

EVALUATING THE APPROPRIATENESS OF ESL TEXTBOOK OF NON-NATIVE SPEAKER COUNTRY IN TEACHING ENGLISH AND PRAGMATICS FOR COMMUNICATIVE COMPETENCE

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ABSTRACT

In Pakistan, English textbooks prescribed by the government continue to evidence a lack of conceptual clarity and logic, and tend to be teacher-centered and examination-led (A. H. Nayyar & Salim, n.d.). Textbook evaluation for its suitability as ESL instructional is inevitable in this context to find out its overall affectivity in general and coverage of all integral aspects of communicative competence particularly for Non-native Speakers. Literature on English Language Teaching suggests that pragmatics is an important aspect of language for developing communicative competence (Chomsky, 1980; Palmer 2000; Canale & Swain, 1980; Bachman, 1990; Rose, 1999). Although almost forty years have passed since the notion of “pragmatic competence” was first introduced in the field of second language acquisition (Chen, 2011). Qualitative method approach is adopted to study the current state of pragmatics in English language textbook of Intermediate (Punjab Textbook Board), and to examine whether it is adapt existing materials to improve the pragmatic competence of learners. Sheldon’s (1988) suggested framework has been used as the theoretical framework for evaluating the textbook of intermediate level. Sheldon discussed seventeen factors, which play pivotal role in the textbook evaluation. The study aims to find out the gaps in ESL Teaching material. Identification of these gaps definitely leads towards the improvement of English Language teaching in Non- Native speakers’ countries along with a number of recommendations for incorporation of pragmatics in existing materials to enhance the communicative competence.

Key words: Communicative Competence, Pragmatics, Non-native Speakers, Appropriateness of ESL Textbook

INTRODUCTION

Main purpose of any ELT book is to enhance communicative abilities of the learners. Communicative abilities does not merely rely on making grammatically correct sentences but also using them aptly in varying contexts as per communicative need. In South Asian countries, the focus of English language learning tends to oscillate between grammatical and communicative competence while pragmatic competence is treated peripheral (Malik, 2012). Communicative competence is a concept which has been defined by several linguists from Chomsky’s “*competence*” to

Bagaric and Mihaljevi’s “*language knowledge*”. All of the researchers contend that communicative competences covers all aspects of the language including grammatical, social and pragmatic aspects of the language.

Pragmatics is an important aspect of communicative competence, which points out the information about the apt social use of the language (Glaser, 2009). Christie (2000, as cited in Grant & Adolphs, 2011) considers pragmatics as “a theoretical framework that can account for the relationship between the cultural setting, the language user, the

linguistic choices the user makes, and the factors that underlie those choices” (p.1). Non-native speakers are the individuals who learned the targeted language as second and foreign language and does not have enough exposure to the language in a native environment. Differences in the culture of native and non-native speakers marks pragmatics as the most critical aspect because being unaware of the social and cultural differences non-native speakers fall in the trap of communication failure unintentionally.

Role of textbook is considered pivotal in the NNS countries when it comes to the teaching of the targeted language. Mostly teachers rely on the textbooks and they are considered as the only authentic source of the language teaching at particular level. In such situation it is inevitable to consider textbooks as the key language material. Pakistani textbooks pay minimal attention to pragmatic competency, as evidenced by the review of Pakistani ESL textbooks (A. H. Nayyar & Salim, 2014). Therefore, designing and reviewing the textbook is the most crucial part of Second language teaching in NNs countries and this study focuses on the evaluation of the text book to find out the gaps and neglected aspect of the language which is the integral part of communicative competence.

Research Objectives

- To find out the appropriateness of the English Textbook of intermediate as a far as English language teaching is concerned.
- To investigate the presentation of pragmatics in the book for developing NNs communicative competence

Significance of the Study

Though there are other reasons to learn a language, communication is the main one. Learning a foreign language is pointless if the goal is not achieved (Morris, 2007). English is studied in Pakistan for a variety of reasons. As luxury is not essential to human existence, pragmatics is not like any other decorative ability. It is just as crucial to learning a language as necessities for daily existence. Grammar and other fundamental elements of language are equally essential as pragmatic expertise (Kasper & Rose, 2001). This study will serve as a guidance for instructors, students, and material developers in addition to highlighting the importance of pragmatics in language learning. The purpose of this study is to

raise awareness of the situation of pragmatics instruction in Pakistan.

In addition, it may help instructors and material developers make use of pragmatics teaching to strengthen students' interpersonal skills. In addition to analyzing the issue of the intermediate level textbook's effectiveness, the present research additionally shed light on how the pragmatic element of language has been addressed, which constitutes an essential for NNs to further develop their capability for communication.

LITERATURE REVIEW

British colonization brought English language to South Asia. English started to take over official and commercial correspondence as well as education when the subcontinent was made a colony of England. Modern leaders of that era also believed that using English would help them reach their communication goals more successfully. Success was thought to be mostly dependent on proficiency in English (Vijayalakshmi & Babu, 2014). The subcontinent at that time accepted the grammar translation approach, and ever since then, this region has widely used it to solve linguistic needs (Muhammad & Sanaul Karim, 2015).

It is essential to choose and adapt teaching materials or textbooks to meet the requirements of contemporary language teaching trends. Just as good and appropriate textbooks and teaching materials can improve learning outcomes, so can inadequate textbooks and teaching materials, which can waste time. Furthermore, considering Pakistani teachers are enslaved to their textbooks as ultimate instructional material, selecting one meticulously is extremely significant in the context of teaching there (Mahmood, 2010). Sheldon (1988) illustrates the following scenario:

“In this situation, wrong selection can be a particularly keen reason for regret. When a textbook is imposed on both parties by a higher authority, and when there is no possibility of change or modification, the discontent is no less acute for being futile” (p.238).

In Pakistan, situations like these are common. Therefore, it is crucial to assess English language textbooks for their general applicability as ESL books and, in particular, to figure out the suitability of practical implications of pragmatic elements that are already present in them. Crawford (2002), as referenced in Aftab (2011), emphasizes that

authentic content should be included in textbooks in addition to contextualized, meaningful, and realistic exercises. According to Tomlinson (2008) and Richards (2001, as cited in Aftab, 2011), instructional materials should be innovative, helpful, and relevant so that students are captivated and enjoy the learning process rather than becoming bogged down and losing interest due to insignificance. However, a lot of ELT textbooks are created using the curriculum writer's intuition (Cohen, 2012). As a result, textbook dialogue is occasionally viewed as uncomfortable and fake. Examining the ESL textbooks for suitability appears almost mandatory in view of the foregoing considerations. As a result, textbook evaluation is valued highly.

Hutchinson and Waters (as cited in Sheldon, 1988) describe the analysis and evaluation of instructional material like textbook as: "textbook evaluation is basically a straightforward, analytical 'matching process: matching needs to available solutions" (p.237).

The current study focused on pragmatics. Therefore, it was concerned in specific with the evaluation of the current pragmatic state in textbooks. Cohen (2012), while discussing about the underrepresentation of the pragmatic language use in textbooks, states that wrong material or textbook can mislead the learner.

Pragmatic activities are inevitable for better comprehension and learning, so, that materials may be designed prudently, which may have the pragmatic elements in the sequence of conventional and non-conventional implicates (Taguchi, 2012). Kim and Hall (2002) recommend that interactive book reading materials are the most suitable materials for the teaching of pragmatics.

In Pakistan, the major area of focus of ELT is grammar, vocabulary and writing skills, which leads towards the clear neglect of listening skills and speaking skills. Although a little bit attention is paid towards reading skill, which is naturally coupled with writing skills, no explicit or special attention is given to the reading skill beside teaching text for its comprehension. Students face problems while they are expressing themselves in face to face interaction and they hesitate to speak English (Malik, 2012).

In Asia and Pakistan, the area of focus of language teaching is still oscillating between accuracy and fluency. In the due process, phonetics has also been foregrounded along with morphology and grammar. Many books were written about grammar and

phonology and still lot of research is being done in these realms of linguistics. This kind of focus on grammar and phonology is still prevalent in second language countries like Pakistan (Malik, 2012), and research about the appropriateness of input or teaching materials of language rules i.e. vocabulary, pronunciation and grammar is still an area of grave concern (Nunn, 2008).

Asia is going through the curricular reforms and (Savignon, 2007) offers instances of these reforms towards communicative language education. Savignon highlights some factors, which are becoming hurdles in the way of swift shift towards this approach. These include the training of the teachers, their lack of competency in the target language, their epistemologies, and the quality of the instructional resources. When the real communicative approach is used in a new setting with unsuitable instructional resources and inexperienced teachers, these elements become very apparent. When adopting CLT in Uzbekistan, Hasanova and Shadieva (2008, as referenced in Duff, 2012) brought these issues to light.

True CLT implementation is hampered by a number of issues, and the most crucial one is the epistemology of curriculum developers and teachers (Savignon, 2007). Similar to what happens in Pakistan, proponents of CLT and those who adhere to it attempt to prove that CLT is superior to GTM because it places more emphasis on developing communicative competence than it does on writing accuracy and grammar. On the contrary, traditional teachers never want to accept superiority of CLT to GTM.

Asia and Pakistan are currently seeing a shift in teaching toward CLT. In Asia and Pakistan, the necessity for clear communication appears to be taking precedence over the teaching of merely grammatical norms. However, even in CLT, there is controversy and constant change on what should be abandoned and what should be added to foster communicative competence. In Pakistan, developing students' speaking skills is frequently considered to be an aspect of fostering communication competence, however speaking skills are just a single aspect of communicative competence. The concept of "communicative competence" has been the subject of in-depth discussion by numerous scholars since 1970. The term "competence" is the most contentious one in

applied and general linguists, according to Bagaric & Mihaljevi (2007).

The distinction between performance and competence was first made by Noam Chomsky. While performance was defined as the actual act of using those skills in appropriate real-life settings, competence was thought to be an innate skill. Hymes first proposed the idea of communicative competence in 1972. It encompasses both the natural ability to utilize grammar in everyday situations and its application in real-world situations. He expanded Chomsky's original notion of competence to include the social component of language. Widowson (1983) distinguished between competence and capacity (as reported in Bagaric & Mihaljevi, 2007). Thus, communicative competence was defined as the integration of sociolinguistic conventions and linguistic knowledge.

For instruction, textbooks are essential. Many people consider course books to be the road map for every ELT program, according to Sheldon (1988) (p. 238). In most schools, the textbook is the only source of instruction, according to the Ministry of Education's Green Paper on Textbooks and Learning Materials. According to Mahmood (2010), there is a dearth of additional resources such as school libraries, supplemental reading materials, and instructional aids (Govt. of Pakistan, 2006, p. 15). It appears that it is essential to regularly go over the textbooks. As stated by the Government of Pakistan on page 24, "It is imperative to prioritize the enhancement of textbook quality." As a result, an intermediate level textbook has also been assessed for affectivity as an ESL book to measure the state of pragmatics at the moment for improving communicative competence.

Theoretical Framework

The study's data came from the intermediate textbook (Book I, Short Stories), which is at present in use as teaching material. The textbook has been used as a corpus and assessed in order to figure out how pragmatics has been incorporated in Pakistani instructional materials at the time. A qualitative method is used to assess the textbook's suitability. The intermediate level textbook was reviewed and evaluated using the theoretical framework proposed by Sheldon (1988). Sheldon mentioned about several elements that are crucial for evaluating the quality of the textbook.

DATA ANALYSIS

We have examined the intermediate textbook (Book-I, Punjab Textbook Board) to see if it can be used as a suitable resource for teaching ESL and how pragmatics is presented. Using the following eight factors of Sheldon's (1988) methodology for textbook evaluation, the textbook has been evaluated:

1	Justification for the Textbook's Title
2	User definition
3	Textbook Selection and Grading
4	Textbook's Suitability as ESL/EFL Teaching Material
5	Veracity of the Content
6	The pragmatics elements' sufficiency
7	Exercise, repetition, and material revision
8	Adaptability within the book

Justification for the Textbook's Title

Sheldon poses three queries to evaluate the textbook's logic. He begins by inquiring as to the textbooks' intended function and the deficiencies that they were supposed to cover. It is clear from a textbook analysis that the book was created with the students' language needs in mind. However, the data from the textbooks indicates that it does not meet the needs of target language learners in terms of speaking and listening.

The textbook is titled "Short stories," which indicates that literature has been used to teach language. In terms of the textbook's content, even the title seems inappropriate because in addition to short stories, it also includes a few translated parables such as Sheikh Saadi's Gulistan, Ghulam Abbas' Over Coat, Ahmed Nadeem Qasmi's God be praised, and a speech by Martin Luther King. The textbook's title is inappropriate. The most well-known book series for ESL students published by Cambridge University Press, "Face to Face," focuses on a communicative approach.

User Definition

Sheldon contends that the target category of age of the learners for a good textbook seemed extremely crucial. The book is intended for first-year students, whose age range is roughly the same as the target audience—that is, between the ages of seventeen and

twenty. However, a good textbook takes into account more than just age; culture and socioeconomic background are important considerations. Presumptive background and culture were improperly taken into account when organizing the text. Although there are significant differences between rural and urban living, Pakistani culture is generally the same, and this book is equally used in both. As a result, this factor has been taken care of to some extent but other factors which are akin to age group have not been adequately addressed.

The two most important components of textbooks were learning preferences and educational expectations (Sheldon, 1988). The data in the book showed that learning preferences only concerned grammatical aspects of the language, while educational expectations included comprehension of short stories and writing abilities. The book is based on the GTM methodology, and both learning preferences and educational expectations have been set in accordance with GTM. A solid ESL textbook, according to Sheldon, should feature entry and exit levels that correspond to national and international standards. The textbook ought to clearly describe these levels, but it also lacked these kinds of annotations and explanations.

Textbook Selection and Grading

The methodical introduction, practice, and incorporation of new material inform the selection and grading of textbooks. According to Sheldon, having a sufficient amount of linguistic inventory is also a worthy consideration for grading and selection. The textbook contains an obvious practice activity section, however it is out of order. It has the same kind of questions. There's no evidence of a step-by-step approach to language acquisition. The same tasks are used in every class, along with a few additional vocabulary words. Considering individuals come from varied backgrounds when it comes to their L1, students from rural backgrounds may find the vocabulary items extremely difficult.

Textbook's Suitability as ESL/EFL Teaching Material

Sheldon (1988) confirms the suitability of the text book in the light of following questions:

Can students stay engaged with the subject if it is appealing or relevant enough for them?

Is it tailored at a suitable language and maturity level and, especially in ESP settings, at the acceptable conceptual level?

Does it pertain to the present day?

Through the use of stories, the textbook's content was intended to be somewhat substantial and engaging for the students. However, a lot of the stories seemed a little dull to the students because they were unable to comprehend a few alien notions that had nothing to do with the students' cultural, social, or background knowledge. It was challenging to get pupils' attention through literature since not all of them were engaged, and intermediate students occasionally had trouble understanding it.

The textbook does not follow a topical order. The language and maturity level of the book is not fitting and up to date. Every short story in the book shares a similar theme, could not be arranged in any particular order, and appeared to have been thrown in at random. There is no topical sequence for lessons one through fifteen, and it is not feasible to arrange the short stories in such a way.

Veracity of the Content

The content is authentic when it is based on real-world events, text, and linguistic manipulation done for communication purposes through contextualization (Sheldon, 1988). The majority of the stories in the textbook are drawn from works written by native English speakers that are widely read and accepted worldwide, but at least five of the lessons are translated versions of stories from Urdu and Persian, so if the data is generally visualized, it is somewhat authentic. However, because it is meant to be used as an ESL textbook, the content is not contextualized to the target language learner's real-world circumstances. Even if a small number of them may be contextualized and linked for the students, the textbook failed to offer it. There are very few assignments in textbooks which enable students of the target language to associate the occurrences of the short story to their own circumstances. Out of the fifteen lessons, only seven contained dialogue-based content that could have been explained. This indicates that only 46% of the textbook's data could potentially need to be contextualized, but even this very small portion of the text was left out of context. Exercise, repetition, and material revision

“Is there enough opportunity for the student to use English in the course material, and is it engaging enough to promote good consolidation?” (Sheldon, 1988)

The learners are not given enough opportunities to apply their English in the textbook, nor is it

interactive. It solely included exercises pertaining to reading comprehension and using the text—which is provided in the book's lessons—to solve some punctuation and phrasal verb problems. The textbook helped the students become more proficient in grammar by giving them some opportunities to correct grammatical errors. However, because the opportunities to correct the grammatical errors came from the text they studied, the students were not given independent testing in this area. As a result, students have the chance to use the provided material, memorize it, and practice it; but, the textbook does not address how they might use the same knowledge in real-life situations.

Flexibility within The Textbook

Sheldon (1988) searched for every additional resource, including images, graphics, and audiovisual aids, in an appropriate ESL book. The intermediate level textbook that was examined did not contain any images, graphs, audio visual aids, or any helpful additional elements.

There aren't many short stories in the textbook that can be changed to fit the local setting, in terms of adaptability. However, since students would be evaluated in accordance with the course book, teachers were obligated to follow it. This was because both the students and the professors were

more focused on exam achievement and grades. The textbook was judged to be rigid in terms of organization, style, and methodology.

The pragmatic elements' sufficiency

The ideas of the Grammar translation process were the basis for the book, as proven by textbook data. Grammar competency development was the main topic of the textbook. There aren't many practical or communicative aspects in the textbook, which is merely an assortment of short stories. But, it is clear that these useful components were not added knowingly or according to a well-thought-out plan. In the textbook, there were no indications of an explicit note or awareness notation on pragmatics. The textbook contained zero practice questions or activities to help students build their pragmatic skills. Even though the dialogue in four short stories (Lessons 1, 2, 5, and 7) included a small number of pragmatic aspects, they were not correctly conveyed. According to this ratio, just 26% of lessons have pragmatic components, and even those that do weren't delivered in a way that was intended to increase pragmatic competence. These elements are merely a portion of the conversations or circumstances found in the short tales, and as they are included in the short stories, they are included in the textbook.

Chapter	Spotted Pragmatics
1	There is another pragmatic expression that can be used to ask someone to go right away. Lesson number one, "Buttons Button," featured two refusals on pages one and three. The exercise on the lesson's refusal approach did not include a follow-up question.
2	The second lesson, "Clearing in the Sky," also contained an implicit indirect refusal. However, it was presented in such a way that a lay reader could not even recognize it as an implicit refusal because it involved a non-conventional implicature that required special understanding (Taguchi, 2012).
5	Another pragmatic tactic is to make a request in the form of an order. This was covered in Lesson Number Five, "The Piece of String." The fact that there was not even one follow-up question in the exercises pertaining to these pragmatic tactics demonstrated the aim of the material developer, who had completely disregarded the pragmatic elements' inclusion in the textbook. Even if it were briefly assumed that these aspects (Refusal & Order) had been incorporated with a purpose, it couldn't be because of their improper presentation and disregard for the exercise question or follow-up activity.
7	In the pragmatically appropriate case from lesson seven, "The Use of Force," the doctor addressed the girl by first name in order to establish a friendly rapport and prevent a potentially embarrassing reaction. However, the pragmatic example of why it makes sense to address someone by their first name was also not adequately addressed. The exercise included a follow-up question, but the lecture did not address the pragmatic basis for the topic's emphasized grammatical component.
	No presentation of pragmatic elements could be found in the book

Potential Contextual Clues of Pragmatics

Although pragmatic elements have not presented properly in the textbook for enhancing communicative competence, yet there are few dialogues in the short stories which have the potential for enhancing pragmatic competence. Following dialogues are found in the textbook:

... "May I come in?" asked Mr. Steward.

"I'm rather busy" Norma Said.

(Book-I, Button Button, P-2)

This is a conventional implicature, which is used for refusal. This can be used by the teachers to teach the refusals. If this dialogue is presented properly with any pragmatic hint or in the exercise of the lesson, the students can get advantage of this dialogue.

... "Who do you represent?" Mr. Arthur asked.

"I'm afraid, I'm not at liberty to tell you

... " Mr. Steward Said.

(Book-I, Button Button, P-2)

This dialogue is also related to refusal and here again a conventional implicature was used. This dialogue also has potential for teaching and learning of pragmatics. Teachers and students both can get benefit from it, if it is presented properly.

"I think you'd better leave," Arthur said,
standing. (Book-I, Button Button, P-3)

The expression used in pragmatics to convey a request or suggestion for someone to leave. In terms of pragmatic language use, it implies more than just the literal meaning of the words. It often suggests urgency or an underlying reason for the request, such as discomfort, the need for privacy, or a desire to end a conversation or situation. The effectiveness of this expression relies on both the words themselves and the context in which they are used, including tone of voice and body language. But such explanation, notes or any clue can't be found in the book which can help teachers or students to develop the pragmatic competence of the learner that can lead to the communicative competence

... " Police Officer: is Mr. Hubert here?

Mr. Hubert: Here I am.

Police Officer: Mr. Hubert, **Will you please accompany me to the mayor's office** " ...
(Book-I, The Piece of string, P-52)

This dialogue contains an order in the form of request. "Will you please" is a conventional implicature, which can be used to order politely. This

dialogue can also be utilized by the teachers to enhance the pragmatic competence of the students.

... "Father: I want to show you something you've not seen for many years!

Jesse: **Isn't too hot for you to do much walking.**"

(Book-I, Clearing in the sky, P17)

There is indirect refusal in the dialogue. Son, Jesse, is not willing to go with his father but he cannot refuse directly. So, he uses the situation in such a way that it can give him advantage. This is non-conventional implicature. Not only this dialogue but above mentioned all dialogues have potential for teaching pragmatics. Teachers who want to improve pragmatic competence of their students they can utilize these dialogues. Students are not aware of these things initially. If these dialogues are presented properly in the short stories and furthermore if questions or activities related to these dialogues get incorporated in the prevailing textbook, students' pragmatic competence can be enhances.

"I smiled in my best professional manner and asking the child's first name I said ," come on, Mathilida, open your mouth and let's take a look at your throat."

(Book-I, The Use of force, P-46)

Calling someone by their first name can be considered a pragmatic norm depending on the cultural context and the relationship between the speakers. In many cultures, using someone's first name in conversation is a way to establish familiarity, friendliness, or informality. It can also indicate respect or closeness in certain contexts, such as professional settings where a more personal relationship has been established over time.

CONCLUSION

Textbook data revealed that it is lacking in the few set standards of an ESL book like its title, user definition, flexibility and other interactive pictures and audio visual aids. Besides all these basic flaws a partial focus of the textbook is grammar which leads to only grammatical competence. The way the textbook's exercises are organized only builds grammatical skill, with blatant disregard for crucial components of communicative competence. Textbook data confirms that this book is based on the GTM method because it appears to be compatible with Laser-freeman's GTM techniques, such as marking statements as true or false, using synonyms, and asking long and short answer questions based on

stories that reflect reading comprehension. Grammar rules include using the correct form of verbs, parts of speech, active voice, and passive voice, as well as memorization of vocabulary and phrasal verbs. Another indication that the textbook lacks essential components for the development of communicative competence is the near total neglect of speaking and listening abilities in favor of reading comprehension and writing skills. The attention on only two skills violates “canonical Sequence of Listening, Speaking, Reading and Writing”, which is considered mandatory for in language learning and enhancing communicative competence (Clarke et al., 1984). An ESL textbook ought to prioritize language acquisition, whereas this one appears to be more concerned with character development and understanding English literature. Grammar mistakes should not take precedence over pragmatic violations while teaching second languages to students or teachers (Bardovi-Harling & Dörnyei, 1998). Similar to this, the ESL textbook needs to emphasize pragmatic components for communicative competence, but it does so in relatively small proportions. The pragmatic aspects were included in the textbook's short stories, therefore they were included in the book without being purposefully or explicitly provided. To help students improve their pragmatics skills, the textbook contains no questions or exercises pertaining to pragmatic expression. Throughout the entire book, there are two comprehension concerns that are related to pragmatics; nevertheless, neither the main book writer nor any other guided material has addressed them to help the learner develop pragmatic awareness. Since pragmatic awareness is the building block for pragmatic production, which is one of the basic components for communicative competence and when there is no explicit presentation in the text book material for pragmatic awareness, it's not possible to develop the complete framework of effective communication in the mind of learner.

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