig deeper the findings that appeared through descriptive quantitative analysis of the survey data. In sum, combining the maximum variation sampling with the convenient one offered the researchers a prospect to collect data on the basis of suitability and heterogeneity.

Figure 1. Graphical view of the exploratory sequential design.



3.1. Teachers' evaluation checklist questionnaire

The researchers used a close-ended questionnaire as a key source for the collection of quantitative data for their first phase. The questionnaire consisted of three parts. The first portion dealt with the teachers' biographical information. The other two sections contained the *Teachers Evaluation Checklist*, which were adapted from Wahab (2013). The adapted checklist incorporated 77 statements that used 4-point Likert Scale. The statements covered 4 distinct dimensions of the utility of textbooks such as (1) Physical and utilitarian attributes, (2) Efficient outlay of objectives and supplementary materials, (3) Learning-teaching content, and (4) Language skills (Wahab, 2013). The end of the questionnaire confirmed whether the participants were willing to further participate in the second phase of research, that was, semi-structured interviews. The major reason to use the Wahab's checklist for our purpose was that he had developed the comprehensive checklist based upon other checklists that he had found unsound. He stated that:

It is true that many studies have dealt with evaluating English language textbooks, but these are still inadequate. Review of the available checklists indicated their validity, reliability or practicality problems (Mukundan & Ahour, 2010). Therefore, there was a need for developing a checklist that had an inclusive account of the construct domain of the criteria, and accounts for consistency of the scores created by its items. For this purpose, the paper developed a textbook evaluation checklist on the basis of several well-established instruments. (p. 55)

Wahab empirically validated his checklist through a mixed methods approach that consisted of two separate research experiments: one through a quantitative one by using survey research approach and the other through a qualitative one by employing a case study research design that included "an expert panel to provide critical feedback served to facilitate the development and refinement of the checklist." In addition to establishing the validity of his checklist through the mixed methods, he undertook the following measures for determining the reliability and "minimizing the measurement

error” of his tool. For instance, he not only pilot tested his tool “to assess the clarity of directions, question wording, and rating procedure, among other elements” but also calculated the internal consistency. He stated that “coefficient alpha ranged from 0.78 to 0.79 suggesting a high estimate of reliability based on the mean inter-item correlation” (p. 62). Because Wahab’s instrument was both comprehensive in its scope and valid and reliable, we found it serving our research purpose in the Pakistani context.

Before the survey was used for our final data collection, it was translated into Urdu—the national language of Pakistan—and double-checked by two Urdu experts for its content accuracy. In order to further validate the questionnaire, the finalized Urdu version was later piloted for the reasons of accurateness and refinement. Based upon the feedback of the pilot study, a few statements were rephrased on account of clarity and a few were deleted due to their redundancy. Moreover, internal reliability of the statements was also examined by using the Cronbach’s coefficient alpha test. The test found 0.978 as the co-efficient reliability of the statements. Since 0.7 is considered the threshold of reliability in the realm of social sciences (Fink, 2006), the results indicated that the questionnaire was significantly reliable.

3.2. Procedure and analysis

The first data collection phase that included administering the survey took a month. The researchers first obtained a permission letter from the District Education Officer of the relevant locality of the province of Balochistan. Before distributing the survey, the researchers presented permission letter to the head master/mistress of the schools. After the teachers showed their consent for participating in the study, the researchers distributed the survey among them. The participants were provided with instructions about completing the survey in Urdu. One of the researchers remained present as to clear confusion in case any teacher encountered while completing the survey. The researchers collected data from 32 government primary schools of the area, out of which 15 were girls’ and 17 were boys’ government primary schools.

The participants were restrained to select any one option from the four such as Strongly agree (4), Agree (3), Disagree (2), and Strongly Disagree (1) given under each statement in the survey. However, they were free if they did not want to choose any one option. The Statistical Package for Social Sciences (SPSS) version 20 for Windows was used to analyse the quantitative data descriptively. All the items were separately analysed to know that effectiveness of textbooks in the light of its multiple features. The arithmetic mean measure was used to categorize the ordinal data as follows: 0.0–2.5 was considered as the participants’ disagreement and 2.6–5.0 as their agreement.

In the second phase of the research, semi-structured interviews were conducted to further explore the findings of the quantitative research. The time duration of each interview lasted from 25 to 45 min. Interviews were conducted in Urdu because the researchers believed the teachers could better express their opinion and feelings. The interviews were first audiotaped and later transcribed and translated simultaneously into English. The transcriptions were thematically analysed by following the six phases suggested by Braun and Clarke (2006).

Because this is a mixed methods study, it must be mentioned that we put equal emphasis on both qualitative and quantitative data collection methods in this research project. However, we employed the qualitative part to further explore both what was found and what was not found in the quantitative analysis. As far as convergence and divergence is concerned, we integrate and converge the quantitative results with the qualitative ones by correlating and comparing them with each other in the “Direct issues effecting the application of the textbooks” section of qualitative analysis. We diverge from what was found to what was not found in the “Indirect issues effecting the application of the textbooks” section of the qualitative analysis. We present below the quantitative results followed by qualitative ones.

Table 1. General appearance

No.	Statement	Mean
1	The outside covers are informative and attractive	2.67
2	The paper used for the textbooks is of good quality	2.56
3	Binding is strong enough and durable	2.38
4	Printing used is good	2.76
5	There is enough white space to achieve clarity	2.55
6	The textbooks have sufficient number of pictures to make the situation more life-like	2.93

4. Data analyses

4.1. Quantitative results

First, the quantitative results are discussed. Each section of the questionnaire is presented below in a tabular form with its statements and arithmetic mean. Table 1 shows the teachers' perceptions regarding the general appearance of the English textbooks.

Table 1 shows that 5 statements out of 6 have the arithmetic mean ranging from 2.55 to 2.93. Only one item, i.e. "Binding is strong enough and durable." has the arithmetic mean of 2.38, which is less than 2.50. It indicated that the teachers were not satisfied with the binding of the books because they believed it was not strong and durable. Overall, the results illustrate that the teachers were marginally satisfied with the general appearance of the English textbooks of Grades 1–5.

The statements in Table 2 explored the teachers' viewpoint regarding the layout and design of the English textbooks of Grades 1–5.

Table 2 shows that all the four statements have the arithmetic mean ranging from 2.59 to 2.98. All these statements have the mathematic mean more than 2.50. The results revealed the participants' slight satisfaction with the layout and design of the textbooks of Grades 1–5.

Table 2. Layout and design

No.	Statement	Mean
7	The textbooks have complete and detailed tables of content	2.98
8	Every unit and lesson is given an appropriate title	2.96
9	The textbooks are organized logically and effectively	2.61
10	The textbooks are free of mistakes	2.59

Table 3. Book objectives

No.	Statement	Mean
11	The objectives are related to the learners' needs and interests	2.49
12	The objectives are specified explicitly in the textbooks	2.67
13	The objectives are relevant to the students' local culture	2.67
14	The objectives make a balance between the four main skills: listening, speaking, reading, and writing	2.76
15	The textbooks raise students' interest for further studying English language	2.52

Table 4. Teaching aids

No.	Statement	Mean
16	Teachers' guides are available to aid the teachers	2.18

The items in Table 3 examined the teachers’ views regarding the objectives of the English textbooks of Grades 1–5.

Table 3 shows that 4 statements out of 5 have the arithmetic mean more than 2.50. Only one item scored 2.49. Overall, the results confirm that the teachers had fairly negative perceptions regarding the objectives of the English textbooks of Grades 1–5. Moreover, the item that has arithmetic mean of 2.49 shows that the teachers disagreed with the point that “The objectives are related to the learners’ needs and interests.”

The items in Table 4 asked the teachers if they had access to teaching aids for teaching the English textbooks.

The statement “Teachers’ guides are available to aid the teachers.” has the arithmetic mean of 2.18 in Table 4. It suggests that the teachers expressed their dissatisfaction regarding the teaching guide, which should technically be accompanied with the textbooks. The finding suggested that the teachers’ guides are not available for teachers to help them in using the books.

The statements in Table 5 probed the teachers’ views regarding the role of activities that have been included in the English textbooks.

Table 5 shows that majority of the items have the arithmetic mean ranging from 2.60 to 2.88. These results confirmed that the teachers were marginally satisfied with the role of activities that have been included in the English textbooks of Grades 1–5. Only one items—“The textbooks provide opportunity for teachers and students to localize activities.”—scored the mean of 2.48. It revealed that the teachers believed the textbook didn’t provide opportunity to teachers and students to localize the activities. Overall, the results indicated that the teachers did not take the activities in a positive way and believed the activities did not play important role in learning the English language.

The statements in Table 6 examined the teachers’ perceptions regarding the content of the English textbooks.

Table 5. Teaching methods		
No.	Statement	Mean
17	The teaching methods suggested in the books are student-centered	2.60
18	The activities allow students to talk more than teaches	2.61
19	The activities used enable the learners to use English outside the classroom situation	2.62
20	The textbooks help teachers exploit activities to meet the students' expectations	2.73
21	The textbooks help teachers cater for mixed-ability students and classes of different sizes	2.76
22	Students are encouraged to take some degree of responsibility for their learning	2.88
23	The textbooks provide opportunity for teachers and students to localize activities	2.48

Table 6. Content		
No.	Statement	Mean
24	The material is up-to-date	2.70
25	The textbooks cover a variety of topics from different fields	2.65
26	The textbooks contain fun elements	2.62
27	The language in the textbooks is natural and real	2.56
28	The topics encourage students to express their own views	2.69
29	The course components are effectively and clearly organized around specific topics	2.68

Table 6 shows that all the items have the arithmetic mean more than 2.50. The findings suggested that the teachers had slightly positive perceptions regarding the content of the English textbooks of Grades 1–5.

Table 7 investigated the role of exercises that follow every unit/lesson of the English textbooks.

Table 7 illustrates that all the items that explored the teachers’ views regarding the role of exercises have the arithmetic mean ranging from 2.61 to 2.79. The results revealed that the teachers were not satisfied with the role of exercises in the books to a great extent.

The statements in Table 8 explored the teachers’ attitudes regarding the social and cultural contexts presented in the English textbooks.

Table 8 displays that all the items have the arithmetic mean ranging from 2.62 to 2.86. The results suggest that the teachers took the social and cultural contexts presented in the English textbooks in a slightly positive manner. Overall, the findings confirmed that the teachers thought the books were not effective with regard to developing social and cultural understanding to a great extent.

Statements in Table 9 investigated the teachers’ perceptions regarding the language skills (Listening, Speaking, Reading, and Writing).

The results in Table 9 show that the teachers recorded their somewhat positive responses because all the statements have the arithmetic mean ranging from 2.50 to 2.72 except one item—“The time allotted for teaching the material is sufficient.”—that has 2.49. Except the time issue, the teachers believed the books did not develop the language skills of the students to a great extent.

The items in Table 10 investigated the teachers’ attitudes regarding vocabulary given in the English textbooks.

Table 7. Exercises

No.	Statement	Mean
30	The exercises have clear instructions that explain how every exercise can be done	2.76
31	The exercises foster the spirit of independent learning	2.77
32	The textbooks provide a balance of activities and tasks that focus on both fluent and accurate production	2.74
33	The exercises/tasks move from simple to complex	2.71
34	The grammar points and vocabulary items are introduced in motivating and realistic contexts	2.61
35	The textbooks exercises can be modified or supplemented easily	2.79

Table 8. Social and cultural contexts of the textbooks

No.	Statement	Mean
36	The content of the textbooks is free from stereotypical images and information	2.68
37	The textbooks express positive views of ethical origins, occupations, age groups and social groups	2.86
38	The content presents different cultures	2.69
39	The content discusses some well-known characters from different areas of the world	2.67
40	The content helps students be aware of how to interact using the language within a new culture that is often very different from their own	2.62
41	The topics of the content cope with the criteria of the students’ culture	2.64

Table 9. Language skills

No.	Statement	Mean
42	The textbooks have appropriate listening tasks with well-defined goals	2.52
43	Listening materials is as authentic as possible	2.60
44	Listening materials is accompanied by background information, questions and activities	2.63
45	Activities are developed to encourage student-student and student teacher oral communication	2.72
46	Activities are balanced between individual response, pair work and group work	2.70
47	Activities help students become a more confident English speaker	2.50
48	Speech exercises invite students to talk about their concerns and interests	2.65
49	The situations in the dialogs sound natural	2.64
50	There is sufficient reading material (There is a range of varied and interesting reading text that can engage students cognitively and effectively)	2.67
51	The content helps students develop reading comprehension skills	2.78
52	Some reading passages are easy for most of the students to deal with	2.60
53	The length of the reading texts is appropriate	2.59
54	Tasks have achievable goals and take into consideration learners' capabilities	2.59
55	Writing Tasks are interesting	2.78
56	The writing tasks enhance free writing opportunities	2.85
57	The time allotted for teaching the material is sufficient	2.49
58	Some writings are easy for most of the students to deal with	2.67
59	Writing in the textbook are guided and controlled	2.71

Table 10 presents that all the items have the arithmetic mean ranging from 2.56 to 2.74. The results revealed that the teachers were marginally satisfied regarding the vocabulary exercises of the English textbooks of Grades 1–5.

Table 11 assessed the teachers' perception regarding the component of grammar.

Table 11 shows that 5 items—numbered as 68, 71, 72, 74, and 75 in Table 11—have the arithmetic mean less than 2.50. Only 3 items—numbered as 69, 70, and 73 in Table 11—have the mean more than 2.50. The findings revealed that the teachers had slightly positive attitudes toward only a few points related to the grammar component of the textbook. The teachers were largely not satisfied with the grammar component of the books. The teachers believed the grammar component of the textbooks needed revision.

Table 10. Vocabulary

No.	Statement	Mean
60	The load (number of new words in each lesson) is appropriate to the linguistic level of students	2.59
61	There is a good distribution (simple to complex) of vocabulary load across the whole books	2.69
62	The exercises for vocabulary are rich and adequate	2.66
63	The topical nature of the vocabulary exercises is often meaningful to the students	2.61
64	New lexical items appear in each unit	2.56
65	There is specific method to teach new vocabulary	2.62
66	The sentences and examples use words that are known by learners	2.73
67	There is a list vocabulary items tagged at the end of the textbook	2.74

Table 11. Grammar

No.	Statement	Mean
68	The grammar examples are interesting and appropriate to the students' level	2.45
69	Grammar is introduced explicitly	2.57
70	Grammar lessons are often derived from the listening or reading passages	2.74
71	The time allotted for teaching the material is sufficient	2.36
72	Grammar structures of statements are easy to be understand	2.48
73	There is balance between form and use	2.67
74	The textbooks cover the main grammar items appropriate to students at this grade	2.45
75	The grammar points are presented with brief and easy examples and explanations	2.46

Table 12. Pronunciation

No.	Statement	Mean
76	The textbooks include adequate material for pronunciation work	2.82
77	Pronunciation is easy to be learnt	2.68

Items in Table 12 looked into the teachers' perceptions regarding the component of punctuation.

Table 12 displays that the teachers were marginally satisfied with the component of pronunciation of the textbooks either. They believed not only pronunciation was not easy to be learnt by the students but also the books had not enough exercises for practising punctuation in the lessons of the books.

4.2. Qualitative findings

As discussed earlier, the purpose of the qualitative part was to not only complement the quantitative results but also to explore them further. The analysis of semi-structured interview transcripts revealed more in-depth analysis of the teachers' evaluative perspectives regarding the textbooks. The thematic analysis found two broad themes with regard to the teachers' perspectives: direct and indirect problems that the teachers believed impacted the effectiveness of the English textbooks.

4.2.1. Direct issues effecting the application of the textbooks

As discussed above, the quantitative results did not find the teachers' positive attitudes regarding the textbooks of Grades 1–5 as a whole to a large extent. The qualitative analysis confirmed that the teachers were not fully satisfied with the books. The qualitative analysis found the issues and limitations that the teachers expressed about the textbooks. For instance, the analysis showed that the teachers believed the outer appearance of the textbooks failed to attract students' attention towards learning process. One of the participants—participant 3—was of the opinion that “Young learners of primary level are more fascinated towards colorful things. The outer cover should be designed in such a way that it should increase students' interest toward that book.” Furthermore, the participant 5 stated, “Binding of textbooks is not strong and durable. At primary level, children are often careless regarding the usage of the textbooks.” The qualitative finding about the binding correlates with the quantitative results. The qualitative analysis revealed that the teachers' perceptions about the physical or outer appearance were not positive.

With regard to the language functions of the books, teachers were of the opinion that the primary function of language teaching was to develop the language related skills. They stated that although these textbooks included short passages that helped students develop their reading and understanding skills, the books did not solely focus on reading. For instance, one of the participants—participant 4—viewed that “Reading material is good. But in these books, they don't focus on reading.

One short reading passage has 7–8 pages exercises. In the end, students are left behind in reading.” Other participants too agreed with the above statement that due to the large number of exercises, students were often left behind in building reading and understanding skills.

The teachers were not satisfied with the writing activities of English textbooks too. According to the teachers’ perspectives, these textbooks failed to develop students’ creative writing skills. For instance, a participant—participant 1—observed, “Textbooks fail to provoke students’ creative writing competencies. Due to the writing activities that are solely based upon cramming—short questions and their answer, students fail to develop writing skills.”

The teachers were of the opinion that textbooks also could not help develop the confidence entwined with oral communication skills of the students. They believed that the books didn’t include the activities that could make students confident English speakers. The participant 3, for example, stated, “Textbooks didn’t include such activities which could encourage student-student and students-teachers oral communication. The activities are confined to teachers’ questions and students’ answers.” They further stated that the textbooks were more teacher-centered and failed to provoke students to become independent learners. The qualitative finding about the language functions relates with the quantitative results. The qualitative analysis revealed that the teachers’ perspectives about the language functions were not positive.

The teachers were not satisfied with the lexical and grammatical aspects of the books too. The finding echoed with what have been found in quantitative analysis on the grammar component of the textbooks. The teachers complained that grammatical exercises of textbooks were beyond the comprehension level of the primary school students. They further reported that these textbooks did not teach the usage of vocabulary and grammar in real contexts. Due to these issues, the teachers believed the students failed to learn the correct usage of lexical and grammatical aspects of the English language. The participant 3, for instance, reported that

No, the textbooks are not organized logically and effectively according to the level of the students as far as teaching grammar and vocabulary are concerned. For example, the first unit of the English textbook of Grade 4 is on “Holy Prophet”. The unit demands the students that they must be able to understand the difficult words; they must be able to construct correct sentences; they must know the correct usage of articles; they must know prepositions, and, they must know the concept of syllable and the three types of syllables such as monosyllabic, disyllabic, and polysyllabic words. Students are confused because of such exercises.

Another participant added that,

Grammar is directly introduced through exercises. The exercises include 6–7 grammar aspects in a single unit of textbooks. The grammar exercises given in a textbook of one grade should logically be linked with the exercises given in the textbooks of later grades. It has not been done in the textbooks.

The qualitative examination found that the teachers were the least satisfied with the grammar component of the textbooks. The analysis correlated with the quantitative findings about grammar. They wanted that the grammar component of the textbooks be revised.

Finally, the thematic analysis found that the teachers believed the authors and writers of the English textbooks have not understood the learning contexts and demands of learners—the ones who study in the government primary schools of Balochistan. According to the teachers, the authors and writers have designed the textbooks from their level of understanding. One of the participants—participant 3 viewed that, “They—textbook authors—have mentioned the objectives but they are according to the writers’ points of views. The writers should also try to know the students’ caliber and comprehension level.” Other participants too supported this perception that the textbook authors

have completely ignored the context and understanding level of the Balochistan students. As a result, the books appeared difficult to the students and the students are unable to learn English through them.

4.2.2. *Indirect issues effecting the application of the textbooks*

The thematic analysis of the semi-structured interviews also found some indirect problems that the teachers expressed in their evaluative perspectives about the textbooks. For instance, due to the lack of proper teacher training, the teachers themselves failed to comprehend the meaning of the content of the books. They analysis found that the primary teachers were not qualified to fully understand the textbooks. For instance, the participant 11 was of the opinion that,

Teachers are not able to teach the English textbooks in a good way. Most of the primary teachers have education only up to Grade 10 level. In addition, they come from Urdu medium schools. After Grade 10, they didn't study any English book. They did not study English in their Grades 1–5 too because English was not taught in the grades at that time. As a consequence, the teachers do not understand the content of the English books very well. How can they teach the books to their students?!

The analysis found that the teachers suggested the Education Department of their province to initiate in-service training programs for them. For example the participant 12 recommended that,

The government of Balochistan must initiate workshops or trainings in-order to enhance our English teaching skills. The concerned authorities should develop such a supporting environment that the teachers could profit from and take interest in teaching English through the books. If things are clear to them, they will go to their class with great interest. The authorities once initiated workshops and trainings for the teaching of the Urdu language and the results have been positive. The authorities observed the change among teachers who attended Urdu workshops and trainings. The teachers gave brilliant results. The same must now be done for the English subject.

The teachers believed workshops and trainings would enable them to understand the difficult aspects of the textbooks. Moreover, these programs would make them familiar with new and advanced methods of teaching and learning English.

The other indirect problem that the analysis found was the dearth of time that the teachers faced. English class was assigned only 30 min during the whole school day. Due to the limited time allotted to English at the primary schools, the teachers were not able to practice each and every activity as suggested in the books. One of the participants—participant 8, stated that,

Due to shortage of time we are not able to achieve the main or core purpose of the course. The course is designed in such a way that it does not provoke the spirit of independent learning. Students totally rely upon teachers for their learning. It is a difficult task for teachers to practice each and every activity in the class in a day.

Due to the minimum exposure of the target language, students are often left behind in learning English. They teachers complained that they were also forced by their heads and officers to complete the course by the end of every academic year. As a result, the teachers often ignored the language-learning demands of the students.

The thematic analysis found that all the teachers protested about the over-crowded classes that they faced in their schools. They believed the large classes restrained the successful teaching of the textbooks. Teachers reported that they had 85–95 students in one class that created problems not only in teaching effectively the English textbooks, but also managing the class discipline. They stated that they failed to concentrate on each and every student in the classes. The participant 7, for example, said that,

The ideal class comprises of 30–35 students. But, in our schools we have 105–110 students in a single class. The schools have small classrooms where such a large number of students sit together. The teachers are hardly able to focus properly on 10–15 students. The rest of the class either plays or makes noise. The young students demand concentration of their teacher. But, in such large classes it is a challenging task for a teacher to maintain discipline. Unfortunately, in such large classes students are not provided with an atmosphere where they enjoy their learning.

The thematic analysis showed that the teachers were of the opinion that family atmosphere and support too played an important role in the mental and academic development of children's learning processes. Since, majority of the students enrolled in the government schools had illiterate parents, the students suffered in their studies due to the lack of familial support. For example, the participant 4 was of the opinion that,

It depends upon the background of students. Here majority are those students whose parents are illiterate. So, for these students learning English is confined to only 30 min period of the English subject. At home they don't have any facilitators to explain things to them. For that reason these students fail to understand and learn English.

Secondly, the analysis showed that these families were not financially stable too to arrange after-school tuition for their children. Resultantly, these students' learning process slowed down and they lagged behind as compared to those students who had financial and study support at their homes.

Finally, the thematic analysis found that the teachers expressed their concerns about the lack of available resources such as audio-visual aids and teachers' guide that could help them teach the books very well. The teacher believed the dearth of the resources demotivated students and teachers alike in learning and teaching English through the English textbooks. The participant 11, for instance, stated that, "The books sometimes fail to arouse students' attention. We need to teach them through audio-visual aids that can channel students' attention towards learning. But, we are not provided with the aids." The teacher believed teaching English through the books could have been fun had the schools been provided with various audio-visual aids and charts. The teachers believed the provision of such stuff must be ensured as both students and teachers could profit from them.

5. Discussion

The main objective of the study was to conduct a teachers-led evaluation of the English textbooks of Grades 1–5 that are used for teaching English in the government primary schools of the province of Balochistan, Pakistan. In order to achieve the objective of the study, a questionnaire was administered among 188 female and 99 male—teachers. Besides, semi-structured interviews were also conducted to further explore the effectiveness of the English textbooks. Overall, from quantitative and qualitative data, one could interpret that the teachers did not have affirmative attitudes regarding the majority of the aspects of the textbooks. The qualitative analysis not only confirmed what was found in the quantitative analysis but also explored the teachers' challenges that the teachers encountered while teaching the textbooks in their schools. We believe the mixed methods served the purposes of not only triangulating the data but also digging deeper the phenomenon of the teachers' evaluative perspectives.

For instance, one of the direct problems was the cover and binding of the English textbooks. The study found that the English textbooks were not strong and durable in their cover and binding. These results concur with what Iqbal (2013) has found in his study that assessed the English textbooks of Grades 6–8 in the Khyber Pakhtunkhwa (KPK) province of Pakistan. The other direct problem found and that impacted the effectiveness of the books was that the provincial education department did not follow the guidelines that have been provided in the National Curriculum for English Language Grades 1–12 (Ministry of Education, Government of Pakistan, Islamabad, 2006). For instance, the teachers complained that they were not provided with the teachers' guidebook. It is evidently instructed in the National Curriculum for English-Language Grades 1–12 that "... the textbooks should

be accompanied by the teachers' guide aimed at informing teachers as to best use it to facilitate students learning" (Ministry of Education, Government of Pakistan, Islamabad, 2006, p. 162). The finding contradicted with what has been decided in the curriculum. Another direct problem that the study found was that the teachers believed the activities of the English textbooks did not help learners to become confident English speakers. This finding appears to fail the rationale of initiating English as a subject policy in Grade 1 and onward as discussed in the National Curriculum for English Language Grades 1–12 (Ministry of Education, Government of Pakistan, Islamabad, 2006).

Finally, regarding the grammar activities of the textbooks, the study revealed that the teachers believed the grammar tasks were not appropriate and according to their students' grade level. In addition, they thought that the textbooks failed to teach the practical usage of grammar. This finding of the study again cracks the curriculum of the textbooks that reads that, "All students will understand grammar functions and use the principles of grammar, punctuation, and syntax for developing accuracy in their spoken and written" (Ministry of Education, Government of Pakistan, Islamabad, 2006, p. 10). The finding suggested that the grammar module of the textbooks needed a revision in order to create the related activities easy, relevant, and practical.

This study also found some indirect problems that hindered the effective application of the English textbook in classroom circumstances. For instance, the teachers noted that due to the lack of proper training they were not qualified to understand the content of textbooks very well. This finding too negates with the National Curriculum for English of Grades 1–12, 2006 that has mentioned that, "For the present curriculum to be implemented successfully, it is important that both pre-service and in-service teacher training programs, should aim at familiarizing the teachers with the new curriculum, and training them for its implementation at classroom level in varied teaching and learning contexts" (Ministry of Education, Government of Pakistan, Islamabad, 2006, p. 165). Since majority of the teachers have not studied English and they did not encounter English textbooks in their Grades 1–5, they desperately need immediate in-service trainings to understand and teach the books very well. The dearth of trainings and the non-availability of the teachers' guidebook impact the effectiveness of the textbooks.

Furthermore, the other indirect problem this study found was that the weak academic background of the students also obstructed the efficient application of the textbooks inside classrooms. Unschooling and financially unstable parents could not help their children in their studies. The content of the textbooks was beyond the understanding level the students' parents. Thus, the parents could not help their children. As a consequence, the students were left behind in learning English. These findings correspond with Glewwe, Kremer, and Moulin (2009) who have suggested that students need to be provided with relevant support in their early stages of schooling as they could grow their academic skills in a sound fashion. The schools could offer free after-school classes for the poor students to cope with the demands of the English subject.

In fact, there were two interconnected purposes for discovering the possible challenges that government primary school teachers encountered while implementing English textbooks of Grades 1–5. One motive was that the teachers could better evaluate the textbooks in light of the learning needs and demands of their students. They would not only explain the strengths and weaknesses of the textbooks but they would also shape their pedagogical directions. The other motive was that this study would introduce a way for the evaluation of instructional material. We believe the study has achieved both the motives. In future, the textbook writers can get such textbooks evaluated by the teachers. The teachers' evaluative perspectives and recommendations can help the textbook boards to revise the books accordingly.

6. Conclusion

This mixed methods study has the following implications. Firstly, teacher-led evaluation highlights the teachers' perspectives about the English textbooks and the problems that the teachers encounter while teaching English through the English textbooks in the government primary schools of

Balochistan, Pakistan. The problems need to be addressed in the teacher education courses, workshops, and trainings provided in the teacher education programs of Pakistan. In addition, the study suggests that in-service short courses, workshops, and/or trainings must be arranged regularly and continuously as the teachers could be updated about how these English books could better be taught in their local contexts. Secondly, the Education Department of the Government of Balochistan, Pakistan can use the findings of the study as a reference for modifying and/or improving the English language textbooks. English is the most important subject in Pakistan (Channa, 2014, 2015; Mahboob, 2002). The department can take measures to ensure that the subject is taught very well through the books. Thirdly, teacher-led evaluation can transform the role of teachers as practical evaluators because the teachers know better their teaching and learning settings. Such evaluations by knowing the teachers' perceptions could be conducted largely at the province level. The explorations can assist all the stakeholders associated with the cause of education. Finally, the textbook authors and writers should acknowledge and understand the needs of the Balochistan students. In addition, those authors must be assigned the task of writing the textbooks that have properly been trained and qualified. The trained and qualified authors would develop the syllabus that could be congruent with local situations and needs.

It must be mentioned that this study has been conducted in only one district of the province of Balochistan. The study may not be generalized and interpreted that all the Balochistan government primary school teachers hold the same perspectives about the English textbooks as this study has shown. Multiple perspectives may be found. Therefore, more studies are required to clearly understand the provincial picture. In addition, studies are also needed to assess the effectiveness of the textbooks from other theoretical frameworks than exploring the utility of the books through teachers' perspectives. For instance, longitudinal ethnographic- or classroom-based research could be undertaken to examine critically all that unfolds in the classrooms of the Balochistan province while teaching English through the textbooks. Moreover, studies focusing on discourse analysis and conversation analysis of the English classes could also reveal interesting results. Above all, this study has attempted to understand the effectiveness of the English textbooks of Grades 1–5 through the teachers' lenses who practically use them for teaching English in their contexts. We believe since teachers are the practical implementers of the textbooks, their perceptions, perspectives, and voices may contribute in the current debate regarding how quality education could be provided in the province of Balochistan, Pakistan.

Funding

The authors received no direct funding for this research.

Author details

Sania Gul Panezai¹

E-mail: saniapanezai@gmail.com

ORCID ID: <http://orcid.org/0000-0003-4175-6990>

Liaquat Ali Channa²

E-mail: channaliaquat@yahoo.com

¹ Department of English, Sardar Bahadur Khan Women's University (SBKWU), Quetta, Pakistan.

² Department of English, Balochistan University of Information Technology, Engineering & Management Sciences (BUIITEMS), Quetta, Pakistan.

Citation information

Cite this article as: Pakistani government primary school teachers and the English textbooks of Grades 1–5: A mixed methods teachers'-led evaluation, Sania Gul Panezai & Liaquat Ali Channa, *Cogent Education* (2017), 4: 1269712.

References

Aftab, A. (2011). *English language textbooks evaluation in Pakistan* (Doctoral thesis). University of Birmingham. Retrieved June 20, 2015, from <http://etheses.bham.ac.uk/3454/1/Aftab12PhD.pdf>

Ahour, T., Towhidiyan, B., & Saeidi, M. (2014). The evaluation of "English textbook 2" taught in Iranian high schools from teachers' perspectives. *English Language Teaching*, 7, 150–159.

Alharbi, A. (2015). A descriptive-evaluative study of a Saudi EFL textbook series. *Cogent Education*, 2, 1079946. doi:10.1080/2331186X.2015.1079946

Allwright, R. (1982). What do we want teaching materials for? *ELT Journal*, 36, 5–18.

Alptekin, C. (1993). Target-language culture in EFL materials. *ELT Journal*, 47, 136–143. doi:10.1093/elt/47.2.136

Annual Status of Education Report (ASER) Pakistan. (2015). Lahore: South Asian Forum for Education Development (SAFED).

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77–101. <http://dx.doi.org/10.1191/1478088706qp0630a>

Brown, J. (1995). *The elements of language curriculum*. Boston, MA: Heinle and Heinle.

Channa, L. A. (2014). *English medium for the government primary school teachers of Sindh, Pakistan: An exploration of government primary school teachers' attitudes* (Unpublished PhD Dissertation). University of Georgia, Georgia.

Channa, L. A. (2015). English in the language policy and planning of Pakistan. *Kashmir Journal of Language Research*, 18, 65–77.

- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Boston, MA: Pearson Education.
- Cunningworth, A. (1995). *Choosing your coursebook*. Oxford: The Bath Press.
- Dornyei, Z. (2007). *Research method in applied linguistics*. New York, NY: Oxford University Press.
- Education. (2016, June 25). In *Merriam Webster Dictionary*. Retrieved June 25, 2016, from <http://www.merriam-webster.com/dictionary/education>
- Fink, A. (2006). *How to conduct surveys: A step-by-step guide*. Thousand Oaks, CA: Sage.
- Glewwe, P., Kremer, M., & Moulin, S. (2009). Many children left behind? Textbooks and test scores in Kenya. *American Economic Journal: Applied Economics*, 1, 112–135. <http://dx.doi.org/10.1257/app.1.1.112>
- Graves, K. (2001). *Teachers as course developers*. Cambridge: Cambridge University Press.
- Greene, J. C. (2007). *Mixed methods in social inquiry*. San Francisco, CA: Wiley.
- Hutchinson, T., & Torres, E. (1994). The textbook as agent of change. *ELT Journal*, 48, 315–328. doi:10.1093/elt/48.4.315
- Iqbal, J. (2013). A review of english textbook at secondary level in the province of Khyber Paktunkhwa. *Pakistan. Research Journal of Education Science*, 1(3), 1–5.
- John, S., Aziz, S. A., Ahmed, A., Sharf, N., & Ishaque, M. S. (2014). Evaluation of English language textbooks prescribed by Sindh textbook board for intermediate level: Issue of conformity to the national English curriculum objectives. *Quest Journals*, 2, 33–45.
- Kiely, R., & Rea-Dickins, P. (2005). *Program evaluation in language education*. New York, NY: Palgrave Macmillan. <http://dx.doi.org/10.1057/9780230511224>
- Mahboob, A. (2002). No English, no future: Language policy in Pakistan. In S. Obeng & B. Hartford (Eds.), *Political independence with linguistic servitude: The politics about languages in the developing world* (pp. 15–40). New York, NY: NOVA Science.
- Mahmood, K. (2006). The process of textbook approval: A critical analysis. *Bulletin of Education & Research*, 28(1), 1–22.
- Mahmood, K. (2011). Conformity to quality characteristics of textbooks: The illusion of textbook evaluation in Pakistan. *Journal of Research and Reflections in Education*, 5, 170–190.
- Manan, S. A., David, M. K., & Dumanig, F. P. (2016). English language teaching in Pakistan: Language policies, delusions and solutions. In R. Kirkpatrick (Ed.), *English language education policy in Asia* (Vol. 11, pp. 219–244): New York, NY: Springer International.
- Manan, S. A., Dumanig, F. P., & David, M. K. (2015). The English-medium fever in Pakistan: Analyzing policy, perceptions and practices through additive bi/multilingual education lens. *International Journal of Bilingual Education and Bilingualism*, 1–17. doi:10.1080/13670050.2015.1080659
- Ministry of Education, Government of Pakistan, Islamabad. (2006). *National Curriculum for English Language Grades I–XII 2006*. Retrieved June 3, 2016, from http://www.itacec.org/document/nep09/Textbook_and_Learning_Materials_Policy_and_Plan_of_Action280607.pdf
- Ministry of Education, Government of Pakistan, Islamabad. (2009, November). *National Education Policy*. Retrieved June 3, 2016, from <http://unesco.org.pk/education/teachereducation/files/National%20Education%20Policy.pdf>
- Mukundan, J., & Kalajahi, S. R. (2013). Evaluation of Malaysian English language teaching textbooks. *International Journal of Education and Literacy Studies*, 1, 38–46. <http://dx.doi.org/10.7575/iaic>
- Mukundan, J., & Ahour, T. (2010). A review of textbook evaluation checklists across four decades (1970–2008). In B. Tomlinson & H. Masuhara (Eds.), *Research for materials development in language learning: Evidence for best practice* (pp. 336–352). London: Continuum.
- Nunan, D. (2003). The impact of English as a global language on educational policies and practices in the Asian Pacific region. *TESOL Quarterly*, 37, 589–613. <http://dx.doi.org/10.2307/3588214>
- Rahman, T. (1996). *Language and politics in Pakistan*. Karachi: Oxford University Press.
- Rahman, T. (2004). *Denizens of Alien Worlds: A study of education, inequality and polarization in Pakistan*. Oxford: Oxford University Press.
- Seidman, I. (1998). *Interviewing as qualitative research*. New York, NY: Teachers College Press.
- Shah, S. K., Rafique, S., Shakir, A., & Zahid, S. (2014). Textbook evaluation of English for academic purposes by British Council. *Research on Humanities and Social Sciences*, 4, 104–114.
- Shamim, F. (2011). *English as language for development in Pakistan: Issue, challenges and possible solution*. British Council, United Kingdom. Retrieved July 2, 2015, from <http://www.teachingenglish.org.uk/sites/teacheng/files/Z413%20English%20Development%20Book.pdf>
- Tok, H. (2010). TEFL textbook evaluation: From teachers' perspectives. *Education Research and Review*, 5, 508–517.
- Wahab, D. M. (2013). Developing an English language textbook evaluative checklist. *IOSQ Journal of Research & Method in Education*, 1, 55–70.
- Williams, D. (1983). Developing criteria for textbook evaluation. *ELT Journal*, 37, 251–255. <http://dx.doi.org/10.1093/elt/37.3.251>
- Zeeshan, M. (2013). *Pakistani government secondary school teachers' and students' attitudes towards communicative language teaching and grammar translation in Quetta, Balochistan* (Master thesis). California State University, Los Angeles, CA. Retrieved June 20, 2015, from http://media.proquest.com/media/pq/classic/doc/3050473981/fmt/ai/rep/NPDF?_s=tStCLyUPmvh58LHSYVlScJzHec%3D



© 2017 The Author(s). This open access article is distributed under a Creative Commons Attribution (CC-BY) 4.0 license.

You are free to:

Share — copy and redistribute the material in any medium or format

Adapt — remix, transform, and build upon the material for any purpose, even commercially.

The licensor cannot revoke these freedoms as long as you follow the license terms.

Under the following terms:

Attribution — You must give appropriate credit, provide a link to the license, and indicate if changes were made.

You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.

No additional restrictions

You may not apply legal terms or technological measures that legally restrict others from doing anything the license permits.

