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Designing Textbook for English Language Learning at Primary Level: An Analysis

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Abstract: The study aimed to evaluate the textbook of Khyber Pakhtunkhwa at the primary level in comparison to Oxford Modern English Textbook and Cambridge Scholar Standard series Pakistan. The objectives of the study are: (1) to illustrate the importance of textbooks in English language learning at the primary level, (2) to analyze the English textbooks used at the primary level, and (3) to propose/suggest parameters for designing English textbooks for effective English language learning at primary level. The researchers adopted a 75- items evaluative checklist presented by McGrath (2002). This checklist has been selected by the researchers because it fulfils the requirement of the study. The findings show that the English textbook of Khyber Pakhtunkhwa fails to achieve the desired objectives of the English language curriculum. On the basis of the research findings, the researcher concluded that the current English textbook of Khyber Pakhtunkhwa needs to be re-designed in order to address the needs of the primary level students.

Introduction

The utmost significance of the study is to decide whether the textbook used at primary in KP is suitable and able to fulfil the requirements of students and teachers. The textbook plays an important role in the teaching and learning process at the primary level. The study argues that the textbook of KP at the primary level may conform to the needs and requirements of the publishers, authors, and administrators, but these textbooks do not meet the needs of students.

The process of adopting a new course book is one of the major reasons for textbook evaluations. According to Cunningsworth (1995), another reason for evaluating a textbook is to know about the strength and weaknesses of the

textbook which is already in use. Tomlinson (2003) stated that it can be observed in the process of material evaluation that is developing our understanding of the way it does work to contribute to both the theory of pedagogic practice and to the theory of language acquisition. According to Grant (1987), "The existence of the perfect textbook is impossible", while the need is to select a nearly perfect book that can fulfil the demands of the learners.

Research Questions

This study has attempted to find out the answers to the given research questions.

1. What is the importance of textbooks used at the primary level in English language learning?

2. How can effective English textbooks be designed for English language learning at the primary level?
3. What is the role of textbooks at the primary level in appropriating and developing effective English language learning?

Significance of the Study

The current study is significant as it takes into account the main issues of English language learners. The findings of the KP Textbook at the primary level will help the curriculum planners and developers to take into consideration the needs of the learners and to bring the primary level English textbook to the level of the developed countries. It will also prove beneficial for future researchers.

A mixed method approach was employed for this study, which contains quantitative and qualitative approaches. A research design refers to a complete plan that is used to conduct research. It encompasses a sequential process and procedure to answer the research questions. According to Thomas (2010), it is an architectural design in which different architectural components are combined for the construction of a building. Creswell (2013) has mentioned three basic designs of research, which are quantitative, qualitative and mixed-method. Every researcher selects a design that suits the purpose, demands as well as nature of his/her study.

A research design in which the central focus is on the numerical description of the problem is referred to as a Quantitative research design. In addition, the testing of the hypothesis, the statistical analysis of data, standardized tools for the collection of data, objectivity on the part of the researcher, and the generalization of the results to the population are the main characteristics of this design (Creswell, 2013).

When the researcher faces many realities, then more subjectivity is needed on the part of the researcher. In such a case, he/she is required to have an in-depth investigation of the research

problem. Therefore, he/she goes for the qualitative research design (Thomas, 2010). Sometimes, the demands of the study are not satisfied by using either quantitative or qualitative research designs. Therefore, the researcher has to mix both designs. It assists the researchers in verifying the quantitative data with qualitative data and vice versa (Creswell, 2013). The researchers used a mixed-method design in the current study. It is an approach in which quantitative as well as qualitative data are collected and analyzed in a single study in order to understand the problem. The researcher makes a comparison of the quantitative and qualitative data in mixed method designs to find out whether both the results match or do not match (Creswell, 2013).

The textbook position has remained a big problem of arguments for writers and educationists since the beginning. For this purpose, we have certain definitions and controversies regarding the textbook's role in ELT.

It is difficult to define a textbook in a single definition. There are a few definitions of the textbook written by different writers. Awasthi (2009) said that for learners and teachers, textbook material is useful to take help of it for the process of teaching and learning in the classroom. Tomlinson (2012) defined a textbook as one of the materials used to learn that the teacher teaches to the learner. According to Hutchinson and Torres (1994), the textbook plays the role of a guide for both teacher and learner to get information. It also contains the record of the teacher's ever-taught material to measure it as a syllabus. Cunningsworth (1995) defined the textbook role as below:

The textbook is a fruitful way for learning as a self-productive source of presenting material, the source of thinking about different ideas and activities, and the source of effective references for students. The book is helpful for inexperienced teachers as a guide to get courage from it and teach to the learner. (Cunningsworth,

1995, as cited in Awasthi, 2006). This definition covers a lot of things. Generally, the textbook is defined differently by different writers. It depends on how textbooks are used how and in which reference and context. They have a common thing in all definitions:

That textbook is the source of material for both teacher and learner in the classroom.

Research Methodology

Research Design

A research design refers to a complete plan used to conduct research. It encompasses a sequential process and procedure to answer the research questions. Mixed-method approach was employed for this study, which contains quantitative and qualitative approaches. Creswell (2013) has mentioned three basic research designs: quantitative, qualitative and mixed-method.

Data Collection

An English textbook prescribed for the 5th class by Textbook Board Khyber Pakhtunkhwa Peshawar Pakistan was selected for evaluation

purposes in comparison with Cambridge Scholar Standard Series and Oxford Modern English.

Data Analysis

The Analysis was done at two levels:

Level 1

First-Glance evaluation involves analysis and evaluation of different activities of the textbook.

Level 2

The second and close evaluation examined one by one and more analytically the outlook of the textbook, arrangement and design of the course book, visual aids and activities, objectives, teaching plan and aids, a content table and exercises given through the textbook for learner and teacher. For this kind of evaluation, we adopted a 75- items evaluative checklist of McGrath (2002). The items were grouped for analysis and evaluation checklist according to the three textbooks of KP, OME, and CSSS. There are seven activities throughout the three books, further divided into different categories; the KP textbook has 123 activities, OME contains 199 activities, and CSSS provides 107 activities.

Activities throughout the Textbooks

Table 1. Detail of activities throughout the textbooks of KP, CSSS and OME

S#	Names of Activities	No. of Activities in KP Textbooks	%age	No. of Activities in CSSS Textbook	%age	No. of Activities in OME	%age
1	Vocabulary	22	17%	22	20%	23	11%
2	Speaking Skill	15	12%	11	10%	35	17%
3	Reading skill	52	42%	33	30%	46	23%
4	Writing skill	18	14%	14	13%	34	17%
5	Grammar	14	9%	26	24%	38	19%
6	Pronunciation	2	1%	1	0.9%	3	1.5%
7	Listening and Speaking skills	0	0%	0	0%	20	10%
No. of Activities		123		107		199	

The textbooks prescribed for primary level by KP Textbook Board Peshawar, Primary level English by CSSS and Primary level OME Textbooks are examined in depth. There are different activities in these textbooks. The details of all activities given in the Textbooks mentioned above are given in table No. 1. In the textbook of KP and CSSS, the number of vocabulary items was found to be 22, while in the OME, there were 23 vocabulary items. KP Textbooks for the Primary level had 15 activities for the improvement of speaking skills. In CSSS, there were 11 activities on speaking skills, while in OME, the number of activities was 35. Reading skills in the Textbook of KP textbook Peshawar was recorded at 52. In the CSSS, they were 33, while in the Textbook of OME, such activities were 46. KP Textbooks for the primary level have 18 writing skills activities; CSSS has 14 writing skills activities, and the Textbook of OME has 34 activities. Grammar items were 14 in the Textbook board of KP Peshawar, 26 in the CSSS and 38 in the textbook of OME. There were two pronunciation activities in the Textbook Board of KP Peshawar, one activity in the CSSS, and three activities in the OME. There was no combined activity for listening and speaking in the KP Textbook Board Peshawar and CSSS, while OME has 20 listening and speaking activities.

The total numbers of activities in KP Textbook Board Peshawar were 123. In CSSS, 107 and in New OME, the number of such activities was 199. The numbers of such activities were greater in OME.

Discussion

The textbook of OME has a large number of activities. There are 199 different activities throughout the textbook of OME. The textbook of KP Peshawar has less number of activities in comparison to OME; there are 123 total activities in the textbook of KP, while the textbook of CSSS has less number of activities in comparison to both textbooks of KP and OME. The number of activities in the last mentioned textbook of CSSS

is 107. The textbook OME has an extra activity of listening and speaking combined, which is revised in every unit of the textbook for learners. Most of the activities in the KP textbook did not revise, while the activities of OME and CSSS has revised most of the time for learners. Every skill of OME has several activities for learners and is revised for this purpose from time to time in every unit of the textbook. Vocabulary items are 23 in OME, while KP and CSSS have the same number of activities, 22 each. The number of vocabulary items has no difference between the three textbooks. There is very little difference in these activities in all three textbooks. The number of speaking skill activities is 35 in OME. This number of activities is also more in the textbook of OME. There are 15 speaking skill activities in the KP textbook, which are fewer than that in the OME textbook. The number of the same activities is 11 in the textbook of CSSS, which is comparatively less than that of KP and OME activities. Reading skills activities are 52 in the textbook KP, and this number of activities is more in the KP textbook, while the number of reading skill activities is 46 in the textbook of OME. On the other hand, there are 33 reading skill activities in the textbook of CSSS. The number of reading skills is good in the KP textbook than that of OME and CSSS. The number of writing skill activities is 34 in the textbook OME, while the textbook KP gives 18 numbers of the same activities. On the other hand, the textbook CSSS has 14 activities for writing skills. The number of writing skill activities is more in the OME textbook than that in KP and CSSS. Grammar activities are found in 34 in OME, 14 of the activities are there in the KP textbook of Peshawar, and there are 26 grammar activities in the CSSS textbook. The number of grammar activities is also more in the OME textbook in comparison to KP and the textbook of CSSS. There are three Pronunciation activities in the OME, while two such activities in the KP and CSSS textbook have found only one activity of pronunciation. The number of pronunciation

activities is less in three of the book for students and teachers to make effective learning classes. Listening and speaking combined activities are 20, which are given only in the textbook of OME, while there is no such activity of listening and speaking combined in the KP and CSSS textbook.

The number of overall activities, i.e. vocabulary, speaking, reading, writing, grammar, pronunciation, and listening speaking combined activities, are more in the textbook of OME than that of KP and CSSS. The Textbook KP can adopt these activities from the textbook of OME for effective English language learning.

Vocabulary Items

Table 2. Detail of vocabulary items

Sr. No.	Name of Activity	No. of Activities in KP Textbook	%age	No. of Activities in CSSS Textbook	%age	No. of Activities in OME	%age
1	Synonym	1	4%			2	8%
2	Antonym	1	4%			2	8%
3	Multiple Choice	2	9%	11	50%		
4	Fill in the blanks	14	63%	6	27%	1	4%
5	Dictionary Use	1	4%	1	4%	2	8%
6	Words Formation	1	4%				
7	Matching Words	1	4%	2	9%	1	4%
8	Matching Column	1	4%			1	4%
9	Suffix/Prefix			2	9%	2	8%
10	Abbreviation					2	8%
11	Contractions					1	4%
12	Correct the Spelling					2	8%
13	Proverbs					2	
14	Idioms					1	4%
15	Anagrams					3	13%
	Pair of Words					1	4%
No of Activities		22		22		23	

When it comes to vocabulary items, it was found that the KP Textbook Board Peshawar has less number of vocabulary items as compared to the textbooks of OME. There was only one activity found of synonym and antonym in the KP textbook board Peshawar, while in the OME, there were two such activities, while in CSSS, no such activity was found. In Multiple choice items, there were more activities in CSSS, which were 11. In KP Textbook Board Peshawar, there were two such items, while in OME, no such activity was found. The number of fill in blanks activities was

14 in KP Textbook Board Peshawar, 6 in CSSS and only one in Oxford Modern English.

When it comes to the use of dictionary items for students, there was given only one such activity in KP Textbook Board Peshawar and CSSS, while two such activities were given in the OME textbook. One activity was found of word formation in the KP Textbook board Peshawar, while in CSSS and OME, there was no such activity. One matching word activity was found in KP Textbook Board Peshawar and one in OME, while two such activities were found in CSSS.

Matching column activity was one in KP Textbook Board Peshawar and one in OME, while there is no such activity in CSSS. There are two affixation activities given in CSSS and OME, while no such activity was there in the KP textbook board Peshawar. Two abbreviation activities were given in OME, while such activity was not given in the KP textbook board Peshawar and CSSS. One contraction activity, two spelling correction activities, two proverbs activities, one idiom activity, three anagrams activities and one pair of words activity was found in Oxford Modern English, while all such activities were zero in KP Textbook Board Peshawar and CSSS.

Altogether, there were 22 vocabulary item activities in KP Textbook Board Peshawar and CSSS, while such Activities were 23 in Oxford Modern English. The number of such activities is greater in Oxford Modern English.

Discussion

Vocabulary items are comparatively the same in KP, CSSS and OME textbooks. There are 22 activities in both KP and CSSS textbooks, while the textbook OME has 23 such activities. In the KP textbook, we found these activities revised eight times in all the units of the textbook, while in the textbook of OME, these activities are revised 14 times once or twice in every unit and in the CSSS textbook, we found these activities revised five times for learners in this textbook. In the textbook KP, the activities of filling in the blanks are revised 14 times, while other activities or ignored by learners. The textbook of OME has given no touch to one activity of multiple choice but has mentioned all the other important activities for learners from time to time in the textbook. In the CSSS textbook, there are 11 activities of multiple choice, while most of the other activities or ignored. Synonym activities are two in the textbook of OME, while there is only one activity in the KP textbook, and there is no such activity in the CSSS textbook. The activities of synonyms must be repeated from time to time in the textbook KP for a better learning process at

least five times in the textbook, which will take place after three exercises in the textbook. The antonym is given two times in the textbook of OME and one time in the KP textbook, while there is no such activity in the CSSS textbook. The number of such activities is lacking in the textbook KP. It is necessary to revise the activity for few times, which may make the learning process easy. The textbook of CSSS has 11 activities of multiple choice. KP textbook has two such activities, while there is no such activity in the textbook of OME. KP textbook should adopt such activities from the CSSS textbook.

Multiple choice activities were found less in the textbook of OME, while this activity is found more in the textbook of CSSS, while the KP textbook has a very less number of such activities. The activity of filling in the blanks is revised 14 times in the 18 units of the KP textbook, while this activity is given six times in the CSSS textbook, and such activity is found only once in the OME. The number of such activities is revised for students in the KP textbook of Peshawar, while other activities are not revised like this activity for learners to make progress. For this purpose, the KP textbook can get help from OME and CSSS in the use of different activities to make the process of learning easier. The use of dictionary items is found two times in the textbook of OME, while such activity is given one time in both textbooks of KP and CSSS. The learners should be taught the use of a dictionary more times in the KP textbook. Words formation activity is found once in the textbook of KP, while no such activity was found in both OME or CSSS textbooks. Matching words activity is found one time in KP and OME textbooks, while the textbook of CSSS is missing such activity. This activity plays an important role in the learning process because students on this level like to learn things in different ways, like matching and comparison. The activity of suffixes and prefixes is revised twice in both textbooks of CSSS and OME, while there is no such activity in the KP textbook. Suffixes and prefixes are important at

the primary level for the learner to learn about these activities for future classes, but unfortunately, the activity is lacking in the KP textbook. There are six more activities which we found only in the textbook of OME. These activities are given 1 or 2 times in the textbook but are given to the learner, while such activities are found zero in the textbook of KP and CSSS. These activities are an abbreviation, contractions, proverbs, idioms, anagrams, and a pair of words. The aim of the current study was to conduct a comparative study of textbooks of KP, OME and CSSS primary level, which they use while teaching to their respective students. The main objectives of the study were: (i) to compare and contrast the textbooks of KP, OME and CSSS at the primary level. (ii) to compare and contrast the English language skills of the textbooks at the primary Level. (iii) to propose effective English teaching textbooks at the primary level in order to improve the textbook for students. For this comparison, the analysis method was put into practice. The research went through related research studies and used structured textbooks of KP, OME and CSSS as data. Analysis was done at two levels. Level one contains seven activities of vocabulary, speaking skills, reading skills, writing skills, grammar, punctuation and combined skills of listening and speaking. The research study at level two contains a comparison of the physical appearance of the textbooks. Finally, the findings were drawn, and the recommendations were presented.

Findings of the Research

At level 1, the English textbook of KP, Peshawar Board, Cambridge Scholar Standard Series, and Oxford Modern English for primary level (5th class) were deeply evaluated concerning different types of activities employed by the authors. Evaluation of the textbooks exhibited that there were 123 different activities in KP Textbook Board Peshawar, 107 in CSSS and 199 in OME employed.

The study employed two levels of evaluation for the three textbooks of the Primary Level. The

current study aims to find out the shortcomings of KP Textbook Peshawar in comparison to the textbooks of CSSS and OME.

Q. 1. *What is the importance of textbooks at the primary level in English language learning?*

Textbook plays a vital role in the English language learning and teaching process as they are the pillars of giving knowledge to learners. It is a support for learners and teachers in the English language learning programs. Textbooks provide important input in classroom activities. Textbooks contain different planned lessons related to the culture of the learners and skills of reading as well as an explanation.

Q.2. *How can effective English textbooks be designed for English language learning at the primary level?*

1. The evaluation highlights a diverse set of shortcoming that needs urgent focus and subsequent remedies in order to improve the English language skills of the students and teachers.
2. A new course book should be designed, utilized and updated with material that is of interest and value to a variety of learners and teachers. The textbook should be balanced in all respects.
3. The textbook needs to address all skills (i.e. listening, speaking, reading and writing).
4. The textbook should involve more activities that can promote linguistics and communicative competence.

Q.3. *what is the role of a textbook at the primary level in appropriating and developing effective English language learning?*

1. It is concluded that all the lessons should be interesting enough to capture the students entrust and attention.
2. The interest level can be improved by providing dialogues, elements of suspense, and simple sentences and decreasing the length of the lesson.

3. Though there are varieties of themes in the textbook lesson, at least one lesson should be added containing knowledge about new technologies and computers.
4. The new grammar structure should be introduced by increasing more illustrations.

Contributions of the Research

1. The present study contributed to the field of English Language Teaching by proposing appropriate and effective English textbooks for teaching at the primary level.
2. The author and publisher of the English Language textbooks will be able to improve their practices, techniques, methods and strategies for English textbooks at the primary level.
3. In addition, this study enabled the English Language Textbook authors and publishers to know the shortcomings of the textbook at the primary level, and resultantly, they will be able to mend their deficiencies and design effective and updated textbooks.
4. Moreover, the current study enabled publishers and authors to practice effective English textbook strategies in order to develop and design textbooks at the primary level according to the demands.
5. The study also provided insight to policymakers to revise the current textbooks and update them with the requirements, particularly at the primary level.

Recommendations of the Research

On the basis of the above analysis, discussion, and conclusions, to achieve and fulfil the avowed goals of this study, we put forward the following recommendations for the Textbook of KP Peshawar. We have analyzed three books, the English Textbook of KP Peshawar, CSSS, and OME. It is hoped that the process of selecting course book content will be helpful in improving the textbook by following these recommendations:

1. Textbook authors of KP Peshawar were suggested to revise it from time to time to make sure that textbooks are developed and designed in accordance with the level of the learners.
2. An appropriate plan is recommended at the primary level in which clear rules of textbook design are given for the guidance of textbook developers.

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