TEXTBOOK ANALYSIS AND EVALUATION OF 7TH & 8TH GRADE IN PAKISTANI CONTEXT

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ABSTRACT: *Textbook evaluation has become a necessary practice in the field of teaching, seeking to assist in the choice of the best suitable book for a specific context. This paper presents an analysis and evaluation of English textbooks "Step Ahead 2" and "Step Ahead 3" for 7th and 8th class respectively. The researcher identifies how well a pre-use textbook matches the needs of a learning program and how much appropriate the activities are. The books have been analyzed impressionistically and with in-depth terminology. The results suggests some problematic areas that textbooks need improvement regarding the four skills and culture representation. There is an exposure of only foreign culture and basic skills are not emphasized equally. The findings accentuate the need to revisit the material by the authors that would contribute to the improvement of the English textbooks at these levels.*

KEYWORDS: Textbook evaluation, pre-use evaluation, impressionistic method, in-depth method, checklist method.

INTRODUCTION

The term "evaluation" generally applies to the process of making a value judgment. According to Hutchinson and Waters (1987), "Evaluation is the matter of judging the fitness of a something for a particular purpose". In education, the term "evaluation" is used in reference to operations associated with curricula, programs, interventions, methods of teaching and organizational factors. It is a sophisticated concept which includes the phases of selecting the information, analyzing, transferring, using and making a decision on the quality of the curriculum. Curriculum evaluation is a necessary and important aspect of any national education system. It provides the basis for curriculum policy decisions, for feedback on continuous curriculum adjustments and processes of curriculum implementation. Cronbach (1963), states that **"**evaluation process should be focused on gathering and reporting information that could help guide decision making in an educational program and curriculum development". Therefore, evaluation of textbook is also considered to function as a kind of educational judgment.

Textbooks are considered as an essential component of any ESL course and thus the selection of the best suitable book for a particular context demands careful investigation. "A textbook can be referred to as a published material specially designed to help language learners to improve their linguistic and communicative abilities (Sheldon 1987)". The use of ESL published materials is more widespread than ever before since textbooks provide ESL teachers with guidelines concerning syllabi, teaching methodologies and the materials to be taught. The

content in the textbooks should be persuasive enough to induce all the requisite skills suited to an esteemed society in the students. If the textbook is too advanced or too simple for the students the teacher will inevitably be faced with problems. In the selection of a textbook, it is important to conduct an evaluation to ensure that whether it is suitable or not. In addition to being a learning instrument, textbooks are also used as a supporting teaching instruments. "The student's book usually comes with other materials such as workbook, a teacher's book or even additional multimodal texts for reference as a textbook package (Masuhara and Tomlinson 2008)". All these things are designed to give a cohesion to the learning and teaching and to make it more authentic.

In this study, the textbooks that have been selected for evaluation are written by two co-authors Heather Jones and Robyn Mann and it was published in 2002. It consists of a textbook, a workbook, and an audio CD. The authors claim that the pupil's age, needs, interests and prior knowledge has been taken into consideration in the design and planning of the course. The authors also state that the activities inside the textbook are of communicative nature and encouraged learner's autonomy and critical thinking. For the verification of their claim, a checklist has been developed for qualitative and quantitative evaluation by following McGrath terminology. Prior to the analysis of textbooks, it is necessary to conduct a preliminary analysis of the context in which the material is going to be used and a survey of the learner's needs

The pre-use or predictive evaluation (Ellis, 1997; McGrath, 2002; Tomlinson, 2003), helps in defining which materials are best suited to the teaching purposes and learner's needs prior to implementation. Littlejohn (1998) observes that textbook evaluation serves the purpose of examining whether the methodology and content of the materials are appropriate for a particular language teaching context. Whether they truly develop autonomy, or they truly involve problem solving and if they indeed are learner centered. Therefore, in this study, the core of systematic textbook evaluation is to examine how well a pre-use textbook matches the needs of a learning program and how much appropriate the activities are. Needs analysis has been done prior to textbook evaluation. As Hutchinson and Waters (1987: 54) point out, what is meant by needs analysis here is ultimately the analysis of the target situation needs – the kind of language that the learners have to acquire to cope in the target situation. Tudor (1996), regarded target situation and learning needs analysis as objective and subjective needs analysis respectively. The former collects information about the actual requirements for language use as they exist in the target situation, while the latter addresses subjective perceptions of the course participants about what they feel the course should be like.

 Although, the textbook under scope in the present study is being used in Pakistani renowned school, pre-use analysis has been used due to limitations of the researcher to obtain information of the actual use of the book and the way it was received by teachers and students. The pre-use analysis would serve to examine the textbook as it is, with the content and ways of working which they propose and not with what may actually happen in classrooms.

LITERATURE REVIEW

Fredriksson and Olsson (2006), conducted a qualitative research to investigate criteria for selecting English textbooks. They investigate how English teachers in one specific upper secondary school solve the task of selecting English textbooks. The data was collected through

interviews and in-depth study proposed by McGrath (2002). The results revealed that most important criterion to consider in the selection is, according to the teachers, interesting and relevant texts that the students can relate to. Varying and motivating texts are significant for both teachers and students.

Similarly, Perveen (2011), also conducted her study to evaluate the curriculum at the primary level in the light of education policies and plans in Pakistan. The article discusses the objectives of the curriculum at the primary level and analyzes different education policies and plans regarding the achievements of objectives. Results revealed that the objectives of curriculum were not fully achieved. The procedure of the implementation of policies and plans regarding curriculum remained weak.

Aftab et al (2014), analyzed and evaluated the textbook "Prose and Heroes" and explored the degree it benefited both for learners and teachers. The purpose was to contribute to the improvement of English language programs in Pakistani colleges. The study was exploratory and descriptive in nature. For the analysis, questionnaires and semi structured interviews had been used as a tool. The results revealed that relevant textbook did not cater to the needs of learners.

Hatoss (2004), presented a model which can be used for evaluating language textbooks in terms of their adequacy in teaching culture and developing intercultural skills. The model is based on theories of culture and theories of language learning. Her model is based on three dimensions: input, method, aims. She opines that a textbook should represent the culture of the target society too and evaluation criteria should also focus on the cultural aspects given in the textbook. Models are necessary to provide a conceptual framework for designing a particular evaluation depending on the specific purpose of the evaluation. "The models differ in many of their details, the decision to choose an evaluation model depends on a few important factors such as the evaluation questions, the issues that must be addressed, and the available resources (Madaus & Kellaghan, 2000)." Cunningsworth (1984), in his book ''Evaluating and Selecting EFL Teaching Materials'' also proposed a checklist of questions which summarizes the criteria for evaluation.

There can be different methods of evaluation. McGrath (2002), presents some methods of evaluation in his book 'Materials Evaluation and Design for Language Teaching'. One of the methods he explains is the checklist method, where essential criteria are listed and systematically checked off. Other methods are the impressionistic and in-depth method which means that materials are chosen for thorough examination. McGrath (2002) recommends pre-use evaluation, in-use evaluation and post-use evaluation. This means that the material should not only be evaluated before being used, but constantly while using it as well as after use. McGrath's basic explanation of textbook evaluation concerns the discovery of whether what you were looking for was there. When found, you then need to put a value on your findings. Evaluation implies judgment-making which therefore also means that evaluation is subjective

Tomlinson (2001), offers a short summary of the history of materials development. He gives two reasons why the interest in materials development increased. One was the realization that by making teachers aware of the process of materials development, it would be easier for them to understand and apply theories of language learning. It would also help teachers to develop personally and professionally. The other reason was the understanding that no course book can

be suitable for any kind of learners. Therefore teachers need to be able to evaluate, adapt and produce materials that would be appropriate for their particular class.

Another study conducted in the Saudi Arabian context by Alamri (2008) attempted to evaluate the quality of the sixth grade English language textbook for Saudi boys' schools which was introduced at the elementary stage by the Ministry of Education in 2004. A survey questionnaire was used in this study about the textbooks in question. The data was subjected to analysis through descriptive statistics. The results of the study showed that there was a general satisfaction of teachers and supervisors concerning the book's general appearance, design and illustrations, accompanying materials, set objectives, topic appropriateness, language components. The results also suggested that there was lack of varied and attractive illustrations that would stimulate creativity, lack of topics which would stimulate critical thinking.

Tok (2010), studied the book "Spot on" at the primary level in Turkey. After the evaluation, he interpreted this result that the book had some positive and negative characteristics. The good quality of the book was that it was not about one culture. It was also helpful for teachers for how to use. On the other hand, it also had some disadvantages that the book had not well developed and interested activities. The activities did not provide helping material in achieving objectives. It did not provide good communicative activities as well. Cakit (2006) explored students and teacher's perspectives on the textbook for ninth grade high school students. The investigation reported that both groups of participants held negative notions regarding majority of the features of the book. The most salient issues the paper proposed included the need for simplifying reading passages in terms of vocabulary and structures, adjusting the level of materials with the age of learners and taking into account different learning styles preferred by learners.

To check the extent of suitability and effectiveness of textbook, Zohrabi, et al (2012) evaluated the merits and demerits of English for high school freshmen in Iran from the viewpoints of teachers and students. They focused on seven sections of layout, vocabulary, topics and content, exercises, skills, pronunciation, function, and social and cultural activities. The results of the investigation pointed out that the book was grammar oriented and more emphasis was placed on reading more than three other skills, insufficient practice was provided for pronunciation with respect to target culture, no social and cultural activities were included and the layout of the book was believed to lack beauty.

Another study conducted by Karatas & Fer in (2009) to evaluate English II curriculum at YTU using Context, Input, Process and Product (CIPP) model. In this research, the data has been analyzed using the technique of independent samples t-test. From the responses, it was concluded that mostly teachers and students tend to support all four of these curriculum components. However, according to the findings of the study, significant differences have been observed between the means of teacher's and student's opinions concerning certain items related with the context, input, process and product component of the curriculum. This result indicates that while the student's perceptions are higher, the teacher's expectations are higher for the items regarding the components of the curriculum. According to the findings obtained from teacher's opinions, it is essential that audio-visual materials must be varied and implemented properly in the activities.

METHODOLOGY

Quantitative and qualitative methods have been used for analyzing and evaluating the data. This section discusses design and instrument used in the study.

Design

The textbooks under study were being used by Bloomfield Hall school in Pakistan. Pre-use analysis was used due to limitations of the researcher to obtain information of the actual use of the book and the way it was received by teachers and students. The pre-use analysis would serve to examine the textbook as it is, with the content and ways of working which they propose and not with what may actually happen in classrooms.

Instruments

Checklists has been selected as the main instrument of the study because it offers the most economical and reliable means of reaching a decision concerning the relative suitability of the textbook under scope.

The levels of analysis used in the evaluation of the textbook include two levels:

Level 1: Impressionistic evaluation which involves an overall presentation and analysis of the

textbook related to its design, table of contents, distribution of units, lessons and sections in the book

Level 2: In-depth evaluation which examines separately and more analytically the treatment of the different skills, reading, listening, writing and speaking and the ways of assessment practices provided through the book.

RESULTS

Analysis of Step Ahead 2 (for 7th grade)

For the analysis, the calculations have been made by using checklists. The quantitative analysis revealed that there are 12 units in the book. Each unit is comprised of 2 lessons. The first page of every unit presented the aims of the unit to the students. The first lesson started with a listening and reading section and then moved on to other skills. As a whole, the book has 168 activities which are divided among each lesson. The activities have been given to focus various skills. There are also four lessons other than formal learning units which represent the cultural aspects of other countries. Moreover, there was also a workbook and audio CD accompanying the student's book. The formal representation of the division and percentages is given below:

Table 1. Quantitative checklist for 7th grade

Impressionistic view	Total		
Units in the book	12		
No. of activities in the book	168		
lessons per unit	2		
Activities per unit	14		
Cultural units	4		
In- Depth view	**Total activities**	**Per unit**	**Percentage%**
Activities for Listening skills	12	1	7.14%
Activities for Speaking skills	22	…	13%
Activities for Reading skills	27	2	16%
Activities for Writing skills	47	3	27.9%
Activities for Computer skills	15	1	8.92%
Activities for Thinking strategies	15	…	8.92%
Activities for vocabulary	12	2	7.14%
Activities for grammar	12	2	7.14%
Chapters for Culture study	4	…	33.33%

The in-depth analysis of the textbook viewed that there was a difference in the percentage of skills. The author has given more emphasis to develop writing skills among students that is 25% whereas activities of grammar, vocabulary and listening skills are only 7%. Moreover, 4 lessons have been given separately to familiarize the students with the foreign cultures.

Figure 1. graph shows the percentage and types of exercises in the textbook
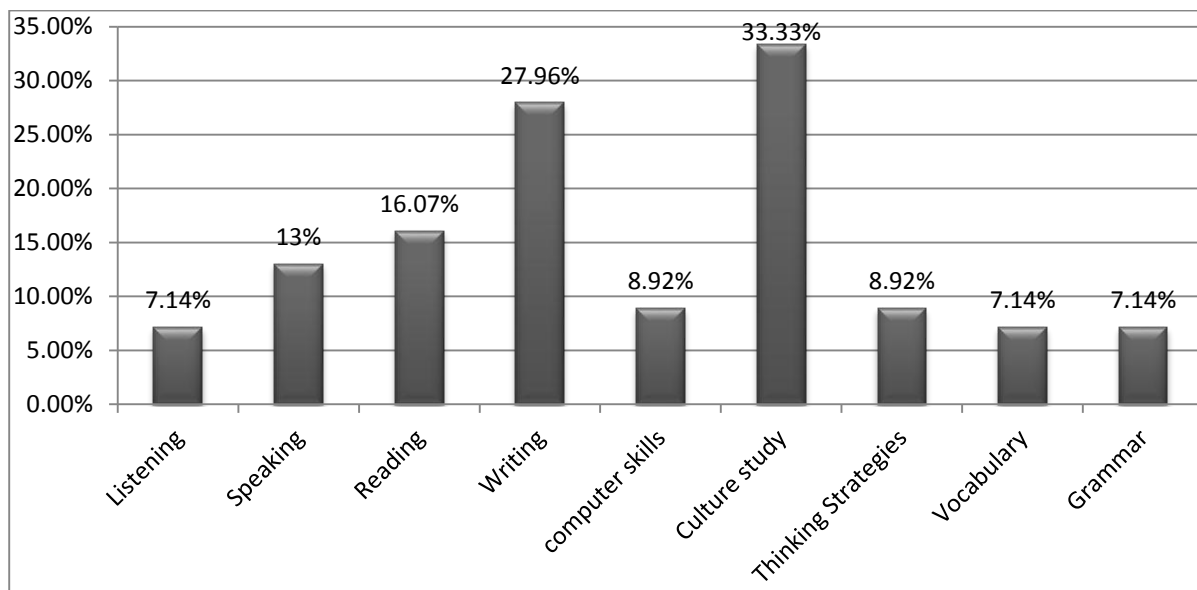
The textbook also contained sections for grammar, vocabulary, computer skills, thinking strategies and culture study. The graph of culture study is higher because the foreign culture

study is an additional aspect other than learning units that has been given in four sections with the title of 'picture study'.

Analysis of listening skills

Listening skill is one of the important skills of other four language skill. Step Ahead 2 has different activities on listening on different topic. Its objective is to develop the listening comprehension on different topics. Different purposes of listening have been given in the table below:

Table 2. Activities for listening skill

Units	Title	Types of listening activities	Page no.
Unit 1	Formal Correspondence	Listening for gist.	5
Unit 2	Traditional stories	Listening for comprehension.	29
Unit 3	Plays	Listening for characterization	52
Unit 4	Manual	Listening for sequence	86
Unit 5	Science fiction	Listening for inference	114
Unit 6	Factual description	Listening for fact and opinion	141
Unit 7	journals	Listening for cause and effect	172
Unit 8	Newspapers	Listening to imagine	195
Unit 9	poetry	Listening for key information	219
Unit 10	Suspense stories	Listening for description	249
Unit 11	Documentaries	Listening for analyzing a documentary	277
Unit 12	Persuasive magazine article	Listening for persuasive technique	304

Analysis of Speaking skill

Step Ahead 2 has following activities of speaking skill

Table 3. Categories of speaking activity

Categories	Frequency	Page no.
Role playing	2	16, 61
presentation	5	35, 96, 179, 286, 327
Discussion	7	45, 73, 105, 132, 160, 257, 319
Debates	2	122, 310
Questioning	2	150, 200
Argumentations	2	167, 209
Reciting a poem	1	227
Interviews	1	293
Percentage	**13%**	

These types of speaking activities are given to learners in different topic. Its aim is to make the students speak confidently at different situation and express him. Discussion activity has much frequency rather than others. And interviews have less activity.

Analysis of Reading skill

Different activities for reading are given in the table:

Table 4. Categories of reading activity

Categories	frequency	page no.
Functional	1	5
Narrative	5	29,52,114, 172, 250, 288
Explanation	1	86
Informational report	2	142, 196
Literary text	2	52, 219
Exposition	1	304
Percentage	**16%**	

Activities are functional, narrative, explanatory, informational report, literary text, expository. These activities are well organized. Comprehension questions are given to analyze the reading ability of learners. These questions are according to this sequence:

Table 5. Activity for each lessons

Types of Reading activities for each lesson	Purpose of activity
Questions	Reading for details
	Reading for meanings
	Reading for ideas

Analysis of writing skill

Categories of writing skills are given below in table

Table 6. Types of writing activities

Categories	Frequency	Page no.
Summary	20	21,33,41,59,70,92,103,119,129,146,155,176, 184,198,207,255,264,290, 308,317
Letters	4	23,26,212,328
Narrative	3	46,47,269
Play Writing	2	75,77
Manual	2	106,108
Scientific	2	134,137
Factual description	2	161,163
Essay writing	1	168
Journals	2	187,189
Articles	2	210,320
Poetry	2	238,241
Recommendations	1	246
Documentary	2	285,298
Proposals	1	294
Persuasive text	1	323
Percentage		**27%**

Summary writing has more activity rather than others. Aim of summary is to develop creative writing. It is established to construct an effective and coherent text. Some activities are above the age of child and against the interest of the learners. These activities are proposal writing, journal writing, article writing and persuasive writing.

Analysis of Vocabulary & grammar

Vocabulary and grammar has also an important part of language skills. It is the basic part of study. These activities are those given in the table:

Table 7. Activities related to vocabulary and grammar

| vocabulary	page no.	Grammar	page no.
register	12	Adverbs	14,22
formal & informal language	22	prepositional phrase	34
spelling rules	33	adjectival & adverbial phrases	43
commonly confused words	42,119,130	Contraction	60
story webs	59	active & passive	94
word webs	71	action verbs & imperatives	104
suffixes & prefixes	93,103	Nouns	121,131
using a dictionary	146	subject & predicate	148, 159
using a thesaurus	156	Pronouns	178,185
phrasal verbs	177,185	reported speech	199
homophones	199	Conjunctions	208
technical words	207	Clauses	159,227
poetic devices	225,235	auxiliary verbs	235
synonyms &antonyms	256,265	Verbs	257,266
denotation & connotation	282	Tenses	283,292,309, 318
languages of movies	290		
Emotive word	309		
Percentage	**12%**	**Percentage**	**12%**

Analysis of Step Ahead 3 (for 8th grade)

After an impressionistic view on the contents of the textbooks, it could be noticed that it had 12 units, each consisted of two lessons. There was also a workbook and audio CD accompanying the student's book. The authors of the book seemed to have attempted to separate the units of the book thematically since each unit focused on a specific topic. The first page of every unit presented the aims of the unit to the students. The first lesson started with a listening and reading section and then moved on to other skills. This shows the effort of the authors to present a well-organized textbook in which the students would easily become accustomed to what has been expected from each unit. The quantitative analysis of each activity has been given in the checklist below:

Table 8. Quantitative checklist for 8ᵗʰ grade

Impressionistic view	Total		
Units in the book	12		
No. of activities in the book	192		
lessons per unit	2		
Activities per unit	15		
Cultural units	4		
In- Depth view	**Total activities**	**Per unit**	**Percentage%**
Activities for Listening skills	12	1	6%
Activities for Speaking skills	26	2	13%
Activities for Reading skills	27	2	14%
Activities for Writing skills	43	3	22%
Activities for Computer skills	10	1	5.20%
Chapters of Culture study	4	….	33.33%
Activities for Thinking strategies	12	1	6.25%
Activities for Vocabulary	12	1	6.25%
Activities for Grammar	12	1	6.25%

After examining the overall weighting of the sections devoted to skills in the textbook it was concluded that there was an imbalance between writing and the other skills (graph 2). Writing seemed to be given more importance throughout the book. Furthermore, by comparing the number of speaking sections to the number of listening sections and the number of writing sections to reading sections, it could be inferred that productive skills received greater attention than receptive skills.

Figure.2. Graph Showing Percentages of Skills in the Textbook
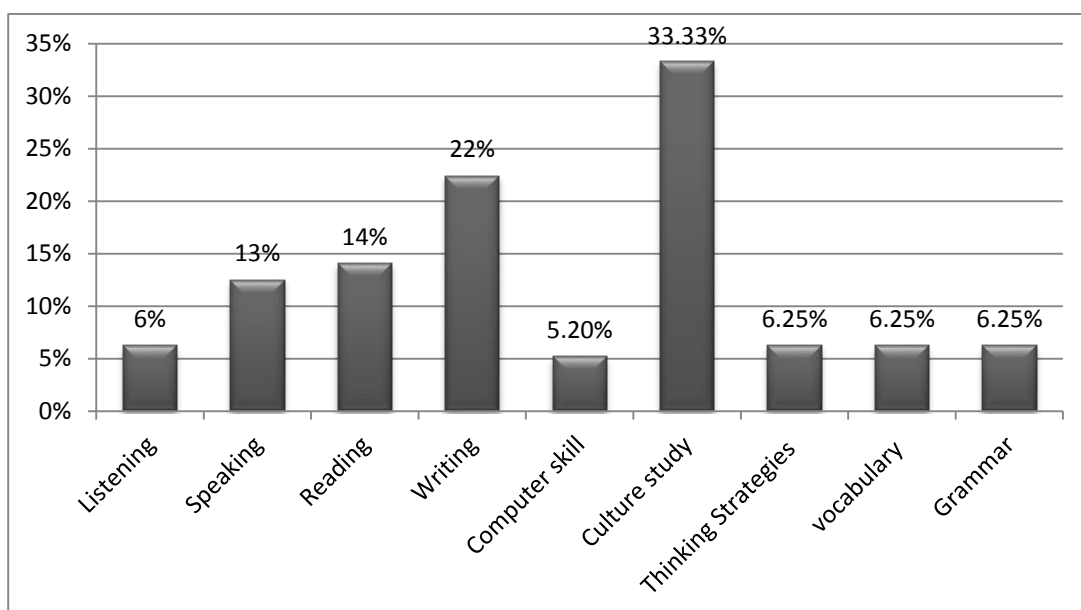
Apart from sections dedicated to basic skills, the textbook also contained sections for grammar, vocabulary, computer skills, thinking strategies and culture study. The graph of culture study is higher because the culture study is an additional aspect other than learning units to teach foreign culture. It has been given in four sections with the title of 'picture study'.

Analysis of listening skill

The overall tasks for listening skill had variety of purposes. Each task had specific purpose for listening. The variety of listening tasks has been given in the table.

Table 9. Activities regarding listening skills

Units	Title	Types of listening activities	Page no.
Unit 1	Forms and Surveys	Listening for information	4
Unit 2	Contemporary realistic short stories	Listening for sequence and character description	24
Unit 3	Informative texts	Listening for cause and effect	51
Unit 4	Informative brochures	Listening for advice	80
Unit 5	Formal letters	Listening for purpose	106
Unit 6	Recounts	Listening for chronological order	129
Unit 7	Reviews	Listening for reason	158
Unit 8	Interviews and transcripts	Listening for information	180
Unit 9	Patriotic lyrics and inspirational poetry	Listening to interpret imaginary	200
Unit 10	Arguments	Listening for arguments	225
Unit 11	Persuasive brochures	Listening for persuasive message	250
Unit 12	Film study	Listening for analyzing movie	275

Table shows that each lesson has specific task for listening according to the topic or theme of that lesson. The purpose is to make the students able to interpret the utterances in different contexts. The percentage of this activity in the book is only 6%.

Analysis of Speaking skill

Speaking skill is further divided into five categories in the book. The versatility of speaking skill is given below with the frequency:

Table 10. Categories of speaking skill

Categories	Frequency	Page no.
Role playing	4	42, 231, 241, 258
Speech	4	136, 153, 219, 297
Presentation	7	31, 59, 75, 86, 164, 205, 279
Discussion	10	10, 17, 68, 111, 119, 146, 193, 213, 233, 267
Interview	1	185
Percentage	**13%**	

It can be seen that discussion and presentation methodology have high frequency in the book which means that these are most authentic and effective ways of improving speaking skill. As a whole, the percentage of this activity is 13%

Analysis of Reading skill

Texts types for reading are of different nature. Categorization and frequency is given below:

Table 11. categories of reading skill

Categories of texts	Frequency of reading categories
Information report	2
Short functional text	4
Factual recount	1
Narrative	3
Exposition	2
Percentage	**14%**

Frequency of short functional text is more than others. This type of texts are used to familiarize with surveys and forms, formal letters, brochures, interviews, questionnaires, transcripts etc. Its frequency is 14% which is little more than speaking skill.

Table 12. Activity for each lesson

Types of Reading activities for each lesson	Purpose of activity
Questions	Reading for details
	Reading for meanings
	Reading for ideas

Questions are given at the end of each lesson that can only be answered by close reading. The questions are asked from three different perspectives to check the understanding of the students.

Analysis of Writing skill

Writing skill has further typologies. Each has its own way and rules. Each unit has a writing workshop as well which guides how to write in particular context. These typologies are given with frequencies in table below:

Table 13. Types of writing activities

Types of writing activities	Frequency	page no.
Expository	1	242
Persuasive	4	268, 154, 293, 298
Narrative	1	291
Review writing	3	172, 211, 293
Letter writing	6	121, 124, 149, 195, 220, 245
Brochure Writing	2	99, 215
Application	1	18
Poem writing	2	213, 215
Short story writing	4	44, 47, 71, 101,
Form and Survey	3	5, 12, 20
Information report writing	2	68, 76
A factual Recount	1	146
Summary	13	28, 37, 57, 65, 92, 134, 143, 184, 192, 229, 238, 257, 266
Percentage	**22%**	

Analysis shows that the frequency of summaries is higher in all writing activity types. This skill is highest as compared to other skills i.e. 22% which means that author has given more emphasize to this skill for learners.

Analysis of vocabulary and grammar

Apart from four skills, vocabulary and grammar are also an important part of textbooks.

Table 14. Activities related to vocabulary and grammar

Vocabulary	Page no.	Grammar	Page no.
Easily confused words	9	Questions and answers	16
Using the thesaurus to increase vocabulary	29	Participles, infinitives & gerunds	38
Building verbs using suffixes	58	Connectors of time, sequence & cause and effect	65
Building adjectives using suffixes	84	Subject-verb agreement	93
Using positive language	110	Action verbs and active voice	118
Building abstract nouns using suffixes	135	Subject & predicate	144
Building adverbs using suffixes	162	Modal auxiliaries	171
Compound words	184	Modal auxiliaries in questions	192
Describing images and emotions	205	Adverbial phrases & clauses	212
Non-discriminatory language	230	Types of sentence construction	238
Evoking emotions with words	257	prepositional phrases	266
Clipped words and contractions	278	connectors of reason, condition & choice	288
Percentage	**12%**	**Percentage**	**12%**

The sections of vocabulary and grammar are less emphasized in the textbook. These are present in the book at the rate of 10% only.

Qualitative analysis of textbooks using checklist

The qualitative analysis has been done with the help of a checklist that covers the organization, content and aims of the activities.

Analysis shows that most of the features or characteristics of these chosen textbooks are falling in the "Need Improvement" category proving that these textbooks are not completely according to the needs of learners who are going to read them.

			Needs improvement	Average	Above Average
1	The goals and objectives of the curriculum fit to the age of the students?	7th	●		
		8th	●		
2	The length of the course appropriate?	7th	●		
		8th	●		
3	It enhances the learner's creative skills?	7th			●
		8th			●
4	The goals of this subject realistic, clear and explicitly stated?	7th			●
		8th			●
5	Its layout is attractive	7th		●	
		8th		●	
6	The ability to complete in less time	7th	●		
		8th	●		
7	Is there a check at the end of the units to ensure the achievement?	7th			●
		8th			●
8	Learners would be able enough to apply the skills?	7th		●	
		8th		●	
9	The content is current, relevant and accurate?	7th	●		
		8th	●		
10	The content appropriate for the targeted cultural group?	7th	●		
		8th	●		
11	Is it organized into learning units?	7th			●
		8th			●
12	Is it organized from simpler to complex?	7th		●	
		8th		●	
13		7th	●		

	According to the level and interest of students?	8th	●		
14	The reading, writing, listening and speaking skills are balanced well in the curriculum	7th	●		
		8th	●		
15	Provide the opportunities for task- based learning?	7th			●
		8th			●
16	Linguistic input culturally dense?(Idioms, expressions, slangs etc)?	7th			●
		8th			●
17	The learning activities qualitatively excellent?	7th	●		
		8th	●		
18	Target Cultural knowledge	7th	●		
		8th	●		
19	Non-cultural visuals input?	7th			●
		8th			●
	Percentage		**94%**	**31%**	**73%**

Use of Technology Facilitating learning

Computer skills in the book are the best and motivating source of learning which is present at the rate of 10%. The books also accompanying CD which have the useful electronic version of the textbook that can build up understanding and familiarity with the reading text.

DISCUSSION

These books were almost same in its organization and sequence. Both were well established and integrated. All units were organized according to the simple to complex formula. All activities were present in very manual setting. Activities were creative and interesting for students because of visual elements for each lesson and topic. There was an effort to develop the four language skills in an integrated way in the units, trying to include every skill in each unit and the activities for receptive skills were usually used as input for the activities of the productive skills. But there was a little flaw. Analysis of the four skills revealed that in both levels, writing tasks were more in number and above the level of the students. Writing tasks which comprised the majority of overall tasks in the book are challenging and seem difficult and demanding at this level. Texts are rich of high level vocabulary items and less focus is given to practice for memorization. Moreover, there is a need of simplifying reading passages in terms of vocabulary, structures and grammar, adjusting the level of materials and the age of learners. Less emphasis has been given to listening tasks and grammar as well. Furthermore, foreign cultural input was additional in the book and no input for target culture which exhibits the incompatibility of the textbook with the target society. Most of the studies revealed that students are more interested in learning to speak English in order to communicate with the foreigners, to travel around the world and to get better jobs. For that purpose, there should be more varieties of activities to improve the speaking skill among students.

IMPLICATIONS

After the close analysis, researchers suggested that it need to focus on target cultural aspects to make the learners familiarize with their own culture. More interesting and motivating topics for speaking skill must be included in the textbook to provide students chances to improve their communication skill. Vocabulary should also be focused largely by following simple to complex formula so that students may use it in their conversation. Equal emphasis and activities should be given to all skills, vocabulary and grammar etc.

CONCLUSION

This study focused on the evaluation of the textbooks "step ahead 2 and step ahead 3" used for the students of 7th and 8th class in Pakistani school. For the successful and effective evaluation, checklist was used quantitatively and qualitatively by following McGrath's methodology (2002). The analysis and evaluation of the textbook included authenticity, levels of difficulty, lexical and grammatical complexity, variety of task types, variety of topics, relevance of topics to learner's interests, relevance of the materials to learner's language needs. After the close evaluation of the components of the book, the findings suggested that the overall organization of the textbook and the themes included were satisfactory. However, many problematic areas were detected. The four skills help students in developing their language skills but they were not emphasized equally. The cultural aspects given in the book were also not according to the target culture as it does not give sufficient information about the target culture. The course designers should take this aspect into account while developing the textbooks for the Pakistani learners and should provide some glimpses of learners' native culture. However, the use of real-like situations for different skills were satisfactory. The topics and themes selected were appropriate that learners would encounter in real life either in the social, personal or educational domain.

FUTURE RESEARCH

This study was concerned with the evaluation of ESL textbook for 7th and 8th grades. This brief and limited study may be of some value to those who are interested in developing ESL textbooks for learners in Pakistani context. This description may be useful for making curriculum or textbook developers aware of the needs of the students at these levels. There is a scope for investigating the textbook of other grades. Researchers can evaluate these textbooks at in-use and post-use levels as well.

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