

# Evaluation of Oxon English Textbook Used in Pakistan Public Schools for 6<sup>th</sup> & 7<sup>th</sup> Grade

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## Abstract

Textbook evaluation is considered an important factor in the field of education from the aspect of teachers and learners. Pre-use evaluation of textbook is recommended by many researchers. In this respect, the current study is aimed at evaluating textbooks of secondary level, class 6<sup>th</sup> and 7<sup>th</sup> to find strengths and weaknesses in them. An evaluation checklist by Mukundan (2011) has been adapted for this purpose. The research is both quantitative and qualitative in its nature. The results revealed that these textbooks lack in various vital features even in basic skills. The obtained results show that these books need to be revised and this study has important implications for teachers and learners.

**Keywords:** Evaluation, Curriculum, Textbook, Checklist, Quantitative, Basic skills, Qualitative

## 1. Introduction

Any person who comes across the process of teaching learning has come across the term evaluation. In many cases evaluation differ according to the target aims of evaluation whether it is curriculum evaluation, teacher evaluation, student evaluation or more recently textbook evaluation. In this study textbook is taken as curriculum for evaluation. At this initial level, we have to know what the term “evaluation” means. Evaluation is a systematic process to investigate data, which is gathered through different instruments and from different sources to determine effectiveness of that data.

Textbook is a source of knowledge and used for transferring and imparting knowledge to students of different age groups. Textbook provides a key to subject matter for those who are completely new to that discipline. Textbook evaluation includes “attempts to measure the value of material: (Tomlinson, 1998, p.3). Two terms “analysis” and “evaluation” differ in terms of goal. A distinction is made between “analysis” and “evaluation”. “In its simplest way analysis seeks to discover what is there (Littlejohn, 1998), on the other hand evaluation is more concerned to discover whether what one is looking for is there – and, if it is, to put a value on it” (McGrath, 2002, p.22).

Considering the above points, the current study is conducted to take an analytical look at curriculum in the form of English Textbook of sixth and seventh class. These textbooks are purely designed for students of secondary classes. The focus of this ELT textbook is to make learners proficient as ESL learners. This study is conducted in the view of pre-use and formative level evaluation of textbook. Developers, practitioners and teachers must evaluate textbook before implementation in concrete situation. This study tries to evaluate the textbooks to identify various aspects. Since textbook plays, a crucial role for learners and either teachers both so the strengths and weaknesses of it should be known to teachers so the book is revised or teachers can play their role to cover these shortcomings, which are found in the textbook. A checklist is used to evaluate which has been proved as a reliable and valid tool for this type of evaluation. Taking into account all aspects this study has tried to evaluate the textbook so that its weaknesses and strengths should be known to the concerned persons in the field of teaching and the ones who want to implement this textbook for their learners in future.

### *1.1 Statement of Problem*

English language teaching is a hot issue for ESL/EFL countries like Pakistan. However, we are teaching and learning English Language since many years but until now, it lacks with respect to many practical aspects. There is a dearth somewhere at curriculum, textbooks and in our methodology. There is a need to evaluate the effectiveness of Curriculum in form of textbook of secondary class 6 and 7.

### *1.2 Research Questions*

1. What are the strengths and weaknesses of textbook?
2. To what extent does the content of this material match the objectives stated in textbook?
3. What are the focused skills in this textbook?

4. Are basic four skills utilized in textbook?
5. Do textbooks need to be revised?

## **2. Review of Literature**

### *2.1 Definition of curriculum*

There are various interpretations of the word “curriculum”. The Concise Oxford Dictionary defines it as “Course of Study” and it derives from the Latin word for a chariot racecourse. The curriculum as a race with series of “difficulties” to be handled is a thought of various people of today. Print (1993) defines curriculum as an area of essential importance to the professional teacher (p.110).

### *2.2 Evaluation*

Evaluation is a systematic form to assemble and interpret data for making decisions about future. Surfraz (2001) described two major types of evaluation, summative evaluation and formative evaluation. Summative evaluation is conducted at the end of program. Summative evaluation determines whether the educational objectives have been achieved or not? What types of results have been achieved? Summative evaluation provides that to what extent a program is satisfactory and appropriate and should this program be continued for learners? On the other hand, formative evaluation can be described as a day-to-day activity, which is conducted at the end of the day. In this type of evaluation, both teacher and student emphasize on feedback on a regular basis. It provides motivation and encouragement to learners. According to Rowntree (1887) in formative evaluation, a teacher gives marks on homework, and any other activity. All these aspects are included in formative evaluation. Both summative and formative evaluation carries equal importance according to various scholars like (Fuchs & Fuchs, 1986; Fuchs, Fuchs, Hamlett, & Allinder, 1991; Fuchs, Fuchs, Hamlett, & Stecker, 1990; Salvia, Ysseldyke, & Bolt, 2007).

Scriven (1967) devised the term formative evaluation in reference to curriculum development but Bloom and colleagues’ (1971) application to education hypothesized it as the “systematic evaluation in the process of curriculum construction, teaching and learning for the purposes of improving any of these three processes: (p. 117). According to Weston, Mc Alpine and Bordonaro (1995) purpose of formative evaluation is to validate or ensure that the goals of the instruction are being achieved and to improve the instruction if necessary, by means of identification and subsequent remediation of problematic aspects. Worthen, Sanders and Fitzpatrick (1997) says that formative evaluation is conducted to provide program staff evaluative information useful in improving the program. Robert stakes beautifully described as “When the cook tastes the soup, that’s formative; when the guests taste the soup, that’s summative.” Present study is aimed to evaluate at formative level.

### *2.3 Curriculum Evaluation*

Curriculum evaluation refers to checking effectiveness of implemented curriculum. It determines the worth of curriculum in practical aspect. Scholars described curriculum evaluation from different aspects (McNeil, 1997; Ornstein and Hunkins, 1998; Worthen and

Sanders, 1987; Gay, 1985 and Oliva, 1988). McNeil (1977) describes that “curriculum evaluation is an attempt to throw light on two questions: Do planned learning opportunities, programs, courses and activities actually produce desired results? How can the curriculum offerings best be improved?” (p. 134). 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 from the curriculum in general or an educational textbook in particular” (p.320). Worthen and Sanders (1987) stated curriculum evaluation as “the formal determination of the quality, effectiveness, or value of a program, product, project, process, objective, or curriculum” (p.22-23).

Gay (1985) claims that the objective of curriculum evaluation is to identify its drawbacks and strengths as well as problems encountered in implementation; to improve the curriculum development process; to decide the effectiveness of the curriculum and the returns on finance allocated. In his point of view curriculum evaluation is the process of delineating, obtaining, and providing useful information for judging decision alternatives. The primary decision alternatives to consider based upon the evaluation results are: to maintain the curriculum as is; to modify the curriculum; or to eliminate the curriculum. As it is described earlier, evaluation is the overall process to determine value of programs or procedures. However, Scriven (1967) early differentiated evaluation as formative and summative evaluation. Moreover, curriculum evaluation is 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). The definition consists of key words such as systematic, process, collect and analyze, relevant information, curriculum effectiveness’ assessment, and to improve. The current study is focusing on formative level of evaluation, initial evaluation at the start of anything. Moreover, the present study has taken textbook as a curriculum for evaluation.

#### *2.4 Textbook Evaluation*

A textbook is compilation of useful material relevant to subject area for formal study. The check and balance of a useful textbook can be an open and collaborative process. Textbook plays an essential role as a tool for imparting knowledge. Sometimes it is only the source of content and pedagogic information for the teacher. School textbooks pass on fundamental knowledge to the younger generation. Ahour and Ahmadi (2012, p. 176) state, “textbooks are the main sources that convey the knowledge and information to the learners in an easy and organized way”. Davison (1975), for example, suggests that after the teacher the textbook is the most important component in the foreign language classrooms. Rea-Dickens and Germaine (1994) describes that evaluation is a fundamental part of teaching and learning. Hutchinson and Torres (1994) advise that the textbook be considered, as universal element of English language teaching and textbook is an essential part of any educational context. Similarly, Grant (1987) stated that there are no perfect textbooks. There is need of evaluation of English language teaching material in order to assess its worth and to fulfill the needs of user in educational context. Haycroft (1998) highlights the most vital incentive of using textbooks as being psychologically essential for measuring their actions properly. A textbook is essential

because it sets the direction, content and the teaching of method (McGrath, 2002). Tomlinson (2001) defined two reasons why the interest in material development increased.

The first reason was that material development assisted the teachers to understand and apply the theories of language learning more easily. The later reason was that teachers needed to evaluate and revise materials, which would be refined form for their particular learners. Ellis (1997) presented three levels of evaluation i.e. pre-use, in-use and post-use in textbook evaluation. Textbook evaluation must be evaluated in order to check and ensure their appropriateness. For Tomlinson (2001) textbook evaluation is an activity within applied linguistic field through which teachers, supervisors, administrators, and material developers can judge about the effectiveness and worth of material which is used for the learners. On the other hand, Harmer (1996) considers that textbook evaluation is a class internal judgment about the real performance of a book. In this favor, Genesee (2001) claims that book evaluation can be described as a process of collecting, analyzing, and interpreting information. Because of this process, there will be improvement in language competence of learners and educational programs will be more flourishing. Moreover, Sheldon (1988) describes about the professional, financial and political benefits for the selection of a language-teaching textbook. There are various checklists based on which we evaluate textbook, examples of which, could be Litz (2005) Textbook Evaluation Questionnaire, Thein (2006) survey questionnaire, and Dougill's textbook evaluation checklist. As stated earlier, Ellis (1997) described the pre-use, in-use and post-use textbook evaluation, the present study is conducting pre-use textbook evaluation assuming that these books are not yet applied in teaching learning environment. Pre-use evaluation is intended to judge the potential performance of a course book.

### *2.5 Checklist as a tool of Evaluation*

There are many checklists proposed by various scholars at different times from different perspectives. Checklist is the most popular tool for textbook evaluation, which is supposed to check particular features. Checklist is comprised of list of features. A number of other scholars and researchers have used checklist as an evaluation tool such as (Chastain, 1971; Tucker, 1975; Daoud and Celce-Murcia, 1979; Candlin and Breen, 1979; Sheldon, 1988 and Cunningsworth, 1995).

The review of textbook evaluation checklists within four decades (1970-2000) by Mukundan and Ahour (2010) described that most of the checklists are qualitative (Rahimy, 2007; Driss, 2006; McDonough and Shaw, 2003; Rubdy, 2003; Garinger, 2002; Krug, 2002; McGrath, 2002; Garinger, 2001; Richards, 2001; Zabawa, 2001; Hemsley, 1997; Cunningsworth, 1995; Griffiths, 1995; Cunningsworth and Kusel, 1991; Harmer, 1991; Sheldon, 1988; Breen & Candlin, 1987; Dougill, 1987; Hutchinson & Waters, 1987; Matthews, 1985; Cunningsworth, 1984; Bruder, 1978; Haycraft, 1978; Robinett, 1978); than quantitative (e.g., Canado & Esteban, 2005; Litz, 2005; Miekley, 2005; Harmer, 1998; Peacock, 1997; Ur, 1996; Skierso, 1991; Sheldon, 1988; Grant, 1987; Williams, 1983; Daoud & Celce-Murcia, 1979; Tucker, 1978); or head words/outline format, i.e., those without rating scales or questions (Ansari & Babaii, 2002; Littlejohn, 1998; Roberts, 1996; Brown, 1995). In the present study, Mukundun's (2011) checklist is adapted for the framework of current evaluation.

In this study, a checklist proposed and revised by (Mukundan, Hajimohammadi, & Nimehchisalem, 2011) was adapted by the researchers. The checklist is called the English Language Teaching Textbook Evaluation Checklist (ELT-TEC). It is a validated and reliable tool for evaluation. It was developed by a review of the literature (Mukundan & Ahour, 2010; Mukundan, Hajimohammadi, & Nimehchisalem, 2011) and was refined through qualitative (Mukundan, Nimehchisalem, & Hajimohammadi, 2011; Nimehchisalem & Mukundan, In Press, a) and quantitative (Mukundan & Nimehchisalem, 2011) methods.

It is divided into parts: 1. The Textbook general attributes 2. Textbook learning Content. There are five major components under general attributes, which are (a) Syllabus and curriculum, (b) Methodology, (c) Suitability to learners, (d) Physical and Utilitarian Attributes, (e) Efficient outlay of supplementary materials. The main other components under learning-teaching content are (a) General content, (b) Listening, (c) Speaking, (d) Reading, (e) Writing, (f) Vocabulary, (g) Grammar, (h) Pronunciation, and (i) Exercise.

### *2.6 Four Strands of Language Course*

Nation (2007) is pioneer of Four Strand concept in language. According to him, the activities in language course can be divided into four strands (e.g., Meaning focused input, Meaning-focused output, Language-focused learning and fluency development). Balance between all these four strands is vital for successful language teaching/course giving equal time to all of these. First strand, which is Meaning Focused Input, focuses on learning through listening and speaking, use language receptively. While second, strand Meaning Focused Output focuses on learning through speaking and writing, use language productively. Third strand Language Focused Learning is focused on forms the vocabulary, dialogues, translation and memorization type of activities are involved in it. The last fourth strand Fluency Development is about becoming fluent in listening, speaking, writing and reading. If language teaching course/textbook balances all these four strands then the product result is fluency. The current study material textbook has tried to follow these strands but there is a dearth in strand one and strand two. From both strands, one receptive and one productive skill is completely ignored. Somehow, third strand is followed but last strand is affected by eliminating two skills. The four language skills are important for communication to be done effectively and in an appropriate manner (Bailey, 1999). These language skills are also known as macro skills and all the basic skills e.g., listening, speaking, writing and reading are used in a combination but if any of these basic skills is ignored in a textbook it can be a hindrance in effective communication. Many sub skills or micro skills like vocabulary, punctuation are also taught while teaching these macro skills.

## **3. Method and Procedure**

### *3.1 Material*

Two textbooks of class 6 and 7 are selected for current study. *Concept Secondary English Book 1 for Class 6* and *Concept Secondary English Book 2 for Class 7* by (Nazir Ahmed Gondal) are two textbooks prepared and published under the approval of Government of Punjab, Pakistan. The taken books are related to the product of Oxon Academics. Qari Publishers are authorized



distributor and publisher of these two English Language Textbooks in Lahore, Pakistan.

### 3.2 Instrument

As it is stated earlier, the most popular and accurate instrument for analyzing textbooks is evaluation checklist. There are number of checklists in English developed by different scholars. Various checklists by scholars like (Chastain (1971); Tucker (1975); Daoud and Celce-Murcia (1979); Candlin and Breen (1979); Sheldon (1988) Cunningsworth's (1995); and Skierso's (1991). However, in current study Mukundan (2011) September, checklist is adapted for the evaluation of textbooks. It is validated and reliable tool for evaluation. It was developed by a review of the literature (Mukundan & Ahour, 2010; Mukundan, Hajimohammadi, & Nimehchisalem, 2011) and was refined through qualitative (Mukundan, Nimehchisalem, & Hajimohammadi, 2011; Nimehchisalem & Mukundan, In Press, a) and quantitative (Mukundan & Nimchisalem, 2011) methods. It is divided into parts: 1. The Textbook general attributes 2. Textbook learning Content. There are five major components under general attributes, which are (a) Syllabus and curriculum, (b) Methodology, (c) Suitability to learners, (d) Physical and Utilitarian Attributes, (e) Efficient outlay of supplementary materials. The main other components under learning-teaching content which are (a) General content, (b) Listening, (c) Speaking, (d) Reading, (e) Writing, (f) Vocabulary, (g) Grammar, (h) Pronunciation, and (i) Exercise.

### 3.3 Procedure

In the evaluation of textbook two types of methods are carried out to find out results. The first method is to analyze book from the quantitative aspects. The frequency and percentages of activities and exercises are given to interpret various skills, which are given in both textbooks. Both textbooks are evaluated individually and it is described in data analysis and data interpretation section. The checklist is used as a tool of evaluation. From checklist perspective, this study aims to interpret qualitative results of this study.

## 4. Data Analysis and Interpretation

Two books have been taken for analysis, English Book 1 for 6 and English Book 2 for 7. These books are published by Qari publishers Lahore, Pakistan. Both the books are published by same publishing company. Textbooks are used for educating secondary school students in region Punjab, Faisalabad. English Book 1 for 6<sup>th</sup> contains 119 pages and 13 units while English Book 2 for 7<sup>th</sup> contains 136 pages and 12 units. Both books are comprised of various exercises.

Table 1. Frequency and percentage distribution of activities of 6<sup>th</sup> English Book

Sr. No.	Category	Frequency	Percentage
1.	Comprehension	13	7.6
2.	Vocabulary	48	28.23
3.	Grammar	45	26.5
4.	Punctuation	16	9.4

5.	Creativity	13	7.64
6.	Poetry	12	7.05
7.	Thinking	23	13.5
	Total	170	86.42

Table 1 shows the analysis of frequency and percentage of various activities. There is different frequency in terms of various skills like comprehension, vocabulary, grammar, punctuation, creativity and thinking activities. Large frequency is of vocabulary exercises, which are 48 in all over textbook with 28.23 percent. On the other hand, the least frequency is of Poetry that is 12 with 7.05 percent. However, listening and speaking are altogether ignored in overall book.

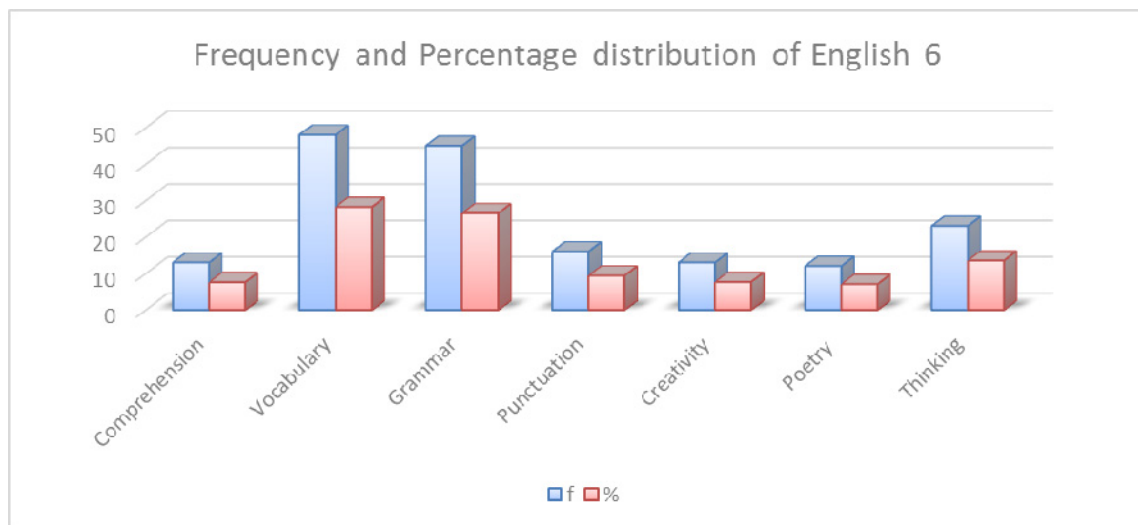


Figure 1.

Table 2. Frequency and percentage distribution of activities 7<sup>th</sup> English Book

Sr. No.	Category	Frequency	Percentage
1.	Comprehension	12	8
2.	Vocabulary	43	29
3.	Grammar	38	26
4.	Punctuation	12	8.1
5.	Creativity	10	7
6.	Poetry	19	10
7.	Thinking	14	10
	Total	148	98.1



Table 2 shows the analysis of English Book 7 in which vocabulary has a major part and it covers 29 percent of the total activities. Comprehension is 8 percent in book while grammar is 26 percent. The results are almost similar to the analysis of book 6. In addition, listening and speaking activities are ignored altogether in this Book 7.

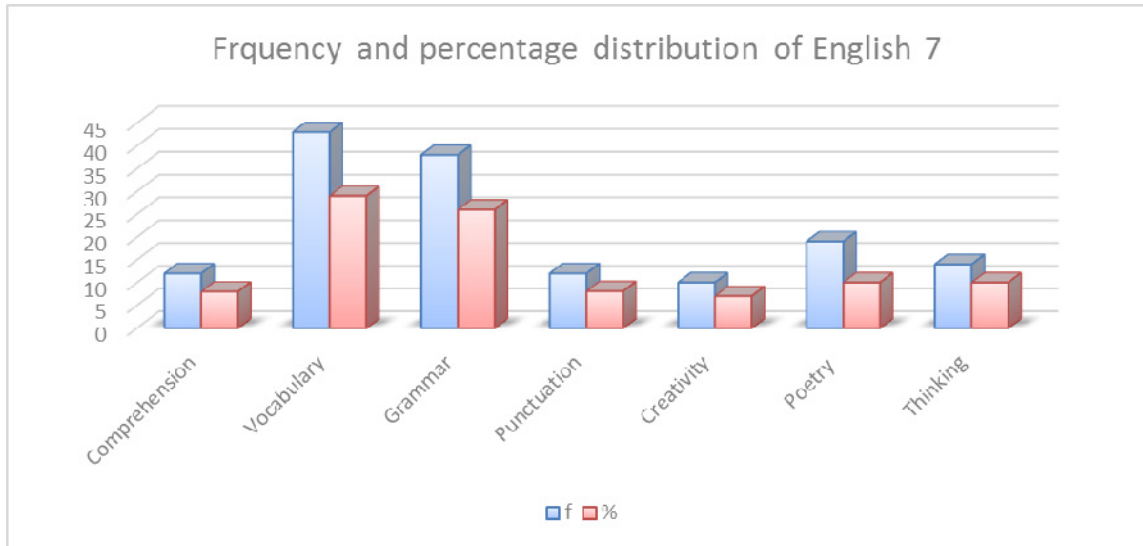


Figure 2.

#### 4.1 Qualitative Analysis of Textbook

##### 4.1.1. General Attributes

The very first section of checklist is about general attributes to know about the basic attributes of a textbook. Textbook is meeting the objectives, which are stated in the book. Book 6 and 7 are both focusing on accomplishment of objectives and relate the activities in term of achieving objectives. As in Appendix, we can see that the objectives, which are stated there, are matching with the activities given in the book. The main task of curriculum evaluation is to judge whether the course/program/curriculum and textbook is meeting its objectives efficiently or not and if it is suitable for the learners.

##### 4.1.2 Methodology

Methodology works like a soul in imparting education, no learning teaching process can become effective without devising proper methodology. The main aim is to carry out a textbook in a manner that enhances students' capabilities. Textbook has many thought provoking activities. There are thinking and creative activities, which assist the learner to perform in a creative way. Both English Book 6 and 7 have various activities.

*For example in Book 6*

Use your imagination to write about any of these topics

1. An unforgettable incident of my life
2. A friend in need is a friend indeed
3. A roadside accident
4. We learn from our own experiences
5. The day when I was extremely happy

(p. 11)

### *Book 7*

Choose any one of these topics to test your expertise in producing an impressive and standard piece of writing:

- a) Write a composition beginning, 'I rushed to open the main gate on the very first knock, but to my surprise.....'
- b) How I spend my free time?
- c) You are working for a firm, which sells cosmetics. Write an impressive advertisement for a brand of any of these items: 1. Talcum Powder 2. Shampoo 3. Body Lotion 4. Hair conditioner.
- d) The strange animal about which you came to know through a television program or your sudden encounter with it

(p. 23)

The percentage of thinking and creative activities in English book 6 is 13 and 7 percent respectively while the percentage of thinking and creative activities in English Book 7 is 10 and 7. The activities of each lesson are counted as a whole for frequency and percentage. In appendix table, page number of every activity is mentioned. There is a complete list of all units mentioning that which activity can be found at which page.

#### 4.1.3 Physical and utilitarian attributes

The next section is about the physical and utilitarian attributes of a textbook. Appearance of a textbook is a crucial factor in designing textbooks. The first statement is about layout attractiveness. Layout affects a psyche of learners a lot; if a book seems to be attractive then automatically learner will try to review that book. It motivates a learner to seek more knowledge. The both books of 6<sup>th</sup> and 7<sup>th</sup> class indicate an efficient use of text e.g. input of poetry, comprehension, grammar and spelling inputs etc. while use of visuals is completely ignored. The paper used for the textbook is of good quality; each sheet is quite thick. Binding is not so strong. Its weight is very less so it is very convenient to carry. In addition, size is appropriate neither too small nor too big. Further, its cost is economical as compared to other textbooks. There is no audio aid used in teaching. Printing quality is good but there is no sequence of numbering of exercises and no proof reading is there. At the end it has no teacher manual that how to carry this book. Font size of book is also very small.

#### 4.1.4 Learning Teaching Content

##### General

This section of checklist deals with basic skills and other skills. It also focuses on general aspects of learning teaching content like tasks of book, cultural sensitiveness, material updating. After the analysis, it is cleared that most of the tasks of book are creative like there is creative writing, thinking activities, jumbled sentences and crossword puzzles. In appendix page, number of each activity is given for the ease of readers. Tasks are moving from simple to complex i.e. first of all the chunks are taught to learners then text as a whole is introduced. There is no cultural relevant element in both books. The content of textbook is not authentic and some topics are imaginative like “The Dragon Rock” Unit 5 of Book 6. It seems that the whole topics of books are adopted instead of writing them specifically. There is no special sequence and integrity among topics. No dialogue activity is designed in these two books. The material of books is up to date as it includes the topic of “Mystery of Bermuda Triangle” which is a latest issue of now days. It covers many topics from different perspectives like Book 6 covers Love and Time, The deadliest Tsunami in History, The Dragon rock, Origin of Olympic games etc. Book7 covers topics like The Titanic, Robot, Healthy, Wealthy and Wise and The Kashmir Earth Quake. This book has also fun elements like crossword puzzles; different visuals are given according to chapter, which makes it attractive and interesting.

#### 4.1.5 Listening

Listening is completely ignored in both books. There is not even a single activity of this receptive skill. It is just focusing on reading and writing skills. Everson (2009:26) explains that, “listening is vital skill of language in the sense that it enables one to be able to understand what other people are saying or communicating”.

#### 4.1.6 Speaking

Speaking a productive skill of language is also ignored in both books. Krashen (1987:29) explains that “speaking and listening are two essential language skills in the sense that without the speaker and an under stander there can be no language at all”. Bean (1996:44) explains that, “many researchers believe that handling realistic communication is an integral part of essential conditions for effective language learning”.

#### 4.1.7 Reading

There is a large part of reading skill in both Books 6 and 7. The frequency of comprehension activities is very moderate as compared to vocabulary skill and many other activities.

##### *Book 6*

Answer these questions from the passage ‘Courage under Fire’:

1. Why do you think that the writer and his party wanted to kill the tiger?
2. What was the time of the day? How can you tell this?
3. What reasons have been given for chirping birds?

##### *Book 7*

##### *Comprehension*

Answer these questions from the passage:

1. When and where did the earthquake occur?
2. How many people died in Pakistan and Afghanistan in the earthquake?
3. What hampered the rescue operations in the earthquake affected areas?

(p. 19)

Table shows that the percentage of reading skill activities in books are 7.6 and 8 percent in Book 6 and 7. Texts are arranged in a sequence and integrity. Almost every reading activity is only of one page. Although the activities in class 7 book are a bit more complex. Class 7 book is higher level than Book 6. The length of the textbook is appropriate as it is stated that activity is only of one page. Text does not promote critical thinking on the part of learners, as texts are only information based. The skill of Reading enables individuals to develop ways of seeing through written texts, the descriptions of cultures and worlds, and how the text try to position or influence the reader to be part of the cultures and worlds. Reading texts is therefore always necessarily a "complex conjoining of "word" and "world", "text" and "context" (Cobb, 2008).

#### 4.1.8 Writing

Writing is major part of basic four skills. Tasks are easy in these books and can easily be achieved by practicing and they are according to the level of learners. Models are also provided for different genres for example in creative activities there is an input of letter writing, essay writing, poem writing so we can say that at first it describes and gives input and then demands a response on the part of learners. For example Book 6, page.33 and Book 7, page. 36. Tasks are creative and in almost every lesson of both books has at least one creative task. As it is earlier showed in table 1 and table 2 analysis.

#### 4.1.9 Vocabulary

The major focus of both books is on vocabulary and vocabulary related skills. There are number of words proposed in each lesson but these words are only relevant to that particular lesson. The vocabulary items are distributed in both books as a whole, as well as across the chapters. It covers a major part of book. The percentage of vocabulary activities in Book 6 is 28 while Book 7 has 29 percent vocabulary activities. Words are efficiently repeated in the form of various exercises as it has a number of exercises related to vocabulary in a single unit of both books. Words are not as much contextualized in a sense that they are purely related to topics rather than place and context of study.

*Example form Book 6*

#### *Spelling List*

Knowledge, announced, expect, moment, vanity, vessel, suddenly, ventured, anxious, destiny, eventually, vividly, embark, mate, fluffy

#### *Exercise 1*

*Fill in the blanks with words from the spelling list. The first letter of most words has been given*

*for your convenience:*

In a m....., we could see people running in e.... The police a ..... that a wild animal had escaped from the zoo. We could see a f.....

*Exercise 2*

*Match the meanings of words in column 'A' with their meanings in Column 'B'*

This Match Column is based on vocabulary list.

(p. 14)

4.1.10 Grammar

Book evaluation through checklist shows that grammar spread is achievable and grammar activities are graded from easy to complex. In both books firstly chunks of grammar is introduced and gradually demanded a practical implication of those chunks from learners. Examples are easy and clear clues and directions are provided along examples. Further grammar is also introduced in a systematic way, firstly they provide input about the grammar then exercises are given. All things are described in a systematic manner. Grammar input is enough in both books.

*For example in Book 6*

*Unit 1*

*Grammar Input*

*Parts of speech, classification of noun*

*Based on input,*

*Exercise is to identify correct part of speech in sentences listed below*

A small child climbed over the slippery log and inched slowly toward the nearby fields.

Small \_\_\_\_\_ snail \_\_\_\_\_ climbed \_\_\_\_\_ over \_\_\_\_\_ slippery \_\_\_\_\_ log  
\_\_\_\_\_ toward \_\_\_\_\_ etc.

(p. 9)

*Unit 13*

*Exercise*

*Using relative pronoun to identify people*

Match the columns to find real combination of the beginnings of these sentences with their endings.

*Match column*

1.	An orphan is a child	Whose husband has died
2.	A florist is a person	Whose parents no longer live
3.	A surgeon is a doctor	Who teaches
4.	A widow is a woman	Who perform operations
5.	A teacher is a person	Who writes plays
6.	A dramatist is a person	Who sells things to highest bidder
7.	An admiral is the officer	Who studied plant life

(p. 115)

#### 4.1.11 Pronunciation

Pronunciation as speaking skill is completely ignored in both books. The concept skills refer to the ability to do something or an activity well in order to achieve a particular goal or task (Hornby, 2000).

#### 4.1.12 Exercises

The distribution of exercise across both books are enough. They have clear instructions and adequate for learners as there are number of exercise on language skill, vocabulary skill and grammar. To help the learners to achieve the skills these are quite useful but at the same time, it requires the part/input to fulfill the needs.

*For example in Book 6*

Three exercises are based on vocabulary (p.16)

Similarly, book 7 is also same in format as Book 6.

### 5. Discussion and Conclusion

The process of teaching and learning is purely dependent on textbooks. In order to get effective output there is need to evaluate and improve textbooks for better results. It is considered a key to control all instruction largely. Therefore, there is a need to carry proper textbooks, which contain all language characteristics, and it is not an easy job for anyone. However, the term evaluation is proposed to check effectiveness and then revise to make textbook free from drawbacks. To have a practical evaluation, this study was conducted to evaluate the secondary class 6 and 7 English textbook. From both perspectives quantitative and qualitative evaluation of textbook is done. Overall findings indicate that there are many gaps in two textbooks, which were supposed to evaluate. For evaluation purpose, firstly, activities of textbooks are analyzed from frequency and percentage perspective and adapted



checklist by Mukundan (2011) is used. The obtained results showed that there are some gaps and problems in it. The characteristics of the book were analyzed like general attributes, methodology, physical and utilitarian attributes, general aspect of learning teaching content, listening, speaking, reading, writing, vocabulary, grammar, pronunciation and exercises. All aspects are included in the textbook except listening and speaking skills. These two skills including one receptive and one productive skill is completely ignored. It is important, of course, to be able to understand the written and spoken word, and to produce English both orally and in written form (Everson, 2009). Paul (2007) concept of four strands is not being fulfilled here at this point both meaning focused input and output have deleted one feature, which as a result automatically affected last strand.

The findings revealed there is a need to revise a textbook to make four basic skills complete. Use of audio visual aids should be fostered. Moreover, it is also a guideline for material developer to keep these aspects under consideration while developing curriculum and textbooks. Numbering is not given to exercises of textbooks further font is used in an irregular way. Both developer and teachers should take care in designing and selecting textbooks and course. The important proverb: Do not Judge a Book by its Cover, reflects this important point that beside the cover of a book there is a practical criteria, which needs careful scrutiny while selecting a course-book for students.

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**Appendix A**

<b>Activities list by page numbers of English 6</b>							
<b>Unit No.</b>	<b>Comprehension</b>	<b>Vocabulary</b>	<b>Grammar</b>	<b>Punctuation</b>	<b>Creative writing</b>	<b>Poetry</b>	<b>Thinking</b>
<b>1</b>	7	7,14,15	9,10	10	11	13,14	10,15
<b>2</b>	18	18,23,24	18,19,25	20	22	23	25,26
<b>3</b>	29	29,34	29,31,34	32	33	-	34,35
<b>4</b>	37	37,44	38,39	40	41	42,43	45
<b>5</b>	47	47,52,53	52,53	50	52	-	53
<b>6</b>	55	55,62	57	58	60	62	63
<b>7</b>	65	65,71	66,67	69	70	-	71
<b>8</b>	73	73,78	74,75	75	76	77	79
<b>9</b>	81	81,86	83	84	84	86	87
<b>10</b>	90	90,93	90,91	-	92	-	-
<b>11</b>	95	95,101,102	96,97	98	99	101	102
<b>12</b>	104	104,109	106	107	108	-	110
<b>13</b>	112	113,118	114,115	115	116	117	119



**APPENDIX B**
**Activities list by page numbers of English 7**

<b>Unit No.</b>	<b>Comprehension</b>	<b>Vocabulary</b>	<b>Grammar</b>	<b>Punctuation</b>	<b>Creative writing</b>	<b>Poetry</b>	<b>Thinking</b>
<b>1</b>	8	8,16	10,11,12	12	14	15	17
<b>2</b>	19	19,26	21	22	23	25	27
<b>3</b>	29, 38	29,38	32,34	35	36	37	39
<b>4</b>	41	41,47,48	42,43	44	45	46,47	48,49
<b>5</b>	51	51,58	54,55,56	-	58	-	-
<b>6</b>	61	61	63	-	-	-	-
<b>7</b>	66	66,75	68,69,70	71	73	74	76
<b>8</b>	79	79,89	83	84	87	88	90
<b>9</b>	94	94, 102, 103	78,98	100		102	103
<b>10</b>	106	106,114	108	110	111	112,113	115
<b>11</b>	118	125	119,120	121	123	124	-
<b>12</b>	128	128, 136	129,130	131,132	134	135	-

Sr. no.	Statements	Yes	No	Reasons
<b>1.</b>	<b>General Attributes</b>			
1.1	Textbook meets the objectives stated.			
1.2.	Activities relates to the objectives given in textbook.			
<b>2.</b>	<b>Methodology</b>			
2.2.	It is thought provoking or not.			
2.3.	It is compatible to background knowledge and level of students			
2.4.	It is compatible to the socio-economic context			
2.5.	It is culturally relevant.			
2.6.	It is compatible to the needs of the learners			
2.7.	It is compatible to the interests of the learners			
<b>3.</b>	<b>Physical and utilitarian attributes</b>			
3.1.	Its layout is attractive			
3.2.	It indicates efficient use of text and visuals			
3.3.	It is easy to carry			
3.4.	It is cost-effective			
3.5.	Its size is appropriate			
3.6.	The printing quality is high			
3.7.	Efficient outlay of supplementary materials			
3.8.	The book is supported efficiently by essentials like audio-materials			
3.9.	There is a teacher's guide to aid the teacher			
<b>4.</b>	<b>Learning-teaching content</b>			
	<b>General</b>			
4.1.	Most of the tasks in the book are creative			
4.2.	Tasks move from simple to complex			
4.3.	Task objectives are achievable			
4.4.	Cultural sensitivities have been considered			
4.5.	The language in the textbook is natural and very relevant to national level.			
4.6.	The situations created in the dialogues sound natural and real			
4.7.	The material is up-to-date			
4.8.	It covers a variety of topics from different fields			
4.9.	The book contains fun elements			
<b>5.</b>	<b>Listening</b>			
5.1.	The book has appropriate listening tasks with well-defined			

	goals			
5.2.	Instructions are clear			
5.3.	Tasks are efficiently graded according to complexity			
5.4.	Tasks are authentic or close to real language situations			
<b>6.</b>	<b>Speaking</b>			
6.1.	Activities are developed to initiate meaningful communication			
6.2.	Activities are balanced between individual response, pair work and group work			
6.3.	Activities motivate students to talk			
<b>7.</b>	<b>Reading</b>			
7.1.	Texts are arranged			
7.2.	Length is appropriate			
7.3.	Text promote critical thinking			
<b>8.</b>	<b>Writing</b>			
8.1.	Tasks have achievable goals and take into consideration learner capabilities			
8.2.	Models are provided for different genres			
8.3.	Tasks are creative			
<b>9</b>	<b>Vocabulary</b>			
9.1.	The load (number of new words in each lesson) is appropriate to the level			
9.2.	There is a good distribution (simple to complex) of vocabulary load across chapters and the whole book			
9.3.	Words are efficiently repeated and recycled across the book			
9.4.	Words are contextualized			
<b>10</b>	<b>Grammar</b>			
10.1.	The spread of grammar is achievable			
10.2.	The grammar is easy to complex			
10.3.	Examples are easy			
10.4.	Grammar is introduced explicitly			
10.5.	Grammar input is enough			
<b>11.</b>	<b>Pronunciation</b>			
11.1	It is contextualized			
11.2.	It is easy to learn			
<b>12</b>	<b>Exercises</b>			
12.1.	They have clear instructions			
12.2.	They are adequate			
12.3.	They help students who are under/over-achievers			

## Preface

The OXON Concept English Course is an integrated and comprehensive series of books based on conventional language and literature text for students. The earlier books for classes from Nursery to five provide our young learners a variety of stimulus material carefully designed for teaching/learning process through repetitive opportunities in various genres of English in a systematic and progressive manner. They focus on knowledge, skills and understanding of English Comprehension, Grammar, Punctuation and Spellings.

The Concepts English Secondary Books one, two and three ( for classes 6th, 7th and 8th respectively) provide solid coverage of English language work including **usage, vocabulary, comprehension, punctuation, and practical English Language concepts**. The comprehension passages and poems offer a rich and stimulating reading material for practice in all the aspects of language learning process.

Each book is divided into various units which consist of these strands of English Language Learning:

- **Comprehension:**  
The Comprehension passages have been chosen with great care with a view to providing sufficient practice in answering questions on the basis of information therein, and useful vocabulary. The Comprehension questions and exercises probe the students' understanding response and sensitivity.
- **Language Skill:**  
The elaborations and exercises given in this strand focus on important aspects of language learning. It adds the competence and capabilities of the students up to the most suitable and excellent standards.
- **Punctuation Skill:**  
The punctuation strand provides optimum practice in the use of punctuation marks. The exercises in this Strand are easy to do but extremely useful for correct usage of English.
- **Creative Writing:**  
This part of each unit of books is a practical writing course. Sample writings have been provided for the guidance of the students. They feel it convenient to follow the model writing in all the aspects of writing.
- **Poetry:**  
The poems chosen for each unit reflect correspondingly the topic of the contents of comprehension passage therein. It helps the students in understanding the themes of relevant poems. The comprehension questions are given for the students to find answers from the poems.
- **Spellings and Vocabulary:**  
The exercises based on vocabulary taken from the comprehension passages given in each unit, foster the Students knowledge, control and mastery of new words for them.
- **Thinking Exercises:**  
The students have been given exercises to keep their wits sharp. This strand helps them in creativity and Concentration.

The whole series of Oxon Concept English Course has been designed on the conviction that the study of English should be made interesting, thought provoking and constructive. Suggestions in this regard are highly solicited and the same will help us in improving the subsequent editions of these books.

**Author**



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