
**AN EVALUATION OF ELEMENTARY LEVEL ENGLISH TEXTBOOKS OF
PUNJAB GOVERNMENT SCHOOLS IN PAKISTAN**

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ABSTRACT: *This article assessed the content material of three language textbooks used in public schools at elementary level, specifically grade VI, VII and VIII. The evaluated textbooks are used in public schools of the Punjab province in all the government education sectors in Pakistan. Furthermore, a checklist is specifically designed and applied on the textbooks. The core concern of the evaluation checklist is to analyze the overall impression of textbooks and content analysis along with the activities and organization of contents, topics and course work. The results lead to the conclusion, with the quality features and drawbacks which are considered to be the part of course books. It evolves the objectives, content material and process with approach. Results provide proper recommendation for the revised and alternative adoptable additional material.*

KEYWORDS: Textbooks Evaluation, Checklist, Content Analysis, Public Schools

INTRODUCTION

What comes under the textbook evaluation? Textbook assessment comprises “every attempt to measure the value of materials” (Tomlinson, 1998, p.3). An explicit segregation is made between *analyses* and *evaluation*. These two processes, though logically related, are completely variant in their nature. “Evaluation is in its simplest form analysis seeks to discover what is there (Littlejohn 1998). Textbooks are “the most obvious and common form of material support for language instruction” (Brown, 2001, p.136). The textbooks and learning material is defined here by McGrath as “what teachers teach and what and to some extent how learners learn” (McGrath, 2002, p.12). The question of whether to use textbooks and their roles in English language programs have long been debated among the experts in the field as are the views and parameters laid down by Ur (1996) who developed proper logic for language classrooms, textbooks utility and told what are the benefits which we can associate with the books and what can be the liabilities which play a role of resisting factor for knowledge and learning.

However, despite the “development of new technologies” the demand for the use of textbooks continues to grow (Grainger, 2002, p.1). Irrespective of the way evaluation is denied or carried out, the use of explicit criteria on which the judgments of an evaluation are based is necessary as it distinguishes evaluation from simply giving an opinion. Three basic methods

of textbook evaluation are distinct in the literature: the ‘impressionistic method’, the ‘check list method’, and the ‘in-depth method’. Compared to the other alternatives, ‘impressionistic evaluation’ that involves dipping into a book, and ‘in depth evaluation’ based on close analysis of features or sections, the ‘check list method’ has at least four advantages: it is ‘systematic’ which ensures that all important elements are considered; it is ‘cost effective’ that permits recording a great deal of information in a relatively short space of time; the information is recorded in a convenient format’ which allows for easy comparison between competing sets of material; and it is ‘explicit’ which provides the distinct categories that are well understood by those involved in the evaluation and can offer a common framework for those who make decisions (McGrath, 2002).

According to brown textbooks are “the most obvious and common form of material support for language instruction” (Brown, 2001, p.136). The syllabi used for language teaching which has concrete form are the documented course work. David (1983) posits that language teacher should make their own checklists for evaluation as the matter of contextualization is the core issue for the authentication for evaluation and coursework. Considering it the plausible process for evaluation the adopted checklists are used to analyze the textbooks.

Significance of the Study

The process of textbook evaluation and curriculum evaluation is under the consideration in Pakistan, it is not yet fully developed area. It is the focus of interest these days and comprises the emerging needs of educational field. (Mahmood, 2010, p.10). This process is very systematic and care taking as it is very important area which has practical significance. The major focus of this study is to evaluate the English language textbooks of elementary level to analyze the value of textbooks either they are fulfilling the said needs in field or not. To which level these textbooks and associated activities are satisfying the pre decided objectives by fostering different language skills in the learners. The approach used in the textbooks is appropriate for the theoretical background or not. It has practical significance in the whole educational department, as it would be helpful at the time of revising these textbooks.

Research Questions

This study tries to seek the answer of the following supposed questions:

1. What is the used format and content of English language textbooks used in public elementary schools in Pakistan?
2. Do these textbooks promote cognitive development and extended thinking through variant strategies and learning style?
3. Is there proper co-relation between the objectives of the textbooks and the devised textbooks?
4. Are these books fostering all the skills of English language and strategies used are language based?
5. Are these textbooks backed by proper language learning theory?
6. Is culture properly represented through the contents?

BACKGROUND OF THE STUDY

Urdu is the National and symbolic unifying language in Pakistan, it is the mother tongue of only 7.75% of Pakistanis, but it is mostly used by urban people. The other indigenous mother tongues of the people in Pakistan are Punjabi (44.15%), Pashto (15.42%), Sindhi (14.1%), Siraiki (10.53%), Balochi (3.57%) and ‘other languages’ (4.66%) and apart from that there

are almost 57 languages spoken in Pakistan (Rahman, 2009). The placement of English in Pakistan is as official language. To get this status in Pakistan certain back-grounding is backing this status of English.

English in Subcontinent

With the dominance of the British in the sub-continent, English took over the languages of education like Arabic, Persian and Sanskrit. The need for English increased in 1854 when eligibility to government service was limited to those who had English education (Mansoor, 1993). At the current time, English is enjoying the status of the official language of Pakistan and it is used in almost all domains related to the government, bureaucracy, military, judiciary, commerce, media, education and research (Rahman, 2005). It means English got water in Pakistan, and had become the need of time, so this need of the time led the policy maker to focus in education from schools to universities.

English in the Educational Context of Pakistan

Pakistani students start learning English as a compulsory subject from grade one (Rehman, 2003). Formal education has different levels in Pakistan: classes 1 to 5 is the primary level; 6 to 8, elementary; 9 to 10, secondary; and 11 to 12, higher secondary education. The Pakistani education system is categorized with reference to the medium of instruction which propounds with socio-economic classes. These systems include government schools, private schools, and religious schools. English is the medium of instruction in private schools, for instance, *elite* schools. Urdu is the most commonly used medium of instruction in public schools, mostly for non-science subjects, and the Islamic seminaries named *madrasas* (Rahman, 2009).

The proposed structure of the government school system is totally based on a formalized bureaucratic style. The federal Ministry of Education has the authority to form educational plans and policies to be exercised in the provinces and districts by the respective provincial and local district governments (Rizvi, 2008). Four autonomous provinces: Punjab, Sindh, Khyber Pakhtunkhwa, and Balochistan. Education in Pakistan is essentially a provincial affair. To ensure national solidarity and singularity certain areas are under the Federal Government. These responsibilities include arranging functions with regard to curriculum, syllabus, planning, policy and educational standards.

National Bureau of Curriculum and Textbooks (NBCT), commonly known as the 'Curriculum Wing (CW)', is appointed to inspect curriculum and textbook development and approval processes, and to maintain curriculum standards from the primary to the higher secondary levels. As a result, four Provincial Textbook Boards (PTTB) and curriculum centers, one in each province, are established to ensure provincial collaboration. These PTTBs are responsible for preparing, publishing, stocking, distributing and marketing school textbooks (UNESCO, 1998).

Both the PTTBs and the private publishers have to follow the guidelines given in the National Curriculum, but they have their own procedure for textbook development. They develop textbooks and present these books to CW for the review and approval. The CW constitutes a National Curriculum Review Committee (NCRC) for this purpose. A new NCRC is constituted whenever a textbook or a series of textbooks are introduced (Mahmood, 2006).

Role of the Textbook

Opinion about the use of textbook in language class varies. The modern teaching approaches like communicative language teaching (CLT) and task based language teaching (English speaking countries) have reduced the role of course books for language teaching in these countries. On the other hand language course books or textbooks still play a significant role and function as part of the curriculum in non-English speaking countries (Holliday, 1994).

Leaving all the issues, textbooks are still an important source for the teaching of English as a foreign language in different parts of the world. They determine the objective of the language program, kind of the syllabus used, skills to be focused on, and the language teaching methodology used in the class. They serve as the mediating object between the teacher and the learner.

Textbooks to be used provide a structure to the course and also bring uniformity and standardization in the instruction so that the learners studying in different institutions working under the same education system may receive similar content and be tested the same way. Well-prepared textbooks are also very helpful to the teachers. They save teachers from the burden of material designing and enable them to devote their time to teaching. They also train and assist teachers in determining their language teaching methodology and offer guidance and orientation not only to the fresh inexperienced teachers but also to the experienced ones (Huntchinson & Torres, 1994).

METHOD

Qualitative method is adopted for the study. After the application of checklist data is analyzed qualitatively. This qualitative approach is used to get the insights of the phenomenon, the measures taken to interpret the data. Qualitative approach enables the researchers to explain the analyzed things with flexibility and interpretability in a tangible way.

Data Collection Instruments

Taking the checklist apt for evaluation, the researchers have devised checklist which is being adopted after the study of standard checklists formed by Penny Ur (1996); David William (1983); Allwright (1981); Cunningsworth (1984); O' Neill (1982); and Madsen (1978). Researchers used checklist as instrument for the evaluation of textbooks.

DATA ANALYSIS AND DISCUSSION

Applied checklist is developed by the researchers after consulting the standard checklists of English language textbook evaluation. This checklist is divided into three sections a, b, & c; the section (a) comprises theoretical side of textbooks; section (b) comprises the overall appearance of the textbooks while section (c) comprises the learning teaching contents of the textbooks. By the application of checklist data is analyzed qualitatively. One by one items of evaluation are laid down and discussed after the application on the textbooks grade by grade.

a. Theoretical level

1. *Objectives are explicitly laid out in the textbook.*

Grade VI: Overall objectives are laid in the curriculum but the immediate objectives are laid down in the start of each chapter of the textbook explicitly, which is a concrete source for the teacher and students as well. All the next steps are goal oriented and determined from the part of teacher and from the part of learners (PTB-VI p. 1, 13, 24, 37, 48, 63, 75, 85, 92, 105, 115, 126, and 136).

Grade VII: Overall the objectives are given in introduction of the textbook and detailed objectives are laid down in the opening of every chapter, these SLOs are chapter based. Before the study of chapter teacher and learners can direct their learning according the objectives (PTB-VII p. 1, 15, 28, 40, 53, 66, 80, 98, 113, 126, 39, 150, and 163).

Grade VIII: In this textbook, neither objectives are given in introduction nor they are documented in the opening of any chapter of the textbook. The other two grade textbooks are the revised editions by Punjab Textbook Board while textbook for eighth grade is not revised. It is the old fashioned, and simply content followed by the exercises is the major part of the book, and rest of the part is left on the part of the teacher. Coursework is teacher dependent not autonomous.

2. Approach is socially acceptable to the target community.

Grade VI: The textbook integrates the various aspects of English language by following the guideline given in the curriculum document. The activities included in textbook allow the students to work individually, in pairs, in small groups, and in the whole class discussion using a variety of learning style and strategies. The given activities encourage all students to accept other peoples' ideas to share knowledge and opinions and gain confidence in expressing themselves. Language learning regarding linguistic approach is validated as, communicative approach of language learning. There are activities for the communication between the pairs in target language.

Grade VII: The textbook integrates various aspects of English language by following the guideline given in the curriculum. The activities included in textbook allow the students to work individually, in pairs, in small groups, and in the whole class discussion using a variety of learning style and strategies. The given activities encourage all students to accept other peoples' ideas to share knowledge and opinions and gain confidence in expressing themselves. To meet the selected approach there are activities regarding pre-reading, while reading and after reading the actual contents.

Grade VIII: In this grade, the approach of textbook teaching is regarded as lecture method. Teacher is authority in the learning process. The contents are not self-explanatory which can help the both sides: teachers and the learners. Approach is based on the old ways of teaching. Socially, it has lost the coins as the social setup is changing day by day according to the needs of the learners and the requirements of the practical field for specific learning.

3. Approach used in book is theoretically backed by language learning theories.

In *Grade VI and Grade VII*, the adopted approach is theoretically backed by language learning theory, which is partly linked with communicative language learning and partly with integrationist theory of language learning. The activities are given in the textbooks which are encouraging the communicative approach. Examples can be found in *English Textbook for*

Grade VI (PTB-VI p. 36, 37, 47, 46, 88 so on and so forth). Similarly, *English Textbook for Grade VII* (PTB-VII p. 10, 22, 29, 38, 42, 43, 44, 61, 73, 83, 101 so on and so forth). Communication is focused in the teaching and learning activities.

However, in *Grade VIII* approach is not linguistically justified because the content and comprehension of the content is given while language skills are not fully focused in the textbook. Learning the information of content is not the learning of the four skills of language. There no proper activity is added to the content which can support any theoretical learning. It goes to traditional GTM based content.

4. *Culture of target community is represented by the contents of the book.*

Grade VI, VII and VIII: As the culture of target community is Pakistani culture, it is properly reflected in the textbooks. Culture plays major part in learning; contextualized learning has better results rather non contextualized learning. The cover page of the textbook is demonstrating the target culture three female students with their cultural dress are reading books. In the first lesson, religion of the target community is reflected. It is Islam, and unit is based on the founder of Islam. All graphics are cultural reflection with the target cultural dress and cultural actions like the topic *Zoo Hospital*, the given picture is of Lahore Zoo (PTB-VI, p. 115). Names used in the textbook are all the cultural names, like *Bushra, Faiza, Ali* etc. (PTB-VI, p. 44).

The first unit is related to an Islamic topic because the target community is Muslim (PTB-VII, p. 1). Graphics are all cultural reflection throughout the textbook (PTB-VII, p. 17, 24, 26, 28, 38, 40, 46, 53, 67, 68, 69, 115, 137, 151, and 164).

All the given names are also the reflection of culture of the target community (PTB-VII, p. 137, 96, 80). Games and sports are all reflecting the target culture (PTB-VI, p. 74) which is related to the sports exercised in the target community. The problems of the target community are focused in the textbooks (PTB-VI, p. 126). It means the cultural teaching is also part of the course book. Textbook is the proper reflection of the target culture; through its topics, contents, graphics, names and thought behind the contents. Also the selection of the topics (in unit-7 and unit-17) is related to Islam. (PTB-VIII, p. 16, and 43).

So far as the *Grade VIII* is concerned there are no such graphics in the textbook except a few. However, language has cultural reflection e.g. culture specific names like a dialogue between *Qasim* and *Uncle*. The thought and names are cultural tokens, as dialogue starts from *Assalam o Alikum* which also show the Islamic face of Pakistani culture. Moreover, names like *Miss Nazia* and *Komal, Ayshia* and *Mr. Anwer* all are Pakistani culture reflections (PTB-VIII, p. 9, 47, and 33).

Islamic realization, Pakistani dress pattern, Pakistani names, Pakistani graphics, and background thought are reflecting the culture of the target community.

b. Appearance of the Textbook

5. *Lay out is attractive & clear.*

Grade VI, VII, and VIII: The layout of *Grade VI* and *VII* is very attractive, the text is colorfully depicted and segregated from each other, and graphics are incorporated as supportive for the expression of thoughts pertinent to the content. Texts are clear and proper spaces and paragraphs are dividing them in ideas. Mixing of colorful pages and colorful texts has psychological effect on the minds of children to make the textbooks attractive for them. Whereas, in *Grade VIII*, the lay out is good but the element of attraction is not there. There is no as such incorporation of graphics, mind maps, colorful, texts, and colorful pages, so it is less attractive at the level of appearance. Headings and subheadings are properly incorporated in the text to ensure the understanding of the thoughts logically.

6. *Visual material is properly incorporated in the texts.*

Grade VI, VII, and VIII: In *Grade VI* and *VII* visual material is systematically incorporated in the textbooks, which are supporting the learning contents of the topics. Visuals used in textbooks are relevant to the topics (PTB-VI, p. 1, 11, 13, 22, 24, 33, 44, and 113). Same topics are supported by visuals in *Grade VII* (e.g. PTB-VII, p. 1, 3, 15, 17, 30, 36, 53, 55, 67, 69, 86, 100, 106, 113, 115, 127, and 137) so on and so forth.

While, in *Grade VIII*, there are few visuals which are in black and white color. They are not fully supported by visuals in the textbook (e.g. PTB-VIII, p. 66, 45, 39, 36, 33, 28, 25, and 18).

Visuals used are mostly the related picture for real visualization of the topics, and visuals are for mind mapping of different related ideas. As compare to *Grade VI* and *VII* the textbook of *Grade VIII* is less visual using.

7. *Print of the book is easy to read for learners.*

Grade VI, VII, and VIII: The page used for textbooks is of good quality, and print of the textbooks is clear and easy to read for the learners. It is properly arranged and delineated which ensure the readability and quality of attraction in the learners. Textbooks of *Grade VI* and *Grade VII* are of best quality as compare to textbook of *Grade VIII*.

8. *Front page of book is attractive and representative.*

Grade VI, VII and VIII: there are three female students reading a book, in their Pakistani cultural dresses on the front page of the textbook of *Grade VI*. This image is reflecting the cultural and education tokens of target community. The front page is representative for the rest of the book. Bold capital ENGLISH shows that content is pertinent to English.

In *Grade VII*, the front page of the textbook is caped with an image of heavy book, lying on the grass. It shows that the content is packed with knowledge and greenery shows the fruitfulness of knowledge packed in the content of the textbook. Front page image is reflective and representative of the material in the textbook. Colorful cover page is ensuring the attractiveness of the textbook. In *Grade VIII*, the front page is colorful and caped with a book on the highlighter is telling the topic of one lesson from the textbook. The page is not fully representative for the whole textbook. It is only covering the one unit of the textbook. It is fostering the idea that this is an English textbook.

9. *Main headings and sub-headings are properly posited.*

In *Grade VI* and *VII* main headings and sub-headings are posited properly along with guidelines for teachers in each unit of the textbook. As for as *Grade VIII* is concerned, neither subheadings are posited nor guideline for teachers is given in any of the units of the textbook.

c. Learning-teaching contents

10. The topics are interesting and varied in the textbook.

Grade VI, VII and VIII: In all the three textbooks there is variety of topics which itself is directly ensuring the level of interest in the textbooks. There is domain which cover the circle of inclusion of topics as major topics are related to, religion, science, sports, fun, poetry, love, travel, rural and urban life, cultural festivals, legends and problems of the society. Therefore, fun and interest is also part of the textbooks. Similarly, practical activities of dialogues are included in all the three textbooks. The topics like *Clever Mirchoo* in *Grade VIII*, *I Dream a world* in *Grade VII*, *Sports and Sportsmanship* and *Travelling Antiquates* in *Grade VI* are all interesting topics for children.

11. Instructions are clearly stated in textbook.

In three grades instructions are clearly laid down before every exercise and every activity in the textbook. *Grade VI* and *VII* have more instructions because these textbooks have more activities than *Grade VIII* which has exercises mostly of comprehension and fewer instructions. The language used in instructions is simple and easy to understand for the learners.

12. Contents are clearly organized by sequence of difficulty.

In all three grades contents of the textbooks are organized in their explicit level of organization while there is no internal organization of understanding level. In these three language textbooks, the first chapter is presenting basic concepts of noun, the second about the categories of noun etc. This hierarchical sequence is not there in the organization of topics and activities of the textbooks. Similarly, in *Grade VII* first unit is about *Prophet Muhammad (SAW)* and second unit is about *Our Village*. Thus, there seems no sequence in topic organization. Moreover, in all three grades no sequence regarding difficulty is exercised.

13. The language used in textbook is authentic and is of the level of students.

The used language in the textbooks is culturally acceptable and socially authentic as it is the real depiction of the practical situation in our practical life. And characters taken in the subject matters are from the day to day life. The textbooks language is not as simple as it should be. The level of difficulty is there. Short and simple sentences which are linguistically important to teach are lacking in the textbooks. Overall language is, to some extent running the vehicle of time. The selected poems are brief, short and simple according to the understanding level of learners. As Piaget (1957) posits that at this stage of learning children are at their Extended Level of learning they are able to co relate different ideas (p. 145).

14. Pronunciation explanation and practice.

In *Grade VI* and *VII* pronunciation is properly focused and practice activities are incorporated in the textbooks. However, there is no such activity which is ensuring the pronunciation in the textbook in *Grade VIII* while pronunciation is left on behalf of the teacher. In *Grade VI* and *VII* (e.g. PTB-VII, p. 6, 12, 18, 25, 35, 91, 137) and similarly, in *Grade VI* (PTB-VI, p. 4, 11, 15, 22, 26, 34, 38, 44, 53, 61), there are three direct pronunciation activities while others are indirect like oral communication and reading activities. The proper focus on the pronunciation is not given in all three grades directly.

15. *Vocabulary explanation and practice.*

In *Grade VI* and *VII* vocabulary is fully focused while it is partly focused in *Grade VIII*. In *Grade VI* and *VII* almost all units have vocabulary learning activities. Whereas, in *Grade VIII* only three chapters have vocabulary learning activities while rest of the units have no vocabulary learning activities at all. It is learnt through the lecture or the lesson implicitly.

16. *Presentation of Grammar and practice.*

In all three grades grammar practice is given and activities related to the grammar are given at the end of each unit while in *Grade VIII* activities are given but not properly defined in the textbook.

17. *Activities of fluency practice regarding four language skills.*

In *Grade VI* and *VII* activities for four language skills are focused, except listening skills. Listening is indirectly involved as compare to speaking and reading as separate skills. However, there no skill is intentionally focused in the textbook of *Grade VIII*. There is no separate activity for any of the four skills.

18. *Contents develop the learners' thinking skills.*

The variation and selection of topic develops the thinking skills of the learners, as mentions above the inclusion circle for topics, topics are included from all fields of life. They stretch the thought to the practical life and enhance the thinking skills of the students. Reading comprehension exercises are also the part of logical thinking of the students. All three grades have comprehension in the end of each lesson.

19. *Adequate guidance for the teacher in the textbooks.*

In *Grade VI* and *VII* proper guidance for teachers is given in every unit of the textbooks which helps in teaching that specific unit. As for *Grade VIII* there is no guidance for teacher in any unit of the textbook. Teacher is left to devise his/her own strategies to move on.

20. *Tasks are individual, pair and group work based.*

In *Grade VI* and *VII* the tasks are divided to do individual work, in pair or in group. Whereas, no group work division is laid in the textbook of *Grade VIII*. It is left to the teacher or it promotes individual work. There is no pair work, group work, or class discussion which is the integral part of learning.

21. *Correlation between objectives and contents.*

In *Grade VI* and *VII* contents are related to the laid objectives of the curriculum. The laid objectives are correlated with the contents and activities given at the end of each unit of the textbooks. Like language based learning skills are focused and the socio-cultural context is represented through the contents of the textbooks. The said suppositions are related to the textbooks which are made on the bases of those suppositions. In the textbook of *Grade VIII* objectives are not seemed to be fulfilled by the given contents and coursework as everything is left on the teacher.

22. *Learning approach is activity based in textbook.*

In the textbooks of *Grade VI* and *VII* all learning is activity based, and every unit has activities at the end. Therefore, every activity has properly instructed by the textbooks. There is a roadmap for moving in these textbooks. In the textbook of *Grade VIII* no classroom activities are given.

23. *Textbooks are dependent or autonomous for learners.*

All three grades are teacher dependent. Textbooks are not self-explanatory as there is no autonomy on the behalf of students. Learners need help to study the textbooks whereas all alone a learner cannot make it helpful.

FINDINGS AND SUGGESTIONS

After the analysis of data it is observed that English textbooks of *Grade VI* and *VII* according to the checklist criteria are meeting the standard of language textbooks. The learning of language has specifications which are fulfilled in these two textbooks. So far as listening skills and pronunciation is not focused, and there is no organization in the sequence of difficulty of understanding. Similarly, contents are randomly selected and organized. There is no logical sequence regarding the difficulty level of learners. Apart from that, textbooks are meeting the criteria of checklist as culture reflection, skill fostering, level of interest, fun, correlation between objectives and contents, graphics, colorful pages, mind maps language, and appearance is feasible.

However, textbook for *Grade VIII* is not feasible according to the given criteria in the checklist. It has no objective lay out, activities, skill learning, topic sequence, pronunciation focus, guideline for teachers, graphics and colorful pages and colorful texts. Thus, this textbook is not meeting the needs of the learning community. Language based learning must have all requirements of the language. It should be revised otherwise it will affect the language learning as it is affecting for last many years.

It suggests that relevant committee should revise textbooks and incorporate the lacking items in textbooks of *Grade VI* and *VII*. At the same time, the committee should change the textbook of *Grade VIII* altogether which is not fulfilling the criteria of language learning. It lacks many of those rudiments which are intrinsic for language learning.

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Appendix-1: Checklist

SN	Item of Evaluation	Justification from the Textbook
a)	<i>Theoretical level</i>	
1	Objectives are explicitly laid out in the textbook.	
2	Approach is socially acceptable to the target community.	
3	Approach used in book is theoretically backed by language learning theories	
4	Culture of target community is represented by the contents of the book	
b)	<i>Appearance of the books</i>	
5	Lay out is attractive & clear	
6	Visual material is properly incorporated in the texts	
7	Print of the book is easy to read for learners.	
8	Front page of book is attractive and representative	
9	Main headings and sub-headings are properly posited	
c)	<i>Learning-teaching contents</i>	
10	The topics are interesting and varied in the textbook	
11	Instructions are clearly stated	
12	Contents are clearly organized by sequence of difficulty	
13	The language used in book is authentic and is of the level of students	
14	Pronunciation explanation and practice	
15	Vocabulary explanation and practice	
16	Presentation of Grammar and practice	
17	Activities of fluency practice regard four language skills	
18	Contents develops the learners' thinking skill	
19	Adequate guidance for the teacher in the books	
20	Tasks are individual, pair and group work based	

21	Contents in the books are from day to day life	
22	Systematic coverage of the topics	
23	Correlation between objectives and contents	
24	Learning approach is activity based in textbook	
25	Textbooks are dependent or autonomous for learners	

LIST OF ACRONYMS

NBCT: National Bureau of Curriculum and Textbooks

CW: Curriculum Wing

PTTB: Provincial Textbook Board

NCRC: National Curriculum Review Committee

PTB-VI: Punjab Textbook Six

PTB-VII: Punjab Textbook Seven

PTB-VIII: Punjab Textbook Eight

GTM: Grammar Translation Method