

A Qualitative Inquiry into the Alignment of English Textbooks with the National Curriculum at Secondary Level

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Abstract

The present study evaluated the English textbooks taught at Secondary School Certificate (SSC) level at government schools in Khyber Pakhtunkhwa. The main purpose of this research was to see the alignment between the contents of the English textbooks taught at government schools and the objectives set by the National Curriculum Wing. These books are recommended by Textbook Board in Khyber Pakhtunkhwa, Pakistan. This is an important area of research as alignment between the the contents of the textbooks and the objectives is an essential part of effective English language teaching but according to the best of our knowledge, it has not been investigated before at the Secondary level. It is a qualitative research and the data were collected using a checklist, which focused on reading, writing, listening and speaking; the four major skills of English language. The trends in the data and the findings of the study demonstrate that the prescribed English textbooks do not adequately align with the objectives laid down by the National Curriculum Wing of the Federal Government. These textbooks are not good enough because of their lack of correspondence with the set objectives and therefore, they need to be improved by bringing them in line with the objectives. It has been found that the textbooks focus on the product approach instead of the prescribed process approach to teaching writing as they do not have brainstorming, mind mapping and outlining activities. Listening skills are altogether ignored. Reading sections of the prescribed textbooks have lower level of difficulty and are not challenging for students to make them communicatively competent. In the light of findings, the researchers have given suggestions with the hope to bring about improvement in the textbooks, and have suggested areas for further research.

Keywords: *textbooks, four skills, evaluation*

Introduction

English is an international language and its importance cannot be denied. In Pakistan, due to the importance of English language, it has been made a compulsory subject from class 1 to graduate level but it is a fact that despite students studying it for so many years, their proficiency level is not up to the mark. The researchers have observed that students know grammar but they cannot speak in the target language (English) to achieve

the communicative goals. According to Warsi (2004) and Ashraf (2006) students in Pakistan are unable to use English in real life situations. They are not adept at using English for communication though they study it for six to eight years. In Pakistan there are two types of education systems; public and private. The proficiency level of English of public school students is not as good as those of the private schools. The situation of learning English at intermediate level is more dismal in the Provincial government schools in KPK and needs to be addressed on priority bases (Ahmad et al. 2011, p. 2).

Pakistan is an underdeveloped country and therefore, apart from textbooks, other material and sources cannot be employed for the development of English language skills. In Pakistan, teachers whether they are of private or public schools thoroughly depend on textbooks but the research on textbooks of English language is nominal and just a small number of studies have been conducted to find out the appropriation of the textbooks. This has been also confirmed by the review team of National Educational policy where it is stated that:

The textbook is the only available learning material in most schools. Additional materials like teaching aids, supplementary materials and school libraries are virtually non-existent. Bookstores are hardly stocked with interesting support material to meet Pakistan's development needs and changing requirements of education. (2006, p. 53)

A number of research studies have recommended the change of teaching methodology, examination system and syllabus to tackle the problem, but the situation is still the same as it was in the past and it is a matter of great concern. In order to improve the condition of English language in Pakistan, the National Curriculum Wing (NWC) provides guidelines to design syllabus; hence, it is important to find out whether or not the textbooks in KPK have been designed according to the objectives set by NCW and to what extent these provide activities and other material to meet the specified expected outcomes.

Significance of the Study

Textbooks play an important role in situations where they are considered the core syllabus. In such situations, students depend on books and it is considered the responsibility of teachers to finish the syllabus within a specific time period. It is, therefore, very necessary that extensive care must be taken while writing them because books are the main source of providing input and if the input is comprehensible, the output will also be optimum (Krashen & Terrell, 1983).

The rationale of the current study is to provide guidelines to teachers, students, syllabus designers and decision makers. Azevendo (1979) opines that evaluation and analysis give valuable information to teachers, supervisors and educational departments regarding weak and strong points of textbooks. Moreover, they also provide useful information pertaining to the needs of students and teachers. Textbook evaluation is preliminary, making the most of the good points and compensating for or neutralizing the bad points (Ur, 2006). After identifying areas for change(s), the teachers can do adding, deleting and modifying to appropriate the textbooks to the needs of their students.

Though research has been done on the evaluation of English textbooks in Pakistan but to the best of the researchers' knowledge no comprehensive work has been done on the evaluation of textbooks taught in KPK. Therefore, this study will identify the strengths and weaknesses of the textbooks.

Objectives

1. To evaluate the appropriateness of the textbooks for the 9th and 10th grade classes
2. To analyze the contents of the textbooks in accordance with the objectives laid down by the National Curriculum Wing
3. To identify the strengths and weaknesses of these textbooks

Curriculum and its Components

According to Nunan (2003) curriculum is a broader term and comprises syllabus designing, methodology and evaluation as its components. In other words syllabus design, which relates to contents and textbooks, and which focuses on the selection and grading of the teaching materials, is a part of curriculum.

Textbooks and their Importance

Course books provide the basic contents and materials for the course they are used for and they are used as the only books by the students of that course (Tomlinson, 1998, p. 9). Heyneman has given a wide range of the different types of text books such as "they may include teaching guides reference books, supplementary reading materials." However, he differentiates the school text books and says that they "pertain to an instructional sequence based on an organized curriculum" (2006, p. 37), and the contents of these books are decided by the educationists, parents, families and and the state (Gutmann, 1987 as cited in Heyneman, 2006, p. 37).

Learning and teaching are greatly affected by teaching materials. The researchers are of the view that in most of the conditions only textbooks are used in the classrooms, therefore, they are vitally important.

Advantages and Disadvantages of Textbooks

Cunningsworth (1995) opines that a textbook gives syllabus because it contains goals and objectives of a language program according to a particular situation. Textbooks offer varied options for teaching; therefore, they are of great help for novice teachers.

According to McDonough and Shaw “No textbook or set of materials is likely to be perfect . . .” (2003, p. 65). Ur (2006) has enumerated some of the inadequacies of course books. The first shortcoming is inadequacy. The second, the students may have no interest in books. Thirdly, a course book bounds the creative and initiative teacher due to the fixed order and structure of the items. The fourth disadvantage is homogeneity. Every course book has a rationale and has followed a selected approach of teaching and learning due to which it cannot fulfill the need and requirements of different levels of learners existing in a class. Moreover, it cannot cater to the needs of learners having different styles and strategies of learning. The last disadvantage is over easiness. Heyneman (2006) has given detailed discussions in response to the different questions regarding the advantages and disadvantages of textbooks.

Materials Evaluation and its Importance

According to Tomlinson, materials evaluation is “the systematic appraisal of the value of materials in relation to their objectives and to the objectives of the learners using them” (1998, p. 11). Evaluation of textbooks is important in many ways. As it has already been discussed, in many situations, it is the easiest and the sole option with teachers and students. If a wrong choice regarding textbooks is made, it will have serious repercussions. Firstly, there will be wastage of funds. Secondly, there will be wastage of time and lastly, such decision may de-motivate both students and teachers (Macdonough & Shaw, 2003). The researchers find that in case of Pakistan, it seems that the repercussions are visible. The falling standard of English language despite spending resources and time is one of the results of the wrong choice of books. The present scenario of textbooks appears rather demotivating for the learners and teachers.

Methods and Schemes of Evaluation

There are many methods for evaluation of textbooks. McGrath (2002) has proposed some methods for it; Checklist method, in which books are thoroughly checked against a specific criterion or yardstick; and In-depth method, in which examination of just representative parts is done after selection. McGrath is in the favor of *pre*, *in* and *post-use* evaluation. Pre-use

evaluation is done before commencing textbooks to learners. In-use evaluation is done while the textbooks are being used and post-use evaluation is done after using them.

ELT experts have discussed and devised different evaluation schemes. Ellis (1997) has discussed predictive and retrospective evaluations. Cunningsworth (1995) has also discussed types of evaluation. The first type of evaluation is called pre-use evaluation; the purpose of it is to envisage the effectiveness of the course book. The second type is called in-use evaluation, when the course book is being used. The third type is called post-use evaluation. Penny Ur (2006) has indicated criteria for evaluation of course books. For evaluation of textbook Grant (1987) has also devised an approach called CATALYST Approach.

Methodology

It is a qualitative study and the methodology is descriptive evaluation, and the specific method employed is content analysis of the text books selected for this study. In order to analyze the textbooks a checklist was prepared. It was a self-made checklist having different items pertaining to target areas against which the books were thoroughly analyzed. The checklist was made keeping in view the objectives of study, evaluation of textbooks and the related research. Cunningsworth (1998) considers checklist a useful tool/instrument for evaluating teaching books and material. Cunningsworth (1995) and Mc Grath (2002) consider checklist very important because it is an economical and organized way to make sure that all the pertinent elements are provided. As the study is delimited to linguistic aspects of the textbooks, the researchers have adapted items from the checklist of Ur (2006). The main points of the checklist are as under

- Extensive fluency practice is given in reading skills
- Extensive fluency practice is given in listening skills
- Extensive fluency practice is given in speaking skills
- Extensive fluency practice is given in writing skills

(2006, p. 194)

Data Analysis

The prepared checklist had seven broad points/categories, which were speaking, writing, listening, reading. These broad points/categories are in the guidelines given by the National Curriculum Wing as well. The mentioned textbooks were closely evaluated keeping in view these broad categories.

Speaking

Speaking is an important skill in any language course. Speaking is not only different from writing just in the medium but also in many other

aspects such as while speaking a person has not only to speak extempore but also should have the power to decode whatever is said. Moreover, ellipses, false start, incomplete sentences, both formal and informal language, assimilation, elision, redundancy, paralinguistic features, stress, intonation and pronunciation are also some of the features, which make it different from writing.

As far as speaking skills are concerned, the prescribed books do not provide extensive knowledge and practice in order to enable the students to be competent for communication. Most of the activities are to be performed in groups. Individual and pair work activities are scarcely provided. Activities like language games, dialogues and role plays which play an important role in improving speaking skills of the students are not present in the textbooks. Though the mentioned textbooks have reading texts on varied topics, texts having dialogues and role plays and the texts in which authentic language is used, to enable the students understand the features of spoken language, are not present. Dialogues are not present in the reading texts and model dialogues are missing in oral section of the textbooks as well. Dialogues and role plays can be very fruitful to expose learners to features of real language. If model dialogues in which contracted forms are featured, are provided and students are told to follow the same pattern, they will be able to know a vital feature of informal language that is contraction. In addition to contractions, exclamations, hesitations, revisions and incomplete sentences – familiar features of oral conversations can be introduced through model dialogues. Thus dialogues can serve to make the students familiar with the predominant sentence patterns and lexis associated with informal spoken discourse.

The textbooks do have oral section but in this section only tasks are assigned to be performed by students and no guidelines like sentence pattern, relevant vocabulary and ideas regarding the specific tasks or activities are provided. In the entire textbook of class 9th, only on p. 39, where the first task is to arrange a debate on the effectiveness of the UN Human Rights Charter in the present international scenario and the second is to compare the Medina Charter with the UN Human Rights Charter, the students are instructed to begin their statements by “I think”, “In my opinion”, “In my view”, “No, I don’t think so”, “Yes you are right”. In addition, the textbooks do not have listening tasks and activities through CDs or cassettes due to which students are not exposed to the features of real spoken language. Moreover, there is negligible information and the practice on the subject of pronunciation, stress and intonation and other features of spoken language are also scarce. Stress and intonation are just defined and no practice is provided about them. Most of the responsibility is laid down on the shoulders of the teachers who are instructed to practice

with the students regarding pronunciation, stress and intonation only and other features are left out altogether.

There is neither guidance nor activities for improving the presentation skills of the students. There is just one task given on p. 77 of the textbook of class 10th where it has been written “every group leader has to give a presentation.” Similarly, in the outcomes of a unit on p. 110 of the same book it has been written “understand preparing a presentation” but no information has been provided throughout the unit for its preparation. Similarly, knowledge and practice for the development of interviewing skills have not been provided in both textbooks. Likewise, different language functions like giving orders, polite requests, suggestions, giving instructions are not provided in real life contexts and situations, however, they are discussed under modal verbs in the form of individual sentences.

Writing

The prescribed textbooks have a separate section for writing. However, most of the exercises, tasks and activities are designed keeping in view the end product and the process of writing is totally ignored. It is ironical that in the preface of the textbook of class 9th, it has been written “the emphasis is on the process-oriented approach. By doing so the students will be able to write effectively and coherently.” In order to enhance paragraph and essay writing skills of the students, the stages are: choosing the topic, collection of the information, organization of the collected information, writing and editing and then the final product comes but in the textbooks, final tasks are mostly given to the students without the necessary guidelines as how to do them. There are just three mind maps (pages: 33, 70, 107) in the entire textbook of class 9th. In the same way, there are total three mind maps (pages: 36, 107, 117) in the textbook of class 10th. Practice of brainstorming and outlining is very important for developing the writing skills of the students but such practice is not provided in the textbooks.

As far as controlled, guided and free writing is concerned, nothing substantial has been given in the prescribed textbooks. In case of controlled writing, there is no activity in the writing section. Similarly, for guided writing, there is only one activity on p. 155 of the textbook of class 10th in which some guidelines have been given to write a paragraph on the scientist, “Thomas Edison”. In connection of guideline and practice for writing paragraphs, there is little amount of guidance provided. Regarding paragraph writing, the only guideline given on p. 9 of the textbook of class 9th is as under:

“While writing a paragraph, the following points must be kept in mind:”

“Write in simple English, avoiding unnecessary words.”

“Be careful in structure and punctuation.”

“Be clear in your thoughts.”

“Do not over explain.”

“Make it interesting.”

“Use adjectives and adverb with restraint not too many.”

(Text Book of English, p. 9)

This example provides evidence that just superficial knowledge is provided to the students and that is also very rare.

As far as the provision of knowledge and skills regarding application writing is concerned, throughout the two textbooks only on p. 71 of the textbook of class 9th, an application on “Request for a Recreational Trip” is given and no procedure has been provided as how to start, how to write the main body and the way to end an application. Likewise, practice has not been provided in writing applications for different purposes. There is just one task on the same page of the textbook in which students are told to write an application to your principal for remission of fee and there is no guideline on how to do it. Similarly, regarding “expository essay”, on p. 10 of the textbook of class 10th, a task has been given “write an expository essay on some personality, keeping in view the topic sentence, supporting details and concluding paragraph” but there is no information or activities in the textbooks as to what an expository essay is. What are its main features and how to write them? What is topic sentence and how to write a topic sentence? What are supporting details and concluding paragraph and how to write these? As far as persuasive, personal and analytical writings are concerned, they are also neglected. In case of analytical writing, there is only one task on p. 10 of the textbook of class 9th “Analyze ‘I knew A Man Who Was A Giant’” and there is nothing in the entire two books as how to write an analytical essay. Likewise, in case of personal writing on the same page, a task has been given “Write a personal narrative” and on p. 117 of the textbook of class 10th, a mind map regarding writing about an experience is present which is not comprehensive to guide the students. There is no guideline or task regarding persuasive paragraphs or essays in the prescribed textbooks. Similarly, in connection of paragraph and essay writing, organization of the ideas which comes under coherence and the logical connection between sentences through linking devices which comes under cohesion are very important. Guidelines and practice pertaining to linking of sentences and organizing of the ideas are not provided in the textbooks. Information regarding coherence and cohesion is very necessary

for students because sometimes students have relevant ideas but even then they are not able to unite them coherently.

Guideline and practice pertaining to summarizing the poems and passages, and précis writing have not been given enough attention. In the outcomes of unit 5 and 6 of the textbook of class 9th, it is written, “they (students) will be able to know how to summarize a text” but nothing is there in the two units regarding summary writing. However, in the progress check of unit 5 and 6 it has been mentioned “Write the summary of paragraph 4 and 5 of unit 6 in 40 to 50 words.” Similarly, in the outcomes of unit 12 and 13, it is written “they (students) will be able to summarize a poem and a stanza” but little knowledge and practice are given in the mentioned areas. Moreover, in the guideline of summary writing it is written that a summary is usually one-third the size of the original and nothing is there whether or not there is any difference between summarizing and précis writing. Likewise, paraphrasing of stanzas has not been given enough attention. Throughout the textbook of class 9th only on p. 119, information is provided about paraphrasing and an example and a task are given to students.

In the textbooks, knowledge and practice of punctuation have been provided and varied exercises are present for its practice. In unit 4 of the textbook of class 10th, reasonable amount of knowledge with examples and practice have been given in the use of hyphen, semi colon, comma, ellipses and dash. Guidelines pertaining to the use of comma to separate main and subordinate clauses are also provided in the same unit. There are also some other exercises on the use of punctuation in the prescribed textbooks at different places like on p. 98 of the textbook of class 10th a paragraph without punctuation is given and students are instructed to punctuate the passage. In the same vein, on pp. 38-39 of the textbook of class 9th guidance and tasks regarding use of comma are provided.

There is also sufficient knowledge and practice regarding letter writing in the textbooks, for example, on pp. 108-110 of the textbook of class 9th, techniques of writing a formal letter have been provided and a sample of letter to an editor in connection of road accidents and rash driving has also been provided. Moreover, on p. 109 a sketch/outline of formal letter is given in which guidance regarding how to start, how to write the main body and how to end the letter is provided. In the same vein, on p. 110, guideline regarding where and how to write address of the addresser and addressee is also given. Likewise, in the textbook of class 10th, p. 92, pattern of writing business letter has been provided. Moreover, on p. 120, unit 9, pattern of writing personal letter has also been given.

Reading

In order to improve the reading skills of the students there are reading texts and reading comprehension sections in the prescribed textbooks. There is variety in the reading passages. Reading texts consist of poems, essays, short stories, speeches, etc. Moreover, most of the passages are authentic in nature. Though, the reading texts have *pre*, *while* and *post*-reading activities but the activities are limited in number and do not have variety. In case of pre-reading, the textbooks have just one or two questions at the beginning of the reading passages. Moreover, activities that involve the pre-reading strategy of predicting, like tasks which entail guessing the content of the story or topic with the help of pictures before having actually read the text are missing in the textbooks. In the same way, for while-reading, there are some questions within the passages. There is no variety in it. Often, in both the textbooks, the same type of instructions, “conduct pre and while-reading activities effectively to develop students’ interest in the lesson,” are given to the teachers without guidance as to how these activities can be developed and performed in the classroom.

As far as post-reading activities are concerned, throughout the textbook of class 9, there is only one activity in each unit and that is about reading comprehension questions concerning the reading texts. However, in the textbook of class 10th, there are also some other activities like fill in the blanks, matching the two columns and suggested reading as on pp. 12-13 of the textbook of class 10th. There are also some other activities like some statements regarding the texts are given and students are asked whether the statements are true or false, as on p. 25 of the textbook of class 10th. Nevertheless, most of the activities are not challenging for the learners at this level. In case of the reading comprehension questions, students can easily locate the answers from the passages. In the same manner, match the two columns, fill in the blanks and other activities are such in nature that students can easily answer from the texts. One such activity is present on p. 9 of the textbook of class 10th where exact lines are taken from the texts and students are instructed to read the text and find out paragraphs in which the following information is given. It is clear that students just need to find the exact lines in the reading texts irrespective of whether they have got the ideas hidden the texts or not. It would be better that instead of providing the exact lines the main ideas of different paragraphs are given and students are instructed to match the ideas with the exact paragraphs in the texts. Nevertheless, there is a good activity in the post-reading section on p. 24 of the textbook of class 10th which is important to be mentioned. In this activity some jumbled up sentences are taken from the text and students are instructed to write them in the correct order as happened in the text.

Listening

This skill is altogether ignored in the prescribed textbooks. It is presupposed that in order to improve students' listening skills, they will just listen to teachers and to class fellows. In the beginning of the textbook of class 9th, there are some guidelines provided for teachers, where it has been written "listening to others provides a chance to improve the listening skills. So enough time should be given to the students for these activities". The important point is that in the outcomes of some of the units, it is written:

"Listening for reason"

"Listening for enjoyment"

"Listen and follow the instructions"

"Listen for comprehension"

(Text Book of English for Class 9, p. 59)

It is to be noted that practically nothing is there to improve the mentioned skill. It is strange that in the preface of the textbook of class 9th, it has been written, "The listening exercises will help students to develop their listening abilities."

The prescribed textbooks do not have listening exercises and tasks in order to give students practice. CDs and cassettes are not provided with the textbooks, therefore, there is no question of whether authentic language is used in the tasks or not. Some of the activities which can be utilized for listening without CDs are dictation of paragraphs, words and spelling games. These activities are fruitful for listening and oral comprehension but such activities are not provided in the prescribed textbooks. Furthermore, activities which require the students to identify specific information needed for performing tasks, like determining the order of events and filling tables, and not reproducing from memory large chunks of the text are very important for improving listening skills but such activities or tasks are not provided. Moreover, a wide range of genres for listening like instructions for making something, expository accounts like about regional natural disasters and wildlife in a park, advice about participating in some activity, riddles, monologues, dialogues, weather broadcasts and time tables are missing, whether they are through CDs/cassettes or meant to be read out by the teachers.

Conclusion

The present study aimed at finding the alignment between the contents of the English textbooks taught at government schools at SSC level in Khyber Pakhtunkhwa and the objectives set by National Curriculum Wing

of the Federal Government of Pakistan. The results of the study show that the English textbooks do not align adequately with the objectives laid down by the National Curriculum Wing as far as productive skills are concerned. The textbooks do not have games, dialogues and role plays. In addition, there are fewer opportunities for pair and individual work. There are no provisions of substantial guideline and practice for the students in order to improve the presentation skills of the students. Likewise, improving students' interviewing skills is a part of the objectives but the textbooks do not provide information and practice for improving these skills of the students. Speaking tasks are assigned to students to be performed in groups without giving any proper guideline. Overall, the textbooks do not provide knowledge and practice to get awareness of the spoken features of English language. In context of writing skills, the findings show that process approach of writing is totally ignored because the textbooks do not provide practice and knowledge of brainstorming, mind mapping and outlining. Moreover, practice of writing is not provided through controlled, guided and free writing paragraphs. In the writing section students are told to write a paragraph or essay without proper guidelines. Moreover, information for bringing cohesion and coherence in the writing is not provided. However, practice and guidance in the use of punctuation and letter writing are the two strong areas of the prescribed textbooks.

The findings pertaining to receptive skills reveal that practice of listening skill is altogether neglected. It is presupposed that this skill will be improved automatically whenever students will listen to teacher and one another. Moreover, a wide range of genres for listening like instructions, expository accounts, and advice about participating in some activity, riddles, monologues, dialogues, weather broadcasts and timetables are missing whether they are through CDs/cassettes or meant to be read out by the teachers. As far as reading skill is concerned, the findings show that the tasks and exercises are not challenging and they do not have variety. For pre-reading and while-reading just two or three questions are given in the beginning and in the middle of the reading texts. However, the reading texts have variety of subject matter which makes them interesting.

Recommendations for Further Research

1. The present study was just delimited to productive and receptive skills that is internal features and sub-skills like grammar, vocabulary, pronunciation and other areas were not explored, for example price, illustration, representation of gender and cultural elements, therefore, there is a need to explore these areas as well.
2. In order to improve students' abilities, syllabus, teaching methodology and examination play a vital role. All these areas are interconnected and

depend on one another therefore, it is suggested to evaluate teaching methodology and examination system as well.

Recommendations for Textbook Writers

1. In order to improve listening skills of students, a listening section should be included in the textbooks having varied tasks and authentic language/material. In the same way, CDs or cassettes of good quality should be prepared with the textbooks. It is one of the main issues with all Pakistani students especially of KPK that they do not get exposure to real language and so by providing a listening section they will be able to imbibe the features of spoken language.
2. For improving speaking skills dialogues and role plays should be provided in the textbooks. Moreover, language games, information gaps activities, etc., should also be included in the textbooks because these activities will not only improve speaking skills but will also bring variety in class and will motivate the students as well.
3. In order to improve reading skills, a variety of pre, while and post-reading activities should be included in the textbooks. Similarly, the tasks and activities should be interesting as well as challenging. In addition, different sorts of pictures should also be utilized for pre and while-reading.
4. In order to enhance writing skills, process approach should be adopted in which students should be given extensive practice starting from brainstorming to the final task. In this connection activities for brainstorming, mind mapping and outlining should be provided in the selected textbooks. Moreover, the textbooks should provide guidance and practice in writing through controlled and guided writing activities and then task should be given about the final product.

Recommendations for National Curriculum Wing

1. The National Curriculum Wing should lay down realistic and achievable objectives both for the teachers and students, which they can achieve during the academic year following the prescribed English textbooks.
2. The English textbooks need to be reviewed thoroughly at the Secondary level. Utmost attention need to be paid to ensure that each and every skill and area is given sufficient focus and space in the prescribed English textbooks.
3. Achieving the useful backwash is very necessary in language pedagogy. Due space and weighting need to be given to all the skills and areas of English in order to attain the beneficial backwash. Hughes (2001) defined the beneficial backwash as the positive and

good effect of examination/testing on teaching and learning. It is also recommended that speaking and listening skills should also be tested and given credit in the final examination.

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