

EVALUATION OF SKILL BASED ACTIVITIES FOR LANGUAGE LEARNERS IN PTB TEXT BOOK AT MATRICULATION LEVEL

Lubna Shahzadi^{*1}, Hafiz Muhammad Hammad Javed², Sajid Ali³, Sadaf Saleh⁴,
Rukhsana Tabasum⁵

^{*1,3}PhD Scholar Department of English Linguistics Riphah International University Faisal Abad campus;

²Lecturer, Department of English Linguistics, The Islamia University of Bahawalpur;

⁴MPhil English, Department of English Linguistics, Riphah International University Lahore Campus

⁵MPhil English, Department of English Linguistics, Riphah International University Faisal Abad Campus

¹lubnatahirj@gmail.com; ²mr.hafizhamad@gmail.com; ³sajidali90880331@gmail.com;

⁴ksadaf971@gmail.com; ⁵rukhsanatabassum791@gmail.com

Corresponding Author: *

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ABSTRACT

The present study is designed to evaluate English textbook 10th grade level prescribed by Punjab textbook board Lahore, Pakistan. The main objective of this study is to evaluate the activities present in textbook to contribute that the textbook is suitable for the improvement of English language learners in Pakistani scenario. Researcher used mixed method of research. Data was collected and analyzed by researcher qualitatively and quantitatively. Collected data was analyzed by applying SPSS software by researcher. Descriptive statistical method is used to evaluate the textbook and activities present in textbook. The researcher applied self-constructed checklist to gain the objectives of study. The analytical data and results related textbook evaluation is shown in the form of tables and graphs. The analysis of data shows that textbook is not fulfilling the requirement of Pakistani students properly. The division of activities, regarding four basic skills of language learning is not equally distributed in textbook. It is concluded that division of activities is not equal and appropriate and it is problematic area which needs serious consideration.

Keywords: Evaluate, activities, checklist. Language learners, objectives

INTRODUCTION

The textbooks are indispensable element of teaching and learning. The Textbooks are the core of the educational system. Different writers have reiterated and highlighted the supremacy of textbooks, particularly in the developing countries. Text book is splendid teaching material that is being used in teaching learning process. Text book facilitates students in learning activities and plays a pivotal role in teaching learning process. In Pakistan textbooks are considered as a great component of the curriculum. The teacher's job are of motivators, curriculum planners, supervisor as well as a facilitator. As curriculum designer, developers and planners teachers are expected to develop and design their own material effectively and creativity. A good textbook that meet the criterion, suit the needs, interest and abilities of the students, suit the teachers

and meet the need of officials' public teaching syllabus or examination. Textbooks play a central and pivotal role in all type of institutions all over the world. The major task of a teacher is to develop higher order thinking skills among students. The higher order thinking skill is very crucial that develop critical thinking among students, If it only applies much lower order of thinking the critical thinking of the students will not be developed as well as. The critical thinking is useful for students to solve the problems easily and analytically. One expert has stated "the educational program comprises of three components; the students, the teacher and curriculum these three elements are part and parcel of each other's. They can't not continue to work alone. The third element that is curriculum need material it needs textbooks. The employment of

textbooks is important in most educational systems. The text books are the bridge connecting between students and teachers”. But it is necessary that the textbook should be appropriate and meets the language learning needs of the students. But most of the textbooks are designed but they are not according to the needs and requirement of the students. While designing textbook student’s language learning needs are ignored, so it is very necessary to evaluate a textbook. Evaluation of text book can be for many reasons but two of them are most valuable according to experts of education. It helps the material designer and text book organizer to select the appropriate material for students according to their needs. And the second reason is that it helps teachers to conclude the benefits in classroom regarding its merits and demerits, weakness and assets. Evaluation process of textbooks is very crucial factor for teaching learning process. Text book evaluation process paved the way for teachers to select appropriate material in classroom and bring ease for them. In language learning process the evaluation is an important part for educational success. With proper evaluation we meet the objectives. And the success of educational process is measured by evaluation by the experts of language. Textbook is a good choice to meet the desired objectives. Curriculum measures and set the goals according to the needs of students and society. According to this curriculum design objectives of educational process defined. To meet these specific objects related specific subject, textbooks become recommended by experts and field specialists. It is very significant to evaluate these suggested textbooks for improvement of its standard. Evaluation is also necessary to know that prescribed textbook is according to need or not. Need of textbook evaluation is there because it motivate subject teachers and eliminate its flaws. This study is conducted to evaluate the textbook of 10th grade in context of its activities related language skills. Tomlinson (2008) stated the two main reasons of language learning failures. Firstly the books developers do not develop the material according to the need if student or according to the demand of learners. They just want to earn money commercially. And textbooks are heavily loaded with language material rather than the need of students. In future the private sector is growing fast in Pakistan which is a good sign for competition as well as the quality material. But with the emergence of private sector selection of good and effective material is a tough decision for education policy makers. And this

scene demands an in depth analysis for quality material selection that’s why evaluation, testing and analysis is must. “There is a serious need to put focus on the improvement of the quality of textbooks” (Govt. of Pakistan, 2007, p.24)

Objectives of the Study

Followings are the objectives of study

- i. To evaluate the activities in the book related speaking skill
- ii. To analyze the reading skill improvement activities
- iii. To examine the writing skill in the book
- iv. To explore the listening skill activities in the book
- v. To evaluate overall text book for skill development of students

Research Question

The researcher explore to find out the answers of the following questions

- i. What is the part of activities related to speaking skills?
- ii. What is the portion of activities related reading skills?
- iii. What is the section of activities related to writing skills?
- iv. What is the segment of listening skills activities in the book?
- v. What are the weaknesses of textbook related skills present in textbook?

LITERATURE REVIEW:

Research Works on Assessment of Textbooks. Here is some research works related syllabus overall evaluation of syllabus. It is a available and published work in academic papers. Litz (2002) have worked over the syllabus evaluation for undergraduate students, his work contain the assessment results of both teachers and students. Study was practiced in South Korea at academic year 2000-01. Data was collected through 8 teachers and 500 learners. Data collection tool was questionnaire. The researcher focused the pedagogical appropriateness of textbook. It was an in depth analysis of textbook. Need analysis of students has been done by questionnaire with the deep evaluation of textbook. And the research conclusion is that the tasks presented in book are attractive and eye catching for students. According to the findings of Litz (2002) the textbook contains activities of multipurpose along with the vocabulary

and grammar. There were some weak aspects of book there. Conclusion defines that there were less attractive activities with repetition in book, more need of practice of language skill and improvement of discourse is needed. Modification of tasks and activities which enhance the cognitive abilities of pupils were suggested by author. The assessment of research work shows that textbook analysis give complete information about the book. In this study both stages of analysis were focused by author surface level and in depth analysis. Physical outlook and detail of task presented in the book. The researcher also focused the vocabulary and grammatical elements in the textbook. Questionnaire was applied as a data collection tool which had also shortcomings.

Jahangard's Research Study (2007)

This research was conducted in Iran. Researcher evaluates four ELT textbooks English book 1, 2, 3 and reading book for pre university students. In this research work the writer applied the evaluation through checklist method proposed by different authors. Evaluation and analysis of each book was made under each heading by researcher and draw the conclusion. According to the findings of study it was concluded that these books provide enough skill based activities with the practice of grammatical units and new words interaction and learning with repetition and replacement. Good learning skills developed by learning approaches. Cognitive skills of learner were developed with the use of these skills. (Jahangard, 2007: 147). Conclusion drawn by author was that textbook fail to meet the objectives at some extent like included topics were not fresh or latest, less use of new words. There was also suggestion by researcher that a panel of teachers made assessment by the result of this study that the conclusion is fair.

Research Study by Dat (2008)

Researchers evaluate 9 specific topics from ELT textbooks from Indonesia, Thailand and Vietnam. Data of this study was composed by the interviews of educators, administration. Researcher divide the material applied in these south Asian countries into three types, imported manuals, universal and regional textbooks and these textbooks distributed to other states. This study had drawn the conclusion about the suitability of materials. It contains very positive features, awareness of cultural facts, special events of country, global need, integration of mother

tongue, creative analytical skills in learners and educational tools. Regarding cultural awareness facts there was connectivity between objective and related material. National identity was encouraged through principles of daily routine (Dat, 2008: 271). Moral and ethical values had been taught through the respect of elders, productive skills promoted through local identities in the textbook. Different subjects had been discussed to highlight regional issues like poverty. National issues, financial realization had been raised in textbooks. Global issues like technology, medicine, population, gender and race were discussed to improve writing and reading skills. There was also focus on translation of text for promoting L1 as an instructional device (Dat, 2008: 272). Religious concepts and critical thinking skill enhancing topics were also concluded as a part of textbook. It is finally assessed in this study that there were many drawbacks in organization of textbook. Lack of balanced activities and focus on skills were found there. Learner's need was not considered for the betterment in future. For data collection just interviews of stakeholders was make it unreliable

Research Work of Aftab (2011)

Research study of Aftab consists of evaluation of 7 ELT textbooks in Pakistani community and private institutions. Aftab divided his study into five steps and many research instruments were applied on different variables. Basically, data collected through multiple sources for this study and analysis was made by researcher. According to Aftab (2011) creativity and receptive and productive skills were properly organized in textbook but researcher did not fully cover the analysis of activities in his study. In Pakistani context the suggestions to improve the quality of textbook was not added in this research paper.

Nguyen's Research Work (2011)

This study focused on the pragmatic evaluation of textbook in Vietnam. And it concerns with speech acts in SSS (senior secondary school) textbooks that they give ample contextual information to understand these speech acts. Evaluation was done according to his own opinion and review of literary work regarding evaluation of textbooks. The researcher made a list of all linguistic speech acts and analyzed them. Evaluation process shows that the speech acts are not linguistically present in the book. Contextual elements were also not placed with proper order. Detailed information is missing. It is a

complex element to analyze speech acts. Speech acts in this study was not presented with context presented information in book lack of meta-pragmatic features. Detail description is also ignored. Expressions used in these textbooks are new for users of language.

Research Work of Alemi and Mesbah (2013)

Researchers evaluate Top Notch series of textbooks of Iran. It is an overall evaluation of textbook. Their criteria of evaluation were questionnaire. Findings of research show that these textbooks improve the communication level of students. Contextual realization also present in textbook. Enough material for language practice is there in these textbooks for basic four skills. Each unit holds grammatical information with logical order. Layout and design of these books is very attractive with artistic appeal. It is a very positive evaluation with the remarks of teachers. It could be more effective in results if students included in this research.

METHODOLOGY

The researcher used the mixed method approach. Data was collected and analyzed by researcher qualitatively and quantitatively. Research was qualitative and quantitative in nature. Collected data was analyzed by applying SPSS software by researcher. Data was analyzed by using tables and graphs for clarity. The data was collected through Self-constructed checklist that is designed to obtain the objectives of study. This checklist has been given to English language teachers to fill. Researcher planned carefully while constructing the checklist to obtain accurate results. Textbook of 10th class prescribed for the year 2023-2024 was population Language skill based activities in the textbooks were population of research. And special focus of researcher was the basic language skill based activities. And these activities were the samples of research.

DATA ANALYSIS AND FINDINGS

The researcher of this study evaluates the textbook through two dimensions. First, the analysis of activities present in the exercises of textbook by finding their portion through percentage. And to separate the activities related listening, speaking,

reading and writing skills present in the book. And the second aspect of study is evaluation through checklist by language teachers who are currently teaching this textbook for many years.1 Checklist items contains the six major dimensions physical reflection, draught and design, tasks present in book, skills, language, topic and theme. 2 This portion of study deals with the interpretation of data. Researcher use demographic explanation for data analysis. SPSS software applied for demonstration of data through tables. Graphs and pie charts are also shown by researcher to define the data according to the requirement.

Table 1.1: Activities present in each chapter of textbook.

Chapter no	Total no of activities	Percentage	Mean	Standard deviation
1	19	9.05		
2	19	7.09		
3	17	9.05		
4	22	8.10	16.15	2.70
5	19	7.14		
6	17	10.48		
7	19	7.14		
8	17	7.14		
9	15	7.62		
10	22	8.10		
11	15	6.19		
12	15	6.67		
13	16	5.71		

Total 210

Presented table 1.1 illustrates the total numbers of activities present in textbook in every chapter by deep evaluation by researcher. Textbook has employed 210 activities related different categories of language learning skills like reading, writing, listening, speaking, vocabulary and grammar. Above table also shows their percentage portion in each chapter of textbook which is the objective of this study. Table shows the weight age of activities in each chapter. Mean of total activities is 16.15% and SD (standard deviation) is 2.70.

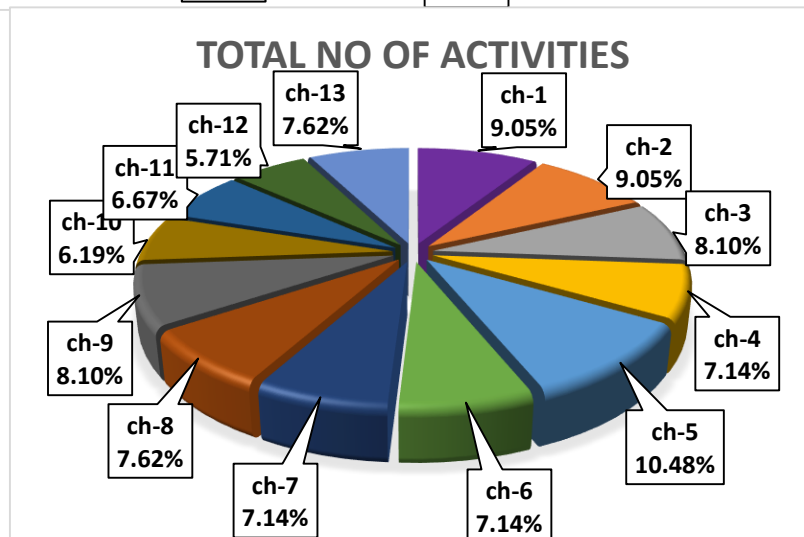
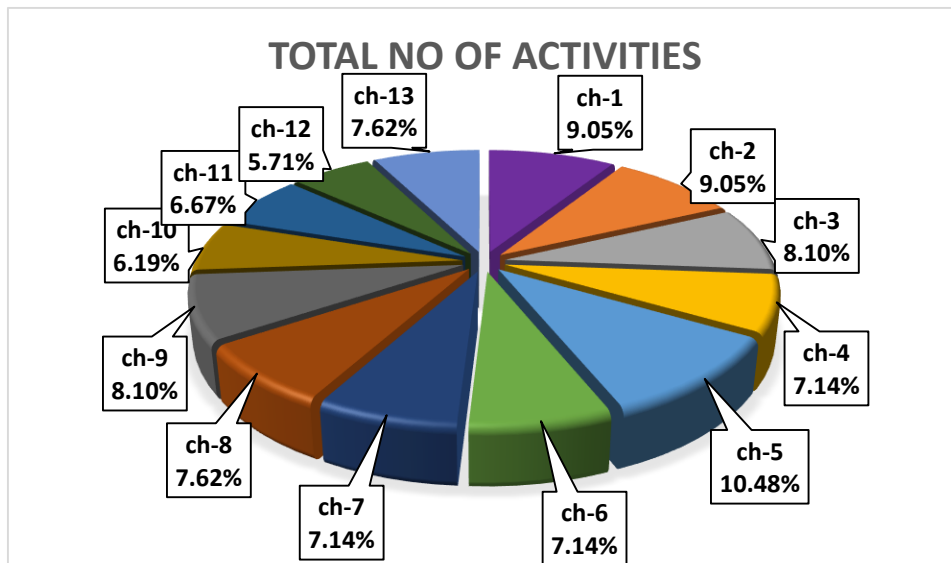
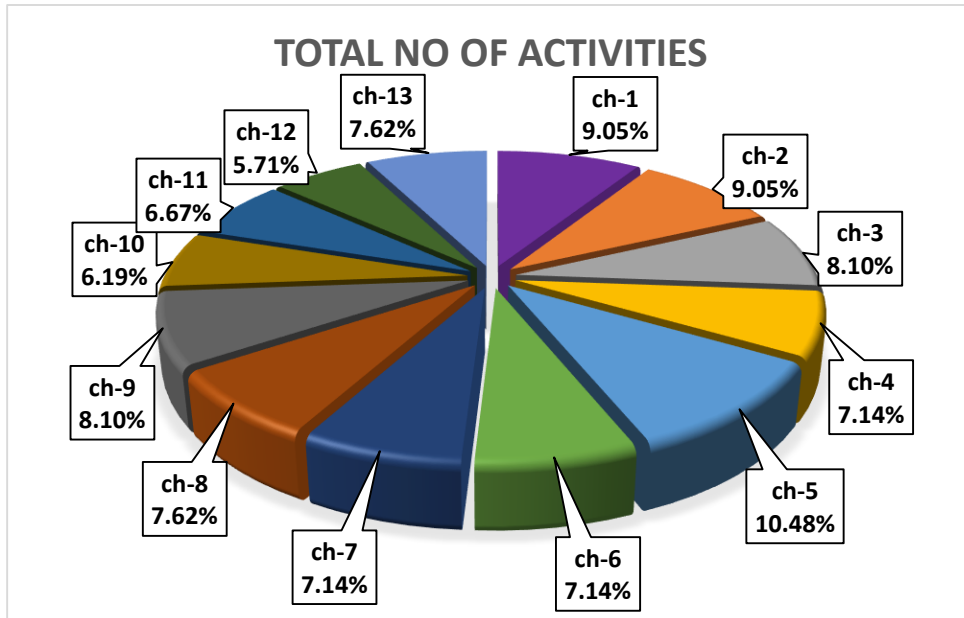


Table 1.2: Activities related reading skill present in textbook

Chapter no	Reading skills	Percentage	Mean	Standard deviation
1	3	7.89		
2	4	10.53	2.92	1.19
3	4	10.53		
4	3	7.89		
5	5	13.16		
6	4	10.53		
7	2	5.26		
8	2	5.26		
9	2	5.26		
10	2	5.26		
11	4	10.53		
12	2	5.26		
13	1	2.63		
Total	38	100		

This table 1.2 holds the details about activities related reading skill in text book with their percentage in each chapter. Above table clears the injustice distribution of reading skill activities in different chapters like some chapters have more activities and some chapters of textbook has very less numbers of activities related reading skills. Chapter number five has contain five reading skill activities with prominent percentage 13.16% and chapter 13 of textbook keeps very low weight age of reading skill activities only one activity was found by researcher with 2.63% portion. Mean is 2.92% and with 1.19 standard deviation results. Farther elaboration is presented in form of pie chart in following figure.

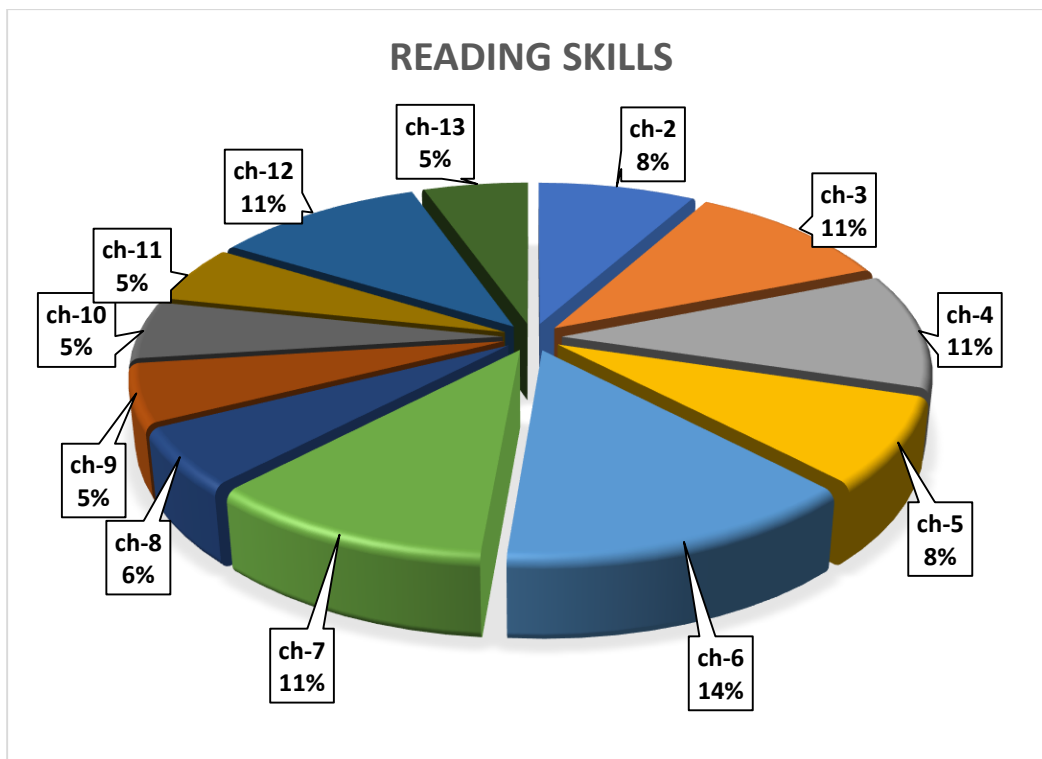


Figure 1.2: Activities related reading skill present in textbook

Table 1.3: Activities related writing skill in each chapter of textbook

Chapter no	Writing skills	Percentage	Mean	Standard deviation
1	3	7.14		
2	2	4.76		
3	4	9.52		
4	2	4.76		
5	4	9.52		
6	3	7.14		
7	5	11.90		
8	4	9.52	3.23	1.30
9	6	14.29		
10	3	7.14		
11	2	4.76		
12	2	4.76		
13	2	4.76		
Total	42	100		

Table 1.3 shows chapter wise division of writing skill activities in textbook. Writing skill activities present with different number orders in different chapters of text book as table displays it. Chapter number 2, 4, 11, 12 and 13 hold only two, two activities related writing skill with the percentage order of 4.76% only. Chapter number 9 of textbook has leading number of activities with 14.29%. Balance in quantity of exercises related writing skill is not present in textbook. Mean of activities of writing skill is 3.23 with 1.30 % of standard deviation. More elaboration of chapter wise division of these activities has been shown in the form of pie chart.

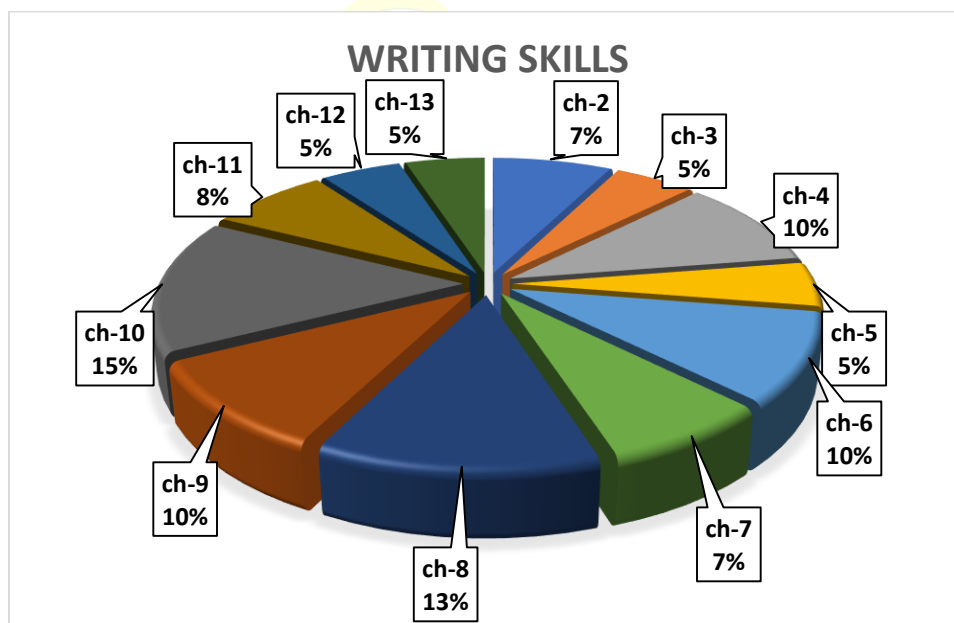


Figure 1.3 Activities related writing skill in each chapter of textbook.

Table 1.4: Speaking skill activities present in each chapter of textbook

Chapter no	Speaking skills	Percentage	Mean	Standard deviation
1	2	9.52		
2	2	9.52		
3	1	4.76		
4	1	4.76		
5	3	14.29		
6	1	4.76		
7	2	9.52	1.62	0.77
8	2	9.52		
9	1	4.76		
10	1	4.76		
13		4.76		
12	1	4.76		
13	3	14.29		
Total	21	100		

Table 1.4: demonstrates the number of activities related speaking skill is present in each chapter of text book with their percentage portion. Highest level of activities is found in chapter number 5 and 13 with three activities and 14.29%. There is only one activity of speaking skill in different chapters with lower percentage 4.76%. For more elaboration pie chart is shown by researcher.

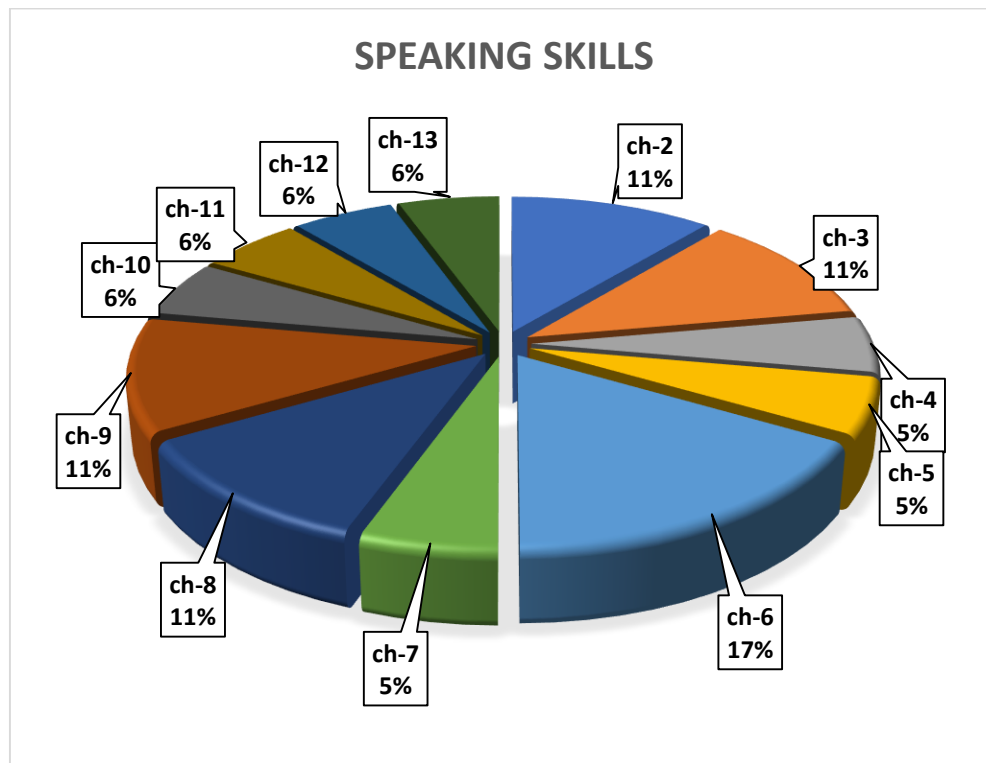


Figure1.4 speaking skill activities present in each chapter of textbook

Table 1.5: Activities related vocabulary items in each chapter of textbook

Chapter no	Vocabulary	Percentage	Mean	Standard deviation
1	4	9.30		
2	3	6.98		
3	2	4.65		
4	4	9.30		
5	5	11.63		
6	2	4.65		
7	3	6.98	3.31	1.11
8	5	11.63		
9	4	9.30		
10	2	4.65		
11	2	4.65		
12	3	6.98		
13	4	9.30		
Total	43	100		

Table 1.5 illustrates the demographic presentation of activities related vocabulary items in textbook. Vocabulary buildings activities present in book are total 43 in numbers with sub division in different chapters. Chapter number five and eight are prominent with 11.63%. Chapter number 3, 6, 10 and 11 have only two activities of vocabulary items with lowest percentage of 4.65%. Mean is 3.31% and SD is 1.11%. Following is a pie chart for more description in detail.

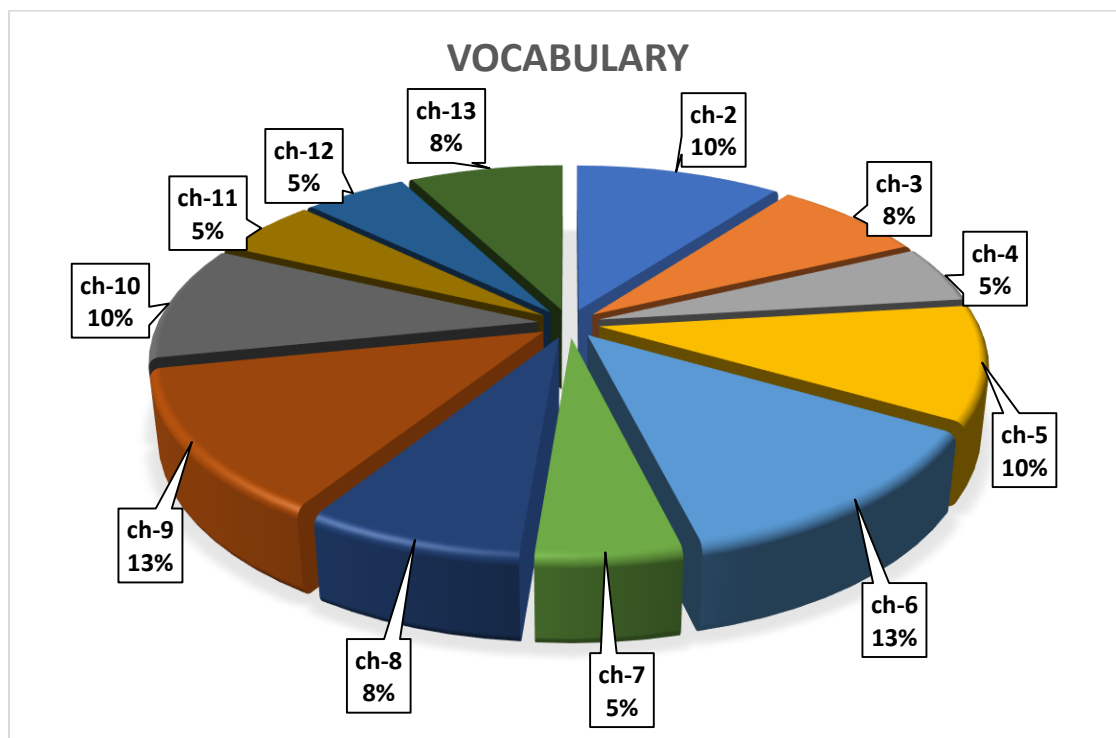


Figure1.5: Activities related vocabulary items in each chapter of textbook

Table 1.6: Grammar related activities present in each chapter of textbook

Chapter no	Grammar	Percentage	Mean	Standard deviation
1	7	10.61		
2	8	12.12		
3	6	9.09		
4	5	7.58		
5	5	7.58	5.08	1.44
6	5	7.58		
7	3	4.55		
8	3	4.55		
9	4	6.06		
10	5	7.58		
11	5	7.58		
12	4	6.06		
13	6	9.09		
Total	66	100		

Table number 1.6 holds the details of activities related grammar items in textbook. Chapter wise presence of grammar activities is present in this table with their percentage. Huge portion of grammar activities is there in textbook with total number 66. Chapter no 2 contains more activities compare with other chapters with 12.12%. Least number of activities is present in chapter 7 and 8 with 4.55% only 3 activities related grammar is present in textbook for practice of students. Mean is 5.08 and SD is 1.44. Description of grammar activities can be shown in following pie chart.

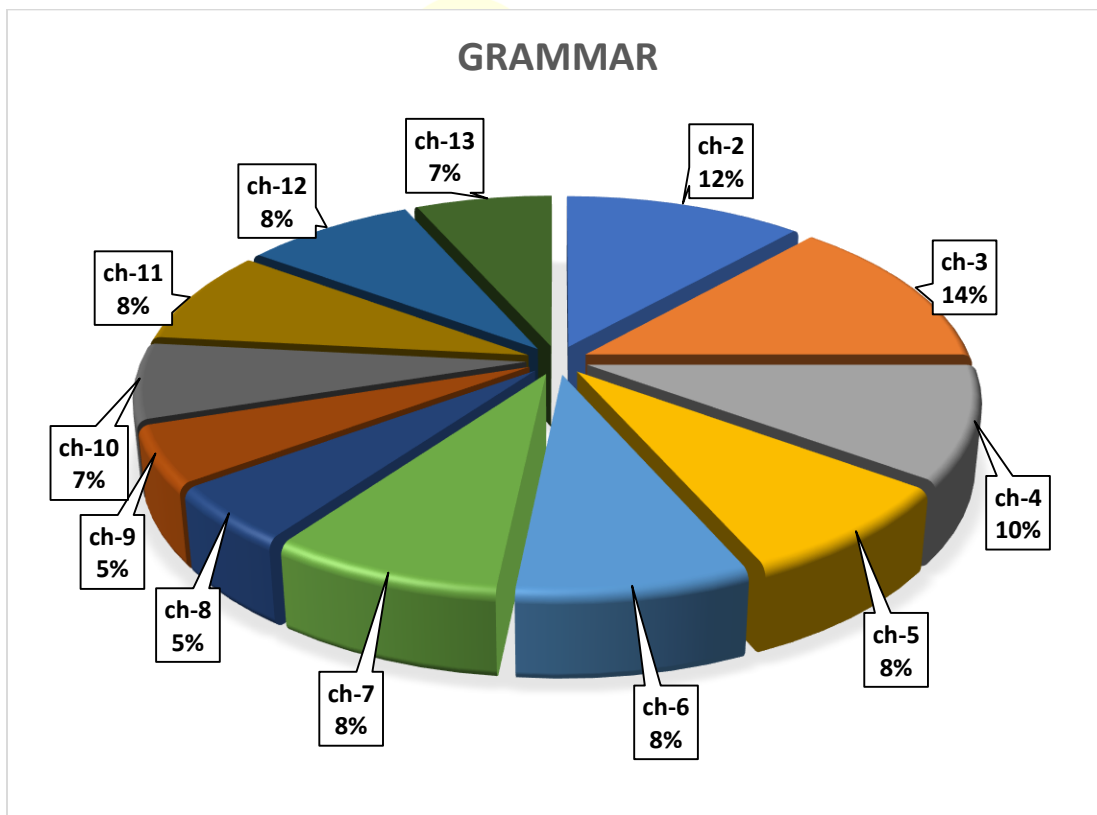


Figure 1.6: Grammar related activities present in each chapter of textbook

Table 1.7: Writing skill activities

Essay	5	11.90	4.2	1.873
Summary	5	11.90		
Dialogue	2	4.76		
Letter writing	4	9.52		
Application writing	4	9.52		
Book review	5	11.90		
Email	0	0.00		
Paragraph	6	14.29		
Paraphrase	6	14.29		
Expository composition	5	11.90		
Total	42	100		

Table 1.7 keeps the detail of form of writing skill activities present in the textbook with their percentage of each category. Paragraphing and paraphrasing activities contain huge portion in textbook with 14.29% and second level of writing skill activities in textbook is given to essay, summary and expository composition with 11.90%. Least important was given to dialogue writing with 4.76% only two activities were found related dialogue writing in textbook. Mean is 4.2 and SD is 1.873. Comprehensive view of these activities is shown in form of graph.

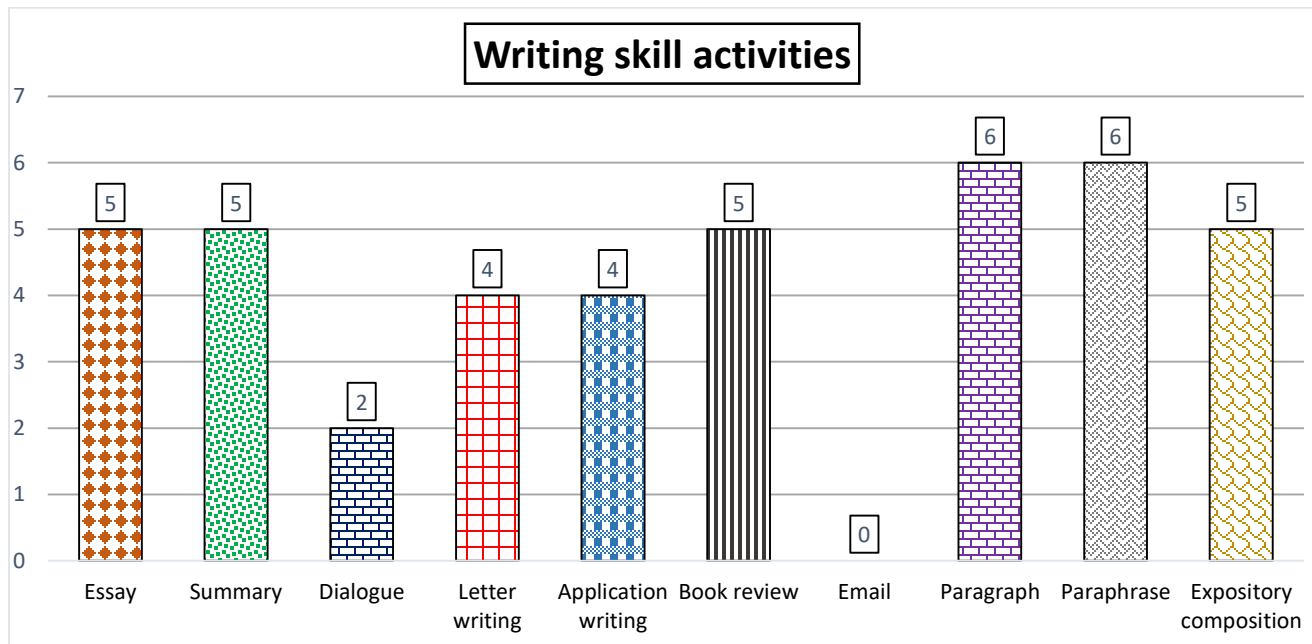


Figure 1.7: Writing skill activities

Table 1.8: Reading skill activities

Activities	No	Percentage	Mean	Standard deviation
Comprehension related activities	13	34.21		
Organization of text	6	15.79		
Summarization	3	7.89		
Rearrange	3	7.89		
Anaphoric/ cataphoric	2	5.26		
Paraphrase	4	10.53		
Figure of speech questions	3	7.89	3.45	3.615
Alphabetic arrangement	0	0.00		
Chronological arrangement	3	7.89		
Cause and effect	1	2.63		
Column filling	0	0.00		
Total	38	100		

Table 1.8 describes the detail of activities related reading skill present in textbook with their percentage. Comprehension activities have highest rank in textbook with 34.21%. 13 activities related comprehension found in textbook. Text organization activities are 15.79 % and total 6 in numbers throughout in the book. Cause and effect related activities are least in number only one activity is there in textbook with 2.63%. Total number of reading skill activities present in different chapters is 38. Mean is 3.45 and 36.15 is standard deviation. Graphical representation also showed the division of activities under the category of reading.

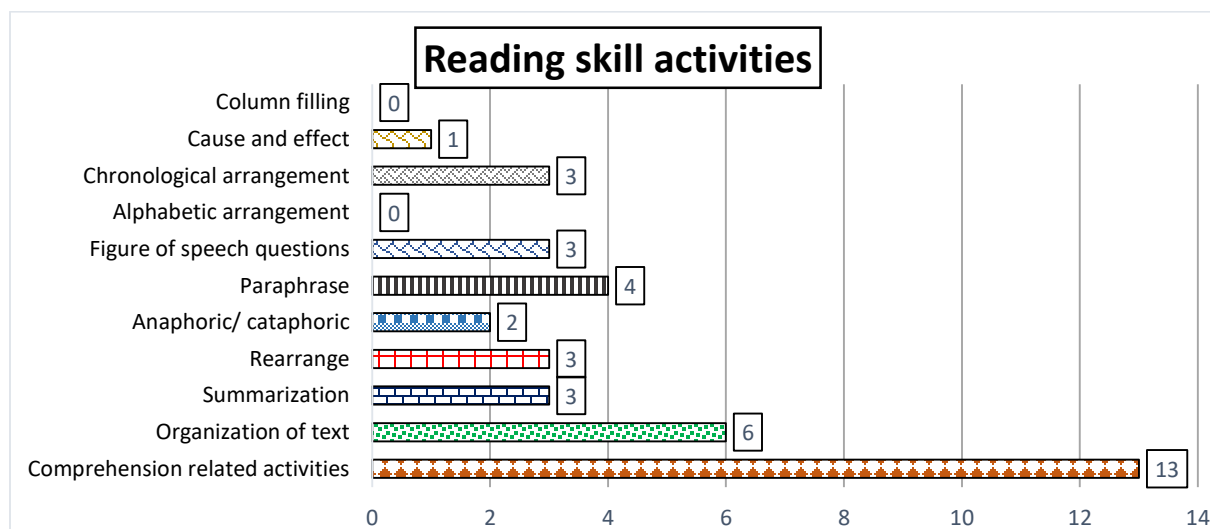


Figure 1.8: Reading skill activities

Table 1.9: Speaking skill related activities

Activities	No	Percentage	Mean	Standard deviation
Interview	2	9.52		
Expression	4	19.05		
Presentation	3	14.29	3	1.414
Discussion of groups	5	23.81		
Dialogue	2	9.52		
Question/answer	4	19.05		
Role play	1	4.76		
Total	21	100		

Table 1.9 shows the detail of activities related speaking skill present in text book. Speaking skill is given least importance because only 21 activities are found in whole textbook. Prominent one is group discussion activities who are five in number with 23.81% in textbook. Role play activities are less considered with 4.76%. Only one activity is present in book related role play. Mean is 3 and 1.414 standard deviation. Table is explained in the form of graph for comprehensive view of activities related speaking skill.

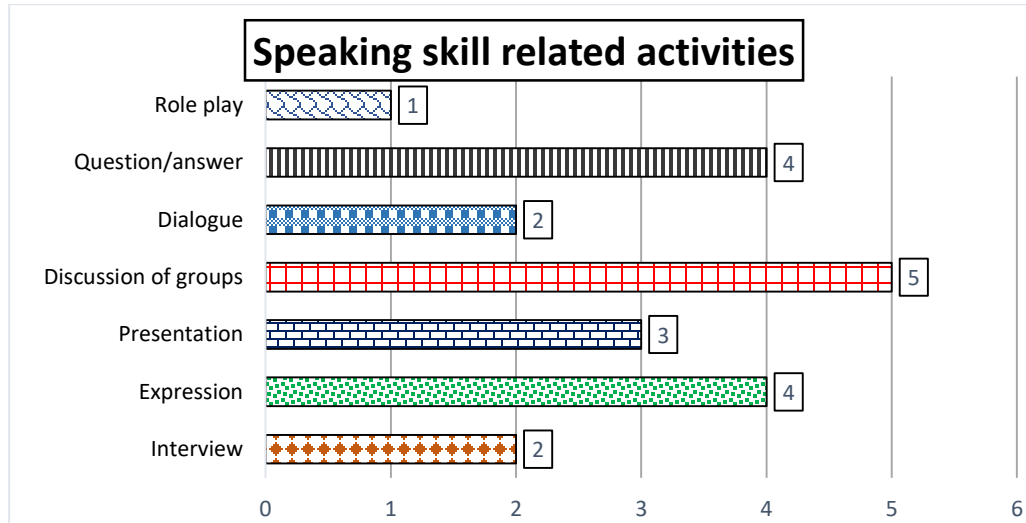


Figure 1.9: Speaking skill related activities

Table 1.10: Vocabulary related items in textbook

Activities	No	Percentage	Mean	Standard deviation
Synonyms	8	18.60		
Antonyms	5	11.63		
Prefixes /suffixes	6	13.95	9.090	6.0155
Match the column	4	9.30		
Multiple choice	8	18.60		
Use of dictionary	2	4.65		
Connotation	4	9.30		
Abbreviation	2	4.65		
Cognates	1	2.33		
Formation of sentence	2	4.65		
Formation of words	1	2.33		
Total	43	100		

Table 1.10 possesses the information about activities related vocabulary item present in textbook. Total 43 activities present in textbook related vocabulary. Synonyms and multiple choice items are given more importance with the addition of more activities related these skill. Because 8, 8 activities are found by researcher under these categories with 18.60 %. And word formation is given less value with only one activity and 2.33%. Mean 9.90% and 6.0155 is the standard deviation of total vocabulary items. Further description is presented in form of graph below.

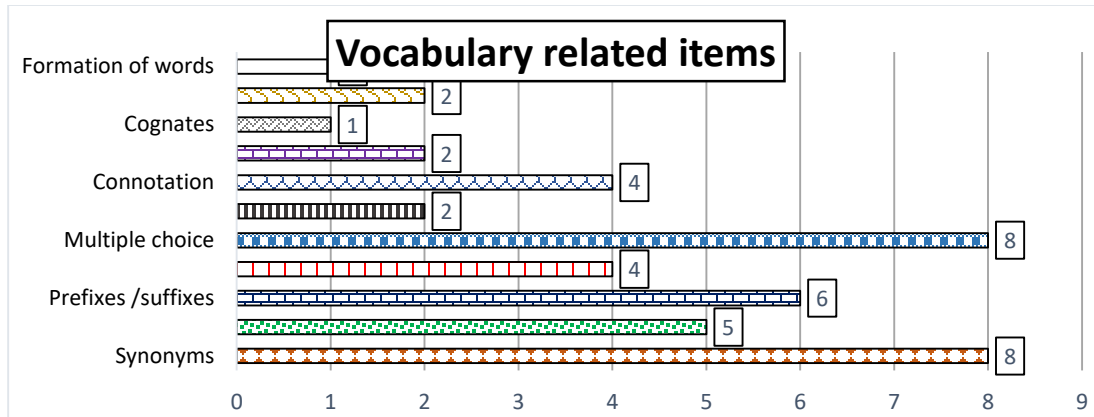


Figure 1.1: Vocabulary related items in textbook

Table 1.13: Grammar related exercises

Activities	no	Percentage	Mean	Standard deviation
Verb	10	15.15		
Collective noun	1	1.52		
Adjectives	6	9.09		
Relative noun	1	1.52		
Pronoun	4	6.06		
Adverbs	2	3.03	4.166	3.496
Adv- clause	1	1.52		
Adj –clause	2	3.03		
Preposition	2	3.03		
Articles	1	1.52		
Participles	1	1.52		
Gerund	3	4.55		
Model verb	1	1.52		
Punctuation	2	3.03		
Exclamation	1	1.52		
Tense	8	12.12		
Conjunctions	2	3.03		
Abstract noun	1	1.52		
Conditional sentences	3	4.55		
Compound complex	2	3.03		
Noun clause	3	4.55		
Direct/in direct	2	3.03		
Active /passive voice	4	6.06		
Mcqs grammar related	3	4.55		
	66	100		

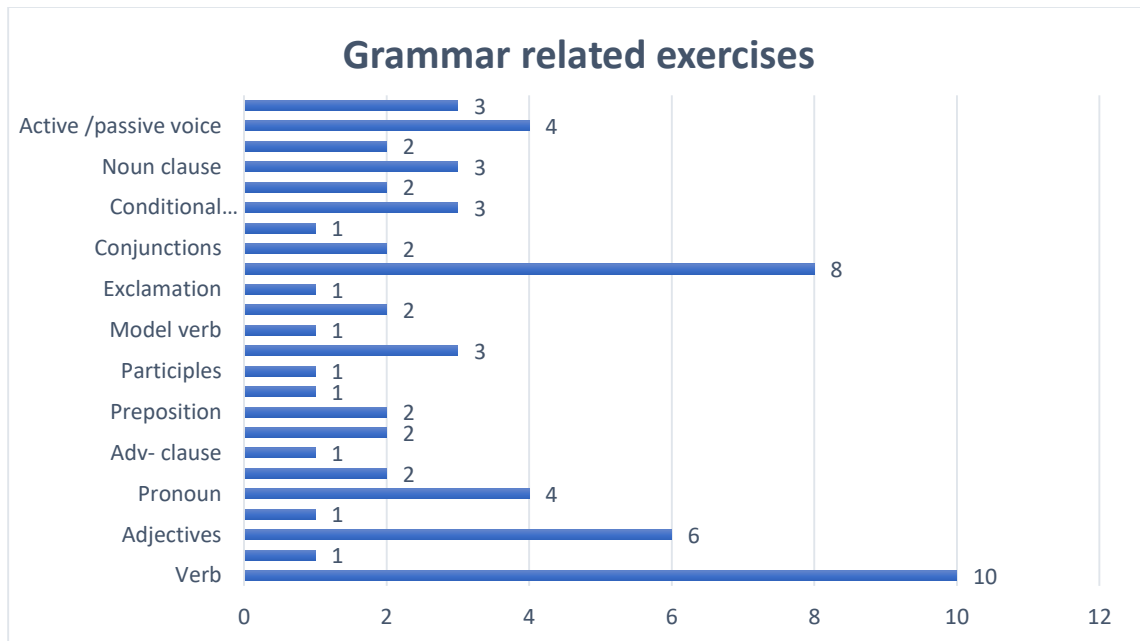


Figure 1.13: Grammar related exercises

Findings

Reliability analysis

For accessing the reliability of the study, the Cranach test was employed. The entire variables provide the satisfactory results.

Discussion

Researcher evaluated the English language textbook of 10th grade prescribed by Punjab textbook board Lahore. Textbook is like a backbone in the journey of teaching learning. Researcher concluded that this book has many good aspects as well as weaker too. Textbook holds table of contents with sufficient detail of skills focused in this book entitled vocabulary, reading skills, grammar, oral communication skills and writing skills. This book totally missing the activities related listening skill. Grammatical items and focus on vocabulary for language learning is sufficient. The book is specifically designed for examination purpose rather than skill development. Teacher and students helping material is also missing in this book. No doubt it is a good book prescribed by Punjab text book board for the learners of 10th graders but it does not enable the student to meet the challenges of present time. Activities present in this book have no balance portion at all because the activities present in the book do not develop critical thinking in students. All chapters contain similar activities. Students should also introduce with the final exam pattern in the end

of textbook for better preparation. This book completely missed the listening skill activities. Listening skill is totally ignored in book. Textbook also does not have material that helps student and teacher to use language in real life situations. Defined objective have no balanced link between four receptive and productive skills of English language. Teaching element of creativity is totally ignored in this book. Basic language skills are present for just examination point of view not for the language development of student. Book is not designed for critical thinkers it just produce the learners. After completion of this book students of matriculation level do not have enough skills to write some sentences or paragraph beside the provided material. This book not conveys the cognitive development of students to use language outside the classroom. Fluency and accuracy in writing and reading is missing. Textbook prescribed at 10th grade level does not meet the learning objectives and goals. Basic language skills are not present in textbook with equal balance.. Activities present in textbook is also less focused they do guide is also not improve students caliber to apply these skills in practical life. Listening skill is totally ignored in this book which is a biggest flaw for learners. There should be any CD or recording material along with textbook to improve speaking and listening skill of learners. Critical thinking element for students is missing. English section of 10th grade required proper revision for

improvement. 10th grade level is very critical level for students to determine their future. Textbook does not contain any special efforts that enable students to make confident decision about their future.

Conclusion

Respondents of study affirm that textbook do not produce linguistic skills in learners. Their weight age is very low in book and also ignored by teachers because as these skills are less focused in book these are also ignored in exams because listening and speaking skills are less in number in textbook. The textbook with this division of activities cannot produce the confident learner because teachers focus on productive skills according to their weight age in textbook for examination point of view. The textbook at matriculation level needs serious attention and satisfactory revision. Textbook needs equal focus and presentation of activities. There should be focus on all language skills. There should be a balanced portion of activities in textbook. Cognitive development of student at this level is very important. It is concluded by researcher that equal balance of activities should present in book. And portion of activities preferably focused by syllabus developers and it is an area which needs more attention by concerned education department. To prepare the students to meet the challenges of 21st century is necessary to teach them with modern tools. Two fold analyses revealed that textbook is not without flaws. Although there are points that give strength to this book but in depth analysis of activities reveal that textbook have many weak

points too, aforementioned presence of activities in textbook is not judicious. Unfair distribution of activities is diagnosed after in depth evaluation of textbook. Grammar and vocabulary items are in repetitive form. Textbook should revise and designed it again with meaningful activities and enough practice of exercises with special aim of teaching communicative capability and proficiency.

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