Evaluation of Text-book as Curriculum: English for 6 and 7 Grades in Pakistan

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Abstract

Curriculum plays a vital role in any educational system so textbooks, being the main part of curriculum in Pakistan, need to be designed, evaluated and enhanced systematically according to the needs of the learners in Pakistan. The present research evaluated English textbooks selected for implementation by Dar-e-Arqam School in grades 6th and 7th. It analyzed those textbooks, before their implementation in the classrooms according to the English language needs of learners in Pakistan. The evaluation was done through the evaluation criteria developed by the researchers themselves. The study revealed that according to the needs analysis, the focus should be on the speaking skills of the learners mostly, which is the main requirement. But the present syllabus pays maximum attention on teaching the grammar of English language, which has the least requirement for the students. Thus, the study concludes that the prescribed textbooks do not meet the needs of the learners of Pakistan and suggests that the school may either improve those books or select any other appropriate books, for a successful learning of English language.

Keywords: Text-book evaluation, Curriculum Evaluation, Needs Analysis

1. Introduction

Curriculum can be taken as:

"The planned and guided learning experiences and intended outcomes, formulated through the systematic reconstruction of knowledge and experiences under the auspices of the school, for the learners' continuous and wilful growth in personal social competence" (Tanner & Tanner, 1980).

Curriculum is set of some procedures that are carried out for achieving some kind of goals. The procedures involve the learning material that is provided to the learners that is constructed systematically and is implemented on students to get some desired goals or outcomes from them. This process help them to achieve the proficiency they need for the continuous and wilful growth in personal social competence. This is showing the direct relationship between curriculum and growth of the students.

Human nature is to desire something best that can help him in achieving his goals more adequately. For this reason the whole mankind is working for the betterment. One of the ways for seeking betterment is to evaluate the things before and after their implementation to check that how much they are beneficial and whether they should be continued or discarded. Same is the case here with the curriculum, as it is related to the growth and learning proficiency of the learners so it should be evaluated to check that how much a certain type of curriculum is more beneficial for learners.

The aim of the evaluation process is to determine the worth or rate of a programme and it decides whether the particular process should be implemented, excluded or reviewed. The purpose of the present study is also similar to this that through evaluation researchers want to check the status of a chosen curriculum (Text-books). The community want to know whether the curriculum going to be implemented will achieve its aim of fulfilling the needs of learners on which it is going to be implemented; instructors want to know whether what they are planning to do in the classroom according to prescribed curriculum would be effective or not; and the designer wants to identify how to improve or revise the curriculum product more.

Due to such significance of developing a curriculum meeting the objectives, all over the world efforts are being made. In some states curriculum is designed officially by curriculum officers designated by the government of that state. However, there are some countries who use different foreign publishers' curricula to be implemented in their scenario. In both these circumstances, a want to evaluate the curriculum is weighty in order to modernize the methodology utilized, the content and other curriculum features (Al-Jardani, 2011). The present study is going to check a foreign publisher's curriculum in the form of text-books in Pakistani scenario.

Different definitions of Curriculum Evaluation are found. It can be defined as "a systematic process for collecting and analyzing all relevant information for the purpose of judging and

assessing the effectiveness of the curriculum to promote improvement" (Nichols et al., 2006; Simons, 1987 in Marsh, 2004: 106; Brown, 1989: 223 in Brown, 1995: 218).

Ornstein and Hunkins (1998) define curriculum evaluation as "a process or cluster of processes that people perform in order to gather data that will enable them to decide whether to accept, change, or eliminate something- the curriculum in general or an educational textbook in particular" (p.320).

In the arena of English Language Teaching, the evaluation of curriculum can be allocated into three different levels. These are pre-use or predictive evaluation (Ellis, 1997; McGrath, 2002; Tomlinson, 2003), in-use or whilst-use evaluation (McGrath, 2002; Tomlinson, 2003) and post use evaluation (McGrath, 2002; Tomlinson, 2003). Predictive evaluation of curriculum benefits in defining which materials are best suited to the learners' needs former to implementation. Pre-use evaluation anticipated by McGrath (2002) and Tomlinson (2003) is comprises of taking decisions about the likely value of materials for their consumers. In-use (McGrath, 2002) or Whilst-use evaluation (Tomlinson, 2003) involves measuring the value of materials while using them or spotting them as being used. Lastly, post-use evaluation (McGrath, 2002; Tomlinson, 2003) measures the actual effect of the materials on the users. As Tomlinson (2003:25) states "post use evaluation can measure the actual outcome of the use of the materials and thus provide the data on which reliable decisions about the use, adaptation or replacement of materials can be made".

Similarly, Scriven (1967) discriminated evaluation as formative evaluation and summative evaluation. Scriven (1967) formulated this term of formative evaluation in situation of curriculum development. Scholars have more freshly categorized formative evaluation as data collected before the implementation as compared to summative evaluation, which occurs after the implementation of material (Linn & Gronlund, 2000; Salvia et al., 2007). The main feature of the formative evaluation is to evaluate the data before implementation according to the needs of students and to plan that how to prove that not yet implemented material to better meet the desired needs (William, 2006). The present study is using the concept of Formative evaluation to analyse curriculum comprises of selected text-books before its implementatio in the school.

Further language curriculum can be evaluated at 3 different levels of curriculum development:
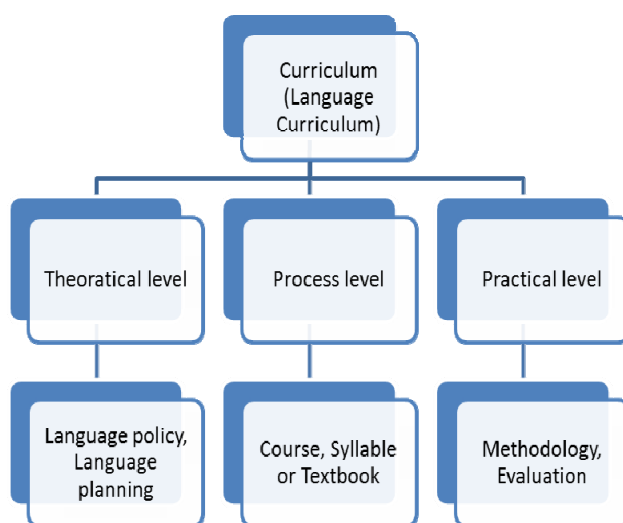
Figure 1. Three levels of curriculum

The present study is aimed to work at the process level of curriculum that includes the detail about the process through which curriculum is going to be implemented. Textbook is one of the important thing that should be tested and evaluated at process level. The present study is taking textbook as curriculum.

Textbooks are considered at the core of scholastic accomplishments because they offer apprentices "a rich array of new and potentially interesting facts, and open the door to a world of fantastic experience" (Chambliss & Calfee, 1998. p.7). The textbooks have important role as they are considered as "primary vehicles for delivering content knowledge, for determining in large measure what goes on in a class" (Hummel, 1998, cited in Lebrun, Lenoir, Laforest, Larose, Roy, Spallanzani & Pearson, 2002), and for evaluating what students will learn (Freeman & Porter, 1989, cited in Oakes & Saunders, 2004). Text-books are considered by majority of teachers as the individual teaching source (Maffia, Dias, Brauna & Cruz, 2003). Tornroos (2004) used the term "potentially implemented curriculum" (p. 2) in the light of curriculum development to define the role of the textbook and other curriculum materials in a classroom.

Every so often, "an improved textbook may easily become the curriculum in the class-room" (Lamie, 1999). McGrath (2002) states that textbooks can perform many functions like they can offer different ways in which any thing can be taught using their contents. Text-books are useful for teachers in serving them to obtain useful, precise, organized and contextual understandings into the materials of text-books and to do something more than only the impressionistic assessment (Cunningsworth, 1995; Ellis, 1997). The present study is also focussing on the text-book as a complete curriculum. Ladnier-Hicks et al. (2010) and Jitendra et al. (2010) provide arguments in approval of evaluation of associated material and text-books itself.

In Pakistani scenario "Textbooks are considered as the sole and legitimate source of

knowledge both for students and teachers" (Bano, 2005, p.5). In this way it is an important aspact in many developing countries including Pakistan to establish effective method of evaluation for text-books. One major requirment in all this is the need analysis to evaluate the text-books.

It is essential to determine wether the current english text-books are effective in meetings the requirements of english language taeching and students of English. This study was designed to address the congruity between one prescribed textbook with the needs of the users in Pakistan. In this way needs analysis is essential to evaluate textbook.

"Needs Analysis" is actually a proces of emphasizing the requirments to evaluate that how much the proposed curriculum is well-matched with the needs of learners. Munby (1978) introduced the concept of "needs analyis" in the field of english for specific puposes (ESP). This concept was advanced by Hutchinson and Waters (1987), they categorized needs into learner's requirments in relation to the target situations ("target needs") and their learning inclinations ("learning needs"). Language curriculum and materials should be built on the needs of the target learners (Graves, 2000: Bodegas, 2007). The present study is also based on this idea to evaluate the english text-books on the bases of the needs of the students to whom they are going to be taught.

2. Literature Review

Karatas (2009) conducted a study to "evaluate English II curriculum at YTU using Context, Input, Process and Product (CIPP) model." According to the results of the research, noteworthy differences were found among the opinions of teachers and students concerning some items related with the "context, input, process and product" of the curriculum. The researcher concluded that "while the students' perceptions are higher, the teachers' expectations are higher for the items regarding the components of the curriculum" and suggested that the needs and opinions of the students should be taken into account while designing a curriculum.

There is also a wide range of works done on textbook evaluation previously, in different contexts. Many authors and researchers have used different textbook evaluation techniques or checklists to analyse certain textbooks or resources. Litz (2000), for example, analysed a textbook named English Firsthand 2 (EF2). He concluded that EF2 was a comparatively new addition to the vast range of ELT materials available in the market, at that time. According to him the textbook had many prominent and valuable features. For instance, the whole textbook package was well conceived and it had a wide range of worthwhile supplementary materials. He found the book very attractive and arranged in a "clear, logical, and coherent manner." But it had some weaknesses as well, because many of the activities, for example, were monotonous, unsuccessful to encourage actual meaningful practice, unable to stimulate realistic discourse and thus lead to the internalization of language.

In one study, Ranalli (2002) analysed New Headway Upper-Intermediate, one of the course books used at the Foreign Language Institute of Yunsei University in Seoul, South Korea. After evaluating the data, the researcher concluded that New Headway Upper-Intermediate

was "well designed and well written which provides a great deal of support for learning."

In another context, Udenwa and Ikonta (2008) worked on the evaluation of textbooks in use in Lagos State junior secondary schools. Their study tried to build the "readability, comprehensibility, availability and the level of integration of English language and Literature in English" in those books. Their findings showed that those books were "difficult for the intended readers" and there was a discrepancy between the integration of English language and literature present in them.

Later, the research of Riasati and Zare (2010) intended to analyse "New Interchange Series, which is widely used in language classrooms in Iran". It was revealed that most of the teachers had similar views on the usefulness and appropriateness of the series. Their findings proved that there were numerous weak points of the series that required "teachers' awareness and consideration."

Another study by Shabani and Nejad (2013) aimed to portray the educational worth of third-grade English Book in Iranian high schools and its significance in the language program. From the results of the questionnaires, filled by the selected students and teachers, it was revealed that only a minor number of teachers and students were ready to pick the same textbook to teach or study again.

Gholampour, Kasmani and Talebi (2013) examined some popular English textbooks used in junior high school and English teaching institutes in Iran. They "identified their strengths and weaknesses" so that authors may have those points in mind for the revision of those books or writing of new ones.

Ahou, Towhidiyan and Saeidi (2014) conducted a research to check the suitability of "English Textbook 2", for Iranian EFL school pupils, according to the perspectives of teachers. The result of their research indicated that teachers' perceptions about the selected book were not positive. So they suggested the pedagogical authorities to "revise the current textbook or adopt a new textbook instead".

Rashidi and Kehtarfard (2014) analysed an "English textbook (the third-grade high school English book), which is being used in all state high schools in Iran by using a needs analysis framework…The results of the textbook evaluation revealed that although all language skills and components were almost important for the majority of the students, the textbook could not fully support all of them together. Finally, it was suggested that the textbook be revised or at least supplemented by other instructional materials, so that it could be more effective for the aforementioned learners."

In Pakistani context, a few researchers have worked in the field of textbook evaluation. Amongst them a lot of work is done by Khalid Mahmood. In one of his articles, Mahmood (2011) talked over the features of a "quality textbook" and checked the appearance or non-appearance of these features in the "textbooks approved by the Ministry of Education, Pakistan in the light of enacted written (intended) curricula." The investigation of the data showed that the approved textbooks lacked in many of the necessary features.

Then Aftab (2012), in her PhD thesis, extensively explored the English language textbook situation in Pakistan. She found the curriculum and textbook policies to be deficient. In conclusion, she recommended "improvements in the curriculum development process, teachers and textbook writers training programmes and, importantly, the prescribed course books", which in the long run can facilitate English language acquisition in the Pakistani learners.

Apart from these, Morgan (2003) evaluated IELTS preparation materials and Melo (2003) analysed a textbook series named True Colors, which was taught in Brazil.

3. Methodology

The present study involves following steps that shows the overall methodology used in this research:

1. Aspects of Curriculum to be Evaluated	The evaluator determines what is to be evaluated which may be the total school system, a particular district, particular grade level or a particular subject. The objective of the evaluation activity are clearly stated.
2. Data Collection	Identify the information to be collected and the tools for collecting the data which may involve interviews, giving of questionnaires, tests, collection of documents and so forth. The evaluator also identifies the people from whom data is to be collected.
3. Analysis of Information	The data collected is analyzed and presented in the form of tables and graphs. Statistical tools are often used to compare significant differences and to establish correlation or relationship between variables.
4. Reporting of Information	Reports are written describing the findings and interpretation of the data. Based on the findings, conclusion are made on the effectiveness of curriculum implementation efforts. Recommendations are made to reconsider certain aspects of the curriculum.

The present study has an aim to evaluate the text-books that are going to be implemented in the private sector of education in Pakistan. This study took the English text-books going to be taught at middle level in a private school Dar-e-Arqam School Faisalabad, Pakistan. The

text-books of grade 6 and 7 were selected published by Oxford University Press that were going to be implemented in Dar-e-Arqam school's curriculum for these grades. For each grade two books were selected, one main English book and second the grammar book. From these books those units were selected for evaluation which were selected by the teachers of Dar-e-Arqam school to be taught in the class. The name of each book and the selected unit from them was as:

Grade 6:

- New Oxford Modern English (NOME) Book-6 by Nicholas Horsburgh, Seventh impression 2012

  Selected Units: 1, 2, 3, 5, 7, 8, 9, 15, 16 17, 19, 20, 22

- Grammar Club (GC) Book-6 by James Bean with Gillian Flaherty, Third impression 2008
  Selected Units: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Grade 7:

- New Oxford Modern English (NOME) Book-7 by Nicholas Horsburgh
  Selected Units: 2, 4, 7, 8, 9, 10, 14, 16, 19
- Grammar Club (GC) Book-7 by James Bean and Gillian Flaherty, Third impression 2012
  Selected Units: 1, 2, 3, 4, 5, 6, 7

This data collected was analysed in both ways quantitatively and qualitatively. For the quantitative analysis the main focus was on the major skills of language learning. These skills were analysed through the exercises given at the end of each unit and the table of contents given at the start of the book. By analysing all the exercises of selected units the percentage of some major skills (including Reading, Writing, Listening, Speaking, Grammar and Vocabulary) were calculated quantitatively. These percentage values of each skill was compared with those values representing the needs of Pakistani students for learning English language, the values of major skills according to the needs of Pakistani students were taken from a study already done on the needs of Pakistani students by Hamid Ali Khan (2007).

On the basis of this quantitative analysis a check-list was developed having statements about the quality of some features of text-books and major language skills. The researchers developed their own check-list by taking insight from a research done by Yu-ping Faith Hsu (2010, p.34, table 3.3). To evaluate this check-list qualitatively a scale was developed to rate the curriculum that was present in the form of text-books, the scale was as:

Not Meeting → Approaching → Meeting →Exceeding

4. Analysis and Discussion

4.1 Listening Skill

Following table shows the frequency of exercises using the listening skill in the selected units of English text-books for grade 6 and 7:

Table 1. Frequency of Exercises of Listening Skill in Textbooks

Skill: Listening						
Exercise Type	NOME Book-6 Frequency	GC Book-6 Frequency	Total Frequency in Grade 6	NOME Book-7 Frequency	GC Book-7 Frequency	Total Frequency in Grade 7
Interactive	7	0	7	8	0	8
Non-interactive	2	0	2	0	0	0
Grand Total			9			8
Percentage			4%			4%

This table shows that exercises related to listening skill were analysed by further dividing them into two types (Vilagran, Idioma estranger i la seva didàctica 4 Skills: Listening, 2008), first type of exercises involve the interactive listening skill in which the act of listening is present during two way communication like face-to-face communication and second type of exercises include the listening skill in which there is only one way communication like listening to radio, sermons.

Total frequency of exercises of listening skill is 9 and 8 in grade 6 and 7 respectively having the percentage of 4 for each grade.

4.2 Speaking Skill

The exercises related to speaking skill includes interactive, partially interactive and non interactive situatios of speaking and pronunciation exercises (Vilagran, Idioma estranger i la seva didàctica 4 Skills: Speaking, 2008). Frequency of such exercises in the English text-books is given below in the table:

Table 2. Frequency of Exercises of Speaking Skills in Textbooks

Skill: Speaking						
Exercise Type	NOME Book-6 Frequency	GC Book-6 Frequency	Total Frequency in Grade 6	NOME Book-7 Frequency	GC Book-7 Frequency	Total Frequency in Grade 7
Interactive	1	0	1	8	0	8
Partially Interative	1	0	1	1	0	1
Non-Interactive	1	0	1	2	0	2
Pronunciation	1	0	1	0	0	0
Grand Total			4			11
Percentage			2%			6%

Only 2% and 6% peaking skill exersises are used in grade and 7 repectively.

4.3 Reading Skill

Reading can be done from two perspectives, either for literary experience or to acquire and use certain type of information (PIRLS Reading Purposes and Processes of Reading Comprehension, n.d.). The frequencies of reading exercises related to both perspectives are given in the table:

Table 3. Frequency of Exercises of Reading Skills in Textbooks

Skill: Reading						
Exercise Type	NOME Book-6 Frequency	GC Book-6 Frequency	Total Frequency in Grade 6	NOME Book-7 Frequency	GC Book-7 Frequency	Total Frequency in Grade 7
reading for literary experience	0	0	0	1	0	1
reading to acquire and use information/for purpose	3	0	3	6	0	6
Grand Total			3			7
Percentage			1%			4%

The percentage values are indicating that only 1% and 4% exercise are for improving reading skill out of all exercises of the text-books.

4.4 Writing Skill

The frequency calculated related to different types of writing exercises (depewschools.org, 2015) is presented in the below table:

Table 4. Frequency of Exercises of Writing Skills in Textbooks

Skill: Writing						
Exercise Type	NOME Book-6 Frequency	GC Book-6 Frequency	Total Frequency in Grade 6	NOME Book-7 Frequency	GC Book-7 Frequency	Total Frequency in Grade 7
Descriptive	4	0	4	2	0	2
Compare and contrast	0	0	0	0	0	0
Expository	2	0	2	2	0	2
Narrative	3	0	3	2	0	2
Persuasive	2	0	2	2	0	2
Letters	3	0	3	0	0	0
Applictaion	0	0	0	0	0	0
Poetry writing	1	0	1	0	0	0
Report writing	0	0	0	1	0	1

Grand Total		15		9
Percentage		6%		5%

By combining these all types of writing exercises the gained percentage of the writing skill exercises is 6% and 5% in grade 6 and 7 text-books.

4.5 Other Skills

The next table#5 is showing the percentages of many other skills' exercises that were included in the text-books:

Table 5. Frequency of Other Skills in Textbooks

Skill: Miscellaneous								
Exercise Type	NOME Book-6 Frequency	GC Book-6 Frequency	Total Frequency in Grade 6	Percentage	NOME Book-7 Frequency	GC Book-7 Frequency	Total Frequency in Grade 7	Percentage
Comprehension	34	0	34	14%	21	0	21	12%
Grammar	33	102	135	57%	20	85	105	59%
Vocabulary	32	0	32	14%	24	0	24	13%
Punctuation	7	0	7	3%	2	0	2	1%
Communication	1	0	1	0.4%	8	0	8	4%

In this way all major skills and their percentages can be listed as:

Table 6. Percentage of All Major Skills in Textbooks

All Major Skills Combined				
Exercise Type	Total Frequency in Grade 6	Percentage	Total Frequency in Grade 7	Percentage
Grammar	135	57%	105	59%
Comprehension	34	14%	21	12%
Vocabulary	32	14%	24	13%
Writing	15	6%	9	5%
Listening	9	4%	8	4%
Punctuation	7	3%	2	1%
Speaking	4	2%	11	6%
Reading	3	1%	7	4%
Communication	1	0.4%	8	1%

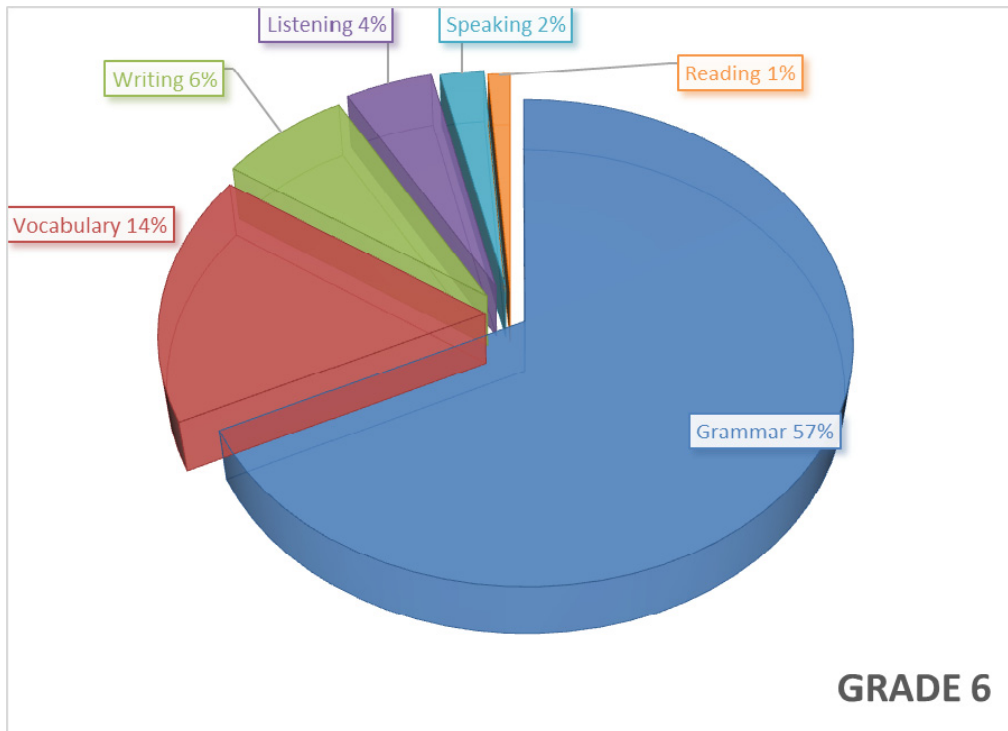These values can be denoted graphically as for both grades:

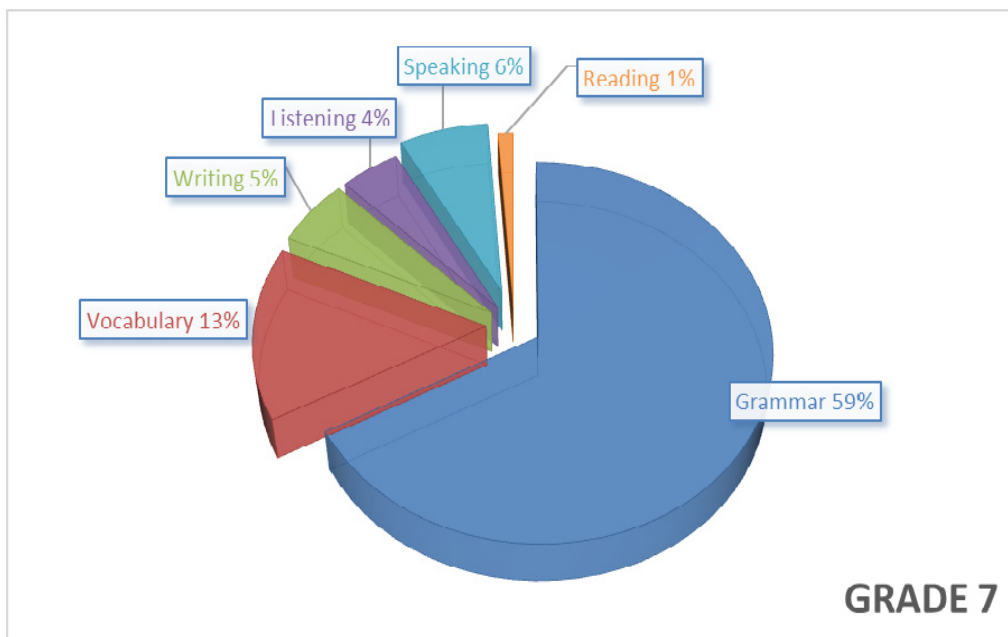Figure 2. Percentage of All Major Skills in Grade 6 Textbooks

Figure 3. Percentage of All Major Skills in Grade 7 Textbooks

The percentage values of needs of Pakistani students (Khan, 2007) that which skill they want to learn more or less can be represented graphically as:
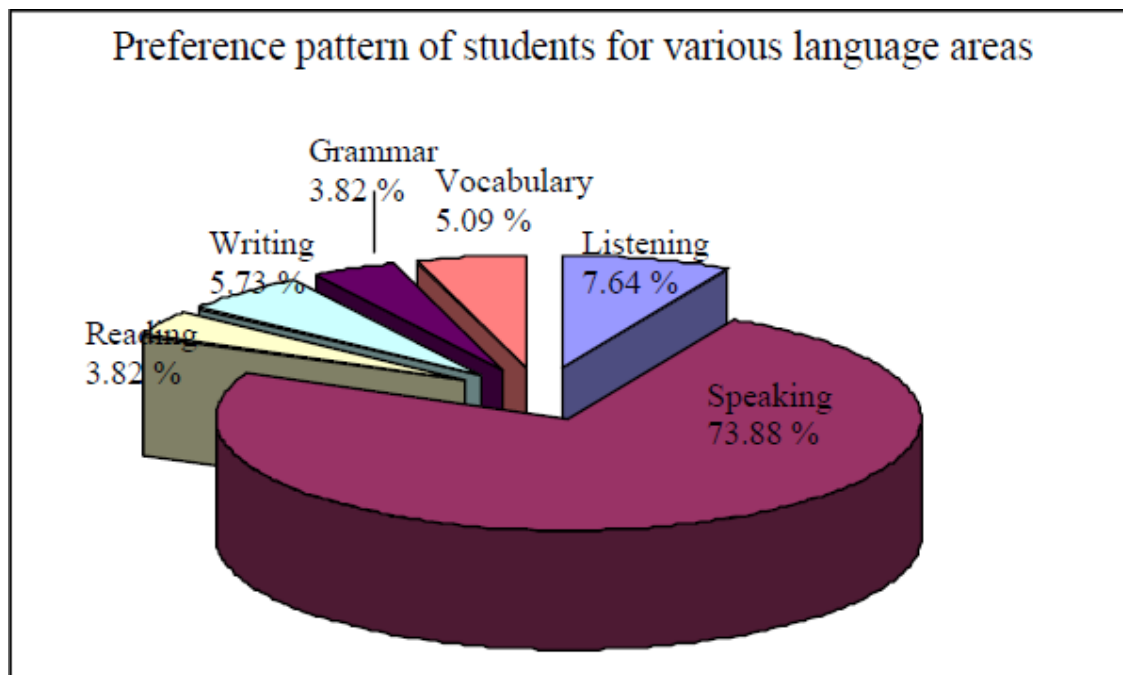

Figure 4. Percentage of All Major Skills of Pakistani Students according to Needs Analysis

The needs of students say that main focus should be on the speaking skill because in the Pakistani scenario students are learning English language as their second language and they have to communicate efficiently in this level in various fields of their life. They have to communicate with natives as well as non-native speakers so if main focus is on the communication it means the speaking skill should be groomed.

The chosen curriculum for this study is showing altogether a different trend. In this curriculum there is no emphasis on the speaking skill that is the major need of students, only 2 and 6 % exercises are dealing with the speaking skill that is not sufficient to cope the needs because according to needs analysis of Pakistani students the value of such exercises should be about 70% to achieve the needed goals.

The chosen curriculum is showing a different trend by focusing on the skill of developing grammar of English language because 57 and 59% exercises of grade 7 and 7 respectively are related to teaching or developing a skill of grammar. While according to the needs of students, they need only 3 to 4% of grammar exercises to develop a skill about it.

Other skills including reading, writing, listening and vocabulary if compared with the needs analysis can be acceptable of the chosen curriculum but as the main focus is on grammar, these skills are neglected and put in the background.

4.6 Content Analysis

This section of analysis deals with that how much the topics of the selected units are relevant to learner's needs. Following table show different features of topics selected for the units of the chosen text-books:

Table 7. Content Types of Units in Textbooks

| Type | Units' Content Types | | | | | |
	NOME Book-6 No. of units	GC Book-6 No. of units	Total No. of units in Grade 6	NOME Book-7 No. of units	GC Book-7 No. of units	Total No. of units in Grade 7
Related to real life	8	8	16	5	7	12
Religion specific	0	0	0	0	0	0
Local culture	4	0	4	3	0	3
Foreign cultures	5	6	11	6	1	7
Politics	0	0	0	0	0	0

This data can be symbolised in the form of graph as:

	Grade 6	Grade 7
Real life	70	75
Religion	0	0
Local Culture	17	19
Foreign Culture	48	44
Politics	0	
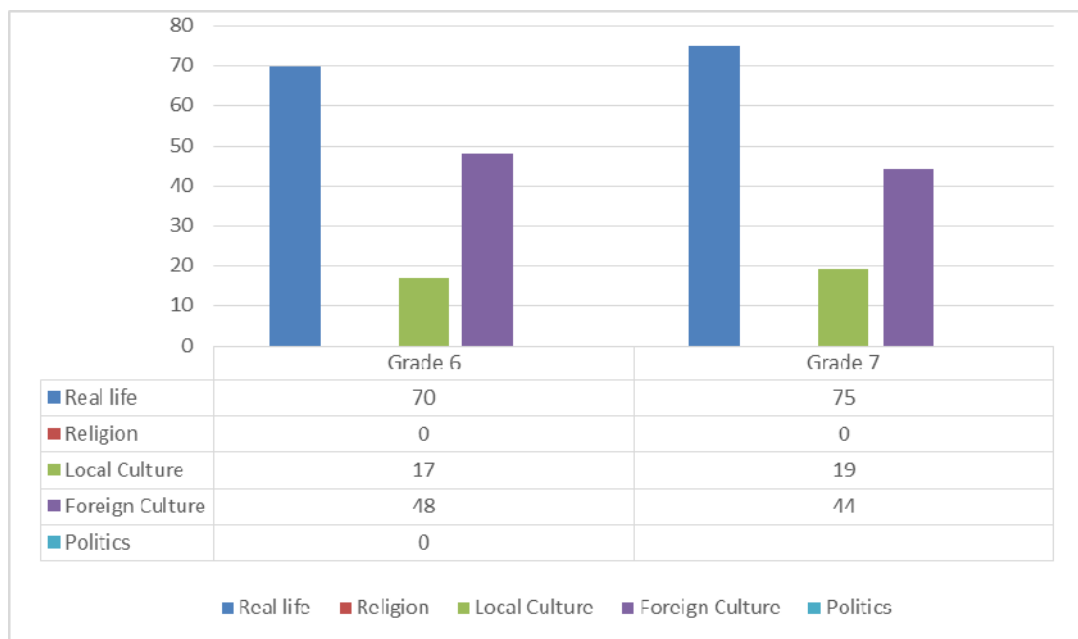
This data expresses that the contents are related to learner's life but culturally they do not seem according to the needs of the students. If students are trying to learn the language

through their own culture it will be helpful for them in understanding meanings of that foreign language well. This curriculum shows that the content related to foreign culture (48% and 44% in grade 6 and 7 respectively) are much more in number than the contents selected according to their own local culture (17% in grade 6and 19% in grade 7). This is making contrast to their actual need.

The elements of religion and politics are altogether missing in the chosen curriculum (contents of text-books particularly), on the other hand needs require some of the part of contents related to these ideologies of learners.

On the basis of this quantitative analysis some features can be represented qualitatively in the form of a check-list as:

Serial No.		Grade	Not Meeting	Approaching	Meeting	Exceeding
01.	The content of this course can meet the language needs of the learners.	6th	●			
		7th	●			
02.	Focus is on communication skills	6th	●			
		7th	●			
03.	Topics in the content is related to learner's real life	6th			●	
		7th			●	
04.	Focus on comprehension	6th		●		
		7th		●		
05.	Focus on grammar	6th	●			
		7th	●			
06.	Focus on vocabulary	6th		●		
		7th		●		
07.	Focus on reading	6th	●			
		7th	●			
08.	Focus on writing	6th				●
		7th				●
09.	Focus on punctuation	6th	●			
		7th	●			
10.	Focus on speaking	6th	●			
		7th	●			
11.	Focus on listening	6th		●		
		7th		●		
12.	Contents are relevant to social ideology	6th		●		
		7th		●		
13.	Content are relevant to religious ideology	6th	●			
		7th	●			
14.	Contents are relevant to political ideology	6th	●			
		7th	●			

| 15. | Contents are relevant to learner's cultural ideology | 6th | ● | | | |
| | | 7th | ● | | | |

5. Results and Findings

This qualitative and quantitative analysis reveals that chosen curriculum is not meeting the requirements or needs of the learners. According to the major skills of the language learning the trend of this chosen syllable is completely different from the needs of the learners because regardless of the need that speaking skill should be focused more, the main focus is on learning the grammar. Similarly, according to the topics of the contents of the book, the chosen curriculum is only fulfilling the one aspect that it is related to learner's real life (70%) but relevance to other ideologies of learner's to make it easily leant by students is missing. Adopted check-list is showing the results that most of the features or characteristics of this chosen curriculum are falling in the "Not Meeting" category proving that these text-books taken as curriculum are not designed according to the needs of learners who are going to read them.

6. Conclusion

The pre-use evaluation of the selected text-books (curriculum) shows that these books are not designed according to the needs of learners not only linguistically but ideologically also. These text-books are not designed according to the needs of learners therefore these should not be implemented in Dar-e-Arqam School system or any other school in Pakistan without improving their contents and exercises of units. These text-books should be improved in the areas where they are unable to accomplish the needs of learners or any other books should be implemented instead to realise the goal of satisfying the needs of learners.

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Appendix

Appendix 1. Curriculum of Grade 6

Class Six (Session 2014-15)   Dar-e-Arqam School

English A
(Modern English Book 6, Oxford)
(The Grammar Club Book 6, Oxford)

1st Term

English A
Unit no. 1, 2, 3, 5, 7, 8, 9, 15.

English B
Grammar Club: Unit 1, 2, 3, 4, 5.
Essay: My hobby.
Story: Slow and steady wins the race.
              A friend in need is a friend indeed.
Application: Sick leave, fee concession.
Letters: To sister thanking for a gift.
              A birthday invitation to a friend.
Translation: Paragraph translation 5, 8, Translation exercises,
              Word bank paragraph 2.
Tenses: (PTB Grammar for 9th & 10th)
              Present Indefinite, Present Continuous, Present Perfect, Present Perfect Continuous.

2nd Term

English A
Unit no. 16, 17, 19, 20, 22

English B
Grammar Club: Unit 6, 7, 8, 9, 10
Essays: Morning Walk
Picture Stories: Two
Story: Union is strength
Application: Urgent piece of work, Remission of fine.
Letters: To father about your studies,
               To friend invite her to spend a day with you.
Translation: Paragraph translation 11, 15, Translation exercises, Active/Passive Voice
Tenses: (PTB Grammar for 9th & 10th)
               Past Indefinite, Past Continuous, Past Perfect,
               Past Perfect Continuous, Future Indefinite,
               Future Continuous, Future Perfect Tense.

Appendix 2. Curriculum of Grade 7

Class Seven (Session 2014-15)   Dar-e-Arqam School

English A
(Modern English Book 7, Oxford)
(The Grammar Club Book 7, Oxford)

2nd Term

English A
Unit no. 2, 4, 7, 8, 9 along with solved exercises, word meanings, word sentences, translation, translation paragraphs and questions related to author and lesson (unseen), summaries of the poems.

English B

Grammar:	Grammar Club Unit 1, 2, 3, 4, 5.
Essays:	Health is wealth, A house on fire, The Holy Prophet (PBUH).
Stories:	Honesty is the best policy, Try try again.
Letters:	To your friend condoling the death of her mother,
	To your brother advising him to take steps to improve his health.

Grammar: (PTB 9th & 10th) Translation of indefinite tenses, continuous tenses (present, past, future) 12 exercises, active / passive of present, past, future tenses (simple sentences), Arrangement of sentences.
Singular / plural, words, opposite, Paragraph No. 3, 8, 7.

2nd Term

English A
Unit no. 10, 14, 16, 17, 19 along with solved exercises, word meanings, word sentences, translation, translation paragraphs and questions related to author and lesson (unseen), summaries of the poems.

English B

Grammar:	Grammar Club Unit 6, 7, 14, 20, 23, 24, 25
Essays:	My house, My best teacher, A visit to zoo.
Stories:	A foolish stag, Haste makes waste.
Letters:	To father who is worried about your health,
	To friend requesting her to spend her holidays with you.

Grammar: (PTB 9th & 10th) Use of since / for, masculine / feminine.
Present, past, future tenses (perfect, perfect continuous).
Paragraph No. 3, 6, 7.

Note: 1st Term Grammar (PTB) syllabus will be included in 2nd term.

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