RESEARCH PAPER

A Study of the Activities/Tasks in English Textbooks for Intermediate Classes from Communicative Language Teaching Perspective

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ABSTRACT

Textbooks of English are filled with numerous activities for developing different competencies. This study analyzes intermediate English textbooks for Grade 11 & 12 of Khyber Pakhtunkhwa Textbook Board, Peshawar for determining the extent of incorporation of Communicative Language Teaching principles (CLT) in the textbooks. The English textbooks for grades 11 & 12 are analyzed to obtain data for the research. For evaluating the textbooks' activities, a CLT based qualitative framework was adopted. The findings indicated that the textbooks do not incorporate all the principles of CLT. There is no balance among the four skills of language. Listening skill has been completely ignored. The textbooks lack focus on the functional aspects of the use of language in context. Based on the results, recommendations for further research are provided. The study has important implications in terms of modifications and revisions of activities for achieving greater congruency with the tenets of CLT.

| **KEYWORDS** | Communicative Competence, Communicative Language Teaching, English Language Teaching, English Textbook |

Introduction

In today's world, the use of the English language for communication purposes has immensely increased (Ander, 2015). It is not anymore the language of English people only rather it is largely used for international communication (Kachru, 2005). In Pakistan, English is the official language and is treated as the language of power. It is the language of the court and is taught at every level of education (Warsi, 2004). In Pakistan, people speak various regional languages. A very small percentage of people speak English. Still, English is used in the broad domains of power. Also, parents in Pakistan want their child to be proficient in English that is why the trend of admitting children to English medium school is always on the rise (Ashraf, 2006). Due to these developments, learning the English language has attained surprising importance. It has also resulted in the use of various teaching materials among which one is textbooks. The textbook has a much more important role from teachers' as well as from students' perspectives (Ur, 2007, Gul.N et al,2022).

Textbooks have significantly developed due to exposure to a variety of approaches. Two decades ago, the central approach to developing the content of textbooks primarily involved structural orientation, and direct transfer of grammar rules with unidirectional drills. After the 1970s, the student-centered approach got popular, and recently nurturing communication and developing skills are at the center of developing the content of

textbooks (Richards & Rodgers, 2005). Textbooks are learning materials used in an academic process. Sheldon (1988) believes that textbooks are the visible heart of any ELT program. The quality of an English textbook is so significant that it may determine the success or failure of a language course. In fact, many language textbooks lead learners toward failure in language learning and if the case is worse, it may have practical shortcomings and gross pedagogical flaws (Tomlinson, 1998).

For the last two decades, CLT has exerted a huge influence on ELT. Thus, the materials for the English language are prepared according to the principles of CLT (Ander, 2015), and it proved successful in developing communication skills. CLT is considered the most effective and valuable approach to ELT. Ever since its birth in the early 1970s in Europe, it holds a huge influence on language teaching practices throughout the world. Richards and Rodgers (2001) state that CLT starts with a theory of language as communication, and its focus is upon the development of learners' communicative competence. CLT presents a holistic approach to language learning. It promotes the real use of language. In CLT, language is dealt with in context as opposed to regarding it as separate units of meaning. The activities in a classroom are contextualized and situational in nature. It discourages rote learning and drills which are normally not contextualized.

Students in Pakistan, particularly those who belong to rural areas, are found deficient in the four skills of language. They fail to communicate in English (Warsi, 2004). Durrani (2016) further adds that Pakistani students have more inclination towards Grammar Translation (GTM) thus they hold less favorable attitudes towards CLT. The studies that have evaluated CLT practices in Pakistan such as Yaqoob, Ahmed, & Aftab (2015) found that many hurdles are faced by CLT in Pakistan. Among these constraints are large size classes, non-supportive domestic environment, the influence of mother tongue, shortage of time, and lack of oral exams and motivation. Actually, the examinations system and elements of textbooks in Pakistan are not supportive of the practices of CLT. Teachers are un-trained in practicing the methodology of CLT. Furthermore, here, the textbooks are patterned according to the principles of the GTM which promotes learning of grammar and emphasizes reading of lessons and de-contextualized vocabulary and ignores language skills. The solution for these problems is the adoption of the CLT approach in the textbooks (Khan, 2007, Gul.N et al 2022).

Literature Review

Communicative Language Teaching

It is very difficult to define CLT explicitly since the term holds numerous approaches and methods for second language teaching in a communicative way. CLT is not a method rather it is an approach that emphasizes communicative competence which is the ultimate goal of language teaching. CLT intends to develop four language skills thus recognizing the interdependence between language and communication (Brwon, 2001; Richard, 2005).

Basic Principles and Characteristics of CLT

The communicative approach is widely in use since the 1990s. It contains a general set of principles that are based on the idea of communicative competence as the goal of EFL teaching. The way to achieve this goal is a communicative syllabus and methodology. Current CLT theory and practice include several diverse educational paradigms and traditions. CLT today refers to a generally agreed-upon set of principles that are applicable

in various ways, relying on the learning goals, the teaching context, the learners' age, and level, etc.

Brown (2001) has listed six interconnected characteristics of CLT.

a. Concentration on all the parts of communicative competence.
b. Engaging students in a functional, pragmatic and authentic use of language for meaningful purposes.
c. Emphasis on accuracy and fluency.
d. Use of language receptively and productively.
e. Learners' understanding of their learning style, and
f. Using suitable strategies for autonomous learning.

CLT put emphasis on the use of language meaningfully for communication rather than on structure and form. CLT is not like traditional methods that focus on teaching the language rules rather it promotes the practice and use of language (Littlewood, 2014). This suggests that foreign language cannot be learned through mastering rules rather through collaborative activities and usage. CLT has two crucial characteristics: (a) engage students in interactive and communicative activities; and (b) use authentic materials to permit students to practice functions of communicative language (Lochland, 2013). CLT has altered the position of the teacher from being a provider of information and editor of students' errors to a monitor and facilitator who make use of activities that engage students and enhance their participation in practicing foreign language (Richard, 2005).

O Alharbi (2020) analyzed an English language textbook that is used in middle school in Saudi Arabia on the basis of CLT criteria. The textbook was analyzed in terms of how authentic, how meaningful, and communicative it is; if it is fluency or accuracy oriented or it is scaffold; the degree of its linguistic complexity and how much of these elements are incorporated in the activities of the textbook. The qualitative approach was employed in the study. The findings showed that the textbook has a balance between fluency and accuracy. There are some meaningful activities, however, most activities lack authenticity which hinders the learners' use of L2.

Nguyen, C. T. & Kieu L. D. (2020) evaluated the tasks/activities from the perspective of CLT in English 6 which is used in Junior secondary school in Vietnam. The data was obtained through classroom observation, questionnaire, and semi-structured interviews. The study involved 126 students and 6 teachers from four secondary schools in the Mekong Delta, Vietnam. The findings indicated that the textbook lacks variety of tasks and activities and the majority of them focus on form. Thus, it was concluded that the textbook does not help develop students' communicative competence.

Zeghdoud, Al-Haq & Al- Jamal (2019), performed a content analysis on the textbook "At the Crossroads" which is used in the secondary education of Algeria. They adopted a descriptive-analytical research design to find out the extent of incorporation of CLT Principles. Therefore, a checklist was composed which included six major principles of CLT as categories for analysis. The study showed that pair work, authentic sources, picture description, and authentic texts were the recurrent and frequent principles. The study proposed moderation in the application of the principles of CLT in the activities of textbooks.

Ahmad, Ismail & Saba (2019), content analyzed the English textbook "English 2" in Punjab, Pakistan using a checklist that was made on CLT principles. The study aimed to evaluate the content to check its appropriateness in developing the communicative

competence of learners. The findings indicated some breeches between the CLT Principles and the content of the textbook. Thus it was concluded that the said book was not suitable for developing the communicative competence of learners. Hence, the mentioned study recommended relevant changes in the textbook.

Gulnahar (2018) evaluated the English textbook for the Higher secondary level in relation to the CLT curriculum in Bangladesh. The study adopted a quantitative approach for conducting the study. The researcher analyzed the textbook and conducted interviews with six teachers from different schools. The findings show that while the CLT approach may be adopted in a textbook, its practical application can be seriously compromised if there is a misalignment among the course book, assessment system, and curriculum. The interview data also revealed that this mismatch leads the students and teachers to ignore the communicative activities present in the textbook. Resultantly, the teachers believe that the textbook fails to develop the students' communicative ability which is the final pursuit of the ELT program.

Al-Mushaqba (2017) investigated a textbook in terms of the degree to which its listening and speaking lessons are meaningful and appropriate in light of communicative competence and meet the features and principles of CLT. The study adopted a content analysis approach regarding the presence of seven elements of communicative competence in the textbook. The results indicated that the textbook fulfilled 84% criteria of communicative competence.

Ander (2015) evaluated 'New Bridge to Success' for finding out its appropriateness with regard to the principles of CLT. The researcher employed a content analysis approach to evaluate the language tasks presented in various units of the textbook and to pinpoint the skills that are given more focus in the textbook. The findings indicated that the textbook gives more attention to productive skills than grammar or receptive skills. It was also revealed that the textbook included free, guided, and controlled communicative tasks. Overall, the study concluded that the textbook lacks a balanced distribution of various skills(Gul.N et.al,2022).

Aftab (2012) performed a multi-dimensional study to analyze Pakistani English language textbooks. The findings demonstrated that as a whole the education system was full of flaws that were indirectly responsible for students' weak performance in the English language. Furthermore, it was observed that policies with regard to textbooks as well as curriculum were improper. Moreover, it was found that English language textbooks' activities are controlled as well as artificial.

Material and Methods

Research Design/ Method

A research design plays a significant role in any research study. The selection of a suitable research methodology guarantees the success of the research. The research question for the current study is exploratory in nature and the study is an attempt to explore the realization of CLT principles in the activities and tasks in the textbooks. Therefore, it adopts a qualitative research design. Qualitative research focuses on meaning and understanding, interpreting perspectives, experiences, and actions of humans. In qualitative research, the investigator develops an extensive understanding of the problems, gives a general detail of trends; analyzes data using words, and performs the study in a natural setting (Creswell, 2007).

Data Collection Method

The data for the study were collected using document analysis. Document analysis is a systematic procedure for reviewing and evaluating both printed and electronic material (Bowen, 2009). Document analysis, like other analytical methods in qualitative research, requires the examination and interpretation of data in order to elicit meaning, gain understanding and develop empirical knowledge (Corbin & Strauss, 2008). Documents include text (words) and images that have been coded/recorded in which the researcher has no intervention. The primary reason for conducting document analysis is to examine and classify the features of the document content.

Document analysis includes skimming (examining superficially), reading (examining thoroughly), and interpretation. This process of iteration integrates elements of thematic analysis and content analysis. In content analysis, information is organized into categories that are relevant to the main research questions (Corbin & Strauss, 2008). In thematic analysis, patterns are recognized within the data and the themes that emerge become the categories for analysis. This process comprises of careful review and focused reading and re-reading of the data. The researcher constructs categories and performs coding after taking an in-depth view of the selected data to uncover themes relevant to a phenomenon. It is expected that the researcher will demonstrate sensitivity and objectivity in the selection and analysis of document analysis.

Textbook Evaluation Framework

According to Tomlinson (1998), textbook evaluation is an applied linguistic activity. It is generally agreed that textbook has an important role in the ELT classroom. Since every teaching-learning process is influenced by various factors, there is no universally accepted framework for the evaluation of English textbooks. Therefore, the present study adopts the evaluation framework based on CLT principles constructed by Gulnahar (2018) with some modifications. The main items in the evaluation criteria have been categorized into four broad sections that are language skills presentation, presentation of communicative activities, presentation of text, and presentation of vocabulary & grammar (See Appendix). After that, evaluative questions have been constructed on each criterion to thoroughly analyze the features of CLT in the textbooks. The framework was used to guide the researcher in the process of evaluation.

Data Analysis

Data analysis is an important part of a research study. According to Cohen et al. (2011), "Qualitative data analysis involves organizing, accounting for and explaining the data". The data collected from the document analysis were analyzed using thematic analysis to find answers to the research question. Thematic analysis is regarded to be the most pertinent means of data analysis for any research study that attempts to get results through the use of interpretation. The present study follows the six phases of thematic analysis presented by Braun and Clark (2006) to analyze the data. The six phases are presented below:

1. Familiarization with the data
2. Coding
3. Searching for themes
4. Reviewing themes
5. Defining and naming themes
6. Writing up

Result and Discussion

Language Skills in the Textbooks

The types of language skills which are found in the textbooks for grades 11 & 12 are given below with examples in the table.

Table 1
Language skills in the textbooks

Language skills	Textbooks for grade 11	Textbooks for grade 12
Reading	• Reading the text • Comprehension questions	• Reading the text • Reading comprehension questions
Writing	• Summarizing text • Writing personal narratives • Paragraph writing • Paraphrasing the stanza • Explanation with reference to the context of the stanza • Writing character sketch • Letter writing • Dialogue writing • Translation • Writing sentences • Writing about a topic relevant to the text	• Essay writing • Paragraph writing • Summarizing text • Narrating event/ Story of the text • Paraphrasing stanza • Writing sentences • Writing character sketch • Writing composition on a topic • Developing an outline
Speaking	• Group discussions • Pair work activity (discussion with a partner) • Telling stories • Oral presentation • Whole class discussion/ debate • Role-play • Mock interview with a partner	• Group discussion • Pair work (discussion) • Debate on topic • Role-play • Information gap activity • Class presentation/ Oral recount of the story

The textbooks are giving considerable importance to writing skills as they present various writing activities. As there are twenty-two and nineteen lessons in the textbook for grades 11 & 12 respectively, each lesson includes one writing activity while some include two activities. Also, it was found that the speaking activities in the textbooks are not fully interactive. On the basis of the CLT framework, it could be argued that there is a need to include more activities that encourage sharing, peer interaction, and collaboration (Richards, 2005). The textbook includes one speaking activity in every lesson of the textbook.

The analysis of the textbooks revealed that it includes reading texts and reading comprehension questions. Due to the existing examination system, the textbook has given more emphasis to reading and writing skills as compared to the other two skills. All the twenty-two lessons of the textbook are based on a particular reading passage. The textbooks present material on varied topics and themes from wide-ranging fields. As far as reading skill is concerned, each lesson is followed by the same type of task: comprehension questions whose answers are clearly stated in the lesson. The textbook employs reading comprehension activities to test the comprehension of students and their reproducing abilities.

According to Anderson and Lynch (2003), listening skill is as important as speaking skill because learners cannot communicate face-to-face unless they develop both types of skills. The analysis of the tasks and activities reveal that exercises and activities related to listening skill are completely missing from both textbooks. Since listening activities are not

presented in the textbooks, no audio DVD or CD has been provided with the textbooks as additional materials.

One of the central characteristics of CLT is the coverage of all four language skills (Brown, 2001; Richards and Rodgers, 2014). The analysis of the activities and tasks reveals that the textbooks do not follow the equal development of four language skills. The three skills of language have been covered but in un-equal proportion while the listening skill has been completely ignored.

Littlewood (1981) asserts that a major component of CLT is to integrate the language skill rather than presenting them in isolation for successful language learning to happen. In order to draw students' interests and encourage their classroom participation, integrated activities and tasks should be incorporated in the textbook which requires the learner to practice simultaneously more than one skill. But most of these activities with some exceptions, in the textbooks, are presented in isolation. A few examples of such activities presented in an isolated manner in the textbooks are:

(i) Write down the character sketch of Minta. (Grade 11, p.45)

(ii) Act out some dialogues from Thurber's "University Days". (Grade 11, p. 141)

(iii) Write the story of the lesson "Lingkuan Gorge". (Grade 12, p. 136)

Besides, Cunningsworth (1995) asserts that personalization and adaptation are necessary in a textbook for addressing particular needs and interests of the learners. A textbook should require learners to think and talk about their own experiences, relate their experiences to the topics, and write down their personal views and opinions. But with the exception of a few activities, personalization of activities was not found in any of the textbooks. Those activities in which personalization was found are:

(i) How does the poem 'The World is Too Much with Us' make you feel? Evaluate the effectiveness of the poem on you. (p. 96)

(ii) Working in pairs, present and explain your point of view to your partner about your early challenges in the grade XI. (p.19)

(iii) Write a paragraph in retrospection about the feelings that the poem "Good Timber" evoked in you. (Grade XI, p. 27)

(iv) Write your opinion on the topic, "The bread earner has always got a stronger social status". (Grade XII, p.99)

(v) Divide the students in groups and ask them about their reasons for liking a particular game. (Grade XII, p. 106)

Vocabulary and Grammar

Ahmad and Rao (2013) argue that grammar is not ignored in CLT rather different techniques are offered to practice it. According to Thompson (1996), the teaching of grammar in CLT is 'learners discovering grammar' rather than 'teacher covering grammar'. In CLT, the inductive way of teaching rules of grammar is encouraged. The communicative methodology emphasizes fluency rather than accuracy in language tasks. But the researcher observed that all the grammar activities are in form of drills which result in the overuse of repetitive and mechanical exercises.

Table 2
Vocabulary and grammar items in the textbooks.

Textbook for Grade 11	Textbook for Grade 12
Filling blanks with clues	Filling blanks with clues
Sentence completion with clues	Sentence completion with clues
Making sentences with given words	Putting verbs in the correct form
Identifying different types of words in sentences/text	Selecting a correct word in sentences
Identifying word class of underlined words in sentences	Writing phonetic transcription of words or vice versa
Finding the meaning of words in a dictionary	Stating type of word/sentence
Making passive voice	Making indirect narration
Identifying pronunciation of given words using dictionary	Identifying part of speech of words in sentences
Matching columns	Identifying correct information pattern
Using punctuation	Identifying root words for the given words
Writing words in front of their meaning	Combing sentences
Choosing the correct word	Adding prefixes or suffixes to root words
Changing verb form in sentences	Writing words in front of their meaning
Selecting correct order of adjective	Practically pronouncing given words

CLT advocates the presentation of grammar in context as it attempts to go beyond the mere teaching of grammar rules (Richards & Rodgers, 2014 and Gul.N et al, 2022). However, the vocabulary and grammar have not been presented in context in the textbooks for grades 11 & 12. Most of the activities are mechanical in nature and do not follow an inductive approach. They are discrete in nature and do not provide any context for the presentation and practice of grammar rules. The textbook focus is on accurate patterns of sentences thus it is concerned with 'form'. The grammar activities do not provide opportunities for authentic language use, thus they are not meaningful. The textbook includes tasks that are mostly mechanical in nature i.e. gap filling, sentence completion, identifying words, finding the meaning of words, matching columns, etc. In the textbook, learners are exposed to form rather than meaning.

Communicative Activities

The development of communicative abilities and language skills is a pivotal feature that must be explicitly addressed in tasks and activities. Also, it is proposed that the activities that are made for students to practice separate skills must develop their communicative abilities (Crookes & Gas, 1993) and (Ali.A, et.al, 2022). The researcher found various communicative activities in the textbook. These activities help in promoting student-student and teacher-student interaction which is one of the main characteristics of the CLT.

Table 3
Communicative activities in the textbook for Grade 11

Activities	Examples	Lessons
Group work	Group discussion on a topic related to the text	1, 9, 17,
	Students in groups give an oral recount of a trip to hilly or rural areas	5
	Students in groups give an oral recount of their personal narrative	14
	Group discussion on a social problem	12
	Group discussion on given questions	21
Pair work	Pairs discussing their early challenges in the grade XI	2
	Pairs comparing and contrasting two characters of the lesson	4
Whole class discussion	Whole class discussion on the poem's message and Poet's language	3, 10, 11
	Whole class discussion on a topic related to the text	6

Role-play	Acting out dialogues through role-play from the text	15, 22
Oral presentation	Class presentation on the topic related to the text	7, 8, 16, 19
Telling stories	Oral recount of the story of the text	12
Interview	Creating a mock job interview with your partner	19

Table 4
Communicative activities in the textbook for grade 12

Activities	Examples	Lessons
Group work	Group discussion on a topic related to the text	1, 3, 10, 13, 15, 17
	Students in group discuss their reason for liking their favourite game	11
	Students discuss their daily responsibilities in groups	14
Pair work	Pairs discussing their similarities and differences	4
	Pairs saying 3-4 compliments about his partner	5
Whole class discussion	Students discussing the characteristics of their favourite stage role	12
Debate	Group debate on a given statement related to the lesson	2
	Debate on the changing social and cultural values	18
Role-play	Some students play the role of father and give advice to the students (sons)	6
Information gap activity	Students have different bits of information that they share with each other. Asking questions for gathering more information is encouraged in such activities.	7, 17
Telling Stories	Each student giving an oral recount of personal experience related to the text	9
Oral presentation	Students presenting an event related to the lesson in front of the class	8
	Each student giving an oral recount of personal experience related to the text	9

The activities presented in the above two tables are communicative in nature and are used for teaching the target language. These activities facilitate the creativity and critical thinking skill of the learners. The above-presented activities support the CLT principle that students can learn language through various communicative activities (Littlewood, 1981). Both the textbooks have created opportunities for the students to interact with each other and with the teacher using the target language through different activities like discussion, role play, oral presentation, debate, etc. in pairs, groups, and in the whole class.

Learners' Autonomy

The development of learners' independence and autonomy should be visible in tasks and activities. Developing learners' independence and autonomy is the development of their attitude and ability for lifelong study, steady independence, and self-study. It is also necessary that textbook should be learner-centered which make the students decision-makers of their own learning. Tasks and activities should facilitate students to exploit their existing experience and knowledge to discover, guess, take a risk and predict. (Tomlinson, 2003). In the textbook for grades 11 & 12, not a single activity related to learners' autonomy was found. There were no activities of problem-solving, games, jigsaw, field trips, or reports.

The authenticity of the text

Since in CLT, a textbook is regarded as a tool for social interaction (Richards and Rodgers, 2014), the textbook which is used in the CLT approach should include interesting, related to real life, familiar and authentic texts for the promotion of students' communicative competence in the L2. The analysis of the textbook revealed that it has material on various topics. Most of the lessons are from authentic sources. The texts have been taken from contexts like short stories, newspaper reports, poems, essays, historical speech, etc. As far as authentic tasks are concerned, the textbook only has six authentic tasks which are related to letter writing. The researcher found the following different types of authentic text:

Table 5
Reading Texts of Textbook for Grade 11

Text types	Example of Text	Lessons	Example of Text	Lessons
Non-fiction	Articles from Newspaper	16	Articles from Newspaper	13, 16
	Historic Speech	2	Historic Speech	2
	Articles on International Issues	8, 11,	Articles on National Issues	10
Fiction	Poems	3, 6, 10,13, 18, 21	Poems	3, 6, 9, 12, 15, 18
	Short Stories	2, 4, 5, 9, 12, 14	Short Stories	5, 14, 17
	Novel (Shortened Form)	22	Novel (Shortened Form)	19
	Essays	15, 17	Essays	04

Conclusion

The textbooks do not incorporate all the principles of CLT in their tasks/activities. The textbooks fail to address the feature of equal development of four language skills by completely ignoring the listening activities. The tasks/activities in the textbooks are not authentic. The textbooks do not follow the principles of CLT since they do not: contain information gap activities, problem-solving activities, role play, games, jigsaw, dialogues, etc; provide enough opportunities to use the language in various contexts; follow the principle of equal development of all four skills of language; prefer fluency over accuracy; focus on listening skill, and introduce functional language. The textbooks have ignored the CLT characteristic of presenting vocabulary and grammar in the context. Moreover, the activities presented in the textbooks are; conventional, artificial, guided, and controlled. Filling blanks, sentence completion, matching, and grammar study do not guarantee that students will become competent. Thus, the textbook is not appropriate from the perspective of CLT due to the above-mentioned deficiencies. Therefore, it is concluded that although the textbooks incorporate some features of CLT, it fails to promote the CLT approach fully in the present context. The study implies that textbooks need to include more communicative activities that promote real language practice and negotiation of meaning.

The study suggests that the matter need serious attention and concrete measures to overcome this problem i.e. improvement in the textbooks activities and tasks; enhancement of the curriculum development process; prescription of facilitative textbooks for L2 acquisition; adoption of CLT approach in the content of the textbooks; and facilitation of practical use and functional language in the textbooks.

Recommendations

On the basis of the findings, the study recommends some suggestions which might improve the textbooks under study. They are:

a. Need analysis survey should be conducted to know about the interests and needs of the students.
b. Classroom facilities should be made available for the successful completion of activities in the classroom setting.
c. The educational authorities should launch technical facilities for improving the listening skills of the students.
d. The textbooks should be compatible with the level of learners.
e. The context and teachers' opinions should be considered while writing textbooks.
f. Students' workbooks, Teacher's Guides, and DVDs should be provided with the textbooks.
g. The establishment of well-stocked libraries should be ensured for students.
h. Pre and in-service training should be arranged for upgrading teachers' pedagogy/ knowledge.
i. For the improvement of the communicative competence of learners, pronunciation and listening activities must be included in the textbook. Also, there is a need for equal presentation of activities on four skills of language. Furthermore, speaking and listening skills may be added to the assessment system for making it important like writing and reading skills.

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