

**AN INVESTIGATION INTO THE
ALIGNMENT BETWEEN THE
GOVERNMENT'S DICTATED ENGLISH
LANGUAGE CURRICULUM AND THE
TEXTBOOK MEDIATED CLASSROOM
PRACTICE AT THE SECONDARY
LEVEL IN PAKISTAN**

SAIRA FAROOQ SHAH

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requirements of Nottingham Trent University for the
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I begin with the name of Allah (SWT) the most Beneficent, the most Merciful. I want to dedicate this work to my mother *Dilshad Farooq* and my motherland *Pakistan*, as without them I have no identity.

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ABSTRACT

In Pakistan, textbooks are the core manifestation of the curriculum as well as the most dominant teaching material used in the classrooms. The curriculum identifies the English Language as a source from which to enhance language skills, professional competency and values for promoting social cohesion. The government has complete control over the education sector, and this substantial political input in educational matters influences all the decisions taken, from budget allocation to textbook approval. Financial constraints and a lack of resources have compelled teachers to rely on single teaching material like textbooks. In these circumstances, alignment between the curriculum and the textbooks should be ensured in order to achieve the curriculum's aims and avoid costly mistakes. This research sets out to examine the alignment between the English Language curriculum and the textbooks at the secondary level in Pakistan. The theoretical framework of curricular alignment has been employed for this inquiry.

The research used a mixed-method approach for the collection of data as three different questionnaires were distributed to secondary school English language teachers, higher secondary school English language teachers and curriculum experts. Semi-structured interviews were also conducted with curriculum experts and other educationists from Pakistan to gain a deep understanding of the alignment between textbooks and the curriculum. Content analysis of the English language textbooks published by the Punjab Textbook Boards was also carried out. This use of quantitative and qualitative data collection tools has enabled the research questions to be answered.

The research highlights the circumscribed alignment between the English language curriculum and textbooks at the secondary level in Pakistan. It has further illuminated the deficiencies in the educational setup which are proving a

hurdle in achieving the aims of English language curriculum, such as language proficiency and social and personal development. The research shows that curricular alignment literature revolves around the testable aspects of the curriculum, classroom practice and testing. This research has made a contribution to the theoretical framework of curricular alignment by investigating the alignment between the non-testable elements of the curriculum which are related to the affective domain of Bloom's taxonomy and shown that tight alignment between these elements and classroom practice can help to minimize the role played by the implicit curriculum.

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Chapter 1

Introduction

Introduction:

The political situation in Pakistan has been unstable since independence in 1947: the government has been subject to military intervention four times, and East Pakistan (now Bangladesh) has separated. These scenarios have affected all spheres of life, education one of the most affected. Due to this political instability the various governments have always focused on stabilising their rule, meaning that other sectors like education have been ignored, adversely affecting the quantitative expansion as well as the qualitative improvement of education. The education sector has seen many policy documents, but practical and substantial steps have not been taken toward the realisation of the stated policy aims. There have been different systems of education running parallel to each other, including vernacular-medium government schools, English-medium private schools and cadet colleges, all teaching different curricula. This creates a rift and becomes a mark of discrimination within society, because they cater for different social classes. There have been continuous shifts in the medium of instruction at the state level, which has affected student achievement. Shah (2008) in his research identified that the success rate of students in the former North West Frontier Province (NWFP) now Khyber Pakhtoon Khawa (KPK) was low, especially in English language. Memon, Joubish and Khurram (2010) also identified that the dual medium of instruction is one reason for the decline in the performance of the school, which directly affects students' performance. The curriculum for all the disciplines, including English, is designed by the Ministry of Education (MOE) and the textbooks are written according to the guidelines provided in the curriculum document. The initial draft of the textbooks are further scrutinised and are approved by the Curriculum Wing of the Ministry of

Education after the alignment between the curriculum document and the textbooks is ensured. This chapter explores how policy and political and institutional setup has influenced education as a whole, particularly the teaching of English and the formulation and execution of the curriculum in the form of textbooks. The research project has been conducted within this political and policy context and the research is analysed and evaluated within this contextual frame.

Language Educational Policy in Pakistan:

English has in recent years acquired the status of universal language. The importance of English is emphasised in different newspapers and books by various authors. Crystal (2003, p.1) points out,

“From Bengal to Belize and Las Vegas to Lahore, the language of the sceptred isle is rapidly becoming the first global lingua franca.”

Crystal also cites ‘geographical–historical’ and ‘socio cultural’ reasons for the expansion of the English language. Colonisation spread English to almost every part of the world, for example America, Asia, Africa and the South Pacific, and economic and social well-being, as well as advancement in science and technology, has meant that people continue to depend on English around the world. Crystal (2003, p.30) states,

“English has penetrated deeply into the international domains of political life, business, safety, communication, entertainment, the media and education.”

English is, in the words of Dublin and Olshtain (1986) a ‘Language of World Communication (LWC)’, and is acknowledged by the whole world. According to the UNESCO statistical yearbook, the Encyclopaedia Britannica, and Ethnologue: Languages of the World (cited in Crystal 2003, p.61-65) the total number of

English speakers (native and non-native) in 2001 was around 759,755,300, out of the world's total population of 6,134.1 million (UNFPA 2001) which made 12.38% of the world's population.

English has also been described as a "Trojan horse" (Cooke, 1988, cited in Pennycook 1995, p.39), meaning that when English is used as a lingua franca the language users start to think in the manner positioned by English language and they are drawn into that culture and perhaps change their original views and reference points. Thus, the perceptions and culture of English take root in the environment and acculturation takes place. This is the reason that many educationists see the inclusion of target language culture in the English as a Foreign Language (EFL) textbooks as contaminating to the indigenous culture (for details see chapter 4), for example in the colonial countries like India, where English was used to mould the indigenous culture and value system. Lord Macaulay in 1835 was reported to state that the aim of teaching English was in order to create,

"a class of persons, Indian in blood and colour, English in taste, in opinion, in morals and in intellect" (Kachru 1986, p.5).

Another point of view regarding the status of English as a lingua franca comes from Phillipson (2001), according to whom;

"English being referred to as 'universal' lingua franca conceals the fact that the use of English serves the interests of some much better than others. The concept includes some and excludes others" (p.188).

The notion was asserted by Pennycook (1995) that English is the

"gatekeeper to the positions of prestige in society" (p.40).

An important question which arises is what English is serving as a gatekeeper for. The implication is that English serves the interests of the privileged class,

those who already have access to resources and use English as a means to perpetuate their authority. Phillipson (2001) has further reflected that the English-speaking population of the world (10-20%) consumes 80% of resources and is getting richer, whereas the rest are impoverished. Bearing this standpoint in mind, it is important to analyse the place of English in the context of Pakistan. In Pakistan excellence in English is considered an equivalent to modernisation and progress, and is considered vital in securing a prosperous professional and financial career. An analysis of the role of English can give a clearer picture of its use and of the benefits deriving from its expansion.

During British Rule on the Indian Sub-Continent (1765-1947), English took over an eminent position and became 'a medium of administration and education' (Crystal 2003, p.47). As mentioned earlier, Lord Macaulay in 1835 proposed that English should be introduced in educational institutions but also suggested that the aim of education should be to influence the cultural and moral values of the Indians. The role of English in Pakistan is to be studied in light of the fact that English has spread as a world language and also as a lingua franca beyond "any lingua franca of the past" (Wright 2004, p.136). English is seen as a way of attaining modernisation of the nation as a whole (Rahman 2002; Haque 1993; Shamim 2007). In Pakistan, improving competency in English is seen as part of improving the standard of education as a whole (Shamim 2008). After independence, the strong indigenous cultures of the subcontinent gave rise to new educational philosophies and radical changes were introduced in the educational systems, such as the use of mother tongue as a medium of instruction. So, in Pakistan, Urdu was declared the national language, but the government continued using English due to its former training under the British rule. Over time, Pakistan has gone through different policies identifying the role and purpose of teaching English in Pakistan.

The All Pakistan Education Conference in 1947 declared that Urdu would be the medium of instruction in state schools, highlighting the importance of the expansion of education due to the fact that at the time of independence the literacy rate in Pakistan was just 16%. Urdu was more accessible and acceptable to the people, and it encouraged them to send their children to schools - something the Muslims had been reluctant to do (Khalid & Khan 2006). At the time of independence there were only 10,000 primary/middle schools, and total enrolment in the primary and middle schools was one million. This number included 130,000 girls. 408 secondary schools were operative and the total enrolment was 58,000, including 7000 girls (Economic survey of Pakistan 1986-87 cited in ICG report 2004, p.8). According to Lall (2009, p.181),

“Free and compulsory education for the first five years was also outlined as a major objective in order to redress the imbalances left over from colonial times.”

Pakistan constitutes the Muslim-dominated areas of the Indo-Pak Subcontinent. The rulers of Pakistan adopted the policy of propagating Urdu as it was seen as the symbol of collective identity – along with Islam – during the freedom movement. The policy was implemented because each unit had its own ethnic identity, and language was one of the identities that could challenge the federation. Rahman (2005a, p.90) also expressed the view that

“Official thinking was that Urdu would be an antidote for language-based ethnic movements which could break up the new state.”

However, this policy backfired:

“the first political protests in East Bengal were against imposition of Urdu as the national language on a population whose Urdu speakers were a small minority.” (ICG report 2004, p.3)

East Pakistan was, by and large, Bengali in language and culture, and it constituted 55.6% of the combined East and West Pakistan. Therefore,

“Urdu was opposed in this anti-ethnic role by the Bengali nationalists (Rahman 2005a, p.90).”

This resulted in the separation of East Pakistan (now Bangladesh). The separation of East Pakistan demanded a revisiting of the policy, and this time Islam was one of the unifying forces in the freedom movement which was emphasised in order to create unity. The 1973 constitution of Pakistan is a living example, which changed ‘the Republic of Pakistan’ to ‘the Islamic Republic of Pakistan’. The teaching of Islamiyat (the study of Islam) was made compulsory under the regime of Zulfikar Ali Bhutto (1971-77), through the provision of the article 31-2a and b of the constitution of Pakistan. This was an attempt to unite the religious and political forces which, according to an ICG report in 2004, paved the way for further Islamisation of the textbooks and curricula.

In 1972 the government nationalised all schools, and in the constitution of 1973 article 251, Urdu was declared the national language and it was pledged that within fifteen years Urdu would replace English. Despite this, the private schools continued to use English as a medium of instruction. As a result, two different systems of education took firm root in Pakistan and, as asserted by Shamim (2008), this strengthened

“the British Education policy of two streams of Education, English and Urdu-medium continued with the same aims, that is, to create two classes of people- the ruling elite and the masses” (Shamim 2008, p.238).

As mentioned previously, the British policy of English teaching was to change the culture and value system in order to strengthen their rule, and also to generate a class of people who would be able to run bureaucratic affairs and be loyal to

the British Empire, as they would see their own elevation above the other natives owing to their knowledge of English. In the post-colonial Indo-Pak, especially in Pakistan, the teaching of English was intended to strengthen the influence of the elite who were the descendants of the British bureaucratic system. In the era of General Zia-ul-Haq (1977-1988) Urdu was revived as “one of the unifying symbols of the Pakistan movement” (Haque 1993, p.13) and as “the language of Muslim unity in the making” (Rahman 1996, p.230). This linkage of Islam and Urdu led to the “urduization and Islamization” policies (Rahman 1996, p.240). All schools – except the cadet colleges and elite schools – were asked to adopt Urdu as the medium of instruction from class one. However, at the same time the private sector was promoting the use of English as a medium of instruction (British Council 1986; Blundell 1989). It was also announced that by 1989 the Boards of Examination would conduct examinations in Urdu. This decision was changed in 1989 as a result of parental demand (Mahboob 2002), justified because the decision was causing a huge gulf between the elite and the non-elite classes, and using Urdu as a medium of examination forced the students to adopt the Urdu medium, something which was not acceptable for the parents. As discussed above, the teaching of English in Pakistan is seen as equivalent to the quality of education, and parents wanted their children to have access to quality education. Moreover, becoming more competitive and securing a career is also related to fluency in English, meaning therefore that parents wanted their children to get the opportunity to learn English.

After military rule, the political government of Benazir Bhutto (1988-90) announced that English would be taught in all schools from grade 1, (previously it was taught from grade 4 in public sector schools) (Shamim 2008, p.238). This policy was implemented by notification of the government without prior preparation and strategy. As a result, English was taught as a formality, merely

to show the fulfilment of orders (Shamim 2008), resulting in inefficiency and a low quality of education. The next political government of Nawaz Sharif (1997-99) had an unsure approach towards language policy, and the educational policy of 1998-2010 implemented by his government did not include the issue of language (GOP 1998). The military government of General Musharraf (1999-2008) had a pro-English stance. It can be argued that just like General Zia ul Haq in the USSR and Afghan conflict promoted Islamisation and Urdu, General Musharraf being an ally of the USA in the post-9/11 scenario promoted English language and the secularisation of the curricula. This will be further discussed in the next section. The Minister of Education Zubaida Jalal emphasised the need for teaching English as “an urgent public requirement”. She also reiterated that English would be taught from class 1 (Jalal 2004, p.25). The shift was clear and the introduction of English from class 1 was made with the aim to

“provide literacy in English to the masses for levelling social inequalities” (Shamim 2008, p.239).

This inclination was also manifested in the revised white paper on education:

“English should be made a compulsory subject, starting from class I, in all public schools. Such compulsory education of English should only start after suitably qualified teachers for English language are available to staff positions in all primary schools of the country to ensure that the benefit is assured to all the citizens and not just the elite” (Ali 2007, p.54).

This illuminates the role of teaching English in Pakistan, in developing the human capital which is competitive in the global economic market. Moreover it also highlights the deficit in the professionalism and qualification of English language teachers; teachers’ training needs attention if the policy is to succeed. The political government of Asif Ali Zardari, which took office after the elections

in 2008, presented in August 2009 an educational policy which stresses the provision of opportunities for all to learn English and the need to:

“Develop a comprehensive plan of action for implementing the English language policy in the shortest possible time, paying particular attention to disadvantaged groups and lagging behind regions” (GOP 2009a, p.28).

The policy of 2009 took on board the white paper’s recommendation in that the policy provision is to use English as a medium of instruction for teaching sciences and mathematics from Grade 6 in all the public sector institutions, stating that

“English shall be employed as the medium of instruction for sciences and mathematics from class IV onwards (p.28)”.

The policy states that every province will completely implement the policy within five years.

“For 5 years provinces shall have the option to teach mathematics and science in English or Urdu/official regional language, but after five years the teaching of these subjects shall be in English only” (GOP 2009a, p.28).

It is very clear that from 1989 to date the governments have had a pro-English language stance, and the education policy of the year 2009 is a vivid example of it. English has been used by the elite class in Pakistan as a means to secure the highest positions in society. The teaching and use of English is part of the concept of inclusion and equity in the new education policy, aimed at spreading the economic and social benefits of the English language to the masses, helping them to compete with the elite class for higher-ranking positions and to take part in the development of the country. However, despite the policy assurances the ground reality is that implementation is not effective in terms of fulfilling the

commitments. The revised curriculum for classes 1 to 12 was introduced in 2006. According to the Ministry's policy the new textbooks were supposed to be introduced in phases, the first phase of which would be to implement the books for classes 1, 6, 9 and 11 in the academic session of 2008 (Majeed 2007). However, to date (2012) textbooks according to the new curricula have not yet been published for distribution.

The educational language policy discussed above also demonstrates that the teaching of English has been significant in generating economic activity in Pakistan. However, the language policy and the use of English as a medium of instruction for providing equal access and opportunity to all has not materialised. The focus has been on achieving the political support of the masses and small political pressure groups, and the hidden agenda is to keep nurturing the elite class whilst giving policies and plans a minimum budget allocation as lip service. This study is therefore timely in setting out to investigate whether English Language provision in government schools is adequate, and if the implementation of the curriculum through the medium of textbooks is effective in achieving these politically important aims.

Education and Political Commitment:

Education performs a vital role in nation building, and the attention paid to the education sector by any government shows the level of commitment that government has to its people. Pakistan is a developing country and faces many challenges, including economic depression, terrorism, energy crises, and education. The Constitution of Pakistan has placed the responsibility of basic education with the state, but despite constitutional and policy commitments to promote literacy and education, for most of the past six decades, budget allocation for education and public spending remain nominal. Educational funding by the Government of Pakistan has not increased from an average of 2% of GNP

over the past ten years, although the recommended allocation by the UN for developing countries is about 4%. The outcome of this situation is that

“Enrolment in government schools continues to fall due to out-dated curriculum and text books, damaged buildings and absent teachers” (Qureshi 2003, p.22).

Mostly, the parents prefer to send their children to the private schools which have better facilities than the government schools. Those who study in the government schools drop out more often as they fail in examinations and do not get promoted to the next grade. The literacy rate has been improving, albeit at a very slow pace: a little over 0.7% per annum over the last decade with considerable urban-rural and provincial differences. Comparison with other countries of the South Asian region reveals that Pakistan is at the bottom of the ranking, with adult literacy rate of 51%. The ratio of female to male enrolment is, at 0.6, also the lowest in the South Asian region, and reflects the gender bias in a country where the female population is greater than the male. (Social policy and development, 2003). At the 144th position out of 175 in terms of the Human Development Index, Pakistan ranks among the 12 countries in the world that spend less than 2% of GDP on education and is therefore among the bottom 15 countries with respect to education indicators (Ibid, 2003). In the post 9/11 scenario international donors (especially United States donor agencies) invested in education, and the Education Sector Reforms (ESR) was introduced. However, the heavy reliance on the donors for the reforms as well as the allocation for the reforms in the national budget highlights the government's commitment and priorities towards reforms. This situation was highlighted in the International Crisis Group's (ICG) Report (2004 p.28):

“Dependence on such outside help for more than 50 per cent of the funds needed to implement the ESR plan is an indication of how low education reform figures on the government's list of priorities.”

The allocation of budget for education has been much less than what is required to achieve a 100% literacy rate and reform of the education sector. The development and provision of quality resources like textbooks and other teaching aids, along with teacher training, all need investment and the scarce funds available for education cannot hope to meet all the educational challenges. In order to achieve the government aims, education needs to be higher on the government’s list of priorities, and real political will is needed to provide equal opportunities to the masses in qualitative and quantitative terms to help create an equal and non-discriminatory society. Different policies have been launched by different governments to address the issues of education and literacy levels in Pakistan; a brief summary of the plans and policies is below.

The Governmental Policies: A Glance.

Policies and Plans	Important Issues Addressed
National Conference on Education, December 1947	Qualitative and quantitative expansion of education; Urdu as a medium of Instruction. (AIOU 2007).
Commission of national Education 1959	Teaching of National Languages (GOP, 1959).
New Education Policy 1970	Organisation of curriculum committees and encouraging private publishers to publish textbooks (AIOU 2007).
The Education Policy 1972-78	Abolishing the annual examination system. Change in the language policy.

The National Education Policy 1979	Revision of entire curricula with the reorganisation of the textbook boards. Ensure quality textbooks, in time availability of the textbooks at reasonable prices (AIOU 2007).
The National Education Policy 1992	Introduction of national ideology and social values (AIOU 2007).
The National Education Policy 1998-2010	Make learning rewarding and attractive. The introduction of competitive textbooks (GOP 1998).
The National Education Policy 2009	Objective-driven and outcome-based curriculum, introduce competitive textbooks, launch a review process for textbook approval by the textbook boards, promote national cohesion by respecting each other's faith and religion and cultural and ethnic diversity, provide minorities with adequate facilities for their cultural and religious development, enabling them to participate effectively in the overall national effort. English as a medium of instruction from class 6. (GOP 2009a)

Table No: 1.1

This glimpse of the policies highlights the fact that they have focused on the expansion of the literacy base and improving the quality of education by introducing competitive textbooks and reforms in the curriculum. This shows that the focus of educational policies has remained on the curriculum as delivered by the approved textbooks. The government 'white paper' has referred to the textbooks and curriculum as "pillars of quality" of education in Pakistan (Aly 2007, p.17). As outlined in the introduction, curriculum development in

Pakistan is the responsibility of the Curriculum Wing (CW) of the Ministry of Education which has the responsibility of designing the curriculum for all the subjects from Class 1 to 12. The textbooks published by the respective textbook boards are also approved by the Curriculum Wing after ensuring their alignment with the curriculum.

The Federal Curriculum Wing invites suggestions for the preparation of preliminary drafts of the curriculum; further consultation on the drafts received is curriculum committee consisting of educationists representing all the provincial units. The Curriculum Committee prepares a draft of the National Curriculum to be implemented all over the country and this finalized curriculum is sent to the testing bodies called Boards of Intermediate and Secondary Education and the Provincial Bureau of Curriculum. The Provincial Bureaus of Curriculum send the national curriculum to their respective provincial textbooks boards for the designing of the textbooks. The textbooks are then submitted to the Federal Curriculum Wing which scrutinize the textbooks for alignment with the national curriculum and finally approve the textbooks which are published and distributed in the market. The following flow chart highlights the process of curriculum development in Pakistan.

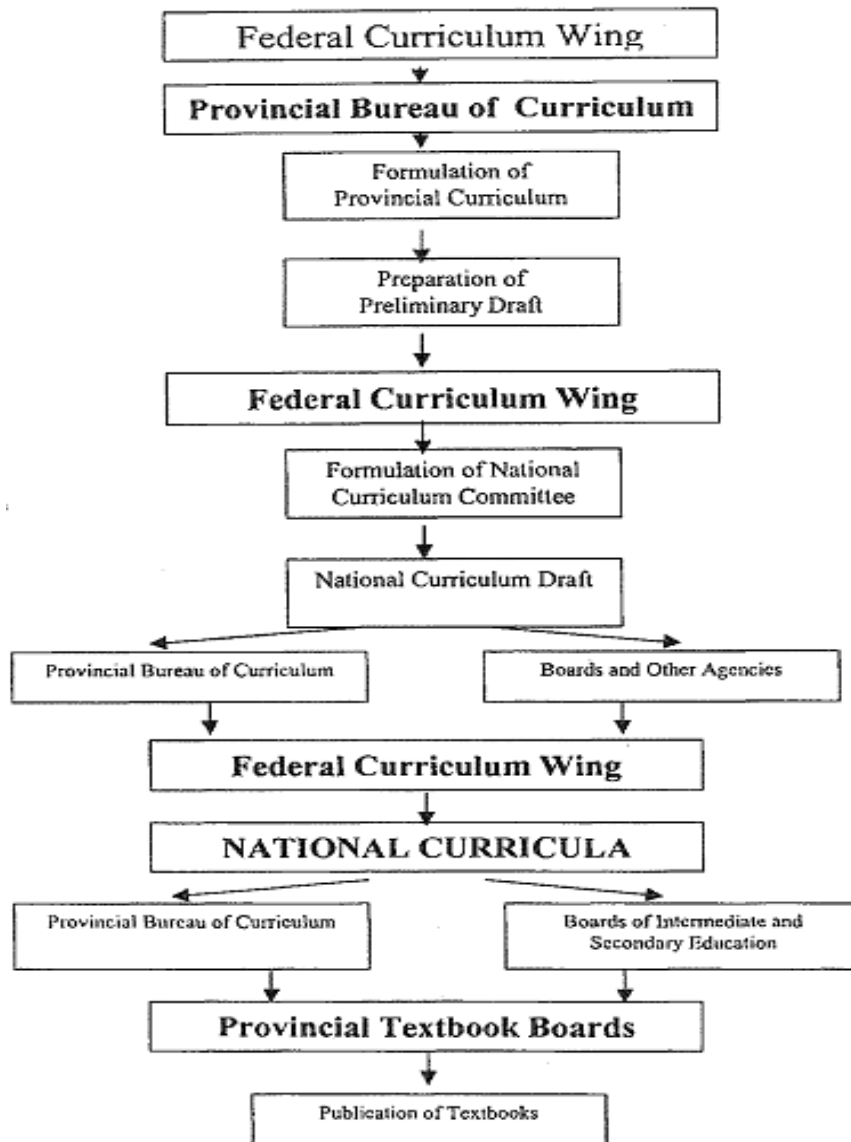


Figure No: 1.1 Curriculum Development in Pakistan (Akhtar 2004, p.39)

The process highlights that the textbook development is the dominant activity flowing from the curriculum development in Pakistan. Different provisions were made in all the policies to make the use of textbooks effective, and this underlines the central role of textbooks in Pakistan. The recent education policy has also stressed the provision of equal opportunities for all and ensuring that education becomes a means to achieving cohesion in society. As I will show later, despite policy assurances the reality is that the implementation of the policies is not effective in terms of fulfilling the commitments or objectives.

Education policy in Pakistan has been a way of attaining the political support of the masses and of other political parties in order to retain power. As discussed above, education has been used to create and retain identity, which has proved a hurdle in the provision of the equal and quality education for all citizens of Pakistan irrespective of the religion, social class and race they belong to. During the regime of Zia-ul-Haq (1977-1988) Islamization occurred in all sectors of society, including in the education system, in an effort to legitimise his rule as he had overthrown a democratic government. (Lall 2009; Mahboob 2009) He also gained the support of the right-wing religious political parties through this initiative. At the same time Pakistan became the United States' ally against the Soviet Union in Afghanistan. In an effort to gain the support of the Muslim majority in Pakistan, who may have opposed the participation in the Afghan war on the side of the US, the government started an obvious drift towards Islamic education, with the curriculum revised and the madrasas financially assisted by the government. It is also interesting to note that the themes of Jihad and Shahadat (Martyrdom) were clearly distinguishing features of post-1980 educational content, as this was on the political agenda to gain the support of the people in the Afghan war against the USSR (Nayyar 2003), and glorifying Jihad through the medium of textbooks was a move to fulfil the political agenda. However, the country is still facing the backlash of the policy of Islamisation in the shape of growing terrorism as well as intolerance and chaos in society. The strategy of changing the curricula also coincides with the USA's program of reinforcing and promoting orthodox Islamic forces in Afghanistan against the USSR. The University of Nebraska at Omaha, which was the centre for Afghan studies, was tasked by the US intelligence agency to compile textbooks for Afghan children. These books included references to violence and Jihad, even in the mathematics textbooks: "if a man has five bullets and two go into the heads of Russian soldiers, how many are left? (Sarwar 2004, html doc no page specified)".

The same agenda was promoted through textbooks in Pakistan. Islamic Studies was made compulsory up to degree level, and all textbooks were written in the context of Islam and the glorifying of Muslims over those from other religions (Nayyar, 2003). The civilian successors of Zia-ul-Haq did not show any commitment towards reforming education and eliminating the intensified Islamic policy, as to change these policies would be seen as a conspiracy against Islam and Pakistan. The government of the Muslim League developed two educational policies during its two tenures. The education policy of 1992, discussed earlier, re-emphasised national ideology and social values in a separate chapter on 'Religious and moral education'. The policy of 1998-2010 was a continuation of the policy of 1992, maintaining the Islamic ideology.

"It also uses verses of the Quran to indicate a knowledgeable and critical way of thinking with tenderness, benevolence and responsiveness (GOP 1998, p.11)".

In 2003, when major curriculum changes from the Ministry of Education were introduced by the Musharraf regime, religious parties were against the removal of Quranic references from biology textbooks (Sarwar 2004). The conference on Protecting the Ideology of Pakistan clearly warned the government against the implementation of a 'US Agenda' by changing the curricula (Dawn 23-4-2004). Some changes made to English textbooks for class 10 were also deleted, as they caused unrest among the people. The controversial content comprised:

"New stories in the class X English textbook, one about a love affair between a boy and a girl...and one about the Caliph Umar's love for music" (Dawn 23-4-2004).

The re-publication of these textbooks cost the government at least one billion rupees (Gillani 2004). This also reflects that one barrier to education reforms has been the right-wing religious political parties who use the religious affiliation

of the masses to maintain political influence over the government. Lall (2009) also referred to an interview he conducted in which it was revealed that in 2005 ESRA printed an old curriculum with the logo of USAID on it along with the logos of the Government of Pakistan and ESRA. These copies of the curriculum were printed to send out to schools, but these printed copies were not acceptable to the people who already felt that the changes in the curriculum were imposed by the US. Subsequently, the copies had to be reprinted without USAID's logo (Lall 2009). The researcher found during the course of the research (interview) and personal experience that the curriculum copies are not sent to the schools by the government, textbooks are printed and distributed for free but the curriculum document is not (for details see chapter 5).

Despite the commitment made by Musharraf's government to secularise the curricula and textbooks and introduce reforms in the education sector, political interests proved a hurdle, and for the survival of Musharraf's regime it was essential to win over the right-wing parties. As part of this the minister of education Zubaida Jalal was replaced with an ex-military figure with no experience or background as an educationist. This replacement was made to assure the people and groups who were against the changing of the curricula that there would be no further changes. The education policy of 2009 includes the concepts of 'equity', 'quality' and 'access', related to the globalisation and economic reforms which, according to the government, were needed. Sarwar (2009) argued that the government

"has correctly identified most of the ills that beset this sector — inaccessibility, disparity, quality and so on[,] but has failed to find the right solution." (html doc, no page specified)

He further adds that professional opinion has been ignored over the political approach and that the policy document is just "to satisfy government

functionaries" (html doc, no page specified). The implementation strategy has not defined how the issues of access, equity and provision of quality education will be resolved. The inclusion of the terms appears to be just an effort to gain political credibility. The history of implementation of educational plans also supports this point, for example; the implementation of the English curriculum developed in 2006 has not been completed to date and the students at the secondary level are still studying from textbooks based on the previous curriculum.

Since the introduction of the new education policy (2009) the Ministry of Education has been devolved in the provinces. The 18th amendment in the constitution was passed on 8th April, 2010, stating that responsibility for the curriculum, syllabus, planning, policy, centres of excellence and standards of education will be shifted to the provinces. The minister of education has shown reservations, and there has been federal bureaucracy as reported by Khalid (2010) in that ministry officials

"...are requesting the government not to end the role of federal government in the education sector. "There are matters which need to be dealt under the umbrella of federal government". (The News 04-12-2010)"

The minister of education was also reported as saying that

"some provinces lack the capacity to handle educational affairs, and important components of the Education Ministry, such as policy, planning, curriculum and implementation, should remain in the hands of the centre. (Pakistan Today, 31-12-2010)"

Public reservations about the devolution of the Education Ministry to the provinces, especially in terms of curriculum development, are not only an effort to keep power in the hands of the federal government, because some parliamentarians think that the devolution of the curriculum wing will further

problematise the state of education in that it could challenge the ideology and unity of the federation. However, the devolution of the Ministry is just part of the devolution of powers and resources to the provinces as a step towards provincial autonomy. Ghumman (2010) reported that according to the members of the National Assembly's Standing Committee on Education:

"It was against the spirit of national integrity and harmony that there were different policies and systems of education in the country. The education policy should be uniform across the country. (Dawn 07-12-2010)"

The committee also proposed the following:

"There should be uniform curricula for history and politics subjects in the country and that the same should be formulated at the federal level. (Dawn 07-12-2010)"

This move by the committee asserts the point of view that education is used as a tool by the government to propagate nationalism. In the case of Pakistan, nationalism is related to religion and Islamic nationalism is promoted, which automatically excludes Pakistani citizens practising other faiths.

A review of governmental efforts to improve education reveals the following despite the efforts of almost all governments to reform the system of education in Pakistan:

"the ground realities remained unchanged both quantitatively and qualitatively owing to bad governance, red tape, apathy, corruption, short-lived governments' conflicting policies, confusion and lack of direction (Khalid & Khan 2006, p.309)."

This throws light on political influence on education; providing the benefits of education to the masses in Pakistan has not been on the government's list of

priorities. Every government has manipulated the subject of education in order to gain the support of either religious parties or international donors, and real commitment to empowering the masses through education and providing the non-privileged with quality learning and English language teaching is not reflected by the steps taken by the government. In order to address issues of unrest, increasing social and class discrimination and unemployment, the new educational policy of 2009 included the concept of inclusion and equity, which had not been emphasised in any previous policy. However, since the announcement of the policy we have not seen any significant step taken by the government to implement the policy shift, either through a uniform curriculum for all institutions or a uniform system of examination for everyone in the country. In terms of these issues, the matter of quality textbooks aligned with the curriculum guidelines and aims is very significant. Given their central role in the classroom it is important that their content is of high quality, promotes equity and deters any sort of discrimination if it is to achieve the curriculum aims. However, despite the policy's assurances about providing and promoting equal opportunities, different systems of education continue to operate in Pakistan, catering for different social classes and reinforcing divisions.

The Educational System in Pakistan

In Pakistan, a three-tier education of system of education is in place.

- Elementary (grades 1-8). Elementary education is split up into primary (grades 1-5) and elementary/middle (grades 6-8) and is catered for in primary and elementary schools.
- Secondary (grades 9-12). Secondary education in Pakistan lasts for four years (grades 9-12). It is catered for by government secondary and higher secondary schools; most of these schools have middle

classes (grades 6-8) as well. In all the provinces almost the same types of schools and colleges exist to cater for secondary classes.

- Tertiary or higher education, after 12 years' schooling. Higher education in Pakistan starts after the completion of grade 12. It is carried out in universities, colleges and other such institutions.

Education had not been a compulsory or statutory requirement until the 18th amendment in the constitution was passed on 8th April 2010, meaning that there are low literacy and participation rates at all levels. This is evident from the finding that over 7 million children (age group 5-9) are out of school (The Pakistan Education Task Force 2011) and only 56% of children (age group 5-9) attend school (GOP 2012). The net enrolment rate for the primary level has increased by 2.2% and in the year 2010-11 19.57 million (GOP 2012) children between the age of five and nine went to school compared to 18.756 million in 2009-2010 (GOP 2010). In primary or elementary schools, children are usually enrolled at the age of five; in the rural schools of Pakistan, children sometimes don't join until the age of six or older. In Pakistan, all state schools are primary, elementary, secondary or higher secondary; there are some comprehensive, pilot secondary and technical schools, but these are few. In Pakistan the total number of public and private secondary schools is 25,209 with 2,568,728 students enrolled in them and 395,709 teachers available (GOP 2011a). The statistics above show the challenge Pakistan faces in terms of the quantitative expansion of education. Moreover, the pupil-teacher ratio at the secondary level in the state schools is 27.3 (GOP 2011a, p.44) also reflecting that the number of teachers in public sector schools is not sufficient compared to enrolment. It also shows that resource allocation is not sufficient in terms of the educational challenges faced. The number of students enrolled in the private sector is lower than in the public sector; however, the number of teachers employed by the

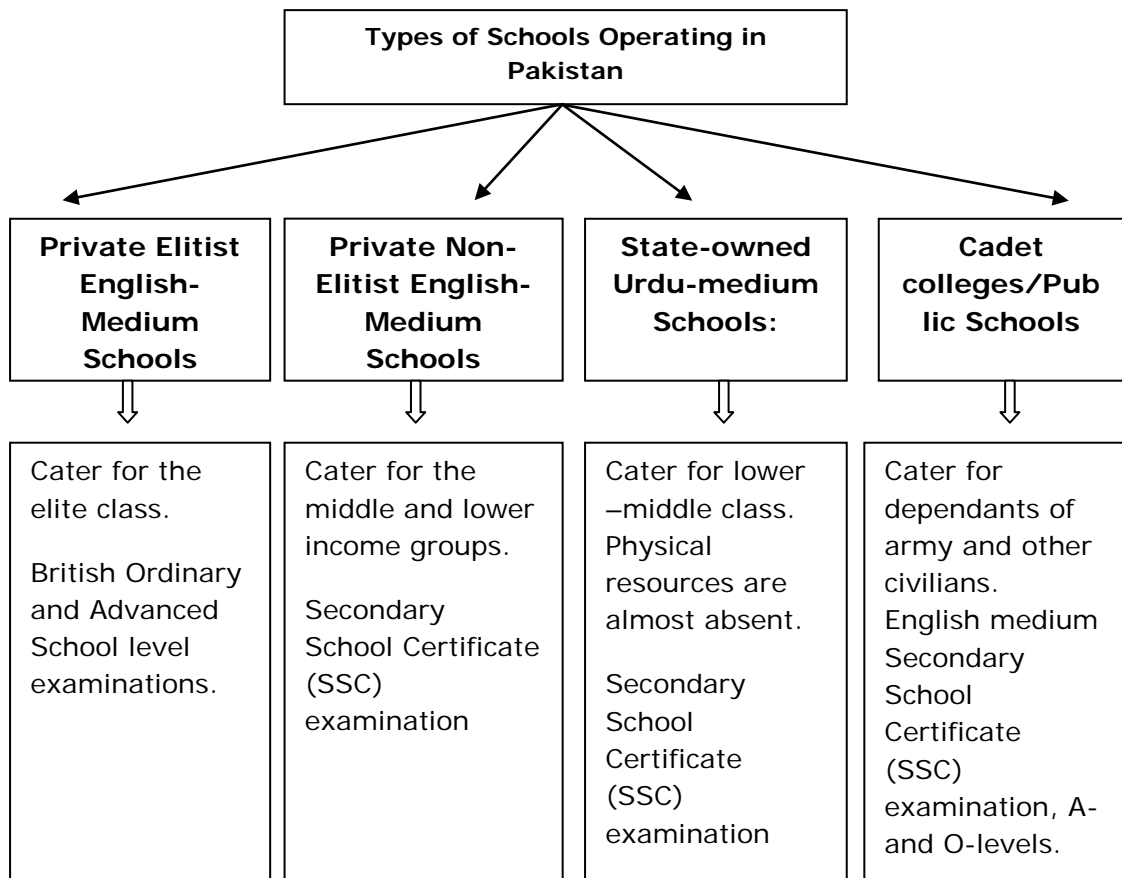
private sector is higher than in the public sector. This further strengthens the point that resource allocation in the public sector falls short of requirements.

Statistics of Secondary Education in Pakistan			
Institution type	Number of institutions	Enrolment of students	Teachers
Public	10,217	1,775,001	181,356
Other Public	1,294	58,568	6,997
Private	14,654	735,159	207,356
Total	25,209	2,568,728	395,709

Table No: 1.2 Statistic of Secondary Education in Pakistan. Adapted from: AEPAM Statistics 2011 <http://www.aepam.edu.pk>

As discussed previously, the educational system in Pakistan is the legacy of colonial rule in the Indo-Pak Subcontinent. The British established two streams of education, "English-medium and vernacular-medium" (Shamim 2008, p.236), to serve their political designs (Rahman 1996). Even after independence this dichotomy still exists and different educational institutes cater for different social classes. The following figure depicts the different types of schools operating in Pakistan.

Figure No 1.2.



Considering the number of the students at the secondary level and the different institutions operating in Pakistan, it becomes clear that the majority of the students in Pakistan go to public schools where the state curriculum is followed and examinations are conducted by the boards of intermediate and secondary education. It is important to assess whether the curriculum is implemented effectively and whether the desired outcomes are produced, because these schools serve a large proportion of the total population. If what is taught is not reflective of the broader goals of the policy it will remain unaccomplished and the personal development of the majority of the population will not be catered for, resulting in an unequal society.

The number of different institutions working in Pakistan is a clear indication that not all citizens have equal access to education. In the elite schools English is used throughout the curriculum, whereas “Urdu is taught much as a foreign language” (Shamim 2008, p.236). These institutions charge high fees. Many urban middle-class parents try hard to send their children to these institutions to give them an English-medium education, as this is thought to be equivalent to a quality education in a well-resourced school (Rahman 2002). This preference has resulted in a mushroom growth of private non-elitist English-medium schools. Unlike the elite schools, the private non-elite English medium schools profess to teach in English, but the proficiency of the teachers and students in English is quite low (Rahman 2002). These schools cater for the middle- and lower-income groups. The textbooks used are a mix of foreign and state-prescribed textbooks, and these schools are affiliated with the boards of examinations in their respective region. Another extreme is the state-owned Urdu-medium schools, the standard of which is far from satisfactory, physical resources almost absent. The medium of instruction is Urdu, and English is taught as a subject from class 1 in some schools and class 4 in others. As assessed by Rahman,

“After ten years of schooling students sit for examinations held by the different Boards of Intermediate and Secondary Education. Most of the examination papers are in Urdu (except in Sindh where they are in Sindhi) and English is like a sieve which separates the ‘sheep’ from the ‘goats’ ” (Rahman 2004, p.6).

Cadet Colleges use English as the medium of instruction. These institutions charge low tuition fees to beneficiaries (retired military and serving personnel) but charge much higher fees for civilians. The other federal government schools in the cantonments are financed by the federal government. Also English-medium, these institutions are administered by army personnel. One of the purposes of these schools is to provide

“low-cost English-medium education for their dependents, the federal government too promotes English for...residents of the federally administered areas (Rahman 2007, p. 226).

The provision of education for employees' dependents can also be seen as a way of ensuring that there is a ready supply of people to take up administrative jobs and that the class system is maintained.

Another important contradiction in the state's policy on providing access to quality education is evident from the huge disparities in the types of institutions catering for education all over the country, with different types of educational institutes catering for students from different classes. In the commitment to implement uniform curricula in all institutions, the state has not succeeded. Analysis reveals the lack of political will, and a hidden agenda of producing different classes is revealed in that the state has maintained colonial legacy by allowing the growth of elite schools for producing a ruling class. These schools follow different curricula and take different examinations, mostly in British Ordinary and Advanced levels (ICG Report 2004; Rahman 2005b). In 1966 a commission on students' welfare and problems, known as the Hamoodur Rahman Commission, defended the elite schools and argued that they were the breeding ground for producing military and civilian elite (GOP 1966, p.18). However, it is recognised that the presence of such schools is a violation of the constitution which claims that “all citizens are equal before law” (GOP 1973, p. 11). This commission also recommended stopping the building of such schools, but despite this the elite schools have been establishing themselves in all areas of Pakistan and are catering for the upper class of society. This disparity is demonstrated by reflecting that in the era of Zia-ul Haq, all the public schools were ordered to adopt Urdu as the medium of instruction, but in 1987 he himself allowed the elite schools to run and prepare students for O- and A-level examinations in English. (Rahman 2005b)

Providing equal access to English language for the masses requires more than just a top-down change in the policy. To make this change effective planning is required, allocating funds for teacher training and appointments, providing facilities for effective teaching and providing advanced teaching materials at affordable prices. ICG (2004) reports that after the change in policy in 2000 in Khyber Pakhtoonkhwa (formerly NWFP) to introduce English from grade six the ICG team visited the school and found that

“No additional staff had been provided for the new English-medium classes nor was any English training provided to teachers who had taught in Urdu. Class six students meanwhile face a new script, alphabet, and vocabulary without any significant prior instruction. (p.14)”

The Urdu- and English-medium schools highlight the magnitude of social and class division in the society. Graduates of Urdu-medium or non-elite private English-medium schools pose very little competition to those passing from the elite English-medium schools in the job market (ICG 2004; Rahman 2005a). Students at elite schools study entirely different curricula, mostly written for Western students (Rahman 2005a). However, the students studying in the state English- or Urdu-medium schools study curricula approved by the federal Ministry of Education implemented through textbooks printed by the provincial textbook boards. These books have narrow vision and limited knowledge, and are also a way of spreading the state's ideology. The state has, in the policies of 1998 and 2009 (GOP 2009; GOP 1998), aimed to introduce competitive textbooks, but this aim has not been achieved.

Situating the Researcher; Personal Context of the Study:

The discussion above has highlighted the different factors which have contributed to the situation of education in Pakistan as it is today. The decision to investigate the alignment between the English language curriculum and the

textbooks has its roots in the researcher's educational and professional background. I have worked as an English language teacher at different levels in Pakistan, including the secondary and higher secondary level, and I have observed that education in general and English language teaching in particular needs to be reformed if it is to be effective.

I taught in the non-elite private schools, where the medium of instruction is English and students learn English language from the first grade. My experience in teaching highlighted the fact that after at least eight years of language teaching, when the students reach the secondary level the skills they have acquired in English are far from satisfactory, the emphasis instead on getting good grades and passing examinations. At the secondary level the students are tested by the external boards of examination, and therefore the need to pass the examinations and master the content of the textbooks is further stressed resulting in a culture of just training students to get through examinations successfully. No attention has been paid to the level of achievement in language skills. As part of the system I had been part of this practice, and devotedly made the students master the content of the English textbooks without questioning their authenticity with respect to the curriculum. In my professional journey of teaching at different levels, I came across some questions which encouraged me to probe further into the textbooks and into English at secondary level.

Firstly, I realised that due to the dominance of the examinations teaching practice revolves around the mastering of the syllabus covered by the examination boards, which comprises the textbooks. The teachers' performance is gauged by the results of the examinations, and the school authorities also check that teachers follow the pattern set by the examination boards. Therefore, teachers' creativity and decision-making ability is not encouraged, and a teacher's role at secondary level is restricted to conveying what is in the textbooks and what is to be examined. I observed that the teachers are not very

motivated to help the students in learning a new language, and are happy with just conveying what is in the textbooks. The teachers never accessed the curriculum document as a guideline, only the syllabus and the textbooks. Moreover, the students who passed the SSC board examination had not acquired the necessary skills in the English language, and found it very hard to get to the next level of the language and communicate successfully in English.

Secondly, the content of the textbooks I used to teach at the secondary level in Pakistan were quite dated. The textbook I used for teaching English grammar to the students was the same I studied 16 years before. Many different education policies have been introduced by the different governments, but the textbooks have not been updated with the same frequency.

Thirdly, I had the opportunity to work as a teacher in a Convent school administered by Christian missionaries. During my professional career as a teacher I found that non-Muslim students were bound to study Islamic knowledge. Moreover, teachers practising other faiths always had grievances towards Muslims; some of them expressed these openly, while others did not, and I was not able to comprehend the reasons behind their grievances.

The personal experience I had guided me to identify the deficits in English language teaching in Pakistan, for example; the students' proficiency in English language, the quality and standard of English-language textbooks, and omission of the religious and ethnic identities in the textbooks, all of which need further research. The personal context led to the selection of the research topic and persuaded me to research what the goals the government sets for students, and whether the curriculum is appropriately articulated through the textbooks and leads to the desired outcomes. Reflection on the personal context has also helped me to reflect on the biases I may have which had the potential to hamper the objectivity of the research. The research has been designed in a manner to

ensure that the personal affiliation of the researcher and her position do not compromise the objectivity of the data collection tools, this has further enhanced the validity of the data analysis and the conclusions drawn from it. This will be further discussed in chapter 3.

Research Aims:

Within the political, educational and personal context discussed above, the focus of this research is to examine the alignment between English language textbooks and the prescribed curriculum at the secondary level in Pakistan. Accordingly, the research has several related aims:

- To explore the process by which the English Language Curriculum is implemented at secondary level in Pakistan.
- To review critically the English Language textbooks used at secondary level in Pakistan in order to uncover their strengths and weaknesses in terms of meeting the aims of the curriculum.
- To analyse the English Language textbooks to assess the inclusion of the ethical and social development (or social cohesion) explicit in the national curriculum of Pakistan.
- To make a contribution to the existing body of research of the alignment between curriculum delivery methods (textbooks) and the curriculum aims.

Limitations of the Research Study:

The first obstacle for this study into the alignment between the English language curriculum and the textbooks at secondary level in Pakistan is that the research sample comprises two districts, one from Punjab province and one from AJK and

the federal capital of Pakistan. It was not possible for the researcher to collect the opinions of all the English language teachers working in Pakistan. However, the representative sample includes rural and urban teachers and the results from the research on alignment can be illuminating, and in due course the study could be expanded to other regions.

The second potential obstacle could be the researcher's positioning in the research. As the researcher comes from the system and the research also revolves around her own experiences regarding English language teaching, there is a possibility that her personal biases could affect the research in collection and analysis of the data. To make sure that the researcher's viewpoint does not influence the results of the research, the findings of the research have been triangulated using different sets of data.

Summary:

This chapter has highlighted the historical, political and educational context of the study and the researcher's own perspective. Political developments in Pakistan influenced the educational decisions taken for the masses. English language teaching is meant to support the masses in order to develop their professional competency; however, the English language teaching given to the majority of the population is not producing the desired learning outcomes mentioned in the curriculum. Financial constraints and a lack of political will are not allowing the use of modern teaching materials, and teachers are relying heavily on orthodox teaching material like textbooks. In these circumstances, the manifest curriculum, that is the textbooks, should be well aligned with the curriculum document produced by the government. Ensuring tight alignment can be a step forward in improving the quality of English language teaching and can also help to bridge the gap between the elite and the masses, in that English is one of the reasons for class discrimination. This study sets out to assess the

alignment of the curriculum and the English language textbooks as a step towards the improvement of the quality of English language teaching in Pakistan. The next chapter will highlight the literature related to the research and its connection with this particular research.

Chapter2

Literature Review

Introduction:

This chapter gives a historical overview of the concept of curriculum alignment; it outlines the different approaches and models to ensure curriculum alignment and its implications in the context of Pakistan. It also highlights the tension between the real curriculum alignment and teaching to the test. As most of the alignment studies aim to judge the increase of the students' scores, teaching to the test has been promoted through the practice of curriculum alignment; especially in the USA where the emphasis of alignment is for the accountability of educational institutions. The literature on alignment below discusses the real essence of alignment and ethical issues related to teaching and testing practices. As the curriculum alignment stems from what the curriculum aims to achieve and that which is in fact achieved, detailed discussion of the English curriculum and its developmental framework in Pakistan has informed the research about the theoretical framework of the English language curriculum. Finally, it discusses how textbooks take the place of curricula, especially in the context of Pakistan, and how they guide the teaching and learning of language in the classrooms. This chapter sets out a general context and outlines the importance of aligning the curriculum and the English language textbooks for the achievement of curriculum aims.

Alignment:

Alignment has several different interpretations in education. La Marca et al. (2000) point out that the Webster Dictionary defines alignment thus:

“to bring into a straight line; to bring parts or components into proper coordination; to bring into agreement, close cooperation” (p.1).

In the context of classroom teaching, alignment signifies the conformity between the teachers' objectives, classroom activities or learning experiences and

assessment. On a broader level, curricular alignment refers to the extent to which the curriculum across different grades is constructed, and is in conformity with what is learned in earlier grades (Tyler 1949). Alignment as described above looks at

“the degree to which expectations [i.e., standards] and assessments are in agreement and serve in conjunction with one another to guide the system toward students learning what they are expected to know to do” (Webb, N. L. 1997, p.4).

Ideally, the students’ assessment should be derived from what is expected of them as mentioned in the curricula, as well as from what is being taught to them by their teachers. Even though not everything from the curricula can be assessed, alignment research can throw light on the amount of the curriculum tested in assessment. The theory which forms the basis of alignment research is that a reliable message from all parts of the educational setup, i.e. the curriculum (state standards), content taught and assessment will end in methodical, standard-based reform (Smith & O’Day 1991). This type of consistent message has been explained by Porter (2002) in the following words:

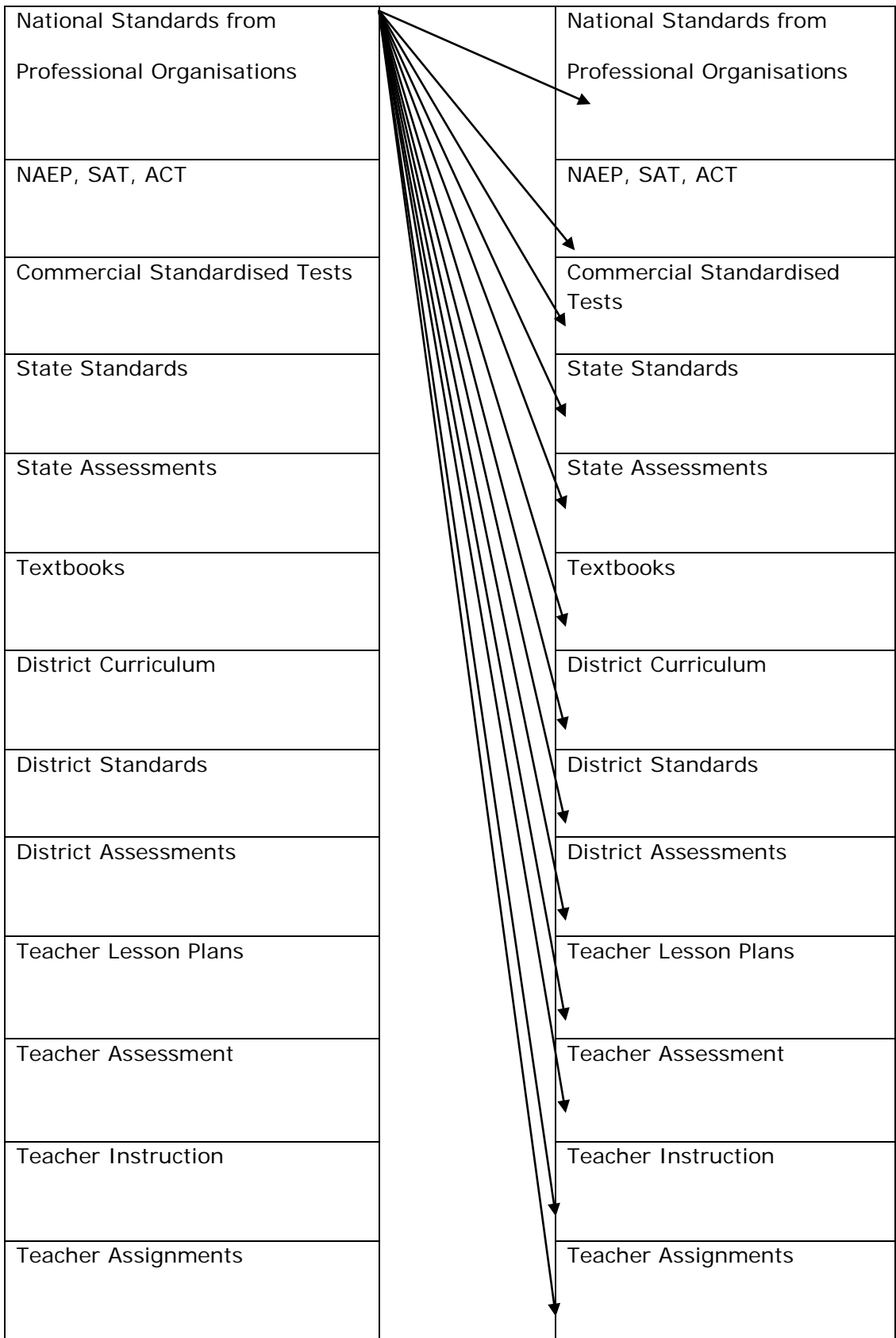
“An instructional system is to be driven by content standards, which are translated into assessments, curriculum materials, and professional development, which are all, in turn, tightly aligned to the content standards. The hypothesis is that a coherent message of desired content will influence teachers’ decisions about what to teach, and teachers’ decisions, in turn, will translate into their instructional practice and ultimately into student learning of the desired content” (p.5) .

Squires (2009) has described alignment as “a match between two categories.” (p.4) Taking an example from English, if the standards say that students will learn about ‘expository text’ and the content of the teaching material contains

information about expository text, alignment between the standards and the content exists. This means that the concept of alignment is to make certain that students learn the content mentioned in the curriculum.

So, alignment research can demonstrate the link between assessment, curriculum and the learning experience, also referred to as instruction. If all the components are aligned or are delivering a consistent message about teaching and testing, it will have a positive impact on student achievement. Roach et al. (2008) state that there has been very little research done on the implications of alignment research in a classroom setting. It is also significant that all alignment research has been conducted in the context of developed countries, and their policies, for example the No Child Left Behind (NCLB) legislation bound each state in the USA to illustrate the alignment between testing tools and state standards (Johnson, 2005; Leffler et al. 2005).

The process of alignment is very complex, as the different documents that can be aligned are numerous. Squires (2005) has identified the major areas which can be aligned. The following figure by him clearly indicates several possibilities. The figure illustrate the categories which can be aligned; we always want our state standards to be aligned with the teaching material and the content taught in the classroom likewise, so assessments need to be aligned with state standards and with the content taught in the schools.



(Squires 2005, p.3).

Table No: 2.1 Alignment Possibilities

As mentioned above, almost all alignment studies have been conducted in the context of developed countries, so terminologies used and their interpretation in developing countries may be different. In this particular study of Pakistan, curriculum development is a centralised function and the state has complete control over the education system. The curriculum is the document produced by the state containing the standards or the students' learning outcomes. Lesson plans are produced locally by the teachers, but the scheme of study is dictated by the Ministry of Education, including the time allocated for teaching different subjects per week. Textbooks for the state schools are published by the textbook boards of all the provinces which are run by the provincial governments, and these published textbooks are approved by the Curriculum Wing (CW) of the Ministry of Education. The assessments are the summative evaluation, also known as formal examination, by the boards of intermediate and secondary education. Classroom teaching revolves around the textbooks because the examinations held by the different boards of education are based on the curriculum and textbooks approved by the government. Due to the fact that textbooks are at the centre of teaching in Pakistan, this research throws light on the alignment between the curriculum and the textbooks and the learning experience through the medium of textbooks. Webb, N. L. (1997) has indicated that documents that are aligned will be far more useful, and that the teachers using them will have more confidence in them. In the specific case of Pakistan, if the textbooks are well aligned with curriculum standards the practise in Pakistan will be improved, as the mode of delivery of the curriculum in Pakistan is by textbook.

English (1992) has identified three different curricula, called "the *written curriculum*, the *taught curriculum* and the *tested curriculum* (p.8)" which can be aligned. These three curricula deal with the content which can be used in schools, the written curriculum is the document produced by the authorities and is often termed standards. The taught curriculum comprises the content taught

in the classroom and is termed instruction, and the tested curriculum details the different types of tests, for example, State-administered examinations, standardised tests like SATs and the students' assignments. In the context of this particular study the written curriculum is the curriculum document produced by the Ministry of Education which provides the guidelines and sets students' learning outcomes, the taught curriculum is the textbooks printed by the government as the main teaching tool, and the tested curriculum is the examinations administered by the Boards of secondary education. All these categories can be aligned to each other. In this study, the assessment has not been done as the researcher intends to do a narrow but deep study. However, in light of the importance of examinations and testing in Pakistan, the data from external examination papers and their results have been used for illuminating the macro level of alignment across the curriculum, textbooks and examination.

History of Alignment:

Bloom's theory of school learning provides a conceptual base for the concept and role of alignment in a teaching and learning environment. Bloom (1976) identifies variables which he considers responsible for variation in the learning experience of the students. The three interdependent variables are:

“Cognitive entry behaviours, affective entry characteristics and the quality of instruction” (p.10-11).

The outcome of these variables is the level and type of achievement, the rate of learning and the affective outcomes. Bloom (1976) explains this in the following words,

“Where the student entry characteristics and the quality of instruction are favourable, then all the learning outcomes will be at a high or positive level and there should be little variation in the measures of the outcomes. Where there is considerable variation among students in their entry characteristics and where the quality of instruction is not optimal for the

different students, there should be great variation in the learning outcomes" (p.12).

He believed that modification of these aspects would be helpful in improving student outcomes. Particularly, if the quality of instruction is improved the students' outcomes are automatically improved. This improvement in the outcomes prepares the student cognitively and affectively to meet upcoming challenges in instruction. He believes that the sequence and scope (which is the basis of alignment) of the instructional task, also known as curriculum, will have a positive impact on students' performance.

"The quality of instruction students receive has a demonstrable effect on their achievement and learning processes over one or more learning tasks (Bloom 1976, p. 171)."

Moreover, having met entry criteria, the students can accomplish different tasks given to them. This means that other factors, like the family situation and the socio-economic conditions of the student, which have an impact on the students' entry behaviour and affective characteristics, can be influenced and moulded by designing a curriculum which assists and helps the students to master learning skills, thereby changing the students' entry behaviour and affective character and preparing them for further learning. Bloom's model implies that the factors which affect student achievement are not completely determined by race, socio-economic status or cultural background. According to him, if the instruction is aligned with tests and the students are provided with learning opportunities the student outcomes will improve.

Bloom's work provided a base for further work on alignment. Cohen's (1987) concept of instructional alignment (instruction to test) says that poor alignment results in the failure of students with lower levels of aptitude. If alignment is enhanced, students of different aptitudes achieve good results. The studies of Wishnick (1989), Moss-Mitchell (1998) and the Price-Braugh Study (1997) cited in Squires (2009) reinforce the concept that if the instruction and textbooks are

aligned with the tests, students achieve better scores. According to Bloom, one of the quality indicators of instruction which has been emphasised in these studies is the alignment between curriculum, instruction, instructional material and tests. The studies will be discussed in detail in the following sections.

Moreover, providing adequate learning opportunities to the students is important because it has a direct impact on the students' results (Schmidt & McKnight 1995). If equal opportunities are not given to the students with different cognitive entry behaviour and affective entry characteristics, we cannot expect high-grade achievements. The provision of equal opportunities for all points towards the need for the concept of personalised learning. Personalised learning is an ideal theory, as defined by Courcier (2007), having its roots in differentiated learning (Burton 2007); it has been described by Weston (1996) as strategies used by teachers to enable individual students to meet their educational goals. Personalised learning is defined in 'A national Conversation about Personalised Learning' (DfES 2004, p.4) as "the drive to tailor education to individual need, interest and aptitude so as to fulfil every young person's potential."

The concept of personalization, as defined above, is based on catering to individual needs rather than using a 'one size fits all' approach. In the context of this particular study, where there is no room for teachers to choose instruction and take into consideration different capabilities and needs of students, there is a danger that the teachers are not able to meet the needs of anyone. This contributes to students being unable to achieve high achievement levels. In this specific context, alignment of textbooks with state standards could help to provide equal opportunities for learning because state standards are meant to address the needs and individual differences of the students.

In addition, the concept of educational accountability demands curriculum alignment. Baratz-Snowden (1993) notes that "if students are to be held

accountable for their learning, then schools must be held accountable as well by demonstrating that they provide students with opportunities to learn to meet the standards that have been set" (p.317). No Child Left Behind (NCLB) and the Individual with Disabilities Education Act (IDEA) (2004) are two federal policies of the United States of America, which, though different in their purpose and scope, have a common aspect of accountability for students' achievement and issues related to curriculum alignment. Jennings and Rentner (2006) write that after NCLB, schools are paying more attention to maintaining the alignment between curriculum, instruction and testing and are using the test results to modify instruction, enhance teachers' professionalism and help low achievers.

In the context of this particular research, it becomes very clear that, in Pakistan, with very limited freedom for teachers and limited resources, all tiers of the teaching and learning process should be aligned to maximise learning outcomes. The curriculum document, which sets the broader aims of education for a particular subject, should be implemented in its original form through textbooks; learning judged through testing should be based on curriculum aims. This will help to implement the curriculum, which is developed according to needs of children across the different grade levels. According to the researcher's perspective, a well-articulated curriculum in the shape of textbooks will meet the diverse needs of the students, since textbooks are the major tools for the delivery of curriculum. (For detailed discussion, see curriculum section of the literature review. p. 65). A well-aligned curriculum and textbooks will assist the teachers, who have limited freedom, to address the needs of the students; furthermore the data collected in this research has also highlighted that the teachers are neither given the curriculum nor teachers' guides for textbooks, published by the textbook boards. Teachers rely on textbooks as their sole teaching material; therefore alignment between textbooks and curriculum is vital to students' success. Moreover, testing that is well aligned with the curriculum

will help to evaluate the achievement of the curriculum aims in the form of students' results.

Approaches to Alignment Research:

Different frameworks have been developed to check and establish curriculum alignment. The aspiration behind the construction of these models is to ensure that the students' achievement and test scores reflect their performance in accordance with particular curriculum aims (La Marca, 2001). Different alignment studies have emphasised different categories to be aligned for example; some have studied the content standard and made a comparison with the assessments (Webb, N. L., 1997). However, others have also included the content of instruction in their pursuit of achieving alignment (Porter and Smithson 2001).

The following section discusses the three most common models used as a framework to design and implement alignment in the United States. The detailed descriptions of the models and their usability is outlined to give an overview of the development of the concept of curriculum alignment. Furthermore, the researcher's point of view and the implication of the alignment models for this research will be explained following discussion of the models.

The Webb's Alignment Model

Webb (1997, 1999, 2002 and 2007) developed three main procedures to ensure alignment. The first, *Sequential Development*, implies that documents are developed in a sequence and the second document developed is aligned or confirms to the first document. For example, if the state standards are defined at the first stage, the learning material or the assessment designed at the later stages should be aligned to standards. In the second, *Expert Review*, a panel of experts review the different documents produced and then judge the alignment among them. In Pakistan, textbooks developed by the textbook boards are reviewed by the experts in the curriculum wing of the Ministry of Education, to

ensure that the content of textbooks is line with the curriculum document produced at the national level. The third, *Document Analysis*, codes the documents, stating the standards and assessments. The coders have to be trained to work independently. For example, the Third International Mathematics and Science Study (TIMSS) trained people to carry out document analysis with the objective of comparing curriculum materials with assessments used in the study (McKnight *et al.* 1992). For this specific research, the researcher analysed the content of textbooks and compared them with the curriculum document produced at the national level. The researcher identified themes from the document and compared them with content of textbooks and noted the frequency of the themes appearing in textbooks (for details, see chapter 4).

The Webb alignment model (1999) has been developed to study the degree of alignment between the state standards and the assessments. It highlights the correspondence between the statement of standards and the content covered, in the form of statistics and numerical figure. This model has been used in 20 different states of the USA to investigate the alignment between the above-stated categories in different subjects, for example, Language, Art, Social Studies, Mathematics and Science. This model has also been used to study the state assessments for students with disabilities (Roach, Elliot & Webb 2005).

In research based on this model, a group of curriculum experts and educators is trained to apply an analytical process to rate the alignment between state standards and assessments. The group members reach an agreement upon the "depth-of-knowledge (DOK) level" (Webb 1999, p.11). For the identification of the DOK level from the standards and the test items, experts are trained to review four detailed descriptions of DOK level for each subject area covered in the assessments. These four descriptions for the depth-of-knowledge level are "recall, skill/concept, strategic thinking and extended thinking" (Webb 2002, pp.5-6). It can be argued that all the descriptors of the depth of knowledge

(DOK) originally come from the Cognitive domain of the Bloom's taxonomy of learning objectives, which ranges from the transmission of knowledge and facts to the analysis, synthesis and promotion of critical thinking.

After the consensus has been developed about the DOK levels, the panel of experts then rate the DOK level for each item of the assessments. At the end, to complete the coding process, they identify the objectives from the standards to which each assessment item matches. This alignment coding process does not produce exact agreement among the group members. The difference of opinion and variance in the ratings given by the members also brings forth the issues of non-clarity in the standards or the robustness of the test items, which can correspond to more than one objective of the curriculum (Webb 2002). After the experts' panel complete the ratings, the alignment between standards and assessments is analysed using the four alignment criteria: "categorical concurrence, depth-of-knowledge consistency, range-of-knowledge correspondence, and balance of representation" (2002, p.3).

Alignment Criteria for the Webb Model	Description
<i>Categorical concurrence:</i>	"The Categorical Concurrence criterion provides a very general indication of alignment if both documents incorporate the same content" (Webb 2007, p.11).
<i>Depth-of-knowledge consistency:</i>	" <i>Depth-of-knowledge consistency between standards and assessment indicates alignment if what is elicited from students on the assessment is as demanding cognitively as what students are expected to know and do as stated in the standards</i> " (Webb 2002, p.4).
<i>Range of Knowledge Correspondence:</i>	"The range-of-knowledge criterion is used to judge whether a comparable span of knowledge expected of students by a standard is the same as, or corresponds to, the span of knowledge that students need in order to correctly answer the assessment items/activities" (Webb 2002, p.6).
<i>Balance of Representation:</i>	"The balance-of representation criterion is used to indicate the degree to which one objective is given more emphasis on the

	<i>assessment than another” (Webb 2002, p.6). (Original italics)</i>
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Table No: 2.2 Webb Alignment Model

These four areas of Webb’s methodology, categorical concurrence, depth-of-knowledge consistency, range-of-knowledge correspondence and balance of representation, provide a basis for research studies in the field of alignment studies. The four criteria are the most straightforward method of judging the degree of similarity (alignment) in standards and assessments.

Webb’s model gives detailed analysis of the objective levels, an overview of alignment from four different perspectives and it sets guiding principles for the acceptable or minimum level of alignment.

The Achieve Model:

The achieve model has been created by the Learning Research and Development Centre at the University of Pittsburgh, Pennsylvania. This model involves an “assessment-to-standards alignment protocol” (Roach *et al.* 2008, p.167), which provides qualitative analysis along with quantitative analysis of the quality and precision of test items at an individual level as well as a holistic entity. The alignment between the standards and assessments of different subjects, including reading or language arts, science and mathematics, has been studied using this model. It has been applied in 14 different states to judge the alignment between the state standards and assessments (Achieve Inc., 2006).

The Alignment Protocol: the panel of reviewers (of at least three or more) is constituted of experts in the field of education, for example curriculum experts, teachers and subject specialists. As with the Webb model, the experts’ analysis is based on the criteria defined. The four criteria are Content centrality, Performance of centrality, Challenge, Balance and range (Rothman 2003).

Alignment Criteria for The Achieve Model	Description
<i>Content Centrality:</i>	The match between the content of the standards and the assessments by examining the 'quality and degree of match' (Rothman <i>et al.</i> 2002 Rothman 2003, p.7 of both).
<i>Performance Centrality:</i>	Cognitive demand by the test items in relation to the cognitive ability described in standards
<i>Challenge:</i>	The test items demand the students master the challenging subject matter.
<i>Balance and Range:</i>	The test must cover the full range of standards managing the balance across the state standards.

Table No: 2.3 The Achieve Model of Alignment

Application of the Protocol: The first step is to develop the test blueprint to ensure that "it accurately reflects the map of test items to standards" (Rothman 2003, p.7). Once the blueprint is finalised, item level is analysed against the first three criteria described above, i.e. the content centrality and performance centrality and source of challenge, to see the alignment between the state standards and test items. After analysis has been carried out at the individual level, a holistic approach is taken for further analysis, using the criterion of range, balance and level of challenge. The findings are given the shape of a report, which is kept secure because it has detailed commentary on the actual test items. However, another document, a policy level report, is published so that the state can release the report to the public.

The Survey of Enacted Curriculum (SEC):

The SEC alignment methodology was developed by Porter and Smithson (2001) to illustrate the connection and alignment between what is taught and what is assessed. The methodology quantitatively explores the degree of alignment between the standards, classroom instruction and assessments. The key characteristics of the SEC methodology are (1) Systematic and Comprehensive Language for Description; (2) Developing Curriculum indicators; (3) Visual

display of the Data (Porter & Smithson 2001). An important feature is to use a systematic and common language framework to examine the components of the curriculum, instruction and assessments under investigation. This framework enables direct comparison between these elements. By using such a systematic framework of language the data gathered by multiple sources can be validated. In the words of Porter and Smithson (2001),

“the more tightly coupled the language used across collection instruments, the easier the comparison for purposes of validation” (p. 4).

The SEC methodology also includes a construction of a common content matrix that helps to make comparison at broader levels across schools, districts or states. The subject under evaluation is organised into 3 different dimensions: topic coverage, cognitive demand and mode of presentation (Porter & Smithson 2001, p.5).

Alignment Criteria for The SEC Model	Description
<i>Topic Coverage:</i>	The content matrix contains a list of the topics across the different grade levels for a particular subject.
<i>Cognitive Demand:</i>	The test items, standards and instruction are also coded on the basis of what performance is expected from the students. The descriptors of cognitive demand are behaviourally oriented. These descriptors are “(a) memorize; (b) perform procedures; (c) communicate understanding; (d) solve non routine problems; and (e) conjecture/generalize/prove” (Porter 2002, p.4)
<i>Mode of Presentation:</i>	The teachers are asked to report the level of coverage for every topic, which signifies the time spent on each topic and the relative emphasis for the dimension of cognitive demand, which tells how much time is spent on each descriptor of cognitive demand. The results are then converted to different proportions highlighting the amount of time spent on the topics in relation to the cognitive demand.

Table No: 2.4 The SEC Model for Alignment

The advantage of this approach is that data is collected from a large number of the respondents and it is relatively cheap compared to the other approaches. According to Porter (2002), the process enables an objective study of the alignment. The quantitative measures can be used to see the effects of the

reformed policies over the period of time. As common language framework is used, the finding across the components can be used across different school or states. However, Porter (2002) points out that it could portray the teacher's bias because it is done at the end of the year and teachers might not be able to grasp the complexity of the instructional practice. Moreover, this methodology does not go beyond the content and depth match and is not able to quantify the reasons behind restricted alignment. Anderson's (2002) criticism is that the process of survey is complicated for teachers because they are given multiple choices to code their instruction.

As is evident from the above literature, the concept of alignment is emphasised in the United States of America and all the research is carried out in the context of the American education system. Squires (2009) has also pointed that, in many districts in the USA, teachers are given specific textbooks to follow and take decision about what to teach in the classroom, keeping in view the given textbooks. In the words of Squires (2009),

"Teachers use textbooks as one lens through which to make teaching decisions" (p.27).

Similarly, textbooks guide the teaching process in Pakistan. Textbooks are the centre of teaching and learning as emphasised in the previous chapter. However, unlike in a developed country such as the USA, in Pakistan, teachers follow textbooks word by word and have no decision-making power regarding the selection of textbooks; mostly they are the only teaching resource used. In contrast, in developed countries like the USA, teachers have the freedom to choose sections from textbooks and teach what is relevant to their teaching aims; moreover, textbooks are not the only resource material used in the classroom and other resources are available for teachers (Olsson & Fredriksson 2006). Examining alignment among different components of education, such as

standards, tests, instruction and textbooks, emerges as an important issue in making such informed decisions. This can help to assess if the textbooks are reflecting what has been written in the curriculum standards and assessments and the supplementary material that may be required. Most of the published textbooks claim alignment with the educational components stated above. In the context of this particular study, where the textbooks are produced by the government with prescribed curriculum, delivery time and mode, teachers do not have the flexibility to take into account any individual differences. If the textbooks address the individual differences among the students, it may be possible to meet the needs of a diverse group.

Alignment and Textbooks:

A number of studies have been carried out into alignment categories, including textbooks. These are summarised below.

Alignment Categories		
<i>Instruction</i>	<i>Textbooks</i>	<i>Tests</i>
Blank (2004)	AAAS project 2061(1993)	Bowe & Kingsbury (2007)
Blank, Porter & Smithson (2001)	Floden <i>et al.</i> (1980)	
DiBiase, Warren & Wagner (2002)	Freeman <i>et al.</i> (1983)	Browder <i>et al.</i> (2004)
	Goodman <i>et al.</i> (1988)	Cook (2005)
	Howson (1995)	Kendall & Marzana (1997)
Gamoran <i>et al.</i> (1997)	Moss- Mitchell (1998)	Malagon <i>et al.</i> (2005)
McGhee & Griffith (1991)	Price Braugh (1997)	Tindall (2005)
Porter & Smithson (2001)	Schmidt <i>et al.</i> (2001)	Webb, N. L. (1997, 1999)
Porter <i>et al.</i> (1994)		Wise & Alt (2005)
		Wise <i>et al.</i> (2005)

Table No: 2.5 Alignment Categories

These research studies mentioned under the textbook category were carried out to check the alignment between the textbooks and the standardised tests. Freeman *et al.* (1983) studied the alignment of the mathematics textbooks and standardised tests in the United States. They used test specifications to make a summary of the topics in the standardised tests and checked the coverage of these topics in the textbooks. To mark a topic as covered, they checked if the topic was covered with twenty or more problems in the text. The results of the study showed that, except in the case of one textbook, the topic coverage was lower than fifty per cent. This percentage is based on the above-mentioned criterion of twenty problems per one topic of tests. If the textbooks fall below the minimum topic coverage, because the instruction is based on textbooks, the alignment between the instruction and the broader curriculum aims is non-existent. This alignment is very significant in Pakistan where textbooks are the major resource used in the classrooms.

Howson's (1995) study discusses this issue of topic coverage in more detail. Howson (1995) studied textbooks from forty countries participating in the Third International Mathematics and Science Study (TIMSS). He used the standardised list of topics (science & mathematics) constructed for TIMSS. This broadens the study from just content match to how the topics are being taught in class. Howson illustrates the limitations of textbooks; one problem he highlighted was that the use of textbooks promotes limited learning strategies, for example learning by listening and reading. Problem solving is emphasised but routine examples, rather than real life situations, are given to develop problem-solving skills. He further reports that the rationale given for the selection of topics is

very weak. The topics are disconnected and are very weakly motivated and linked (p. 45).

The other research carried out as a part of TIMSS emphasise the central role played by textbooks in shaping instruction. Schmidt *et al.* (2001) highlight the dominating and influential role played by science and mathematics textbooks in the eighth grade in the USA (pp.282-3). The majority of instruction time depends on textbooks rather than on anything else, showing that textbooks directly guide teachers in lesson planning and in actual classroom instruction.

The results of the studies mentioned above are contrary to one another. Schmidt *et al.* (2001) reach the conclusion that there is a clear alignment between textbooks, the time allotted to instruction and the test results, because teachers take guidance from the textbooks. Since textbooks were found to be aligned to the test constructed for TIMSS, the results indicate higher alignment. On the other hand, Howson (1995) notes that USA textbooks are laden with topics. It is very difficult for teachers to decide what is important to teach. Teachers who want to seek guidance about what to teach will not get any assistance from textbooks because almost everything is covered in the textbooks. Floden *et al.* (1980) find that the curriculum guides published by the district authorities were not aligned to the textbooks; however, teachers mostly followed the textbooks and not the curriculum. This highlights that the accumulation of the topics and content does not necessarily mean that alignment exist between the textbooks and the curriculum.

AAAS's Project 2061 (1993) on textbook alignment analysed mathematics and science textbooks at middle and high school levels. The results of the mathematics textbooks show that only four textbooks out of twelve were marked as satisfactory. Only three of the twelve cover more than three benchmarks. This indicates poor alignment to state standards from mathematics

textbooks at middle school level. Therefore relying on textbooks that are not aligned with curriculum can prove a hurdle in the achievement of the state's objectives.

Goodman *et al.* (1988) investigate the alignment of Basal readers for elementary schools. The findings of this study were: (a) there was no alignment between the standards of reading and the textbooks; (b) there are problems with the alignment of the curriculum and the in-text assessment items; (c) there was weak alignment between the basal readers and the students' prerequisite skills.

These findings point to the fact that, in the USA, alignment among state standards, instruction assessments and textbook needs to be revisited and, because the textbooks are not aligned, it can be counterproductive to completely rely on textbooks as the only source of guidance for teachers. The next two studies show the alignment strategies by which the students' achievement rate is improved. These studies highlight that the degree of alignment between the state standards, instructional material and test results is a significant indicator of the quality instruction.

The Price-Baugh study (1997) examines the levels of alignment between textbooks and the Texas Assessments of Academic Skills (TAAS) in Houston for grade 7. The result of the study confirms that there is positive correlation between the content of the textbooks and the test. If the alignment exists, the student's achievement will also improve because students will get practice on the topics covered in tests in the textbooks and instructional material.

Moss-Mitchell (1998) studies the effects of curriculum alignment when analysed by students' race, gender and socioeconomic status. As a first step in the research, the correlation between the Iowa Test of Basic Skills (ITBS) to the mathematics book was found. Twenty three per cent of the content of the textbook was not covered by the standardised test. Seventy seven per cent of

the textbook's content was covered but, to achieve 100% alignment and to fill this gap, additional instructional material was selected and taught in the classroom. At the end of the academic year, the students' scores improved from 49 to 55 on the ITBS. Moss-Mitchell (1998) report "no statistically significant difference in the effect of curriculum alignment after one year of treatment when analysed by socioeconomic level, race, gender, or school size" (p. 96).

This shows the effects of alignment on student achievement and depicts that socioeconomic status; gender and race have a little impact on students' scores. The study emphasises that tight alignment will help to improve student achievement. Moreover, it highlights that textbooks cannot be the answer to all the curriculum needs of the students; other instructional material is necessary to achieve alignment at all levels.

These studies highlight that, in the countries with abundant resources allocated for education, the problem of textbooks and their alignment with the other tiers of education exists and on-going research on the suitability of textbooks with respect to the curriculum is desirable. Likewise, in Pakistan, a country with limited resources allocated for education, a mechanism for ensuring curriculum to textbook alignment should be implemented to identify the existing gaps and to find remedies to fill the gaps, if the policy's aim of improving English levels is to be achieved. All the aforementioned studies show that textbooks cannot be used as a sole instructional material to ensure alignment. However, Schmidt *et al.* (2001) illustrates that textbooks help teachers to answer the tricky question of what to teach. Textbooks provide clues to teachers, which assist them to select the topics to be emphasised during the teaching.

All the different studies discussed above investigated textbook alignment to state standards, tests and instruction and to show that curriculum alignment

cannot be focused towards a single aspect of education and that the alignment between different tiers of educational setup should be established.

Implications of the Alignment Literature for this research:

The models and the different alignment studies discussed above provide an overview of the development of the concept of alignment. The researcher's perspective, the alignment studies and their implications for this research study are given below.

The alignment research discussed above has been carried out in the context of developed countries, especially the USA. All of the research mentioned above is connected to the USA in one way or another. This suggests that alignment literature is about well-established education systems with abundant resources. The methods and procedures adopted and the models developed for ensuring alignment appear to be quite complicated and special training of staff and experts is needed to execute the models. In the context of Pakistan, where resources are quite limited, a more simplified way of ensuring alignment could work better. Teacher training institutes could introduce the concept of alignment in the initial teacher training programmes and the regulatory authorities could arrange in-service training about alignment. This would help to create awareness in teachers about the significance of alignment and its positive results on teaching and learning. It is important to equip teachers with the skills and awareness about what alignment is, so that they can take control in the classroom and select content that is aligned to the standards. The teacher training programmes should focus on developing the skills necessary to find, select and use the content aligned with the curriculum standards. Teachers' development on these lines will empower them for making their own teaching decisions and taking responsibilities of the consequences.

The alignment literature demonstrates that alignment is best achieved and delivered in a de-centralised education system. The US education system is decentralised: districts have control over how and what to teach. The whole of the alignment literature talks about the alignment at local level. In the context of Pakistan, decentralisation of education has started after the 18th amendment of the constitution was passed in April 2010. The Ministry of Education was devolved in July 2011 and its responsibilities handed over to the provincial governments. Decentralisation is at the initial stages and it is premature to say how it is going to affect curriculum and textbook selection. Devolution in Pakistan is a step towards provincial autonomy, where the provinces will have control of their own resources and the decision will be taken keeping in view the needs and aspirations of the people. If decentralisation, especially of education, is done to empower the masses, there is capacity to expand the educational base as well as to improve the standard of the teaching material. The middle and lower middle class of Pakistan has realised the importance of education and the people are keen to educate their children because education leads to earning potential which leads to improved living conditions. As discussed in the previous chapter, the mushroom growth of private non-elite English medium schools is a reflection of the aspiration of the masses to educate their children. It has been highlighted in the education emergency in Pakistan (The Pakistan Education Task Force 2011) that the appetite for education is growing in Pakistan and parents from urban as well as rural areas are sending their children to private schools for a better education. Furthermore, parents are keen to send their children to schools that have good teachers because it was stated that

“Nearly 80% of parents would rate a school as ‘good’ or ‘very good’ even if it had: A roof that leaks, a broken boundary wall and desks, no free textbooks or school supplies, but teachers who were always present and highly motivated” (The Pakistan Education Task Force 2011, p.31).

This reflects the keenness of the parents to educate their children if resources are spent wisely and the revision of priorities keeps in view the needs of society, when reforming the curricula and teacher training. Therefore, if devolution is carried out, keeping in view the will of the masses, the standard of education will improve. The school administration, in consultation with teachers, can adopt multiple textbooks that are suitable for their students, approved and published by the government and aligned with the state curriculum. Through the practice of testing, which will not be focused on a single textbook, the curriculum will be promoted. By selecting different textbooks, this initiative can help to deal with an important issue of testing based on textbooks and teaching to the test.

The data gathered from the Secondary School Certificate (SSC) teachers' questionnaire during this research highlights that teachers believe that English textbooks are aligned with the curriculum. The teachers' opinions reflect the way that textbooks are aligned with curriculum aims in the majority of areas; however, it has also been revealed that, despite the perceived alignment, students are not learning the English language skills that are mentioned in the curriculum. This points toward the important issue of real alignment of textbooks to curriculum. Either, the alignment is very superficial or surface or the cognitive demands are not properly articulated while writing the textbooks. This implies that adoption of a simplified model for alignment would improve practice and outcomes and complete alignment can be achieved by articulating the curriculum aims in textbooks in their true essence, by giving all the curriculum aims due space and importance in the textbooks.

The research and models discussed above consider alignment among the different aspects of education, which is related to the cognitive skills highlighted in the curriculum documents. This research study has taken a step further and has also included another dimension to the alignment research by investigating the alignment of the inclusive aspects mentioned in the curriculum document

which are related to the affective domain of the Bloom's taxonomy. As discussed in chapter one, the education policies in Pakistan have seen exclusion of the religious and ethnic identities and they have not been inclusive in terms of gender equity, the implication of such policies are insensitivity and ignorance of the existence of other groups in society (for details see chapter 4). As the national curriculum document in Pakistan includes curriculum aims to develop the values among the students which are vital in the peaceful co-existence in the society, the research also investigated the alignment between the curriculum and textbooks in terms of affective domain of Bloom's taxonomy. This analysis will also enhance the theoretical framework of curricular alignment which has been focused towards the testable and quantifiable aspects of curriculum and classroom practice.

Finally, a major point that emerged from the above-cited literature is that teaching in the US appears to revolve around teaching to the test. This is also a major issue in Pakistan because the data gathered by the researcher reveals that only the aspects of English language that are supposed to be in the examination are taught and the rest is almost ignored.

Teaching to the test:

The literature on alignment highlights that assessments or tests are the main feature of teaching and learning practice (Cohen 1987; La Marca 2001). The trend of administering high-stakes or external tests has been seen around the world. Black and Wiliam (2005) study the trends of testing in different western countries: England, Germany, France and the United States. They investigate the future prospects of the incorporation of summative and formative assessments during the phase of compulsory education in schools. The results indicate that any sort of integration would take different shape in different

countries due to the differences in educational values, people's expectations and political manipulation. Tierney (2006) explores the impact of assessment practices based on research carried out in the UK, New Zealand, Canada, Hong Kong, Israel and United States. She looks at the transitional process from the traditional summative assessments to formative assessments and recognises that it is not an easy task. Despite the geographical and demographical differences among the nations studied, she urges a "sustained and cooperative effort in changing classroom assessment practices" (2006, p.260) that supports the students' learning. Along with this, efforts have been made to improve the assessment practices around the world. For instance, Wang, Wank & Huang (2008) in Taiwan emphasise the need for pre-service training of teachers in using assessments for the improvement of teachers' knowledge of assessments from different perspectives.

The research mentioned here is a glimpse of the emphasis put on different aspects of testing in educational research. Moreover, these researchers from different countries support the researcher's perspective given in the previous section that one model does not fit all and different countries have to adapt different versions of an educational concept keeping in view values, trends and political influence. In the case of Pakistan as it is, alignment can take a modified shape that fits within the system.

According to Bachman (1990),

"tests are not developed and used in a value-free psychometric test tube; they are virtually always intended to serve the needs of an educational system or of society at large (p.279)."

This highlights that tests and assessments reflect the diverse educational needs of a particular society. The test scores can be used for different purposes. For example tests can be used to diagnose the strengths and weaknesses of an education system. They can be used to promote and demote students to or from particular levels of study. They are not only used to judge the real level of

learning achievements of the students but also for the accountability of both teachers and students. The concept of educational accountability and legislation, especially in the United States, has put tremendous pressure on teachers to raise students' scores. Black and William (2005) criticise the concept of educational accountability, which they see as one of the major purposes of educational alignment and also consider educational accountability to be the main obstacle in the way of achieving this integration to improve assessments, because it gives importance to high-stake tests and ignores formative assessments. The literature on alignment reveals that one purpose of aligning tests and curriculum is to ensure that the students are tested on what is taught to them, to achieve good grades subsequently. Alignment not only helps them to increase the achievement level of students but also to ensure that they are fulfilling the accountability criterion set by the legislators. The results of these tests decide the future of the students and the decision to promote or retain the students is attached to tests. In a few US states, students do not receive a certificate or a diploma if they do not pass state tests (Higgins *et al* 2006). In the context of this particular research, students are awarded a certificate after passing an external examination administered by different boards of intermediate and secondary education and they are promoted to the next level on the basis of the scores awarded in the certificates. Teachers' competence is also judged by the test scores of their students. In California, positive incentives like cash rewards were given to teachers who improved their students' scores. These positive incentives have been reduced but the negative incentives like branding teachers and facing the anger of administration continue (Posner 2005). In the words of Barrentine (1999),

“teachers are falling into line and teaching to the test not because they agree with instruction that is driven by standardized testing, but because the consequences of low test scores are so great (p.5).”

In Pakistan, external examinations are held at various levels and put a lot of pressure on teachers and students to produce good results. Teachers are supposed to prepare the students for the examinations and students are also trained to memorise the content of textbooks and reproduce the factual knowledge in the examination. Rehmani (2003) claims that assessments in Pakistan have many deficiencies, including the promotion of the unethical practice of teaching to the test by selectively preparing students for examinations. He further argues that assessments can be useful if they are not only for accountability or promotions but also for improving teaching and learning. Despite the fact that there is no legislation in Pakistan which bounds any institution to produce high scores, from the researcher's own perspective, one reason for teaching to test in Pakistan is that there is a race amongst the private institutions to gain popularity and concomitantly to gain students: because institutions are competing with one another, there is pressure on teachers to prepare their students for tests in order to achieve positions in the BISEs external examinations; getting high positions in the board examinations is seen to be a sign that an institution is providing quality education.

The proponents of high-stakes tests think that reforms in instruction can be introduced through tests. Wiggins (1989) made the point that, in the process of reforming education, students' learning goals can be best achieved through changes in the tests because they "determine what teachers actually teach and what students actually learn" (p. 41). This corresponds to English's (1992) discussion of the concept of 'back loading' for aligning curriculum to the tests. The supporters of high-stakes tests also argue that tests encourage teachers to take appropriate actions and to identify the programmes that are failing and not producing the desired results. Lazear (2006) states that high-stake testing is best for the situations where the overall monitoring of the educational progress

is very costly and the students with less motivation can at least learn something:

“If the distribution of costs is such that little or nothing will be learned when questions are unannounced because incentives are too diffuse, then the only hope is to limit the number of items subject to test... High cost of learning requires that the questions be announced to provide sufficient incentive, whereas low cost of learning allows for secrecy” (p. 1046)

Opponents of high-stakes testing argue that the pressure on teachers to perform well on the tests forces teachers to spend most of their teaching time and effort preparing for standardised tests; this practice is termed ‘teaching to the test’. The advocates of high-stakes testing consider this practice to be appropriate and argue that teaching to the test is actually teaching to the curriculum because the tests measure what is in the curriculum (Bushweller 1997). At this point, the definition of the term ‘teaching to the test’ is significant: since the curriculum is taught and tested, as has been mentioned by the proponents of high-stake testing, the practice of teaching to the test is justified. Educational tests represent a set of knowledge and skills and if teachers’ instruction is aimed towards enhancing these skills and knowledge it is an adequate practice. Contrary to this, if teachers teach using the test items or items very near to the actual test items, this is aimed towards teaching to the test and enhancement of cognitive skills is not the aim. Popham (2001) used the terms ‘curriculum-teaching’ and ‘item-teaching’ to refer to these types of teaching respectively. In item-teaching, teachers plan activities around the test items or items that are almost identical to the test. For example, if the tests include the use of degrees of adjectives and an item, “James is ___ than John (tall, taller, tallest)”. If the teacher changes this item slightly to, “Jane is ___ than Anna (taller, tall, tallest)” in this practice activity, the cognitive ability required to answer remains unchanged. This involves the practice exercises using the ‘clone items’ (Popham 2001, p. 16), because these items are almost identical to the test items and are

in fact replicas. However, in curriculum-teaching, teachers have to plan the instruction not towards the test items but the body of knowledge and the cognitive skills represented by the tests. Keeping the example of item teaching in mind, curriculum-teaching in this case would be teaching the students the concept of adjectives and the use of their degrees rather than just practising on test items. After curriculum-teaching, the students should be able to use adjectives in appropriate degrees in different situations promoting 'authentic learning' (Volante 2004 html doc no page specified). Teaching to test also implies that a very limited curriculum is being taught; this practice alienates any student whose strength lies outside of the narrow curriculum being tested.

Curricular alignment also focuses on aligning the cognitive skills being taught through the teaching material. As discussed previously, the purpose of curricular alignment is not to copy items from the curricular material and use them in the test or vice versa. The essence of alignment is to ensure that the written, taught and tested curriculum is aligned (English 1992). If clone-items are taught or tested the main purpose of the alignment is undermined. In the context of this particular study, the researcher found that teaching to the test is an acceptable phenomenon, the question papers for SSC examination by the boards reveal that most test items are clone items and are either taken exactly from textbooks or are very similar to them (for details, see appendix E). The research questionnaire analysis reveals that teachers of HSSC and SSC accepted that the examinations are based on textbooks and not the English curriculum.

Teaching to the Test and Ethics:

The importance given to the tests and the issue of teaching to prepare for the tests have raised issues related to ethics, such as fairness. The Joint Committee on Standards for Educational Evaluation (JCSEE) USA assert that it is important to make sure that "student evaluations [are] ethical, fair, useful, feasible, and accurate" (JCSEE 2003 p.3).

Ethical guidelines have been offered by other educational bodies in the USA; however, Gipps (1994) indicates that the guidelines provided are "general and almost superficial (p. 144)." As assessed by Gipps (1994), a complete ethical framework for guidance is non-existent; only general rules have been laid down in the documents produced by different educational and testing bodies, especially in the USA. Many authors have provided ethical guidelines for the preparation of high-stakes tests. For example Haladyna *et al.* (1991) note that test preparation is ethical if "training in testwiseness skills" (p.4) is given. This includes making students acquainted with the format of the answer sheets and test items and giving tips for multiple choice items. Other ethical activities include: "Checking answer sheets to make sure that each has been properly completed. Increasing student motivation to perform on the tests" (p.4).

Baumgart (1996) stresses the need to make an ethical system related to assessments but does not state any ethical principles to govern the assessments and educational practice. Gipps (1994) also indicates that the huge stress on assessments makes it crucial to have an ethical framework within which to work but does not give any framework. However, Green *et al.* (2007) give two ethical principles to guide the scenario of teaching and preparation of tests. The first principle is *Do No Harm* (Taylor & Nolen 2005). This is an old principle which should govern the day-to-day life of all human beings. In this, it is important to describe what harm is and what can actually harm teaching and learning. For example, if students are taught to master testing skills alone and other aspects are ignored, the students' thinking and cognitive abilities will remain underdeveloped and have a negative impact on a student's productivity and personal development. Popham (1991) also mentions that educators act as the parents do. He supports the notion that assessments should not harm students in anyway. Teachers should be aware of the implications and consequences of their practices in assessments for the students.

Green *et al.* (2007) have mentioned the different sort of harm that can be done to the students. The first is 'fairness': this principle implies that the teacher should respect students' rights. For example, if the teacher tests some kind of concept that has not been introduced during the classroom instruction, the element of surprise can damage the trust in the student-teacher relationship. These sorts of actions on the part of teacher show disrespect to students' right of fair treatment. The second principle is 'avoid score pollution' (p. 779), which is very specific to the assessments. Popham (1991) and Haladyna *et al.* (1991) advocate that any practice which enhances students' test scores without the enhancement of the students' skills and knowledge is score pollution: "No test-preparation should increase students' scores without simultaneously increasing students' mastery of assessment domain tested" (Popham 2005, p.307). This implies that the test scores do not reflect the ability and mastery of the students of the tested domain and the high scores are result of practices, which are unethical and inappropriate; this is educationally indefensible in terms of Popham (2005). For example, if teachers use activities from the actual test items, the scores will be considered polluted. It means that the test scores only show some ability to reproduce memorised items rather than mastery of the concepts. As far as this particular research is concerned, analysis of data from the questionnaires of HSSC teachers reveal that the students who pass the external examination of SSC have not mastered the essential skills in English language expected from them. This highlights the issue of teaching to the test. The students at SSC level are taught to pass external examinations and they are prepared using question papers from previous years and model question papers available on the market. Another important aspect that needs to be highlighted is that the external examination question papers in Pakistan are also based on textbooks and most of the test items are copied from textbooks. The examination question papers of the Federal Board of Intermediate and Secondary Education (FBISE) SSC part 1 and 2 for the years 2009 and 2010

contain test items that are taken exactly from textbooks and that merely test the memory of the students rather than actual concepts. To quote an example, FBISE Examination question paper for SSC part 2, question number two part three asks "What is the importance of Lok Mela?" This is an exact copy of a question in English textbook 10 (p.6). There are several other examples where the test items are exact copies or are very close to the content of a textbook (for detailed question papers see appendix E). Polluted test scores can create situations where students and teachers are rewarded for a learning achievement that is not actual learning. Moreover, these polluted scores also mislead the students about their ability and can be demoralizing when students are put in a real life situation or when they are at the next level of study. According to Volante (2004),

"Artificially high scores may lull students into a false sense of security, particularly for those heading to post-secondary institutions (html no page specified)."

It can therefore be argued that testing textbook content and not the cognitive ability behind the content increases the score pollution, which eventually negatively affects the students' confidence and faith in their own abilities and potential. In the context of this research, HSSC teachers were asked to assess the strengths of students in the English language after they pass an SSC examination. Most of the English teachers replied that students have not acquired the minimum mastery in English expected from a student who has passed the SSC examination. This is an important finding, which also supports the findings of Behlol & Anwar (2011) who, in their comparative analysis of the evaluation practices in English at Secondary School Certificate (SSC) and General Certificate of Education (GCE-O Level) in Pakistan, reveal that the SSC examination promotes cramming and rote memorisation rather than thinking and creative abilities.

Volante (2004) stresses the need to replace teaching to the test with “constructive test preparation activities” (html) but does not outline any activities that can be used instead. However, Behuniak (2002) suggests that, for ethical and acceptable practice, teachers and school managers should be given assistance in workshops and support material for at least two years prior to being held accountable for the tests. Another solution to the problem could be to educate and train teachers in the ethics of assessments. Pope *et al.* (2009) find that teachers do not have guiding principles to guide them on score pollution concerns. Wang *et al.* (2008) suggest that the problem exists because teachers do not have professional training in assessments and it becomes problematic because their ethical considerations and their awareness do not seem to develop during the job. Pope *et al.* (2009) argues that if it is expected that teachers behave ethically, then teacher training programmes have to introduce the ethics of assessments for pre-service teachers’ training. The introduction of ethical assessment in teacher training is important because Sturman (2003) suggests that teaching to test is perceived differently by different teachers. In her own words, “for some, it means memorizing lists of facts, whilst for others it means revising pupils, understanding of scientific investigation and their ability to apply knowledge” (p. 271).

In the case of Pakistan, it can be argued that, along with the training of teachers for creating awareness and knowledge of ethics of assessments, it is important thing to revisit the examination system to avoid test items being exactly taken from textbooks. The tests test the content of textbooks rather than the concepts and cognitive ability behind the content of textbooks explained in the curriculum. Shah and Afzaal (2004) also found that “[t]he major focus of examination is on simple recall questions not on understanding and application of the concept” (p. 20).

The practice of teaching to the test is a hindrance in achieving curriculum aims, which results in misalignment of the different tiers of education, including

curriculum. In relation to the investigation of the alignment among the curriculum and textbooks, it is significant to see the nature and composition of the curriculum under research; this will not only highlight the aims of the curriculum but will also bring forth the needs for its implementation and the limitations of the curriculum. The following section highlights the different components of the English language curriculum at the secondary level in Pakistan and its implementation in the shape of textbooks.

Curriculum:

“A purposeful school curriculum must be built on a foundation of freedom and opportunity on the one hand, and responsibility and restraint on the other ” (Ellis 2004, p. 13)

This viewpoint of a desirable curriculum by Ellis (2004) reflects the researcher's view of what a curriculum should be. This quotation sets the dimension of the curriculum the researcher wants to explore. The researcher holds the view that checks and balances as the alignment demands should be in place, however, teachers' freedom, creativity and decision-making abilities should also be respected. The authorities should ensure the provision of aligned curricula give opportunities to teachers to explore the curriculum according to the needs of the students and then the students' performance can be judged in the examinations. It will also be a frame of reference used to reflect, analyse and evaluate curriculum. Moreover, few terms like planned/intended curriculum, enacted/delivered curriculum, received/experienced curriculum and evaluation, testing and assessments will be used interchangeably.

Different educationists have provided many definitions of curriculum. Marsh & Willis delineate three different types of curriculum: “planned curriculum, enacted curriculum and experienced curriculum” (Marsh and Willis 2007, xiii)

In the following section, different types of curricula will be explored.

Curriculum as a Plan:

The planned curriculum is all about defining what is most important to teach. This also includes the curriculum documents produced by the educational authorities; Campbell (2006) calls this 'Curricular authority' (p.111). This curricular authority is exercised by different educational authorities in the shape of a 'National Curriculum'. Many countries around the world, for example England, Hong Kong and Pakistan, follow a national curriculum, comprising of some standards to be met and some objectives to be accomplished. Being a policy given at a national level, it gains inspiration from the political framework in which it is formulated (Atkin and Black 2003; Carr *et al.* 2001). Ellis (2004) uses the term 'prescriptive' curriculum for this sort of planned curriculum as the makers of the curriculum prescribe and propose and the teachers at schools follow. This perspective of curriculum as a plan or intention has been adopted and followed over a long period of time for example, Taba (1962) defined curriculum as "a plan for learning" (p.11).

Reid (1992) uses the term "systematizers" (p.17) for the educationists who perceive and define curriculum as "plans or a blue print for activities" (Reid 1992, p. 17)

The preceding definitions see curriculum as a planned, well written document, which has all that is required for the development of a student and only needs execution. This curriculum might be found in the curriculum documents, textbooks used in various disciplines and other teaching materials used in the schools. However, the adoption of the definition of curriculum as planned and guided misses an important aspect called 'Hidden Curriculum'. The hidden curriculum means "[t]hose things which pupils learn at school which are not overtly included in the planning" (Kelly 2004, p.5).

The implications of hidden curriculum were also mentioned in AIOU (2007, p.81), as "covert and therefore more difficult to detect, isolate and exercise".

Anderson (1992) defines hidden curriculum as “the indelible message, often nonverbal, that a person takes from an event or an experience. It is the essence, the soul, which is remembered after the source is forgotten” (p. 21).

The hidden curriculum is a broad concept, which includes how certain subjects and their content is arranged, the way teachers and students interact with each other and also how peer-to-peer contact is made. Kelly (2009) further explains that such covert messages are included in the teaching materials and sometimes the planners and writers are unconscious of the presence of such messages. In the context of this particular study, the issue of inclusion in English language textbooks reveal that a certain kind of hidden curriculum is active, which has different implications for different groups interacting with these textbooks. Most of the language in the textbooks is gender specific, the role allocation and the ratio of gender representation is not proportionate to the population. Sexism is evident, the representation and the characters allocated to the females are not proportionate to the male characters. The roles assigned to the females are very orthodox; more than half of Pakistan’s population is comprised of women, but their contribution in the national stream of progress has been ignored completely and the female role models in the textbooks are, in one way or another, related to the religion of Islam. Along with the sexism, the representation of the majority religion in the textbooks and neglect of other religious entities is also visible. This creates a sense of exclusion among the students belonging to other religions because they may not feel part of the nation and may lack a sense of ownership (for details, see chapter 4). These by-products of planned materials should always be taken into consideration because students learn all sorts of behaviours, which may ultimately damage either their own development or the social network in which they move. During this research, teachers of English language at the secondary level in Pakistan were asked about the inclusion of different aspects, for example gender, religion and

representation of different social classes. The data reveals that the majority of teachers think that the textbooks are inclusive in every respect. However, the interview data and the content analysis by the researcher contradict this. All the interviewees (curriculum experts, educationists) thought that non-inclusion in relation to textbooks is a big problem and this is supported by the researcher's content analysis. It can be argued that teachers' data is an indication that the teachers themselves are not aware of these issues and pass the messages implicit in the hidden curriculum on to students in their day-to-day routine, creating a situation where the resultant behaviours are thought to be acceptable.

Curriculum in Operation:

Marsh (1997) believes that the prescriptive and planned curricula are only an ideal and what happens in the classroom might be different. This difference in what is planned and what actually happens is referred to as the 'enacted curriculum'. This is a dynamic side of the curriculum, which includes the implementation of the official curriculum. This is "the process of transforming the intended curriculum into the operational curriculum" (McGee 1997, p.15). In this process, the national bodies like the Ministry of Education sets the direction and then passes on these directions to the school authorities which are then passed to teachers. McNeil (2003) refers to curriculum, as generated by the interaction of teachers and students in the classroom, as experienced curriculum, in the term of Marsh and Willis (2007). Expanding the dimensions of experienced curriculum, Kennedy (2005) highlights that, in the age of information technology, curriculum is not restricted to classroom activities alone and that there is a wide gap between "'official' school knowledge and real-world knowledge to which students have access through information technology" (Kennedy 2005, p.37).

Marsh (2009) conceives enacted curriculum as the “professional judgement” (p.4) by teachers about what is to be implemented and evaluated in the classroom. Kelly (2009) also acknowledges that a gap exists between the planned curriculum and the experienced curriculum, between “theory and practice” (p.11). Because it has been acknowledged that there is a gap between the planned and experienced curriculum, it can be argued that the hidden curriculum often fills this gap and what is ultimately learnt does not necessarily reflect what is planned. Hence, tight alignment between all tiers of curriculum can help to bridge this gap as well as to reduce or control the influence of the hidden curriculum. Harris (2005) and Campbell (2006) both believe that there might be differences or conflict between how the planners perceive the curriculum and how it is executed by teachers. As discussed above, a gap exists between the planned or official curriculum and the delivered curriculum; it can be argued that this gap might result in students not learning what is written in the official or planned curriculum, which in turn could promote attitudes that are damaging for a student’s development as an individual as well as a member of a society. Teachers may emphasise the teaching of a concept and may neglect other concepts based on their professional judgment. Moreover, if the evaluation or testing of the students is carried out externally, then it is very important to bridge the gap existing between the planned and operational curriculum so that students’ learning is optimised with respect to the intended curriculum. As mentioned previously, in this situation, alignment between all the tiers of curriculum and teaching becomes significant. Alignment can help to produce maximum output and assist in the attainment of curriculum objectives, which reflect the aspirations of all the stake holders including parents, teachers and school authorities

Young (1998) claims the curriculum is more than just a ‘product’ of teachers’ and pupils’ interaction and that it is also product of the vision of all other stakeholders, including parents, school administration and any other monitory

body. He asserts that the concept that the curriculum is the result of the classroom interaction only is "more than utopian" (p. 31) in practice. Rudolph (2002) also believes that stakeholders may have diverse interests, which are reflected in the selection of the content of curriculum. These interests can be social, educational, historical or political in nature. Therefore, it can be concluded that the planned and operational curricula are two sides of the same coin and are very closely related to each other. So, teaching practice and the official curriculum need to be aligned to ensure that both curricula are closely related. The different perspectives of the curriculum have led to the formulation of different models of curriculum. The next section will illustrate different curriculum-planning models and the researcher will try to place the English language curriculum in Pakistan in the framework of these curriculum models.

Curriculum Models:

Curriculum models offer a conceptual framework for organising a learning programme and help to make decisions about related issues, for example policy, pedagogy and evaluation strategies. Curriculum models are different from each other, but their underlying purpose is to shape and guide the implementation and evaluation of an educational programme and they tend to overlap in terms of their elements and procedures. Various curriculum models have been developed with varying degrees of complexity. Different authors have referred to different sets of curriculum models in their work, for example Kelly (2009) refers to the dichotomy of 'Curriculum as Content and Product' and 'Curriculum as Process and Development'. Ross (2000) also took a position very similar to Kelly's when he discussed content-driven curriculum models and process-driven curriculum models. However, Posner (1998) divided curriculum models into four groups: the procedural approach, the descriptive approach, the conceptual approach and the critical approach. Marsh (2009), following in the footsteps of Posner, listed four curriculum models: procedural models, descriptive models,

conceptual models and critical–exploratory theorists. The following table, adapted from Marsh (2009), is a description of the different models and the educationists who developed them under different categories.

Procedural Models	Descriptive Models	Conceptual Models	Critical-exploratory Theorisers
<ul style="list-style-type: none"> • Cohen 1974 • Goodland & Richter 1966 • Johnson 1967 • Posner 1974 • Skilbeck 1976 • Taba 1962 • Tyler 1949 • Wiggins & McTighe 1998 	<ul style="list-style-type: none"> • Stenhouse 1975 • Walker 1971 	<ul style="list-style-type: none"> • Gardner 1983 • Resnick & Klopfer 1989 • Schwab 1970 	<ul style="list-style-type: none"> • Bowels & Gintis 1976 • Brenstein 1973 • Eisner 1974 • Giroux 1982 • Lather 1991 • McCarthy 1988 • Miller 1992 • Pinar 1980 • Sears 1992 • Slattery 1995 • Van Manen 1980

Adapted from Marsh (2009) pp. 25, 27, 28.

Table No: 2.6 Curriculum Models

The table above shows the different approaches adopted by different authors towards the concept of curriculum. After having mentioned different views of the curriculum it is worth making the point that there is no one comprehensive definition of curriculum and to search for one might not be worthwhile. As noted by Pinar et al. (1995, p. 26),

“the multiplication of definitions is not an urgent problem to be solved. It is rather, a state of affairs to be acknowledged. In a field comprised of various and autonomous discourses, it is inevitable.”

Jackson (1992) also holds the opinion that definitional shifts are evident over the past decades. Thus, it might be argued that these shifts in definition over the decades represent ‘conceptual progress’ in the words of Tanner and Tanner (1980, p. 41). Montero-Sieburth (1992) also asserts that there is no one

definition of curriculum which covers all the related areas, including experiences and planning.

Hence, it can be argued that defining curriculum from any one specific perspective always tends to miss other important aspects. The objectives and plans are as essential as what actually happens in the classroom and what is actually achieved at the end. It can be asserted that there is no one comprehensive definition and one can adopt and define curriculum in a way which better suits the situation. Within the framework of this study, the researcher's view of curriculum in the beginning of the chapter does not adhere to any specific definition. Curriculum is to be conceived according to the specific needs of a society irrespective of following a single perspective; different concepts can be merged to create a suitable and contextual curriculum.

The Tyler Rationale and the English Language Curriculum in Pakistan:

The Tyler model (1949) mentioned above is generally considered the most influential model (Marsh, 2009; Walker, 2003; Tanner and Tanner, 1980). This outlines a model of curriculum planning as four questions which curriculum makers have to ask. These questions are related to the selection of objectives, learning experiences, organisation of these learning experiences and evaluation. These questions will be defined and explained below.

Defining Objectives:

The first issue to be addressed in the process of curriculum making is the "Decision about the objectives of the school" (Tyler, 1949, p. 5). These must be given "Consideration in planning any comprehensive curriculum programme" (ibid). In the cases where the curriculum is formulated at the national level and schools do not have control over the curriculum making process, like in Pakistan, these objectives are derived from the mission statements such as the national education policy, and the objectives of teaching reflect the broader goals of the

education policies. Moreover, when the curriculum at the micro level is formulated by authorities like the Ministry of Education, the teaching objectives are directly related to the national curriculum. One of the reasons behind the acceptance and use of Tyler's model is that it does not give any specific educational philosophy to follow and thus accommodates diverse values. Therefore, this model is still used in various countries because it allows the curriculum to be contextualised according to their specific needs (Marsh, 2009). For instance, Popham (1970) emphasised the need to develop clear behavioural objectives which are also measurable. He used Tyler's model for defining effective teaching. He also proposed that Bloom's Taxonomy (Bloom, 1956) should be the source of these objectives. Similar to Tyler (1949), Popham defines the objectives which are measurable, and teachers decide what learning experiences they want to select for the attainment of objectives and what evaluation techniques should be used to measure the attainment of these behavioural objectives. In Pakistan, the objective approach is followed and the curriculum is planned in the shape of student learning outcomes (SLO) and it is clearly defined what is expected of the students after an academic year is finished and the curriculum implemented. As the Tyler rationale enables the contextualisation of diverse educational philosophies, in the case of the English curriculum the national philosophy is incorporated into the curriculum. Regarding the different values and philosophies, the curriculum has identified that the purpose is to promote nationalism and social cohesion, and regarding the purpose of teaching English it is stressed that English should be promoted as an employment and academic language. The main aim is to promote the functional side of the language. Although the curriculum document does not mention any particular educational theory or model, the structure of the curriculum makes it explicit that it is objective-based and says that,

“Cumulative student learning outcomes for a particular academic year specify what the students will be able to do at the end of the academic year. The outcomes are realistic, observable, achievable and measurable” (GOP, 2006a, p. 5).

This shows that the standards are set by the curriculum makers and it is hoped that the students will attain certain knowledge and exhibit behaviour in concurrence with what is expected of them. The SLO's are measurable and will be assessed and measured in the summative assessments conducted by the Boards of Intermediate and Secondary Examinations (BISE's). However, it is also important to see if what is intended will be implemented and achieved. The interview data collected in this particular research shows that some of the experts and educationists believe that this curriculum document cannot be practically implemented. When asked this question, interviewee number four commented that

“in my view it is asset of broad theoretical views a kind of frameworks but when actually come in implementing its quite weak.”

Moreover, the terminology used in the curriculum document to define the objectives achieved by the use of different teaching materials makes it explicit that it has been influenced by Bloom's taxonomy. For example, the curriculum document, while defining the aims of teaching different text types, uses verbs like explore, inform, imagine, argue, analyse, review, comment and communicate which are linked to a different level of cognitive ability to Bloom's taxonomy (GOP 2006a, p. 143).

Selecting Learning Experiences:

The second question to be asked in the process of curriculum making is the selection of the different kinds of learning experiences which are going to be effective in the attainment of the objectives defined in the curriculum. Tyler did

not limit the term learning experience to content, teaching material and the activities used in the classroom by teachers. To him learning experience

“refers to the interaction between the learner and the external conditions in the environment to which he can react” (Tyler, 1949, p. 63).

Selecting the learning experiences refers to the operational curriculum when the planned curriculum is implemented and executed. This explanation of the term ‘learning experience’ also implies that students are active learners and that the learning happens as a result of the interaction. Moreover, it is an individual experience as each student may have different reactions towards the external environment s/he came in contact with. It means that teachers have to plan and select the experiences keeping in mind the overall interests and backgrounds of the group they work with. The teachers in this context have a bigger responsibility for selecting an experience well-suited to the age, interest and the kind of behaviour expected of the students. While selecting these learning experiences teachers have to be on their guard; they have to make sure that the learning experiences are tightly aligned with the objectives. By ensuring tight alignment the role of the hidden curriculum can also be controlled.

Tyler (1949) has given general principles for the selection of the learning experiences appropriate for the students to meet the learning objectives.

First, the students must be given opportunities to be able to practise the behaviour expected of them. For example, if one of the learning objectives is that students will conduct interviews in the English language, they should be given enough practice and should be put in the situation to practise, and should be given examples in the shape of the teacher as a model, CDs, videos and dialogues. However, the data has indicated that resources need to be provided to students along with opportunities to practice English. As the teachers’ data

reveals, modern resources like CDs, tape recorders and video tapes are not used in the classrooms (for details, see Chapter 5).

Second, the learning experience should be satisfying for the learners. To illustrate this, the students must feel satisfied with the experiences they are going through, for example, if the students are taking interviews related to their interests, their experience will be more likely to be satisfying and the desired learning will take place.

Third, the learning experiences should be designed and selected while keeping in view the academic level of the students. Teachers should be aware of the students' capabilities, aptitude and their existing level of learning and if what is expected of them is possible the learning experience is going to work, otherwise it will not achieve the desired outcome (it may have an effect, just not the one desired). Asking a student to critically analyse an essay if he does not know the meaning of 'analysis' is unlikely to achieve the desired effect. As referred to in the alignment section, this coincides with Bloom's (1976) assertion that learning can be optimum if the student's entry behaviour is known and taken into account.

Fourth, diverse learning experiences can be brought into play to attain a desired objective. Many different types of learning experiences can be used to attain a single objective; there is no one single and strict route towards the attainment of the objectives. For example, if the objective is to strengthen the interpersonal communication skills of the students, different learning experiences can be used, such as dialogues, emails, notices and casual conversations. They will be able to take some information, interpret it and react to the information gathered.

Finally, a learning experience can result in different outcomes. These outcomes can be both positive and negative. If they are positive it is an added benefit. For example, in the course of getting mastery in reading, the students may also learn positive messages from the text, or engage in a dialogue along with the

communication skills students might learn to respect the point of view of others and tolerance. Contrary to this, the outcomes can be negative; if the text is boring students might come to dislike reading practise in itself. If the texts students engage with are gender biased the students might learn this bias as an acceptable and approved behaviour, as highlighted in the hidden curriculum discussed earlier. Hence, teachers need to be vigilant when selecting the learning experience; this will not only allow teachers to avoid undesirable outcomes but also help them to deal with these situations.

In the context of this particular study, the curriculum document tends to be designed around these principles. The curriculum document is for all the stages of schooling from class 1 to 12. The objectives are designed while keeping in view the students' entry behaviour, and the skills taught at the earlier grades are meant to be consolidated across different grades, creating a sequential development structure in terms of the fifth principle given by Tyler. The curriculum document clearly states that material should be selected which demonstrates

"gender and cultural neutrality, and should not contain any hate material"
(GOP, 2006a, p. 144).

This is primarily to ensure that no undesirable outcomes are produced. Moreover, the curriculum document does not specify any activity to teach a specific skill. Different themes and topics are given and teachers may select any theme or topic to teach different skills.

For Tyler, the selection of learning experiences was basically a task set for teachers and the school organisation. In the case of this particular research, not only are the objectives set by the educational bodies external to schools, but the selection of experiences for the students is done by the Ministry of Education, curriculum wing, in the form of the textbooks which are supposed to be the reflection of the curriculum. The research found that the English curriculum in

Pakistan has identified themes for the textbook writers. It is interesting to note that these themes have been identified for the textbook writers and not for the teachers, demonstrating that the teachers in Pakistan have limited authority to choose content, and the learning experiences through the medium of the textbooks is pre-selected by the curriculum designers. It can be argued here that Tyler's rationale is not being followed in its true essence where teachers are supposed to select learning experiences, keeping in view the needs and interests of students. Giving this responsibility to textbook writers could be justified by the fact that the teachers of English language in Pakistan are not native speakers of the language and for most of them English is not even their second language; the selection of appropriate material which provides effective learning experiences could be difficult for most teachers. It was evident in the interviews conducted by the researcher that the teachers of English language in Pakistan are not fully equipped with language skills.

Interviewee No. 1: "we do not have trained teachers for English. If teachers are not participating in communication by talking in the target language that is English then how you can expect those things from your students".

Interviewee No. 4: "the first and foremost thing is that the teachers are not competent in English".

Organising Learning Experiences:

Tyler believed that no one learning experience can bring a big change in the behaviour of a learner. The process needs to be consistent as the changes in the overall behaviour occur gradually. He used the example of water dripping on stone and wearing it away for the educational experience to produce desirable outcomes. He believes that,

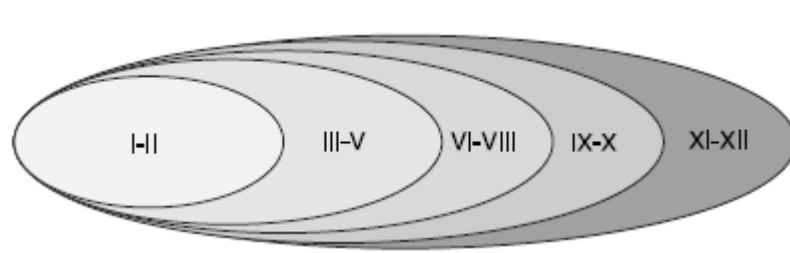
“by the accumulation of educational experiences profound changes are brought about in the learner” (Tyler 1949, p. 83)

This means that educational objectives cannot be achieved overnight; it is a long and continuous process. To produce such long and sustainable results the learning experiences must be organised and aligned. There are two aspects of organisation, vertical and horizontal. When the learning experiences are related to each other at different grade levels it is vertical organisation and when the learning experiences within a grade are related to each other this refers to horizontal organisation. For example, if the aspects of language taught in the eighth grade are based on the learning experiences provided at grade seven, vertical organisation is being taken care of, and if what is taught in the eighth grade in language is related to other subjects such as social studies and civics, horizontal organisation is considered.

Tyler’s three criteria for effective organisation are “continuity, sequence and integration” (1949, p. 84). The principles of *continuity* and *sequence* refer to the vertical organisation. This means that the important desirable outcomes need to be reinforced at different intervals using different learning experiences and the learning experiences should be built on the foundation of the previous learning experiences in increasing depth and breadth. In the context of this research, the curriculum document is organised keeping in view the organisational principles outlined by Tyler. The curriculum document gives a complete guidance and objectives starting from grade 1 up to grade 12. At all the developmental stages the skills are based on what is introduced in the previous developmental level. The curriculum document explains this in the following words:

“Such activities are to be incorporated at each grade that cater for progressive cognitive development from lower level intellectual skills of simple knowledge and comprehension to higher order skills of analysis, synthesis and evaluation” (GOP 2006a, p. 3).

The bench marks are also identified at each level and these bench marks run through all the developmental levels in the form of spiral progression.



(GOP 2006a, p. 4)

Figure No: 2.1 Spiral Progression of English Curriculum

This figure shows that what is expected at grades nine and ten is derived from what has already been introduced at grades six, seven and eight. Along with that, the breadth and depth of the benchmarks also increases with each developmental level. Another example from the curriculum document will throw light on this aspect. While defining the different thematic texts it is ensured that the vertical organisation is considered. The following grid will explain the vertical organisation and spiral progression mentioned above.

Themes	Sub-Themes				
	i-ii	iii-v	vi-viii	ix-x	xi-xii
Gender equality	Little boys and girls are equal	Importance of female education	Role of women in the development of society	Understanding/ practising equality	Gender inequality detrimental to society

Adopted from GOP (2006a) p. 146

Table No: 2.7 The Organisation of Themes for the Teaching Material

However, in the case of the subject themes mentioned in the grid, the content analysis and the literature reveals that gender issues have not been addressed in the true spirit at any level. At the secondary level the textbooks do not promote gender equity but are promoting the hidden curriculum that is the domination of males.

The third principle of organisation, 'integration', refers to the horizontal organisation of the learning experience and activities. It means that the school-based learning activities should be coherent and related to each other. The outcomes of the objectives and the resulting change in the behaviour should not be isolated and used in only one situation. For example, if writing skills are taught in English language studies the students must be able to utilise these skills in their routine life when they write letters, formal and informal, write about social issues or scientific theory so that English writing skills help them in different fields. With respect to this particular research, English language comprises of different skills which have to be taught in a coherent manner and not isolated. The curriculum says that,

"The teaching strategies ensure that work in speaking, listening, reading and writing is integrated" (GOP, 2006a, p. 4).

The curriculum also emphasises that, as language provides the basis for all different disciplines of knowledge, the proficiency in language will assist the students in acquiring mastery in other subject areas.

Evaluation:

Evaluation is the process of investigating if the desired outcomes and objectives have been achieved after selecting, organising and implementing a learning programme. According to Tyler (1949), evaluation helps to look into the effectiveness of a learning process and helps to identify

"the strengths and weakness of the plans" (p. 105).

Evaluation in this sense involves checking the validity and usability of objectives which provides the foundation for the whole programme. It also includes the appraisal of the means adopted to produce the desired ends. One of the primary purposes of evaluation is to see if the objectives have been achieved, and if the objective is to produce change in human behaviour then evaluation also involves

judging the degree of any change (desirable or undesirable) in the behaviour of a learner. The role of evaluation in this respect involves noting the student's entry behaviour and evaluating the degree and kind of change at the later stage of the learning programme. For this purpose students need to be evaluated at the beginning of the programme as well as during the programme. Here Tyler refers to formative evaluation which is done during the programme by the teachers. He does not negate the importance of the summative evaluation. He thinks that the students' annual records help to judge either the desirable objectives are realised or there are some aspects which need to be reconsidered. However, he emphasises that getting evidence of the change in students' behaviour is not possible by the summative evaluation only, and a pen and paper test is not sufficient for that. By monitoring the students' learning during the teaching process, teachers and school authorities can also check the efficiency of the material and methods used to teach. If the students' outcomes are satisfied in the formative evaluation the teaching tools and learning experiences will be considered effective, but if the students are not producing the desired results the learning experience can be reconsidered and amended. Tyler's idea of on-going evaluation by teachers is seen as very innovative for his time and is still very much in vogue (Marsh 2009). Cronbach (1986) declared that Tyler was the inventor of formative evaluation by classroom teachers. Tyler's work also formed the basis of "outcome evaluation" (Madaus & Kellaghan, 2000). Tyler did not take into account the curriculum evaluation at state level for the purpose of accountability, but the major focus had been the evaluation of the school curriculum. However, the concept of outcome evaluation takes into account the evaluation at state level for the purpose of accountability.

In the context of this research, the curriculum under study throws light on the evaluation of the whole programme of teaching English in Pakistan. In the official curriculum, document evaluation is given importance in the curriculum

and one section under the heading of 'Assessment' focuses on the types, purpose, marking criteria and a recommendation for allocating the proportion for different skills in the external examination held by BISEs at secondary and higher secondary level in Pakistan. After a close look at the assessment section it becomes clear that the concept of assessment has been open and different types of assessments have been given to guide the teachers. The purpose of assessment, as described in the curriculum document, is to

“Check the knowledge the students already have so that teachers know from where to start teaching” (GOP, 2006a, p. 154).

This is quite close to Tyler's rationale discussed above. Other purposes of assessments - to explore the strength and weaknesses of students or explore the causes of the weaknesses - are also in line with the Tyler's concept of evaluation. The last purpose of evaluation is to

“Compare the ability of students of one school with the ability of students of a similar grade in other schools” (GOP, 2006a, p. 154).

This purpose of assessment refers to the accountability factor which is an important role curriculum alignment plays. As discussed in the previous sections, the performance of the school and teachers is gauged by the students' outcomes and if the students' outcomes are satisfactory the objectives are achieved. The accountability function of alignment can only be accomplished if the assessments truly reflect the objectives developed by the curriculum. If the alignment is non-existent then these assessments will not be a springboard to evaluate the teachers' and schools' performances. However, the importance of such comparison has been left unexplained in the GOP curriculum. Moreover, it does not throw any light on what kind of information will be derived from this comparison and its implications. This purpose of evaluation justifies the role of BISEs in the education system because to make a comparison across different institutions, uniformity in evaluation is necessary. However, all the BISEs set

different question papers which are based on recommendations for the BISEs for the selection of the test items and the proportion of tests allotted to different skills being tested.

Different types of assessment techniques have been mentioned in the curriculum document, which include selected response items (binary and multi), constructed response items (brief and extended), performance tasks and teacher observation. The teachers are given a very prominent role in the assessments, and classroom assessments or formative assessments are mentioned as indispensable tools for measuring skills in language, especially oral communication skills and the ethical and social development aim. Instructions for marking the pen and paper as well as the performance tasks have been given. This guidance for marking the tests can prove very helpful because the teachers' training programmes do not include the training of handling and giving assessments, especially formative assessment skills. The curriculum document has clearly mentioned a few skills, which are oral communication skills (listening and speaking) in the English language, which are to be assessed in the classrooms in the process of formative assessments, but the research data reveals that these aspects are neglected in the classroom teaching and one apparent reason is that they are not included in the summative or external examinations by the boards. The textbooks used are also silent regarding these skills. As discussed in the previous section of the literature review, in Pakistan teaching to the test is in place instead of teaching to the curriculum. Moreover, assigning the responsibility of teaching and assessing the oral skills to teachers who are not proficient in the English language as it has been expressed in the English curriculum document appears to be a lip service and an effort to make the document theoretically correct.

The curriculum document is self-contradictory in this respect as in the beginning of the curriculum document it was acknowledged that the teachers' command of

the English language is not very strong. This also consolidates the interview and questionnaire data collected for this research. Assigning the responsibility of evaluation of the oral skills to the teachers means that the students might not acquire the skills according to the aims of the document. As the formative assessments are localised and school-oriented (class-oriented) students' abilities cannot be compared with the abilities of other students during the learning phase, so it becomes essential that extensive teacher training is given not only in teaching techniques but also in test-taking techniques before assigning them responsibility for the assessments. As discussed previously, this is also a solution to counter the practice of teaching to the test. Teacher training programmes should also concentrate on enhancing the assessment developing strategies along with the English language teaching skills. A teacher training programme concentrating on all the aspects of language teaching and assessment will help teachers to exploit the teaching material in a more dynamic way and design the assessments so as to check the skills of the students and not the content.

It can be suggested that the Tyler rationale, being neutral and value free, allows for the formation of curricula on a scientific basis and, moreover, caters for various situations and backgrounds. Hlebowitsh (1992) praises Tyler's rationale as it can be used at any level of study and can be applied to any subject. Jackson (1992) views Tyler's book as an authority in curriculum design. Others see Tyler's rationale as flawed and see it only as "behaviouristic, theoretical, managerial, means-end" (Grundy, 1987; Eisner, 1974, cited in Marsh, 2009, p. 29). Marsh (2009) has himself criticised Tyler's rationale as he says it is focused on the intended and desired learning outcomes but does not consider the unintended and undesirable outcomes as a by-product of learning process. Marsh implies that the model ignores the hidden curriculum aspects mentioned earlier in the discussion. It can be argued that Tyler's rationale provides a fundamental structure to any curriculum. Tyler's structural approach can be a

very helpful place to start. However, as discussed repeatedly, the hidden messages conveyed through the curriculum are very significant in shaping the personalities of the students. While using this systematic approach the role of the hidden aspects of the curriculum should be minimised and tight alignment is necessary among all the steps so that no room is given for the hidden curriculum. It is also worthwhile to mention here that the work of many other educationists has been inspired by Tyler (1949). Taba (1962) presented a model which took its basis from Tyler's rationale, although she included another step diagnosis of needs in her planning model. The work of Goodlad and Richter (1966) is also based on the Tyler model, though it does include and emphasise planning at different levels "instructional, institutional and societal" (p. 8). Posner (1974) also takes the objective approach and his model sees curriculum planning as being based on the intended learning outcomes (ILOs) (p. 401). Cohen (1974) also used the Tyler rationale, but he emphasised the nonlinear approach and according to him the four elements of the Tyler model can be selected in any order. Skilbeck's model (1976) was the first model to introduce the situational analysis. This analysis enables the needs of the students and society, the available resources, and the potential reforms for a more practical and implementable curriculum to be identified. Other steps in curriculum formulation are derived from Tyler (1949). Johnson (1967) also considered that curriculum planning involved planning, implementation and evaluation procedures.

After almost twenty years, Wiggins and McTighe (1998) introduced their model, 'Understanding by Design' (UBD). They believed that the curriculum should be designed backwards, meaning that the desired results should be identified in the first place. The second step was to establish what kind of evidence would be needed to say that the students had acquired the required understanding and

proficiency. The last step was to select and organise the learning experiences which would help to achieve the desired results. Wiggins and McTighe (1998) also proposed that all the elements of the curriculum should be tightly aligned. This approach is very near to English's (1992) back loading technique for ensuring alignment between different aspects of education. The model follows the Tyler principles, though in reverse order. However, setting the desired result is equivalent to setting the educational aims.

Despite all the criticism, it can be suggested that the Tyler rationale forms the basis of the Pakistan curriculum document and that the curriculum document appears to be a comprehensive plan for teaching English in Pakistan. It is an ideal document in terms of the coverage of language skills in Tyler's terms. All the language skills are given due importance and there are guidelines in the document for the execution of different activities. Teaching strategies with different evaluation methods are mentioned. However, when the researcher interviewed experts involved in the curriculum development process it was expressed by them that this curriculum was not practical in terms of implementation regarding the inclusion of the language aspects, especially the oral communication skills which may be viewed as impractical in the present scenario of Pakistan.

This shows that the curriculum document gives an ideal picture of what should be done. What actually happens can be made explicit by recognising that the implementation of this curriculum has not yet started, despite the fact that the first phase was supposed to be completed in 2008.

As has been discussed, in Pakistan the curriculum is implemented through the medium of textbooks. The coming section throws light on how textbooks act in place of curriculum.

Textbooks as Surrogate Curriculum:

In many countries, when curriculum reforms are in process the most influenced aspect is the textbook. Nemati (2009) comments:

“One way to amend and improve a curriculum is to improve the textbooks and the materials employed in the programme” (Nemati, 2009, p. 98).

In Malaysia the Curriculum Development Centre revised the English curriculum in 2002 and textbooks according to the new curriculum were published in 2003 (Mustapha, 2008). In Pakistan, the textbooks are

“the widely used tool for curriculum interpretation and implementation” (Mahmood et al., 2009, p. 1).

Textbooks play a central role in the interpretation of the curriculum as they are the primary realisation of the syllabus that the teacher uses. The use of textbooks to teach English remains central to the teaching in Pakistan. Garinger (2002) explains this in the following words:

“Even with the development of new technologies that allow for higher quality teacher-generated material, demand for textbooks continues to grow” (p. 1).

Textbooks have a huge influence over what is taught at the school level. Teachers depend on textbooks to impart the fundamental concepts of the content. To quote John:

“a majority of teachers use textbooks as their principal curriculum guide and source of lessons” (John 2001, p. 32).

This shows that textbooks are an integral part of teaching. The term surrogate curriculum comes from Jackson (1992). He believes that curriculum documents comprise of the aims, and from one curriculum many textbooks can be produced

with their own manifestation of the aims, still following the curriculum document. He further adds that textbooks contain the “manifest curriculum”, which refers to the content covered in the textbooks, the “latent or hidden curriculum” and a “pedagogical apparatus” (p. 437).

Manifest curriculum refers to the subject matter and the content of the textbooks; it is explicit in the table of contents, plus the difficulty level of the content in relation to the curriculum guidelines. The latent or hidden curricula, also referred to as concomitant curriculums, (Ellis, 2004, p. 19) are the secondary messages delivered by the content. As discussed previously, these hidden messages, intentional or unintentional, can be deduced from the content. For example, the representation of dominant culture and values in the textbooks, the textbooks showing women in stereotypical roles and the proportion of visibility of women as compared to men in textbooks convey a subtle message. These aspects of textbooks have been discussed in detail in the content analysis section. The pedagogical apparatus is evident by the cohesive elements, presentation techniques and arrangement of the topics of the textbooks (Calfee and Chambliss, 1987). It also includes the type of activities, pictures and teachers’ notes which guide the instructional strategy adopted by the teachers. Some textbooks also come with teachers’ guides which help them to use textbooks effectively for optimum learning. In the context of this particular research, the content analysis of the textbooks reveals that the pedagogical apparatus of the textbooks is not very strong. This has also been confirmed by the questionnaire data where many teachers suggested that the activities and exercises in the textbooks need to be enhanced as the teachers use these activities to guide their teaching. The curriculum for English in Pakistan also gives complete guidelines to teachers to use different types of activities and proposes that the teachers’ guide should be developed along with the textbooks. One of the interviewees, when asked about the teachers’ guide, informed the researcher that most of the textbooks are not accompanied by

teachers' guides because they are not bought as frequently as the textbooks. It can be argued that, as the textbooks under study are developed by the textbook boards under the patronage of the government, the guides should be published and distributed to the schools for free. Textbooks perform as a surrogate curriculum, especially in the context where they are the sole source of information about the objectives of the curriculum and the teachers have no access to the original curriculum document for reference. In the context of Pakistan, the publishers should provide the list and the low cost supplementary material for the language textbooks so that all the skills mentioned in the curriculum are implemented.

Textbooks in Pakistan are the core source of information on a particular field of knowledge. They are also designed to reflect the values and aims of the nation, as laid out in the curriculum. They are created to teach what the administration or the government want pupils to study. It can also be interpreted in the following words that the textbooks

“....tell children what their elders want them to know” (Kalmus, 2004, p. 13).

As discussed previously, there has been a difference between the situations in the developed and developing countries. In some countries, textbooks are only used as resource material and the teachers are provided with other resources to compliment the textbooks. For example, in the Canadian education system

“a textbook is always accompanied by other materials, such as CD's, cassettes, tests and a teacher's guide” (Olsson & Fredriksson, 2006, p. 10).

Contrary to this, the situation in the developing countries is entirely different. The policy recommendations of the World Bank for the developing countries stress the supply of textbooks

“(with a) student-textbook ratio of at least 2:1 for each subject taught... countries should focus on providing their school with good (pedagogically sound, culturally relevant, and physically durable) textbooks and on encouraging teachers to use them” (Lockheed & Verspoor, 1991, p.57; cited in Crossley & Murby, 1994, p. 102).

In the context of Pakistan, the situation has not changed over the past two decades, despite global developments in web-based materials. The government of Pakistan, in the green paper published in (GOP 2006 b), states that,

“the textbook is the only available learning material in most schools. Additional materials, like teaching aids, supplementary reading materials and school libraries, are virtually non-existent” (p. 2).

In Pakistan, the textbooks are developed in the light of the national curriculum and are evaluated afterwards to see the alignment between the textbooks and the curriculum. The evaluation of the textbook is one of the most important tasks of the curriculum wing of the Ministry of Education, which is authorised to approve or withdraw any textual material for the classes up to XII (GOP, 1976). The evaluation of alignment is done by a few experts; however, this research has included the actual users of the textbooks, the teachers, to assess the degree of the alignment. An approved textbook turns into the curriculum in the classroom (Lamie, 1999). Skierso (1991) found that

“most teachers tend to follow the text’s sequence, methodology, pacing and vocabulary to the letter” (p. 432).

Hence, maintaining alignment between the curriculum and textbooks at the secondary level in Pakistan is significant where teaching revolves around the textbooks published by the textbook boards and approved by the government as the only manifestation of the curriculum for any subject, including English.

Summary:

The chapter gives an insight into the literature on curriculum alignment and its relevance for this particular research. Alignment, being a concept introduced in the context of the developed countries, can provide a general framework to define alignment in the context of Pakistan; however, the alignment procedures for countries like Pakistan can be crafted to fit into the needs and resources allocated for education. Moreover, the non-testable curriculum elements should be included in the broader concept of alignment. Curriculum alignment has also illuminated the practice of teaching to the test which undermines the real role and significance of alignment between the different tiers of education that are curriculum development, learning resources / material writing, teachers' training and testing. The practice of teaching to the test highlights the influence of testing in driving the educational process. Moreover, the curriculum development on the one hand should provide room for individual differences, diversity and creativity to flourish, and on the other hand should guide towards the ultimate goals which provides direction to the educational experience. In the context of Pakistan, the English language curriculum studied has its roots in the Tyler rationale (1949) and fits in with Tyler's framework. The curriculum document has clearly set the benchmarks and standards which lead to the selection of student learning outcomes (SLOs). The curriculum document has not only included all the dimensions of language skills to be included in the English language teaching but has also focused on developing social and moral attributes among the pupils for peaceful coexistence in the society. The English language textbooks are the realisation of the curriculum in Pakistan as they are the dominant teaching resource.

The curriculum document provides a secure basis for teaching English in Pakistan in theoretical terms and provides explicit guidelines for all the stakeholders, for example textbook writers, teachers and examination

authorities. However, the implementation in the form of textbooks needs to be revisited and tight alignment should be ensured. Moreover, the literature reveals that testing is not aligned with the curriculum, so it becomes very hard to say whether the objectives are achieved or not. The basis of alignment is that all the tiers of an educational setup are delivering a consistent message and the educational aims are achieved. For such consistency, rigorous planning and vigilant implementation is necessary to achieve maximum alignment between the curriculum and textbooks, which has been the missing and neglected aspect in Pakistan. This research has to be interpreted in the light of the literature discussed. The methodology and the data collection tools to further investigate the issue of the implementation of the English language curriculum in the form of textbooks will be discussed in the next chapter.

Chapter 3

Research Methodology

Introduction:

The study has been carried out with the intention of investigating the alignment between the textbooks used and the national English language curriculum at the secondary school level in Pakistan. This is to generate an understanding of how effective the textbooks are in delivering the curriculum. As discussed in the literature review, this aim can be achieved through exploring relevant issues of the alignment of textbooks with the curriculum and their suitability for achieving the objectives of teaching English at secondary school level in Pakistan. The efficiency and alignment will be investigated by keeping in view the perception and opinion of the 'beneficiaries' or 'stakeholders' that are the programme designers, English teachers at secondary level and English teachers at higher secondary level.

The chapter discusses the methodologies and procedures used to collect and analyse the data for this particular research. Data has been gathered and has been analysed and reported in a combination of two methodological orientations: qualitative and quantitative. The following also provides a rationale for the selection of the particular methods, and highlights the sampling, piloting and the ethical issues related to the collection of the data.

Methodological Orientation:

The data for this research has been collected by using both quantitative and qualitative methods. However, educational research literature makes a methodological division between these two approaches; hence there has often been a trend to see them as contra paradigms. The reason behind the division

between these two paradigms may be due to the difference in their academic and epistemological roots.

Quantitative Approach:

Quantitative methods are based on the positivist tradition. The “quantitative purists” (Johnson & Onwuegbuzie 2004, p. 14) believe that the social sciences should be treated in the same way as the physical sciences. The purists also emphasise that the inquiry should be objective. It needs to strive for time and context free generalisations so that the results of research in the field just like sciences is applicable in different situations at different times, making it valid and reliable. The significance of the quantitative approach for the educational researchers is described by Johnson and Onwuegbuzie (2004) in the following words:

“According to this school of thought, educational researchers should eliminate their biases, remain emotionally detached and uninvolved with the objects of study, and test or empirically justify their stated hypotheses” (p. 14).

Qualitative Approach:

In contrast, the roots of the qualitative approach are in anthropology and the interpretive traditions, with their stress on the investigation of meaning and culture (May, 1993; Cohen & Manion, 1994). The advocates of the qualitative paradigm argue that realities are multiply-constructed and that time and context free generalisations are neither sought-after nor achievable. This stance holds the view that research is value-bound. Guba (1990) asserts that logic flows from the specific to the general and that the knower cannot be separated from the known because the subjective knower is the source of reality. However, Hammersley (2008) has argued that the supporters of qualitative research have not been able to answer the three objections raised by the quantitative researchers about documenting the differences that can be measured, failure in

countering the competing explanation through the use of statistics and failing to give generalisable results. He also adds that

“qualitative researchers have discounted quantitative criticisms as based on an inappropriate or false paradigm, but they have not developed an effective consensus about the philosophical underpinning of their work” (p. 35).

The above discussion of the quantitative and qualitative purists holds the extreme point. However, qualitative information can be explained in quantitative terms and the quantitative data can be explained in qualitative terms (Blaxter, Hughes & Tight 2001).

The supporters of both the paradigms see their viewpoint as ideal and they advocate the incompatibility thesis (Howe 1988). Lincoln (1990), who is a qualitative purist, took a very clear position when she asserted that

“Accommodation between paradigms is impossible ... we are led to vastly diverse, disparate, and totally antithetical ends” (Lincoln 1990, p. 81).

The disagreement between the two paradigms in relation to their epistemological debate, however, has illuminated significantly the respective strengths and weaknesses of the two approaches in relation to designing, administering and analysing a research project. Therefore, the strengths of the qualitative and quantitative approaches can be merged together to assist a researcher. Moreover, by using both approaches a researcher can overcome the weakness of one approach by utilising the strengths of the other, thus enhancing the validity of a piece of research.

Mixed-Method Approach:

The educational researchers (Steckler et al., 1992; Fielding & Fielding, 1986; Ragin, Nagel, & White, 2004; Tashakkori & Teddlie, 1998; Creswell, 2003) have

realised that educational practices are dependent on the cultural and social framework in which they function, and they are not neutral to educational policies and politics. Consequently, it is now broadly recognised that no one research paradigm can answer all the questions which crop up in educational research and, instead, there is an inclination, mainly in academic research, to merge qualitative and quantitative methods (Bryman 1998). Exploration of an educational phenomenon needs a blend of methods to produce rich and perceptive outcomes. Johnson and Onwuegbuzie (2004) also promote methodological pluralism to carry out effective research; every method of research has certain limitations, and the use of mixed methods can help in balancing the negative aspects of one with the positive aspects of the other. As Foster (1996) has pointed out,

“The rich, detailed, meaning-centred accounts produced by qualitative methods must be supplemented by information on frequency, duration and intensity produced by quantitative methods, and vice versa” (p. 9).

This trend of blending qualitative and quantitative methodologies has given rise to a third paradigm, ‘mixed-methods research’. According to Johnson et al. (2007), mixed methods research can be positioned between the extremes of qualitative and quantitative research. The concept of mixing methods was introduced by Campbell and Fiske in 1959 to study psychological traits (Johnson et al., 2007; Cresswell, 2003). Mixed-methods research is positioned in pragmatic philosophy. By positioning itself in pragmatism, the mixed method research

“attempts to fit together the insights provided by qualitative and quantitative research into a workable solution” (Johnson & Onwuegbuzie 2004, p. 16).

Taking a pragmatic or pluralist stance may help to enhance communication among researchers from other paradigms as they endeavour to advance knowledge (Maxcy 2003; Watson 1990). Pragmatism evolved from the work of

Peirce, James, Mead and Dewey (Cherryholmes 1992). Knowledge in the pragmatic sense derives from actions, circumstances and consequences, not from the precursor conditions. Tashakkori and Teddlie (1998) explained that finding an answer to a research question is important and the decision relating to the choice of methods depends on the nature of the research question and the phase of research it is posed in. This has been termed the “dictatorship of the research question” (Tashakkori and Teddlie 2003, p. 679). Pragmatists often select the issues which are socially motivated and are also of interest to them. As this research is also focused on the improvement of professional practice, a mixed-method approach has been followed which enables the use of different and appropriate methods for answering the research questions. As philosophical advocates for mixed methods research, Patton (1990) and Tashakkori and Teddlie (1998) emphasise focusing on the research problem in social science research and using pluralistic approaches to draw out knowledge about the problem. The following table, adapted from Cresswell (2003, p. 12), shows pragmatism’s claims and its implications for mixed-methods research.

Pragmatic Claims	Implications
No one system of philosophy and reality	Engage in both qualitative and quantitative methods in research.
World is not an absolute unity	Use many approaches to collect and analyse data.
Truth is what works at the time	Use of qualitative and quantitative data for comprehension of problem.

Table No: 3.1 Pragmatism and Mixed-methods Research

We can say, therefore, that mixed-methods research is a third research paradigm which legitimises

“the use of multiple approaches in answering research questions, rather than restricting or constraining researchers’ choices” (Johnson & Onwuegbuzie 2004, p. 17).

The researchers who use a pluralistic approach and use both qualitative and quantitative methods in their research have the advantage of integrating the potential of both the quantitative and qualitative methods.

In the context of this particular study, the implementation of both qualitative and quantitative methods is important because quantitative research enables the researcher to set up a relationship amongst the variables under study. A qualitative study can, in this matter, help to explain the reasons behind the broad relationships that are developed. Based on the methodological orientations, the data has been collected by the mixed methods approach: questionnaire, interview, textual/content analysis. It has been demonstrated in the previous chapters that textbooks are the sole teaching resource and hold a central position in the language teaching. Moreover, the English language textbooks under investigation are the manifestation of the national curriculum which follows the governmental policy. Therefore, considering the sensitivity of the issue alignment of the textbooks with the national curriculum at secondary school level in Pakistan, the researcher cannot rely on a single method to study the suitability of the prescribed English textbooks. The use of a mixed method approach will help the researcher to produce quantifiable data and at the same time enable her to validate the research with the qualitative data. For example, one of the sections of the questionnaire (quantitative tool) asks the opinion of the teachers at secondary level in Pakistan about the inclusive and ethical considerations mentioned in the curriculum and their explicitness in the textbooks. The data collected about this aspect of the study will be cross-checked by the content analysis (qualitative tool) of the textbooks done by the

researcher. The interviews (qualitative tool) from the experts in curriculum design will also help to explore this one aspect of the inquiry. The use of mixed methods will therefore be vital as it will help to explore the research from different angles and will allow the researcher to validate and triangulate the findings from different sources.

Data Collection Tools:

Questionnaire:

Questionnaires are the most widespread method of collecting information (Cohen et al. 2000). They are economical to administer, can be sent to a large number of respondents and, if well-designed, are comparatively easy to analyse. Additionally, while dealing with sensitive topics and in special situations (as faced by the researcher in this study), their anonymity may be beneficial. Moreover, respondents can take their own time to answer and, additionally, the absence of the interviewer makes them less biased (May 1993). However, there are some disadvantages to the use of questionnaires, including the need to keep the questions fairly simple and uncomplicated to avoid misunderstanding, lack of opportunity of penetrating beyond the respondents' answers, lack of control over who answers the questionnaires and, most commonly, low response rate (May 1993). Despite these disadvantages, it is the most frequent data collection tool. Taking into consideration the importance of the questionnaire, Oppenheim (1992) points out that it is

“An important instrument of research, a tool for data collection. The questionnaire has a job to do: its function is measurement” (Oppenheim 1992, p. 100).

Items used in a questionnaire can either be closed or open:

“A closed questionnaire is one in which the respondents are offered a choice of alternative replies” (Oppenheim 1992, p. 112).

A closed questionnaire is faster to answer and easier to analyse because the list of the responses is already given, as compared to an open questionnaire in which the respondents are free to compose their answer. However, a limitation of a closed questionnaire is that it controls the respondents' freedom of expression by restricting them to pre-set answers and the data collected is quantitative.

Open questions are occasionally called free-response. These questions do not restrict the response but allow the respondent to express their views freely and present qualitative data.

As asserted by Oppenheim, such questionnaires

“are not followed by any kind of choice, and the answers have to be recorded in full” (1992, p. 112).

However, the analysis and interpretation of the data collected using the open questions can become hard. Mostly, the data is analysed under different themes. In this study, questionnaires have been used to evaluate some of the perceptions and positions of teachers at secondary and higher secondary level in Pakistan with respect to the suitability of the textbooks for teaching English language and their alignment with the prescribed curriculum. Along with the teachers the curriculum experts in English were also given a questionnaire. The data collected from the questionnaires has provides a wider picture of the issues related to the alignment of the English language textbooks at the secondary level in Pakistan.

Three different questionnaires were developed and administered to the research sample:

- A questionnaire for the English teachers of secondary level has been used to get information about the suitability of the textbooks in terms of content, evaluation guidelines, and the achievement of students. Open-ended questions have also been included to get a deeper insight into the opinions of the teachers.

- A questionnaire for the English teachers of Higher Secondary level (xi-xii) has been administered to obtain their opinions about the English Language competency of the students coming to that level after passing the secondary stage.
- Finally, a questionnaire for the curriculum experts has helped to explore the process of the preparation of the curriculum and textbooks and to collect their views on the issues of the implementation, relevancy and accuracy of textbooks.

The choice of questionnaire is appropriate in this case because this is very efficient in terms of the researcher's time and effort, since the researcher can obtain data from hundreds of respondents in a relatively short time (Robson, 1994). A questionnaire that is properly designed can provide precise insights into how teachers who are part of a survey think and the way they evaluate situations and experiences (Reid 2003).

In constructing or adapting the questionnaire items, care has been taken to be clear about the objectives of the study so that each item is directly referenced against one or more of the research objectives. As mentioned above, the three types of questionnaires have been designed to cover distinct issues and to help validate the findings from each questionnaire. Each questionnaire has been divided into parts and a short description at the beginning of each part allows the respondents to know the purpose of the questionnaire. The details of the organisation and structure of the questionnaires is as follows.

The first questionnaire (for questionnaires specimen see Appendix C) was for English teachers at secondary school level in Pakistan. The first part of the questionnaire, comprising six questions, was about the personal information of the teachers, which included teaching experience, qualifications, institution and English language as their subject. This information has helped the researcher to

gain insight in the scheme of the research sample, which has proved helpful in highlighting the diversity of the research sample. The provision of name is optional, in accordance with the right of the research participant to be anonymous (BERA 2011).

The second part, comprising of ten questions and sub-questions, is about the teaching of English at secondary level in Pakistan. This section is designed to get insight into the role of textbooks and curriculum in the classroom and their impact on the attainment of students in English.

The next sections are about the alignment of the English language textbooks and curriculum at the secondary level in Pakistan. Part three, constituting six questions, addresses the issue of relationship between the readings and thinking skills mentioned in the curriculum and the English language textbooks at secondary level in Pakistan. Section four of the questionnaire deals with the issue of relationship between the writing skills mentioned in the curriculum and the English language textbooks at secondary level in Pakistan. The next section, made up of five sub-questions of one question, is designed to explore the relationship between the oral communication skills mentioned in the curriculum and the English language textbooks at secondary level in Pakistan. Section six comprises of four questions and sub-questions. This part addresses the issue of the relationship between formal and lexical aspects of language mentioned in the curriculum and the English language textbooks at secondary level in Pakistan. The seventh part deals with the relationship between appropriate ethical and social development issues mentioned in the curriculum and the English language textbooks at secondary level in Pakistan. It is important to mention that the statements have been taken from the curriculum document developed by the MOE, so as to inform the alignment evaluation.

The last section consists of three open-ended questions to gather the detailed views of the teachers about the suitability of the English language textbooks at secondary level in Pakistan. The focus of this questionnaire is to explore the use

of English language textbooks and to see the extent of alignment between the textbooks and the curriculum.

Questionnaire 2 was administered to the English language teachers at HSSC level. After the standard first section it has a second part comprising of ten questions and sub-questions. This section deals with the issue of the use of textbooks in the classroom and the proficiency of students after they have finished the secondary stage. The last part constitutes four open-ended questions. These questions will help the researcher to understand the effectiveness of English textbooks as a mode of the delivery of aims of the curriculum in terms of students' attainment and preparedness for the next level of study.

The third questionnaire is for the experts in designing the English curriculum at secondary school level in Pakistan. The first section is about the personal information of the respondents including their experience in curriculum design. The second part is about the competency and selection of the curriculum writers. Eight questions are designed to gain insight into the selection of curriculum experts. The next section, comprising of eight questions, asks the experts about the approaches used to design the curriculum. The fourth section is made up of thirteen questions and addresses the issue of textbook preparation and different approaches followed in this respect. The last section has fifteen questions and is about the process through which the English curriculum is implemented in Pakistan.

Initially, all the questionnaires with a four point Likert scale were developed to be administered to a convenience sample of approximately two to three hundred (200 to 300) English teachers at secondary and higher secondary level from different areas of Pakistan. In addition, ten to twenty (10 to 20) curriculum

experts had been contacted to complete the questionnaire. Mostly the Likert method is used as a five point scale with a neutral in the middle, but according to Reid (2003) it can be used from a two-point to six-point scale. The selection of an even number can help to get decisive data, "particularly among ethnic groups whose cultures value indirect responses" (Reid 1990, cited in Busch 1993, p. 735). After the pilot study and thorough discussion with the supervisors the Likert scale was changed to five point (for details, see pilot study. p.124. For the data analysis, the Statistical Package for the Social Sciences (SPSS) was used, "the most widely used computer software for the analysis of quantitative data" (Bryman 2004, p. 244).

Interviews:

Oppenheim (1992) has stressed that the researcher should have the ability to conduct good interviews. He further adds that an interviewer must have the skills of:

"putting the respondent at ease, asking questions in an interested manner, noting down the responses without upsetting the conversational flow, giving support without introducing bias" Oppenheim (1992, p. 65).

Compared to questionnaires, the interview can give more liberty to both the interviewer and the interviewee to convey their points of view unreservedly. Interviews have been divided into several types. These divisions show the different points of view of different educationists.

Exploratory interviews (Oppenheim 1992, p. 65) are also termed as in-depth interviews or unstructured interviews. In educational research, in-depth interviews are very valuable as they help to gather ideas rather than facts. The

function is to develop and enhance the ideas and research hypotheses, not to accumulate facts and figures. Oppenheim (1992) asserts that:

“it is concerned with trying to understand how ordinary people think and feel about the topic of concern to the research” (p. 67).

While describing the unstructured interview, Reid (2003) suggests:

“Some preliminary questions may be needed to develop the levels of confidence and trust to enable the student to talk freely and openly. This type of interview is unpredictable and can be long. However, the insights gained can be very rich with an experienced interviewer who can encourage the students to talk freely” (Reid 2003, p. 39).

Standardised interviews or structured interviews are basically planned with the purpose of data collection on a large scale. Some examples are public opinion polls, research and surveys. The function of the standardised interview is to gather the data, and respondents are asked a set of questions. Efforts are put into asking the same question with the same purpose, intonation, setting and sequence. This is almost equivalent to a verbal questionnaire.

Interviews can be very structured, thoroughly open or somewhere in between. Hence, interviews can be ‘semi-structured’, with some comparatively well-defined questions but with freedom to spread out and explore in many directions. This enables the respondents to give free opinions and the interviewer can also move forward to the next question. It is also believed that semi-structured interviews can help the researcher maximise the use of available time without risking much loss of information.

Interviews have also been divided into the respondent and informant category. Cohen et al. (2000) perceive the informants as:

“those people who have the knowledge about the society or group being studied” (pp. 144-45).

Powney and Watt (1987) have differentiated between respondent and informant interviews. The difference is basically in the role of the interviewer. In the respondent interview the researcher or interviewer has control and these kinds of interview are structured to an extent. In the informant interview the researcher does not give any directions or does not pose any pre-set questions. The foremost concern of the researcher is to know the interviewee's point of view. In the respondent interview the data is collected formally and there is a set of questions, however it can be highly or loosely structured, and the major aim is to get the answers to the research questions. The informant interview is unstructured and the researcher gives freedom to interviewees to express their thoughts and gets insight into their perceptions; the data is also collected casually in a subtle manner.

The choice of the type of interview depends upon the purposes of the research. In one case, interviews can be exploratory because the purpose is to investigate and if the purpose of the interview is to substantiate the data collected from other sources then the interviews can be assertive in nature. Of questionnaires and interviews, the latter are much lengthier, demand a lot of time to undertake and it may take several hours to analyse the data and bring together the findings. However, the data collected through interviews is very rich and is frequently combined with questionnaires. In the context of this particular study the interviews were used to assess and triangulate the data and issues that arose from the data collected by the content analysis of the textbooks and questionnaires. Interviews were offered to English curriculum experts in order to get a broader view of the process of the preparation of the curriculum and textbooks and their views collected on the issues of implementation, relevancy

and accuracy of the textbooks; moreover, the interviews were conducted in English.

Content Analysis:

Content analysis, sometimes called textual analysis, is a standard methodology in the social sciences regarding content used for communication. Neuman (1994) defined it as:

“a technique for gathering and analyzing the content of the text” (p. 261).

The content constitutes words, meanings, symbols, ideas, themes, illustrations or anything that can be communicated, and the text is anything verbal, written or illustrative that can serve as a medium for communication. The text comprises all printed material such as books, newspaper articles, advertisements, photographs and official documents, and audio visual material such as speeches, films and videotapes. In the present study, qualitative content analysis was adopted for analysing textbooks. Through this analysis the different aspects of inclusive education – for example gender, religion, social attributes, nationalism, culture, authentic materials, selection of activities and aspects of language – were explored to determine the alignment with the aims of the national curriculum.

Content analysis can either be qualitative or quantitative (Collis and Hussey 2009). Historically, content analysis was referred to as the methods that produced quantifiable data and it was also defined as:

“a statistical technique for obtaining descriptive data on content variables” (George 2009, p. 144).

One important aspect of quantitative content analysis is that it is more focused towards the 'frequency of occurrence' (p. 145). This concept of just looking at the surface or the manifest content was extended and the latent meaning and messages were also seen as an important part of content analysis. Qualitative content analysis comes from a humanistic and not a positivistic approach. The positivist approach is based on prediction and control, whereas the humanistic approach considers the entire context and complexity of the situation under study. Qualitative content analysis being humanistic, it also takes values and the cultural context into consideration. Philipp (2000) has defined qualitative content analysis as:

"an approach of empirical, methodological controlled analysis of texts within their context of communication, following content analytical rules and step by step models, without rash quantification" (no page specified).

Qualitative content analysis can produce hypotheses which can be scrutinised by applying statistical tools, but this is not its immediate purpose. Instead of hypotheses there are foreshadowing questions; these are open questions that help the research to channel in a specific direction and have an impact on the gathered data. However, in qualitative content analysis, while scrutinising the text the researcher can come across ideas and patterns that were not foreshadowed or forecasted earlier, but they are, nonetheless, important facets to consider. In this sense, the researcher may justifiably amend his research questions to track these new patterns. As rightly pointed out by White and Marsh (2006):

"the object of qualitative research is not generalizability but transferability" (p. 36).

Transferability in content analysis refers to finding out whether results from one situation are applicable to another situation or not. As the researchers read through the texts, they begin to identify key phrases and text chunks that are answers to those research questions, and also take notes of additional information that appears to be important but is unanticipated; the researchers look for similar or contrary concepts. Then the researchers compare the categories and keep a record of the new findings that come across in the process. The focus of qualitative content analysis is on making an image of a given phenomenon that is always rooted within a specific situation, not on unfolding objective truth. Krippendorff (2004, p. 87) has said that:

“For the analysis of texts, both [qualitative and quantitative analysis] are indispensable”.

Another perspective for analyzing written and verbal communication has been termed as Critical Discourse Analysis (CDA). CDA has been defined as,

“a type of discourse analytical research that primarily studies the way social power abuse, dominance and inequality are enacted, reproduced and resisted by text and talk in the social and political context” (Van Dijk 1998 html doc).

As discourse in the society is the representation of the beliefs, cultures and values of a particular society Fairclough (2010) also asserts that discourse is not an independent unit and for creating an understanding of the discourse its relations with the social units must be analyzed. CDA according to his point of view is an effort to bring forth the implicit relations between the discourse, and the entities of other disciplines for example, politics, anthropology and linguistics, hence Fairclough(2010, p.4) identifies CDA as a “transdisciplinary” form of analysis.

In contrast to other forms of textual analysis, CDA not only focuses on oral and written forms of communication for interrogation, but additionally focuses on:

“social processes and structures which give rise to the production of text, and the social structures and processes within which individuals or groups as social-historical structures subjects create meanings in their interaction with texts (Fairclough and Kress 1993 p. 2ff cited in Wodak 1995, p. 204)”.

CDA also throws light on how different societies uphold the values required for an ideal society, and evaluate what actually happens in practice. Where gaps exist between the ideal and reality it seeks to identify ways of filling the gaps based on the set of the values. As identified in the definition by Van Dijk (1998) earlier, CDA's centre of attention is the relationship between the hegemony of power and its effects on the discursive practices especially in creating social wrongs, in the form of inequalities and deprivation existing in societies.

This particular research revolves around the alignment between the state curriculum and the textbooks (which in the case of Pakistan) are the manifestation of power structures and dominant ideological forms. The context explained in the first chapter has clearly highlighted that the educational discourse in Pakistan has been used by those in power for fulfilling their agendas. The educational discourse needs to be analysed for rectifying the wrongs and setting the right direction. This research has, however, adopted an approach based on content analysis rather than CDA. As the research has adopted the theoretical framework of the curricular alignment which focuses on aligning the theory and practice in the classroom context, the selection of the content analysis over CDA is justified as the research adopted the mixed methodology and the quantitative and qualitative data have equally contributed towards the findings and the conclusions drawn from it to highlight the

alignment. However, there remains a potential for a further complete study adopting CDA building on the foundations and findings of the current research. The textbooks and the curricular document along with the policies and plans can be fully analyzed to bring forth the inequalities and discrimination in the society, created through the educational discourse in Pakistan. In the context of this particular study, the researcher used quantitative as well as qualitative approaches for the content analysis. Firstly, for the open-ended responses, the frequency of occurrence was measured in the open-ended questionnaires and the themes emerging from the responses were arranged according to their frequency (for details see Chapter 5). Secondly, the content analysis of three different textbooks was done. The themes of inclusion were extracted from the national curriculum document, for example gender representation, cultural issues like nationalism, inclusion of the target culture, inclusion of social attributes, inclusion of religious diversity, and the authenticity of material in the textbook and the different activities with the frequency of occurrence noted. These themes helped to investigate the alignment between the textbooks and the national curriculum. The researcher also looked at the functional implications of the textbooks and analysed the activities and exercises, up-to-date material, inclusion of literary texts and use of textual aids in the textbooks. The researcher carried out the content analysis under the different themes to see the extended alignment of the textbooks with not only the functional and linguistic aspects but also the inclusive elements. This analysis is subjective in nature and shows the clear standpoint of the researcher (for details see Chapter 4). In the later stage of the analysis, the findings of the content analysis were incorporated into the findings of the questionnaires and interviews to make the whole scenario clear. The content analysis helped the researcher to do a comparison of the data collected by questionnaires and interviews. This helped the researcher to validate and triangulate the collected data. The concept of validity and reliability will be discussed in the following section.

Validity and Reliability:

While measuring anything it is worthwhile to know that either the measurement done is a true reflection of what is intended or the measurement done is correct as well as consistent. Thus, for example, if a test of writing is set, then it is significant to know whether the questions show the writing skills the test maker wants to test, and whether, if the test is re-administered, it will produce the same results it produced when it was administered the first time. The former is known as validity and the latter is known as reliability.

Validity in Quantitative Research:

Validity has been defined by Cohen et al. (2000) in the following words:

“a particular instrument in fact measures what it purports to measure”
(p. 105).

Validity is to do with whether the tool to measure a specific concept measures the concept in reality. Writers on this topic have enlisted different types of validity for gauging the validity of a tool for measuring a concept. Bryman (2008, pp. 151-2) has outlined the following types of validity:

Face Validity: this implies that the items in the measurement tool or instrument reflect some kind of even-handed coverage of the different aspects of the issue to be measured.

Concurrent Validity: for this kind of validity the data gathered from the measurement of one instrument must correlate to some other well-validated measures of the same issue.

Predictive Validity: the instrument is supposed to have predictive validity if the results measurement correlates to some future criterion such as recovery from illness or future examination attainment.

Construct Validity: when a researcher has strong theoretical grounds and makes a few predictions based on those grounds, and if the tool used for measurement correlates with the assumptions, it is said to attain the construct validity.

Convergent Validity: if the results attained on a concept by using one method coincide with the results produced by another method on the same concept, the instrument is said to have convergent validity.

Bryman (2008) further reflected that all researchers do not employ all the methods of ensuring validity; any criterion can be selected and implemented to ensure validity. In analysing questionnaires, the issue of maintaining validity is not easy. Undoubtedly, the questions developed should be relevant and help in exploring the related issues. There needs to be lucidity and absence of vagueness. In designing a questionnaire, many questions must be developed. Ideally, pre-testing, feedback from respondents about the clarity, and checking if the questions are being understood in the way intended are helpful. In this particular study the questionnaires were designed by the researcher and assessed by the supervisory team. The questionnaires included all aspects of the curriculum to ensure the face validity and to check the alignment at all levels mentioned in the curriculum. The concurrent validity has been checked by the use of other methods: the open-ended questions and the content analysis of the textbooks. The feedback received was taken into consideration and the questionnaires were amended. These questionnaires were piloted later and the feedback on the design and clarity was taken on board before finalising them. A major amendment was changing the rating scale of the questionnaires from a four-point rating scale to a five-point rating scale (for details see p. 119).

Reliability in Quantitative Research:

Reliability of the measurement is to a degree an indication of the precision of the measurement and is defined by Bryman (2004) as:

“Reliability refers to the consistency of a measure of a concept” (p. 71).

There are different types or factors of reliability. For example, Bryman (2004) cites three elements, named as stability, internal reliability and inter-observer consistency. Cohen et al. (2000) also give almost similar types, termed as stability, equivalence and internal consistency.

Stability refers to the consistency of a test or instrument to produce similar results from the same respondents over a period of time. It means that there will be a little variation in the results with the passage of time.

Internal Reliability deals with the issue that the indicators which make up a scale are consistent. To explain, this means that one indicator's response or score can be related to the scores of other indicators.

Inter-observer Consistency: if more than one researcher is involved or the study is highly subjective, the reliability can be achieved through inter-rater reliability (Cohen et al. 2000).

If the questionnaires are cautiously constructed, of practical length, applied under situations where honesty is expected (the respondents do not believe there is a hidden agenda) and the size of sample is large, then reliability can be achieved. The use of statistical tools, such as Cronbach's alpha test, can also be applied for internal reliability. Cronbach's alpha test calculates “the average of all possible split-half reliability coefficients” (Bryman 2004, p. 72). The researcher adopted this method to ensure that the questionnaires were reliable.

The issues of validity and reliability were addressed by using triangulation, which is an approach of multi-method research.

Validity and Reliability in Qualitative Research:

In qualitative research there are approaches similar to validity and reliability for assessing the process of analysis. Patton (2001) also confirms that qualitative research should uphold validity and reliability at every stage and, as identified by Healy and Perry (2000), each research paradigm should use its own parameters to maintain the quality of the research, just like the quantitative parameters of validity and reliability. Lincoln and Guba (1985) have used the term 'trustworthiness' to describe the reliability and validity of qualitative research. Trustworthiness, according to Lincoln and Guba (1985), is essential for a researcher to convince the readers that the findings are valuable and described four criteria for assessing the degree to which a qualitative study will have 'truth value'. According to them truth value is:

"confidence in the 'truth' of the findings of a particular inquiry" (p. 290).

The four criteria or factors are: credibility, transferability or applicability, consistency or dependability, and neutrality or confirmability. Patton (2001) also confirms that qualitative research should uphold validity and reliability at every stage and, as identified by Healy and Perry (2000), each research paradigm should use its own parameters to maintain the quality of the research.

Credibility is equivalent to validity and demands that the researcher identifies all significant factors in the research question and correctly describes how these factors are reflected in the data collected. Lincoln and Guba (1985) have identified triangulation as a method of increasing the credibility of research findings (p. 305). Patton (2001) also reinforces that:

“triangulation strengthens a study by combining methods. This can mean using several kinds of methods or data, including using both quantitative and qualitative approaches” (p. 247).

Transferability is a judgment as to whether the findings from one situation can be applied to another. In the words of Lincoln and Guba (1985):

“the degree of *transferability* is a direct function of the *similarity* between the two contexts, what we shall call '*fittingness*'. Fittingness is defined as the degree of congruence between sending and receiving contexts. If a context A and context B are 'sufficiently' congruent, then working hypotheses from the sending originating context may be applicable in the receiving context”.

Confirmability relates to the conventional notion of objectivity. Lincoln and Guba (1985) explain the term as whether data collected in qualitative research is confirmable or not. The emphasis is on the data the research findings have established by seeing the consistency between the data and the conclusions drawn. Like the criterion of credibility, triangulation has been identified as a technique to establish confirmability.

Dependability in qualitative research corresponds to the concept of reliability in quantitative research. Lincoln and Guba (1985) have suggested different methods of maintaining the dependability and say that:

“Since there can be no validity without reliability, a demonstration of the former is sufficient to establish the latter” (p. 316).

As it has been discussed above that the issues of validity and reliability in qualitative research can be upheld using the technique of triangulation, this particular research has ensured that it maintains the criteria described, by

applying the technique of triangulation .The content analysis has been validated by the findings of the interviews and questionnaires and vice versa.

Triangulation:

Triangulation refers to the assessment of data gathered by different methods and diverse research tools. Triangulation can be achieved within one research strategy as well (Bryman 2004). For example, the researchers frame different questions and ask the same thing in different ways. According to Robson (2002), triangulation

“involves the use of multiple sources to enhance the rigour of the research” (p. 174).

Many researchers, such as Seliger and Shohamy (1989), Cohen et al. (2000) and Robson (2002), advocate triangulation on the grounds that it helps the researcher to validate their findings. Robinson (1991) has identified different ways of triangulating; she proposes that either data about a specific issue can be collected using multiple resources or the issue can be evaluated using more than one evaluation technique. The purpose of either approach is to cross check the results. Denzin (1978) mentions that:

“The greater the triangulation, the greater the confidence in the observed findings” (Denzin 1978, p. 340).

In designing this study, the researcher avoided relying on a limited range of tools. The researcher tried to select the data collecting tools that can complement one other. The rationale was that by examining the same topic from different angles and using different sets of information about one issue, it would help to produce a more reliable picture. Fortunately, the multiplicity of sources of information available to this study and the variety of informants engaged in

collecting data provided the researcher with the opportunity to maintain triangulation in order to ensure, as far as possible, the validity of results obtained.

Ethical Consideration:

“Ethics are principles of conduct about what is right and what is wrong”
(Thomas 2009, p. 147).

All research involves ethics, and educational research involves direct or indirect involvement of human beings, and therefore ethical principles are followed in every stage of the research. Ethics should be taken into consideration from the planning stage of the research until the results are obtained. Wellington (2000) has identified that a research project could be unethical if any stage of research involved things that are ethically unacceptable. The British Educational Research Association (BERA) publishes ethical guidelines for researchers. One of the most important principle guidelines is the “Responsibilities to Participants” (BERA 2011, p. 5). Some principles that come under the responsibilities include: “voluntary informed consent, right to withdraw, privacy and disclosure” (BERA 2011, pp. 5-8).

It is important for the researcher to get consent from the participants in the research. For this particular research, the researcher included a cover letter with the questionnaires, which included the necessary information about the research. The issues of privacy, confidentiality, right to withdrawal and anonymity were also explained in the research (for details see Appendix C). This research did not include individuals less than 18 years of age so approval from guardians was not necessary. As this research was carried out in different institutions, state as well as private, prior permission was obtained from the directorates of education in the districts where the research was carried out. In

the private institutions permission was taken from the head of the institution before distributing the questionnaires. The original permission letters can be found in the appendices (see Appendix B).

As the researcher has explained her personal attachment and experiences with this research study it becomes ethically inevitable to explain how the objectivity of the research was maintained when designing the data collection tools and analyzing the raw data collected. According to Ratner (2002, html doc),

“Subjectivity guides everything from the choice of topic that one studies, to formulating hypotheses, to selecting methodologies, and interpreting data.”

This reflects that subjectivity cannot be disassociated with any research topic; however it can be argued that by expressing ones subjective stand it assists in maintaining the objectivity through a conscious effort. Objectivity demands, “...being fair, open to all sides of the argument” (Eisner 1992, p.9). and the use of mixed-method approach for this research ensured the objectivity was maintained while designing different tools and analyzing the data from different respondents. It has been discussed in the previous section that the researcher has ensured the validity and reliability of the research by applying the technique of triangulation. The questionnaires were derived from the SLO’s mentioned in the official curriculum document provided by the state which ensured that the questionnaires were meant to check the alignment between the curriculum document and the English textbooks empirically. The open ended questions were designed to give an opportunity to the respondents to reflect on the efficiency of the textbooks as the respondents were the SSC teachers using the textbooks as the primary resource. The content analysis which reflects the research position about the textbook was also carried out against the criteria mentioned in the curriculum document. The content analysis explored the curriculum document objectives and compares that with what is actually evidenced in the textbooks.

The content analysis has been validated by the findings of the interview (details chapter 5) which demonstrates that objectivity was maintained during the research process. Some of the quantitative data collected during the research was contradictory to the researcher's perspective. Reporting the data and triangulating it with the open questions and interviews also enabled the researcher to distance herself while reporting the finding. Through recognising the potential for bias and through design it was ensured at every stage of the research that the potential subjectivity and personal context of the researcher did not obstruct the objectivity of the research.

As stated above, educational research involves people and it is important that the data collection tools take into consideration the sensibilities of participating in the research. In the context of this particular study, where the researcher has investigated the inclusive aspects – for example, gender and religion – the questionnaires were designed after taking into consideration cultural values and religious beliefs. As the researcher also comes from the same cultural background it helped her to frame questions that fit the cultural norms without compromising the research objectives/questions. In addition, the questionnaires also reflected the curriculum document developed by the Ministry of Education in 2006, as alignment between the textbooks and the curriculum was intended. Therefore, all the aspects were included and confidence in the objectivity of the research remained secure.

All the returned questionnaires have been archived securely. The selection of the five-point Likert rating scale was also based on ethical considerations and to maintain the objectivity of the research; the next section will discuss this issue in more depth.

Piloting: improving the validity and reliability of the instruments:

Every researcher faces the potential difficulties involved with data collection tools. To counter these issues, researchers regard a pilot study as an important part of the process of research. Borg and Gall (1996) view piloting as an initial trial of research instruments and techniques in the progress of a sound research plan. Along with helping to try out the instrument, it gives the researcher supplementary knowledge that guides them towards improved research and can help to maintain the validity and reliability of data collection tools.

Seliger and Shohamy (1989) consider that two types of information are collected during the pilot study:

“One relates to practical aspects of administering the data collection tool, such as the time required to administer the instrument, and the clarity of the instructions. The other relates to the reliability and validity of the instrument” (p. 195).

Bryman (2004) expresses the opinion that piloting helps to ensure the workability of a research instrument. Thus, the information obtained provides the researcher with the opportunity to discover whether the questions are producing the type of data required and, where essential, to amend or remove any questions which may be vague or bewildering to the informant.

The piloting for this study was carried out in three different cities. Three different questionnaires were tested. The questionnaires for English teachers at SSC and HSSC level in Pakistan were tested in schools and colleges. Ten questionnaires for each category were administered and collected. Using SPSS, Cronbach's alpha test was applied to the collected data to check the internal reliability. According to Pallant (2007), a figure above 0.7 is acceptable, but 0.8 is

preferable. The Cronbach's alpha for the pilot of this study was 0.92. This showed high reliability. During the pilot study the researcher met, on the recommendation of her supervisor, experts in statistics. They recommended changing the four-point scale to a five-point scale. After this recommendation, the researcher consulted the literature, which is very limited on the issue of advocating five-point scales over four-point scales. Edwards (1946) analysed the neutral scale and commented that the neutral zone appears to be ambiguous. He further argued that:

“‘Neutral’ items may also express attitudes of ‘indifference’ and attitudes of ‘ambivalence’” (p. 168).

Komorita (1963) came to the conclusion that the choice of the number of scale is content-specific. There are some studies which deal with the issue of inclusion of a mid-point category in the rating scale. Matell and Jacoby (1972) in their study either recommend avoiding using the neutral category or using it with many categories in the rating scales. They comment that:

“the decision would seem to depend on the level of ‘uncertain’ responses one is willing to tolerate” (Matell and Jacoby 1972, p. 508).

However, Worcester and Burns (1975) used a four-point balanced scale without a neutral point in their study. They reached the conclusion that a four-point scale without a neutral point pushes the respondents towards the positive end of the scale. Garland (1991) in his research found that ‘social desirability bias’ can be reduced by eliminating the neutral point of the rating scale. He further commented that:

“the presence or absence of a mid-point on an important scale produces distortions in the results obtained” (p. 66).

Hence, the literature on this topic tends to support the researcher's initial decision to use a four-point scale, but in further discussion with the experts in social sciences and education, the issue of ethical considerations emerged. There might be some respondents who really feel neutral, ambivalent, undecided or unconcerned about a particular issue. Then a mid-point seems (from a realist perspective) to be an important thing to maintain (Nigel 2010 in Flint 2010 personal communication). This means that by omitting the neutral point, one tends to exclude a significant number of respondents who have a different perspective. This is equivalent to imposing your choice on the free will of people and demanding a certain response from them. Consequently, the researcher made a decision to use a five-point rating scale instead of a four-point scale in her questionnaires for HSSC and SSC English teachers, whereas, being a discrete group, the experts' questionnaire was not changed and retained a four-point scale.

Sampling:

One of the most central questions a survey researcher faces is: what is the population covered by the survey? Cohen and Manion (1994 p. 86) regard the specification of population as a precondition to survey design, as it affects the decisions related to the selection of the sample as well as resources required.

Nunan says:

“Perhaps the most comprehensive type of survey is the national census, which aims to obtain data on every individual in the nation” (Nunan 1992, p. 141).

However, he upholds that collecting data from the whole population in conducting large-scale survey research is not practical, and therefore, the researcher has to opt for a representative sample from the population (Nunan

1992). Likewise, Cohen and Manion (1994) have also pointed out that while designing research the accessibility of the population must be kept in mind.

As this research covers a big population, and due to the limitations of time, cost, practicality and manageability, it is inevitable to select samples considered as representatives. Usually two methods of sampling are used: probability samples and non-probability samples. Bryman (2004) defines the former as:

“a sample that has been selected using random selection so that each unit in the population has a known chance of being selected” (p. 87),

whereas he defines the latter as:

“a sample that has not been selected using a random selection method... this implies that some units in the population are more likely to be selected than others” (p. 87).

This means that in a probability sample the likelihood of selection of each respondent is predictable, whereas in the non-probability sample, the probability of selection is indefinite. In this particular survey the researcher selected a non-probability sample and employed, convenience sampling. According to Bryman (2004), this means the sample that is approachable by the researcher. The adoption of this sampling technique was due to time and money constraints as well as health and safety issues. Four cities in Pakistan were selected and all English language teachers at secondary and higher secondary institutes were the sample. There has been an issue of generalisability with this sampling technique, but Bryman (2004) suggests that while using these samples a pilot study is highly recommended, and the pilot should be administered to the group that is not part of the main sample of study. As described above, in this particular study piloting was also done, reliability tests were applied and satisfactory results were achieved. In addition, the textbooks from one textbook board in

Pakistan, the Punjab Textbook Board (PTB), were selected. This selection was made for several reasons. First, these textbooks are used in the federally administered schools that have been established across the country, as well as in foreign countries especially in the Middle East. Second, these textbooks are also used in the school of Azad State of Jammu and Kashmir, which has a population of more than 3.8 million (GOAJK 2009 html). Thirdly, these textbooks are used in the Punjab province of Pakistan, which comprises more than 60% of Pakistan's total population. Hence, the selection of these textbooks was done after deliberation as they are used in the majority of the country's schools. As the sample of the research participants was not random, the researcher does not claim generalisability of the findings. However, this research is illuminative and highlights the aspects which can be researched in detail at national level.

Field Experience:

The process of collecting the data was quite enlightening for the researcher. The response from the teachers at secondary SSC and higher secondary HSSC level had been quite encouraging. The approachability and response from the experts proved quite a task and despite all the difficulties, the researcher managed to interview three experts who have been involved in the curriculum-making process. Being quite a small group and dispersed throughout the country the researcher's efforts to meet them did not succeed. One of the problems was the health and safety issue, because it was not safe to travel to a few places in Pakistan due to security reasons. However, the researcher tried to contact them via email and phone, but did not get any positive responses. The collection of data took five months, due to the security situation in Pakistan. The researcher had to go through a process of security checks at almost every school and college. However, she accomplished her target and collected the data from English teachers at SSC and HSSC level.

The researcher interviewed five different people including two educationists who were not curriculum experts but who had made valuable contributions towards the teaching of English and the inclusive aspects of education. Their opinions were crucial for the research as their work sets a benchmark in the field of educational research in Pakistan. The researcher transcribed the interviews and the full transcription can be found in the appendices (see Appendix A). The process of interviews revealed that the English textbooks for secondary level in Pakistan are not, according to the curriculum of 2006, available on the website of the Ministry of Education in Pakistan, but on the curriculum formulated before it in the year 2002. However, the implementation of the curricula says that the new textbooks are for different subjects: "for classes I, VI, IX and XI by the start of the new academic session in the first phase" (Majeed 2007, p. 8). This aspect will be underlined in the discussion and the analysis section of the thesis.

Summary:

This chapter has discussed in detail the methodological considerations of the study and provides a rationale for the selection of the methods, design of the data collection tools and their appropriateness. The selection of the mixed-method approach has not only provided flexibility in designing the research but also the analysis. The use of qualitative and quantitative data collection instruments has helped the researcher to get deep insight in answering the research questions. Moreover, the sampling, ethical issues, piloting and fieldwork, along with the triangulation outlined, maintain validity within the research.

Chapter 4

Content Analysis of English Language Textbooks

Introduction:

This chapter presents the content analysis of secondary-level English language textbooks published by the Punjab Textbook Board Lahore in Pakistan. As stated in the literature review, alignment exists when the curricular aims are reflected in the instruction and ultimately tested in the assessments. This research has also explored the aspects which are not tested but which are still indispensable for the achievement of curriculum alignment. Content analysis has been undertaken to assess the alignment between the curriculum and textbooks, with emphasis on the fifth competency defined in the national curriculum. This competency demands that students will develop appropriate ethical and social attributes, which are necessary to create a coherent and tolerant multicultural society (GOP 2006a, p. 9). The concept of social and ethical development has many dimensions. The purpose of education is not just to give students skills and knowledge but to develop in the students "social, ethical and moral competencies" (Cohen 2006, p. 201). Weissberg and O'Brien (2004) are of the view that social and ethical development should be incorporated into teaching programmes. The decision regarding the selection of the content in the textbooks is taken at a higher level in the educational hierarchy of Pakistan, therefore it becomes essential that the teaching material selected is appropriate and helpful for the achievement of social development aims mentioned in the curriculum. It can also be argued that the social development aims can only be achieved if the teaching material is inclusive at different levels. This would include the representation and inclusion of females, promotion and development of social attributes, representation of all the faiths practised in the society and acknowledging and celebrating the different cultures prevailing in a society. The

content analysis will examine gender inclusion, cultural elements in the textbooks, nationalism, inclusion of social attributes/values, religious inclusion, inclusion of target language and culture. Moreover, the functional aspects of the language will also be analysed, for example activities and assessments included in the textbooks and inclusion of authentic material in the English textbooks. The content analysis represents the researcher's standpoint regarding the alignment of the curriculum and the textbook under investigation. However, as explained in the previous chapter, the content analysis maintains objectivity. The findings from the content analysis will be compared with the findings from the questionnaires and interviews to draw conclusions.

Gender inclusion in English language Textbooks:

Different authors have approached sexism differently. Holmes (1996, p. 336) sees sexism as "the way in which language conveys a negative attitude to women". Spender (1985) argues that sexism depicted in language is one of the major reflections of a patriarchal society. She believes that in a male dominant society, language represents male superiority and undermines females. Scott, Foresman and Company (1972) cited in Sakita (1995, p. 5) think that:

"Textbooks are sexist if they omit the actions and achievements of women, if they demean women by using patronizing language or if they show women and men only in stereotyped roles with less than the full range of human interest, traits and capabilities".

According to the Human Development Report 1994 (cited in Khurshid et al. 2008), women perform approximately two-thirds of the world's work but control only 10% of the world's income and 1% of the world's land. With the passage of

time, however, the role of women is increasing in different fields of life and women are proving themselves to be comparable with men.

“About 30 per cent of higher education’s senior managers, from vice-chancellors to deans, are women, says the paper Management, Leadership and Gender Representation in UK Higher and Further Education.” (Newman 2009, html doc)

According to WIDNET (2007), the proportion of female teachers in UK primary schools is 82%, at secondary schools it is 61% and at tertiary level 40%. The above statistics depict the role that women play in the mainstream education sector in the UK. The statistics of 2007 show that in Pakistan, the total number of female teachers in the public, private and other public sectors is 652,404, which is 51% of the total number of teachers in Pakistan (GOP 2008). Women are 22% of the total labour force in Pakistan (GOP 2011b), amongst which 73% are associated with the agricultural sector and the rest are associated with all the other sectors. 65% of women contributing to the labour market are ‘contributing family workers’ and not independent working people. Among the total labour force comprising women, only 21% come from urban areas and the remaining 79% belong to rural areas. In Pakistan, rural women bear the responsibilities of farming along with sole responsibility for the household. The statistics depict that women who make up more than 50% of the total population have not yet worked in mainstream jobs; most of them work as contributing workers and are not independent. The statistics above related to the number of teachers in Pakistan also show that most women work in the education sector. The reason behind this was identified by Kazi and Raza (1991), in the following words:

“The demand for women in these categories [education and medicine] is itself the result of segregation in society and the subsequent need for

female teachers for girls' schools and lady doctors for female patients" (p. 734).

Lakoff (1973) is of the view that language is the mirror of society and all the values one adheres to are reflected in the language used by individuals and groups. The language we use carries attitudes and referential meanings. The choice of our language is guided by our thoughts and the way we conceive the world. Sapir (1949, cited in Montgomery 1995, p. 223) argues that:

"we see, hear and otherwise experience very largely as we do because the language habits of our community predispose certain choices of interpretation".

Frank and Treichler (1989) supported the view that language proves to be influential on, and reflective of, our thoughts and perceptions and, in turn, our behaviour. Therefore, according to Holmes (2008, p. 339), "speakers of different languages and cultures may filter or 'cut up' reality differently". In the case of Pakistan, where male dominance is culturally accepted, language also embeds masculine superiority, which has been assimilated in the day-to-day routine and hardly gets noticed. Moreover, this superiority is often interpreted as real too. In the context of Pakistan, day-to-day language use reflects that power and superiority lie in males, and the textbooks under investigation are no exception (Figure 4.1 below is an example).

Language plays a vital role in socialisation, as Sunderland (1992, p. 86) asserts:

"TV, films, videos, computer games, newspapers, and children's books can have an unconscious influence on audiences as agents of socialization, so presumably, can EFL materials".

This implies that, just as the mass media and other authoritative resources build and shape the opinions of the masses, English textbooks, similarly seen as an authority, also influence students and society by transmitting inherited biases. Sexism is a major problem because:

“Sexism is an unconscious cultural bias, expressed in and reinforced by the language people learn from childhood on” (Florent and Walter 1988, p. 180)

and because:

“linguistic sexism is much more deeply rooted and far more subtle” (Porreca 1984, p. 705).

Lakoff (1973, p. 48) states that:

“The overall effect of ‘women’s language’ – meaning both language restricted in use to women (and) descriptive of women alone – is this: it submerges a woman’s personal identity, by denying her the means of expressing herself strongly... the ultimate effect of these discrepancies is that women are systematically denied access to power, on the grounds that they are not capable of holding it as demonstrated by their linguistic behavior along with other aspects of their behavior”.

It can be argued that women are considered weak and the terms associated with women are detrimental because they describe females as weak and males as strong. This supports the point made by Spender that in societies dominated by males, the patterns of behaviour are explicit in the language and most of the time these are the acceptable norms. In the context of this study, it can be argued that this is one reason why gender discrimination is widely seen and largely accepted by people. Hence, in order for women to play a full role in

society, gender discrimination needs to be abolished in line with commitment in the Dakar Framework for Action 2000 (UNESCO 2000).

The international declaration was from the World Education Forum: the Dakar Framework for Action. Goal 5 of this framework was a commitment to eliminate gender disparities in primary and secondary education by 2005 and achieve gender equality in education by 2015. The focus is to ensure that girls have full and equal access to, and achievement in, basic education of good quality. Gender equality demands the true representation of both sexes. According to the Council of Europe (2008), gender equality signifies the empowerment, reflectiveness and involvement of all members of society, irrespective of their gender, in all domains of public and private life.

Textbooks are not the only sources of information for people but they are a "vital means of mass media in the society" (Kobia 2009, p. 57). According to Mkuchu (2004), textbooks shape attitudes by transmitting a society's culture. Gender images and roles are essential parts of any culture; hence, the manner in which the genders are depicted in textbooks plays a part in building the image of male and female in a learner's mind. Sabir (2008) presents the viewpoint that most often textbooks are the most formal material the learner is exposed to, which depict the 'norm' to be transmitted. They can prove to be one of the most powerful tools to influence the outlook of the learner about human rights, values and gender equality. The publisher Macmillan (1975) affirmed this, as quoted by Evan and Davies (2000, p. 1):

"children are not simply being taught mathematics and reading; they are also learning sometimes subliminally, how society regards certain groups of people".

Several studies, including those by Zeenat-un Nisa (1989), Ansary and Babii (2003), Jafri (1993), Porreca (1984) and Sakita (1995), have explored how

gender discrimination is implicit in textbooks. As per this particular study, they deal with the vast issue of curriculum alignment, and gender is one aspect to be explored in this respect. This aspect is not tested in examinations but is vital for the promotion of a non-discriminatory and equal society unbiased of gender. In textbooks in Pakistan, especially in English 9 and 10 published by the Punjab Textbook Board (PTB), there is a widespread discriminatory representation of women. Gender inequality has been explored at different levels by the researcher and one of the areas in this regard is "**Omission or Invisibility**" (Florent et al. 1994, p. 114). Porreca (1984, p. 706) has fully explored this aspect of discrimination. The idea is:

"When females do not appear as often as males in the text (as well as in the illustrations which serve to reinforce the text), the implicit message is that women's accomplishments, or that they themselves as human beings, are not important enough to be included".

Hartman and Judd (1978, pp. 384-85), in their survey of textbooks in the USA, discovered that women were less visible than men. For example, in one textbook the ratio of visibility of male to female was 63% to 37%. Weitzman et al. (1972, p. 1128), for example, examined picture books for pre-school children in the USA and found that women were "simply invisible... they were underrepresented in the titles, central roles, pictures and stories of every sample... ". Scott (1981) also explored the invisibility of women in two elementary reading series in the USA, Kyle (1978) studied pre-primers and sixth grade readers in the USA, and Abraham (1989) studied mathematics course books in the UK.

In the textbooks under evaluation, the researcher has found that representation of women is low. Out of the 22 lessons of English Book 9, only two lessons "Women Arise" (p. 18) and "Ladies park a shamble" (p. 23) fully revolve around the role and problems or issues surrounding women in Pakistani society. Other

than these references the other lessons completely ignore the existence of women. It may be considered that they have specifically given a place to the issues related to women but this does not fulfil the requisite of fair representation and it can be seen as 'tokenism' (Hall, 1996). Sunderland (1992, p. 87) asserts that:

"It is noteworthy that gender as a topic has not been ignored in textbooks, but has in the past rather been singled out for special treatment. These attempts to include the female sex and contemporary gender-related issues may be well meaning, but they are no substitute for a realistic distribution and qualitatively fair representation of female characters throughout the book".

All the other texts in the books under evaluation mentioned the female gender five times and that mention is not of a prominent nature. In English Book 10, out of 21 lessons only one lesson, i.e. Lesson 5 "Hazrat Ayesha (R.A)" (Book 10, p. 16), talks about a famous female character from Islamic history, the wife of the Holy Prophet (PBUH). Just like English Book 9, English Book 10 mentions the female gender just twice. This shows how women have become invisible and their contribution is completely ignored.

Other examples of omission are seen in English Book 10 where in two poems, "A Nation's Strength" (Book 10, p. 28) and "The Character of a Happy Life" (Book 10, p. 42), females are excluded from the notion of being a nation and that high character and values are only present in men. The poem "A Nation's Strength" and the extract from the poem "The Character of a Happy Life" will explain the whole scenario.

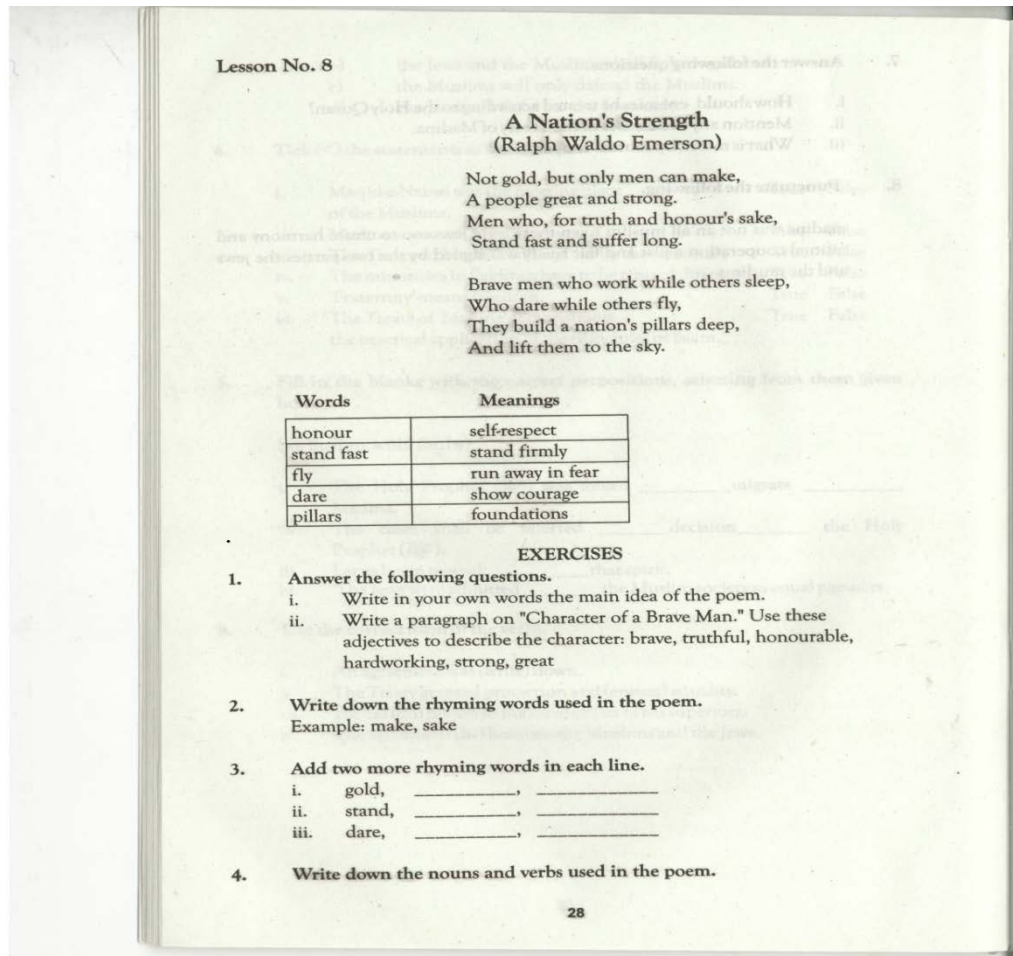
"How happy is he born and taught

That serveth not another's will;

Whose armour is his honest thought,

And simple truth his utmost skill!"

The Character of a Happy Life (Book 10, p. 42)



Picture No: 4.1: Book 10

These two extracts from English textbooks explain the type and level of omission of the feminine gender. It signifies that traits like strength, bravery, honesty and truth are the traits mostly attributed to males. So, it can be argued that ideas of patriarchy and how it functions through language explored more than 25 years ago by Spender (1985) are still evident in Pakistan.

Related to omission is the order in which the gender is being mentioned, which is termed as "**Firstness**" (Porreca 1984, p. 706). Hartman and Judd (1978) focused on this feature. It was revealed that in English, given two nouns paired for sex, such as male/female, the masculine word always came first, with the exception of the pair, ladies/gentlemen. This

"reinforces the second-place status of women and could, with only a little effort, be avoided by mixing the order" (1978, p. 390).

Farooq (1999, p. 9), in his analysis of EFL textbooks in Japan, discovered that in total occurrences, 83% were male first and 17% female first. There are many examples of 'firstness' in the books evaluated. Some examples from the text are as follows:

- "He made education compulsory not only for men but also for women" (Book 9, p. 1)
- "Young boys play basketball and volleyball. Girls play netball . . ." (Book 9, p. 28)
- "Dear Sir/Dear Madam" (Book 10, p. 52)
- "There were over five hundred men, women and children gathered for that wedding" (Book 10, p. 57)

Another angle of sexism is in the "**allocation of roles**". In his study, Kobia (2009) found that:

"more men are depicted in prestigious occupations such as engineers, pilot, judges, dentists and masons. More women are portrayed performing less esteemed occupations as teachers, secretaries and farmers" (Kobia 2009, p. 66).

He discovered that 74% of men are pegged to productive roles as compared to 25.3% of women. Farooq (1999) identified that 66% of males were depicted in

such jobs compared to 34% of women, showing clear discrimination. In English Book 9 other than one lesson, "Women Arise" (Book 9, p. 18), which talks about the mainstreaming of women, the women are represented in very orthodox stereotyped roles as a mother or sister. No occupational roles are given to women in Book 9, and the same theme runs through Book 10 where, other than "Hazrat Ayesha (R.A)" (Book 10, p. 16), female characters and their diverse roles are completely unacknowledged. A poem "My Mother" (p. 62) talks about women but again only in the traditional role of mother. By focussing only three out of 43 lessons on women, the goal of inclusion has not been achieved; on the contrary, it shows how women are being excluded from the mainstream and are being portrayed separately and in a stereotypical way, rather than as fully integrated into society.

Porreca (1984) explored the use of "**masculine generic**", and stated:

"It is assumed that masculine generic constructions, which include words such as man, mankind, and the use of masculine pronouns when the sex of the referent is unknown, refer to people in general and that the distinction between a sex-specific word (e.g. man as a male) and its generic equivalent (man as a human being) is clear from the context" (1984, p. 708).

This signifies that male generics are used even if the whole population is referred to, which comprises at least half women. In this particular study women comprise more than half of the population of Pakistan.

The research by Carroll and Kowitz (1994), in their study of the 'Excel in English' series printed in the UK, showed that sexism was present in EFL texts. They concluded that male pronouns were common, ranging from 2.55-3.84 to 1. They also found that, in the 22 adjectives under study, fewer than 18 were used for men, whereas nine were used for women and six were used for both sexes. The

masculine generic is frequently used in the English books under evaluation.

Some examples are:

- "Transport has made the life of man mobile..." (Book 10, p. 19)
- "The best and the easiest way of pleasing God is to serve mankind by wiping the tears of others... " (Book 9, p. 8)
- "When a ruler has learned to listen closely to the people's heart. ... Only then he can hope to inspire confidence in his people" (Book 9, p. 16)
- "Man is the central figure of the universe." (Book 9, p. 46)

The gender bias promoted by the masculine gender can be countered by de-gendering of the language, that is "creating a new linguistic structure that places both the sexes on equal footing" (Renner 1997, p. 4), replacing the gender-biased expression by 'un-gendered' terms. Renner gives the example of the male generic 'man', which can be replaced by 'humanity'. Pluralisation is another solution for avoiding male generics in the sentences.

The above analysis makes it very clear that the English language textbooks under investigation are not aligned with the curriculum with respect to inclusion of gender-related issues. The researcher's content analysis is further consolidated with the findings of the interviews where the entire group of participants reasserted the researcher's findings about the gender inclusion. However, the majority of the SSC teachers who were part of the survey sample believe that the textbooks are inclusive in terms of gender, and alignment between curriculum and textbooks exists in this aspect. One reason for the teachers' perception on gender bias was expressed in interviews in the following words:

"Gender biases certainly exist in our textbook. Gender bias everybody will say they are there but somehow they are engraved in our culture and

they keep to crop up here and there without us knowing that they are here." (Interviewee No. 5)

This will be further discussed in the analysis and findings section. The national curriculum contains reference to awareness and acceptance of different cultural values, indigenous and foreign, and other related issues, for example nationalism and religious inclusion. The following content analysis highlights these aspects and the alignment between the curriculum and textbooks.

Cultural Aspect of the Textbooks:

Definition of Culture:

Culture has several interpretations. This term can be defined differently and no one definition can be considered as final. According to William (1985), culture is one of the most complicated terms in English, making it very difficult to give a precise definition of it. The following section highlights different interpretations of this term and then gives one definition that provides a framework for the content analysis of the textbooks related to cultural aspects.

Westerhuis (1995, cited in Cheung 2001, p. 56) defines 'culture' as the customs, values, laws, technology, artefacts and art of a particular time or people. People belonging to different professions and various academic disciplines have tried to describe the concept of culture. Kroeber and Kluckhohn (1952, cited in Chen 2007, p. 13) analysed 164 definitions of culture. These definitions included wide definitions including everything in culture and narrow definitions where culture is defined within certain boundaries, for example, drama and music.

Geertz (1973) defined culture as:

"a historically transmitted pattern of the meanings embodied in symbols, a system of inherited conceptions expressed in symbolic form by means

of which men communicate, perpetuate, and develop their knowledge about attitudes towards life" (p. 89).

This definition implies that culture is the way of life of a people. Each group is a distinctive entity, which helps the people of that group to retain their individuality among other cultural groups. Other than anthropologists, scholars in the fields of language have also tried to explain the concept of culture. Kramsch (1991) discussed two aspects of culture material production and the 'ground of meaning'. Material production includes the artefacts of routine life which represent a specific social group and the ground of meaning refers to behaviour, outlook, beliefs and thought processes shared by the members in a social group. Chen (2007) interpreted the term culture

"as the way of life of a group of people, which consists of invisible components and concrete elements" (p. 19).

The invisible components of culture include the belief system and values, whereas the concrete elements are language, literature, historical personalities, architecture and heritage. This definition of culture provides the dimensions for the content analysis of the textbooks, as textbooks and educational policies reflect the belief systems and values associated with the culture they are developed in.

Language and Culture:

There is an interactive relationship between language and culture (Damen 1987). Language is considered to be the product of culture (Nanda 1994); in the meantime, "culture is transmitted through language" (Chen 2007, p. 25; Bryman 1991). This shows the mutual dependency of language and culture. A range of studies have been carried out to unveil the relationship between language and culture. Hsu (1980) found that in Chinese culture the value of seniority and sex are important factors in the Chinese kinship system. There are

five words for each of the English terms 'uncle' and 'aunt'; similarly there are eight words for 'cousin'. This shows how language reflects the norms of society and culture. Moreover, language is instrumental in shaping human thoughts (Wittgenstein 1990). People experience the world based on the vocabulary they have. For example, Eskimos have various words for snow because of the habitat they live in. However, people from other environments do not have so many words for snow (Martin 1986).

Culture in EFL:

As discussed in the previous chapters, English is taught around the world and there is a tremendous pressure on people to learn English. Some people learn English to step onto the next level of education. There are others who want to secure good positions in the job market and there are certain people who learn English to communicate with people outside their cultures. The role of culture in EFL has been an issue under debate for some time. There are diversified views about the inclusion of culture in EFL. Byram et al. (2002, p. 10) list the following aims of the inter-cultural aspect of language teaching:

- "Linguistic as well as intercultural competence
- Preparing the students to interact with others
- To understand and accept people
- Helping them to realize this as an enriching experience."

McKay (2000) supports the inclusion of culture, as it helps to motivate learners (p. 7). She believes that a variety of cultures should be introduced in language teaching but that introducing and knowing about different cultures does not necessarily mean adopting those cultures. The primary purpose of introducing different cultural elements in language teaching is to arouse the interest of students and aid understanding. Prodromou (1992) adds that "local or target

culture are not the only cultures, there are other cultures" to be taught and "teaching of English can impart to learners not only the present perfect, but also the power of knowing and caring more about the world they live in" (p. 49). This awareness can widen the horizons of learners and make them more attuned to other ways of thinking and doing. Cultural inclusion is considered important in EFL because it helps to provide a context to teach language. According to Kilickaya (2004):

"Successful language learning requires language users to know that culture underlying language in order to get the meaning across" (no page specified).

Many educationists believe that only indigenous culture should be included in EFL. An Adaskou et al. (1990) study found there are multiple reasons for not including the culture of the target language in EFL, for example, exposure to and comparison with western culture in EFL can result in discontentment of students with their own culture. They found that as some patterns of behaviour from the target culture are not acceptable in Moroccan society, students are motivated if language is related to their own lives rather than that of a foreign culture. Moreover, Guest (2002) is of the opinion that fear of assimilation into an alien culture can deter students from learning a foreign language. In addition, if the target language culture is misrepresented it might not be able to produce desirable effects and the whole practice of including the target language culture might end in failure.

However, inclusion of the culture of the target language becomes instrumental in promoting cultural awareness; this is considered important to create awareness of the existence of differences amongst different cultures (Valette 1986). Tomalin and Stempleski (1993) are of the opinion that awareness of behaviours, expectations, perspectives and values of the cultural group is essential. Jones

(1995) wants students to get insight into 'otherness', meaning that students know the beliefs, values and norms of others' cultures. Jones' point of view offers the learner opportunities to explore the behaviour and conventions that enhance communication. It can be argued that a second language cannot be learnt without the cultural awareness of the target language. Shahahan (1997, p. 168) states that: "Cultural content provides exposure to living language that a foreign language student lacks". Similarly, Tseng (2002) suggests that inclusion of target language culture is vital for expanding the learner's perspective of the world. Hence, culture emerges as a facilitator in learning the second language. Mansoor (nd) is of the opinion that:

"global literature that is world literatures in English, include not only British and American literature but also South Asian, African, Mid Eastern, European and Russian writer ... provide students with a global perspective of cultural interaction" (html doc no page specified).

Textbook material can be developed either to incorporate an authoritative and definitive perspective or an intercultural and critical perspective (Garrido, nd). Students come into contact with cultural information through textbooks. These textbooks deliberately or unintentionally communicate sets of cultural values most often termed as 'hidden curriculum' (Cunningsworth 1995). The impact of the hidden curriculum is claimed to be more than the overt, official curriculum by many educationists, as discussed in Chapter 2. Risager (1991, p. 181) states that:

"Foreign Language teaching textbooks no longer just develop concurrently with the development of foreign language pedagogy in a narrow sense, but they increasingly participate in the general cultural transmission with the educational system and in the rest of society" (p. 181).

The choice of inclusion of culture, either indigenous or foreign, in the EFL content, especially the textbook, is mostly determined by the educational policy of a certain society where national curriculum is in practice. In such a scenario textbooks become central to teaching as the expression of the national policy. As Hasan and Raddatz (2008) explored in their study in Syria, where the state controls education the content of EFL is in accordance with educational policy. In Chile, the Ministry of Education has decided to present its own culture in textbooks (McKay 2004).

In the case of Pakistan, the National Curriculum for English Language by the Ministry of Education (MOE), Islamabad aims "To provide language learning and teaching experience within national and cultural bounds..." (GOP 2006a, p. 2). The curriculum does not define the term 'culture' but refers to this term throughout the document. Some examples are the stress on "appropriate body language, dress and posture" (p. 110), "Show cultural and gender sensitivity by making appropriate adjustment in language" (p. 113). Other benchmarks say: "To connect the texts to contemporary and historical idea/issues across the culture" (p. 12), however, this is not defined and remains ambiguous. The curriculum writers also emphasise the need to relate English to students' lives: "make connections with literary text and their own lives" (p. 102). The curriculum document also states that material that is gender culturally neutral and does not contain any hate material should be selected. While giving recommendations to the teachers and emphasising the role of literature, the curriculum says that: "Natural setting of a book will provide the native use of form and vocabulary which will help develop language skill" (GOP 2006a, p. 151). The above-stated examples show that foreign language is also a tool to teach about alternative cultures. This is made explicit from the curriculum document that language teaching is also a tool for creating a sense of globalisation among students and helping them to situate themselves in the

world with the awareness of the similarities and differences between their culture and the rest of the world.

The interview data has revealed a mixed response regarding the inclusion of culture, specifically the target language culture. A few respondents perceive it as good practice to teach English in the context of the culture it comes from, whereas others perceive it as unnecessary and think that Pakistani indigenous culture should be emphasised. On close examination of English textbooks at secondary school level, the researcher found that on the whole, the textbooks present the language in the context of the local culture. All the names used in the books are of Pakistani origin and most are references to local places and landmarks. The following cultural elements are evident in textbooks.

As discussed previously, the issue of inclusion of the culture of the target language has been a topic of debate and different educationists hold different points of view in this regard. The content analysis has revealed that the target language's culture is entirely absent from the books under research. There is a mention of three British figures: King Robert Bruce of Scotland (Book 9-10, p. 33), and Baden Powell and Lady Agnes (Book 9-10, p. 1), who were the founders of girl guides and boy scouts.

The poems included in the textbooks are written by foreign poets but the topics of the poems are related to morality rather than lifestyle, food, weather, dress or routines that might arouse interest in the learners. It is very strange that rather than including the western or British culture of the native speakers, the books include lessons about Chinese wisdom and traditional ceremonies related to the Chinese New Year. The lessons are interesting as they are helpful in giving insight to an entirely different culture but at the same time the culture of the native speaker remains hidden. This points towards the political influence and policy that comes from politicians and the establishment, for example,

inclusion of Chinese content instead of English culture. The interview data revealed different opinions about the inclusion of the target language culture. A few interviewees consider this inclusion vital, while others do not see target language inclusion as instrumental in enhancing English language learning. However, it can be argued that as the world has turned into a global village and people are already exposed to different cultures through other media, such as the internet and electronic media, the inclusion of culture in textbooks can give students an opportunity to know the literature of that language, which is also a reflection of society.

Nationalism:

According to Mansoor (nd)

“An important feature of Pakistani culture is a sense of nationhood so that other religious groups, whether they are Christians, Parsees or Hindus, have this shared feeling of belonging owing to shared sentiments of patriotism and loyalty towards the nation state, Pakistan” (html doc, no page specified).

In the English Book 9-10 different topics are included for the promotion of nationalism. The poem “A Nation’s Strength” (Book 10, p. 28) and two other lessons, “The Great Leader” (Book 10, p. 66) and “Festivals of Pakistan” (Book 10, p. 5), have direct references to promote the feeling of nationalism. Other than that there are indirect references to promote feelings of nationalism in the textbooks. Some examples are:

- “Pakistan is my dear homeland” (Book 9-10, p. 70).
- “Every Pakistani is a patriot” (Book 9-10, p. 71).
- “Pakistan is progressing by leaps and bounds” (Book 9-10, p. 70).
- “We will defeat our enemy” (Book 9-10, p. 117).
- “Every Pakistani will lay down his life for Pakistan” (Book 9-10, p. 118).
- Translation Exercises (Book 9-10, p. 146).
- Essay topics (Book 9-10, p. 56).

- Our National Poet.
- Quaid-e- Azam Muhammad Ali Jinnah.

The theme of nationalism taught at the primary and elementary level continues at the secondary level as well. It has been explored in the interviews that the nationalism promoted through the English language textbooks can be categorised as Islamic nationalism and the concept of nationhood identified by Mansoor (nd) is not practised and propagated through the medium of textbooks. In an interview on the question of nationalism and the concept of citizenship it was expressed that

“The whole thing starts with our effort to define our freedom and nation and trying to construct a nationhood out of something which is unreal. Actually the point is that somebody is trying to engineer this question of national identity making mistake after mistake after mistake taking up to this point”
(Interviewee No. 5).

The personalities which are projected in the textbooks are mostly related to the majority religion practised in Pakistan. This analysis points towards another cultural aspect which is the religious inclusion in textbooks.

Religious inclusion and the English Language Textbooks:

As discussed earlier in the first chapter, an important development in the new educational policy of 2009 (GOP, 2009) are the concepts of inclusion and equity, which were not emphasised in any previous policy. Deliberate efforts to mould the minds of young people through education, especially through textbooks, started in the early 1980s in Pakistan with the political agenda of Zia-UI-Haq in the name of the Islamization of the state (Nayyar and Salim, 2003). Insensitivity towards other faiths (Malik, 2002) not only causes unrest and a sense of inferiority among the students belonging to other religions, but also in the Muslim students belonging to other sects. Agitation was seen, during 2000-

2005, in the northern areas of Pakistan, which are Shia (a religious sect in Islam) dominated. The 'textbook controversy' took a hundred lives and a constant curfew paralysed the whole area. The Shia Muslims were not ready to accept the books written by Sunni (a religious sect in Islam) scholars as they only depicted one perspective on Islam, i.e. Sunni Islam (Ali, 2008). The promotion of insensitivity and discrimination in textbooks has also been observed in other countries. In Indonesia, for example, textbooks on the English Language give a single picture of the Javanese (a special group in Indonesia) (Plantilla, 2005).

The textbooks of Pakistan, according to Nayyar and Salim (2003), only highlight Muslim figures, rituals, doctrines and values, irrespective of the rest of the population. Masood and Usmani (2007) in their report on textbooks in Pakistan explored the extent to which the content of the textbooks is discriminatory, and in their words the result is to:

“make Muslims feel superior [which] tears at the very fabric of society we need to build and preserve, rather than destroy” (p. 81).

The current English curriculum for secondary school level in Pakistan says that “All students will develop ethical and social attributes and values relevant in a multicultural, civilized society... embedded in the chosen themes and topics of the reading texts” (GOP, 2006a, p. 119). This indicates the mis-alignment of policy and practice in making the textbooks more inclusive. Despite the policy commitments, discrimination is evident and needs to be taken into consideration in the effort to reform.

In Pakistan, morality is often very closely related to religion and is associated and defined in religious terms. Pakistan is an Islamic republic, but in addition to this identity it is a multilingual, multicultural and, most importantly, multi-religious country. The Pakistanis who belong to other faiths make up 4% of the

population of the country. As the Muslim population dominates Pakistan and the official name of the country is The Islamic Republic of Pakistan, the education system also reflects the sensibilities of the majority, ignoring the rest of the faiths, despite the content of the curriculum.

If we closely examine English textbooks for classes 9 and 10 published by the Punjab Textbook Board we find that religions other than Islam are omitted/overlooked. We find that religion is a strong force in the text selected for teaching at the secondary level but all the other religions are ignored and only the Islamic perspective is given. In English Book 9, five out of twenty two lessons entirely revolve around the religious theme. The situation of English Book 10 is even more evident where 9 out of 21 lessons talk about Islam. English is a compulsory subject and is studied by all the students irrespective of their religion. These types of textbooks promoting the faith of one group of society and ignoring the rest may cause unrest or discrimination among sections of society. Ahmad (2004) also discovered the same situation in the Social Studies textbook for grade 7. In this textbook only one sentence, on page one, mentioned the different religions prevailing in society. He comments: "Beyond this brief factual statement, there is hardly any discussion about the status of non-Muslims elsewhere in the textbook" (p. 45).

All the famous personalities included in the books are from Islamic history other than Quaid e Azam and Allama M. Iqbal, who were South-Asian historical characters, but whenever they are mentioned their affiliation with Islam and Muslims is mentioned. For example, "Quaid had a clear concept of Islam as a code of life" (Book 10, p. 67). Regarding Allama M. Iqbal it is mentioned at one point that "He was a political leader of great importance. But more than anything he was a Muslim who had a great love for God and His Prophet (peace be upon him)" (Book 9-10, p. 41). The topic of the creation of Pakistan and the division of the Indian Subcontinent, whenever mentioned, gives an impression

that Pakistan was only made for Muslims. "The motto of Quaid, 'Unity, Faith Discipline', enabled the Muslims of India to achieve their goal against the combined and staunch opposition of British rule and the Hindu majority" (Book 10, p. 66). "Allama Iqbal was the first thinker to give us the idea of a separate homeland for the Muslims of India" (Book 10, p. 42). Statements like these can portray the leaders of Pakistan as the leaders of Muslims and not the leaders of the "nation", which includes all Pakistanis irrespective of their religion. This confirms the study of Nayyar and Salim (2003, p. 76) where he found four major themes in the curriculum and textbooks and one of the themes is that "Pakistan is for Muslims alone."

The writers of the textbooks mention the festival of Pakistan (Book 10, p. 5), which according to them "creates a sense of brotherhood, selflessness, peace and harmony within the people", but all the festivals are either related to Muslims or national events. The issue of "cultural harmony" being mentioned could be achieved if the students not only knew about their own religious festivals but also the festivals of other religious groups, such as Christians or Hindus.

Another example of the alienation of religious identities in Pakistani society is when the writers condemn the extravagance of Pakistani marriages and write "instead of wasting it on pomp and show, Muslims should spend their money for the benefit of the poor and the needy" (Book 10, p. 58). As the chapter is about Pakistani weddings where different ceremonies are a cultural affair, this sentence implies that Pakistanis are only Muslims and they should help the needy and the poor.

The textbooks are laden with such examples, such as in the textbook English Grammar and Composition where students are given specimens of essays. The

topic of "Courtesy" is explained in terms of Islam as if to be courteous is solely an Islamic trait. "A Muslim greeting is a kind of wish... the Holy Quran lays stress on this form of greeting" (Books 9-10, p. 48). In the exercise all students are expected to write an essay on the topic "Understanding the Quran with Translation" (Books 9-10, p. 56). The dialogue on page 28 of the same book is about the importance of prayers and the stories on pages 9 and 12 are in the Muslim context.

During the evaluation, the researcher also found that topics like kindness, knowledge, simplicity, cleanliness, humanism, festivals and wedding ceremonies are written giving the students a single perspective, which is the Islamic perspective. If the input from other religions related to this concept were taken, it could have a positive impact and would be effective in achieving the aims of social cohesion. For example, when speaking of famous personalities, a Christian figure such as Jesus (A.S.) or Hazrat Maryam (Mary) could be added. While talking about simplicity, the simple life of Buddha and references to the mercy and humanism of Jesus again could be incorporated. This inclusion would not only help minorities feel that they were included but would also make the Muslim majority students aware of the existence of diversity in society. This awareness of existence could lead them to the acceptance of their presence as well, which in turn would be the achievement of a benchmark set by the curriculum.

Inclusion of Social Attributes in the Textbooks:

Other important cultural elements are the social and moral attributes which are considered instrumental in creating cohesion in society. A strong emphasis on the code of conduct and norms of acceptable behaviour is overtly present in the textbooks. This is in conformity with the curriculum standard that "all students

will develop ethical and social attributes and values relevant in a multicultural, civilized society" (GOP, 2006a, p. 119).

The themes of kindness, honesty, truth, courtesy, equality, simplicity and observance of law are present in the textbooks. There are a few lessons which are entirely devoted to the above-mentioned themes. "Kindness to living things" (Book 9, p. 8). "Little Things (poem)" (Book 9, p. 11). "Truth is the Best (poem)" (Book 9, p. 41). "Human Rights and Madina Charter" (Book 10, p. 23). "A Father's Advice" (Book 10, p. 29). Simplicity (Book 10, p. 44). These entire lessons include the content that tries to promote social cohesion. Other than complete lessons these themes of indirect references are found in the textbooks. It becomes the teachers' duty to highlight the message across the text. A few examples of indirect messages from the Books on Grammar and Composition 9-10 are given below.

"It is our moral duty to respect our parents...." (p. 139).

"Naseema always speaks the truth" (p. 74).

"Good boys do not abuse anyone" (p. 74).

"Good friends do not cheat" (p. 74).

"Courtesy... springs from good breeding and kindness of heart" (p. 48).

The teachers' data has also revealed that the textbooks are considered by them to contain moral messages and are inclusive with respect to the above-stated themes. However, it was expressed in the interviews that the textbooks do not carry messages which can inculcate the spirit of cohesion among all the people. The interviewees expressed that,

"Actually the ministry has given in these words as tolerance but the textbooks do not have such. textbooks actually have a token of these in them, but on the whole the spirit of taking people as partners and

stakeholders in the country, that spirit is not portrayed in the textbooks and that is why the languages and traditions of religions and other groups in Pakistan all of these are not part of teaching” (Interviewee No. 2).

“Cohesion is created when there is law and order in the society, when you create justice in the society, when people realise that they are going to live with each other not to compete with each other for every piece of bread and rice. So we have been doing the wrong way and the wrongest way was that we brought in the religion and the nationalities” (Interviewee No. 5).

However, it can be argued that how the textbooks and the material are used by the teachers is an important issue. The awareness of the aspects of inclusion in the teachers will be vital in inculcating moral and social attributes for to create social cohesion.

Authentic Materials and the Textbooks:

The material written for teaching purposes has been under debate among the material writers, teachers and teacher trainers. One of the issues which come under debate is the use of authentic and non-authentic materials in the ELT classrooms. Many educationists believe that authentic English should be taught in the language classrooms and should replace the purposefully written textual material. Kilickaya (2004) defines authentic material as

“the texts which are designed for native speakers; they are real texts, designed for the language speakers not the language students” (online)

The main aim of teaching a language is to increase the communicative competence of students so that they can use that language in real life situations.

The idea of communicative competence was introduced by Hymes (1972). He believed that using a language in a social setting is an important aspect. He further said that this competence was deeply associated with motivation, values and the attitudes of the social settings in which the language was used. Hence, the idea of bringing authentic material into the classroom appears to be effective. The use of authentic material in the classroom can help to decrease any gap between the classroom and the real world. The Ministry of Education (MOE) of Pakistan, in the National Curriculum 2006, defines authentic materials in the following words:

“Oral and written texts that occur naturally in the target language environment and that have not been created, structured or edited specifically for language learners” (GOP, 2006a, p. 166).

This implies the need to facilitate exposure to real language. The authentic materials are in fact extracted from the day-to-day communication in the native environment according to the native norms. The authentic materials include a variety of materials, for example: newspaper articles, travel brochures, food recipes, advertisements and notices. The use of authentic material in the EFL classroom can also indicate the degree to which the students will be proficient in English when they come into contact with the real world.

Non-authentic materials, on the other hand, are specifically and purposefully designed for language learners, keeping in view their specific needs. These materials are:

“either adapted or simplified or written keeping in mind the language proficiency of the learners in question” (Awasthi, 2006, p. 2).

Many educators advocate the use of authentic materials from an early age.

'Recordings of spontaneous speech expose learners to the rhythms of natural everyday English in a way that scripted materials cannot... authentic passages where the language has not been graded to reflect the learners' level of English afford a listening experience much closer to a real life one' (Field, 2002, p. 244).

The popular trend in the recent past has been the use of authentic materials over the purposefully written text to teach English. Bacon and Finnemann (1990), Swaffar (1985), Tomlinson et al. (2001), Kilickaya (2004) and Khaniya (2006) all hold the point of view that authentic materials motivate learners because they are basically more interesting or inspiring than replicated or non-authentic material. Moreover, in the case of EFL it is helpful in overcoming the gap which exists between what is learnt in the classroom and what actually happens. It has been referred to as "competency and performance" (Khaniya, 2006, p. 22).

Other authors uphold the view that authentic materials lessen learners' motivation because they are quite hard: Williams (1983, p. 187), Freeman and Holden (1986, p. 68, cited in Peacock, 1997). Richards (2001) points out that authentic material can prove a burden for teachers because of the complex language structures and advanced vocabulary, and in the EFL classes it increases the burden of the teachers as well, as selecting and organising authentic material take a lot of time. Martinez (2002) points out that, in authentic materials, several structures are mixed, so lower levels have a hard time decoding the texts.

It can be argued that authentic materials can prove very helpful in the achievement of the objectives if the selected authentic text motivates the students and does not become a burden, either for teachers or students. In the context of Pakistan, where the English language teachers are not appropriately trained (GOP 2008b), the use of authentic texts which are above the

comprehension level of the students can deter students from learning the new language. A better idea could be to use authentic text produced indigenously at the initial stages so that the students are comfortable with the context. At the later stages of the language teaching, when the students have developed primary skills, they could be introduced to authentic texts from native speakers. Moreover, as the textbooks are by and large the only teaching material, incorporation of authentic material could enhance the aspect of variety in the textbooks.

Guariento and Morley (2001) advocate the use of authentic materials at post-intermediate stage as the students have already acquired some knowledge of language and have acquired vocabulary which helps them to further develop their language skills and proficiency with the help of authentic materials. He further argues that, if introduced earlier, it can de-motivate the students as they have not acquired the basic skills and vocabulary to comprehend and enjoy authentic materials in the target language. Conversely, Chavez (1998) explored in his study that learners enjoy dealing with authentic materials since they enable them to relate with the real language and its use. However,

“learners state that they need pedagogical support, especially in listening situations and when reading literary texts, such as the provision of a full range of cues (auditory and visual including written language)” (cited in Khaniya, 2006, p. 19).

The Curriculum document by the Ministry of Education (GOP, 2006a) Pakistan, in the guidelines to the textbooks’ writers, suggests clearly that they “Select a range of authentic reading texts in a variety of styles” (p. 161). However, it does not mention categorically the learning level for introducing authentic texts. It says, “If required adapt these texts to match the grade level of the students” (p. 161). In this particular study, after the close analysis of the textbooks under

research, the researcher found that there is hardly any authentic text, for example: newspaper articles, cooking recipes, horoscopes, brochures, advertisements in magazines, literature (novels, poems and short stories). The researcher found 10 poems in the books which are written by foreign poets and one lesson written by Issac Asimov (Book 10, p. 9). This particular lesson is about computers and there is no complete reference to trace the origin of the text, making it rather non-authentic.

As mentioned above, the curriculum recommends selecting authentic material from a variety of styles, but there are only poems. The selected poems do not have a complete reference and information about the poets, which can help the students to relate to the poems, and the context seems to be missing. As authentic "reading texts are ideal to teach mini-skills such as scanning" (Martinez 2002, html doc no page specified), news reports, travel brochures and advertisements can be helpful in teaching the micro-skills. 'Variety' is missing from the authentic texts in the textbooks under research, making it an ineffective tool. The findings from the open-ended questions also reveal that the SSC teachers also want the content of the textbooks to be modified and changed. In fact, many of the teachers suggest a complete revision of the existing textbooks. It can be further argued that the textbooks do not help the students to relate to the real world and when the students interact and communicate with the world outside the school, they face problems and find what has been taught to them rather ineffective and not connected to what goes around them. Other important elements of the textbooks are the activities and the assessment or test exercises purposefully developed to practise the language skills.

Activities and Assessments in the English Language Textbooks:

Textbooks not only contain in them text, but in specific conditions they provide a complete framework. As mentioned by Byrnes (1988, p. 29)

“the textbooks, for a variety of reasons, are both means and ends”.

The stakeholders, for example policy makers, school administrators, teachers and students, rely on the textbooks for the achievement of objectives set in the curriculum. Sheldon (1988) has identified three main reasons for the heavy reliance on textbooks. Firstly, developing materials is a very difficult and laborious task for teachers. Secondly, teachers face time constraints and cannot develop the materials themselves. And lastly, teachers face external pressures and these pressures encourage them to use textbooks.

The above analysis by Sheldon clearly shows the workload teachers face and how the use of textbooks releases them from this strain by reducing the preparation time, providing ready-made activities and a blueprint to satisfy the stakeholders outside the classroom about the progress of the students. In the context of this particular research, it has been discussed in the previous chapters that the English school teachers in Pakistan are not very proficient in English and have the pressure of assessments, which leads them into the practise of teaching to the test. In these conditions the use of textbooks is dominant. However, there are others negative impacts of textbook use in the classroom. Although textbooks help in the accomplishment of the goals of the curriculum, there is a danger that they take the place of a curriculum in the classroom (Lamie, 1999), as discussed in the literature review. As a result, the learners' needs are potentially not met by the restricted texts. As Cunningsworth (1984, p. 15) asserts in the following words,

“Course materials for English should be seen as the teacher's servant and not his master.”

Textbooks can be used effectively in the classroom if they are skilfully written and well implemented. Allwright (1990) views textbooks as resource books for activities and ideas. Cunningsworth (1984) supports this idea as he believes that textbooks are only the framework. The teacher's role is to adapt the material according to the specific needs of the class they teach in.

Despite all the negative effects, the use of textbooks has been favoured by many authors and Ur (1996, p. 84) lists the benefits of using textbooks. First, the textbooks are a clear framework. Second, the carefully selected language content enables systematic teaching. Third, it is guidance especially for inexperienced teachers. And lastly, it makes the learners independent. Ariew (1982) also considers the use of textbooks motivating for the students to pursue language for different purposes. As discussed above, the educationists are fully aware of the active role that the textbooks play in guiding the students, especially in the EFL classroom. It is crucial to point to the fact that, in the case of developing countries like Pakistan where English is taught as foreign language, heavy reliance on the textbooks for teaching English is a common practise because of many reasons, for example the scarcity of resources and non-native English language teachers.

Textbooks, as discussed earlier, act as a framework and a guideline by not only providing an opportunity to interact with the text but also by giving them different activities, which helps the students to practice language. The curriculum guidelines for the secondary school teachers by the Ministry of Education (MOE) Islamabad advise the teachers to use "a variety of activities"(GOP, 2006a, p. 150) in teaching English and for this purpose textbooks are supposed to include sample activities which provide the students with the

“opportunity for individual work, as well as pair and group work” (GOP, 2006a, p. 150).

The focus of teaching English in the past was the acquisition of rules and grammar rather than the language use and for this reason “using grammar translation syllabuses in Pakistan” (Hafeez, 2004, p. 27) was common practice. As a result, students learned grammar rules and were hardly able to communicate (Ibid. p. 27).

This failure has changed the perspective of the policymakers, educationists and curriculum writers. They realised the need for communicative competency among the learners and in the English Curriculum of 2006 emphasis is on putting the learners in a communicative situation where they are provided with a purpose to speak, read, write or listen. This paradigm shift has also changed the instructions for the textbook writers. The recommendations for the textbook writers clearly state that,

“Avoid an overload of the topics; instead add more activities” which “provide sufficient independent and integrated language practice of listening, speaking, reading and writing” (GOP, 2006a, p. 161).

These recommendations by the curriculum writers clearly depict the need for activities in the textbooks to ensure that maximum interaction takes place in the classroom and students get actively involved in the class. This marks

“a shift towards student-centred instruction that is in part reflected in communicative language textbooks” (Snider, 2005, p. 163).

No doubt “there are limits to what can be put into a textbook and into a syllabus” (Byrnes, 1988, p. 30) and with the pressure on the teachers to enhance the communicative competence of the learners, modification in resources for teaching and supplementing the textbooks has to be done. With

the limited resources to hand, the significance of the textbooks increases as they have to maximise the language exposure of the learner so that they can be actively engaged with the language.

After a careful analysis of the textbooks under study, the researcher found that, despite the emphasis on good communicative competency mentioned in the curriculum, the textbooks did not appear to be playing their part in realising that goal. Textbooks are the major resource materials in the English classrooms in Pakistan, and teachers as well as students rely heavily on the textbooks for guidance. The lack of activities in the English language textbooks is very evident.

There are 43 lessons altogether in the English Books 9 and 10 by the Punjab Textbook Board. There are "Exercises" at the end of each lesson which are supposed to give students practice in the language. All the exercises revolve around the content (text) of the lesson and the main objective of these exercises seems to be to master the content of the lesson, not the language.

All the activities which can be categorised as interesting, enhancing communicative ability and creativity in the students are

- Writing activities only
- Of an individual nature
- Essay type.

A few examples from the textbooks are:

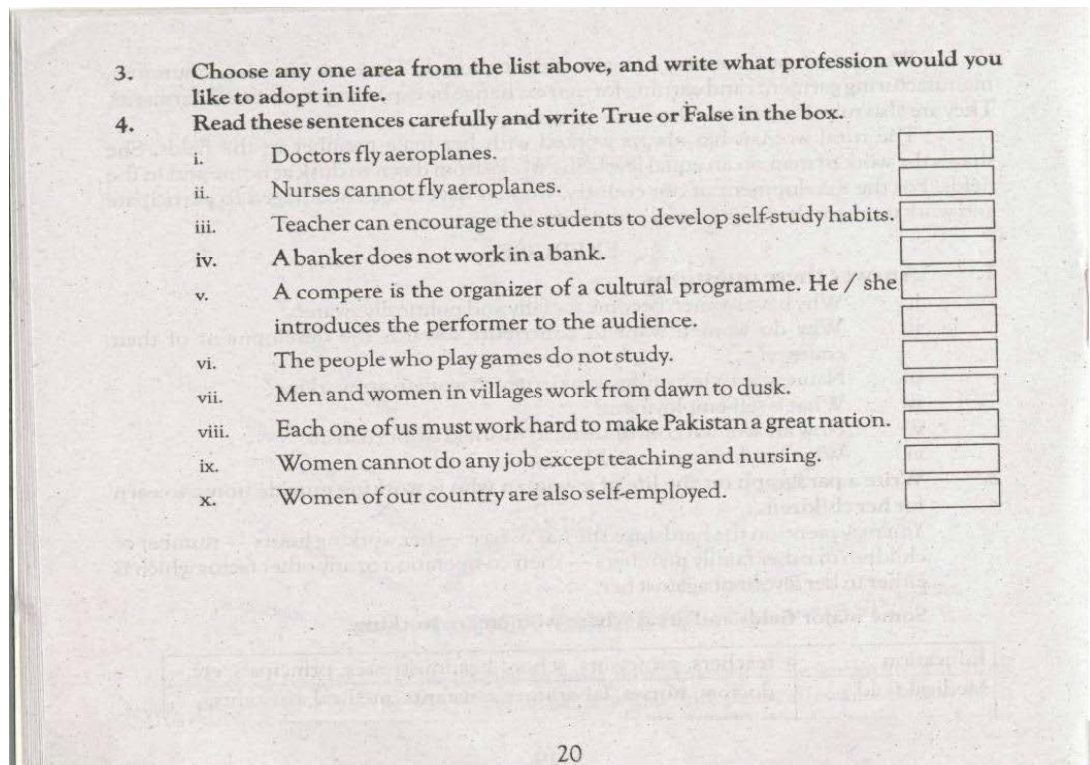
- Make eight rules for the people who come to look at your aquarium or the cages of birds and animals (Book 9, p. 9).
- How can we make our own surroundings an Eden? Take help from the poem to write an essay of 150 words (Book 9, p. 11).
- Write a paragraph on the life of a woman who is working outside to earn for her children (Book 9, p. 19).

- Write from your own experience: New Year preparations, celebrations and customs in your own country (Book 9, p. 25).
- Rewrite by substituting the underlined words (Book 9, p. 27).
- What are the duties of parents and teachers towards their children and students? Write in 100-150 words (Book 10, p. 32).
- Write a letter to your friend giving an account of any craft of your choice that you have seen in the market (Book 10, p. 37).
- Should a lot of money be spent on pomp and show at a wedding ceremony or should it be solemnised in a simple way? Write your views (Book 10, p. 61).

There is only one oral exercise in the textbooks. "Ask your class fellow about five advantages of rising early" (Book 10, p. 55). This exercise instructs the students to engage in dialogue with fellow students.

It can be argued that rephrasing, rewording and a little effort by the authors could have helped to make the activities more interesting for the students. For example, on page 9 of the English Book 9 the activity is to make rules for the people who come to look at your aquarium or the cages of birds and animals. A group activity of writing and discussion on making the rules could have been more interactive, thought provoking and would have polished the creative and analytical abilities of the students. Similarly, there should have been instructions and hints in the textbooks for the teachers and students to engage in the situation where they could practise English for communication. Regarding another activity, writing a paragraph on the life of a woman who is working outside in order to earn for her children (Book 9, p. 19), a proposed activity could be interviewing a working woman about her life. In this way, the authors of the textbooks could have done more in making the textbooks attractive and stimulating by including communicative activities.

Beside the exercises mentioned above, all the other exercises can be categorized as 'assessment' exercises, not activities for the enhancement of language skills, for example short answers, filling in the blanks, true/false, multiple choice items, matching items, extended answers, binary choices, sentence making and grammar based exercises. These exercises are the type of assessment exercises mentioned in the curriculum document. The first to be discussed are the objective type exercises which include "multiple choices items, binary items, matching items" (GOP, 2006a, p. 154). These exercises are meant to test the knowledge and comprehension of the students. If we look at the books under study the researcher found that the multiple choice, binary choice, fill in the blanks and matching items appear 18, 5, 12, 11 times respectively. It is also important to mention that true/false exercises have been included in Books Nine and Ten some 18 times. But if we see the curriculum document it clearly says that "these need to be avoided at higher grades" (GOP, 2006a, p. 154). This is a clear deviation from the curriculum document, and for all these activities the students only need to have a surface understanding of the language. This is only beneficial in getting through the examination successfully. The scanned copy of the activities from the English textbooks under investigation explains the level and type of activities for secondary level students.



Picture No: 4.2 Book 9

This analysis reflects that the different activities and exercises in the textbooks under inquiry lack innovation. They promote limited skills, for example learning by heart and translation skills and, as mentioned above, these skills are primarily promoted to pass the examinations. Different types of activities included in the textbooks highlight the lack of interest or ability of the writers in framing activities which promote diverse learning strategies, for example group work, dialogues and presentations. The interview data has also highlighted this aspect that the exercises and activities and the test items at the end of the lessons are not appropriate. During interviews it was expressed by one interviewee that

“There are few ridiculous test items that we find in our textbooks where you have given an opinion and you ask whether it is true or false”
(Interviewee No. 3).

The second type of exercise is semi-objective, for example: fill in the blanks, short answers. These are included to check the “knowledge, recall and amount of coherence in the response” (GOP, 2006a, p. 155). In the textbooks under study, fill in the blanks and short answers appear 12 and 39 times respectively. These assessment exercises only help to judge the surface learning and

“a person using [the] ‘surface’ approach does not see past the text to the sense and meaning of the passage: they would simply try to remember the text” (Webb 1997, p. 95).

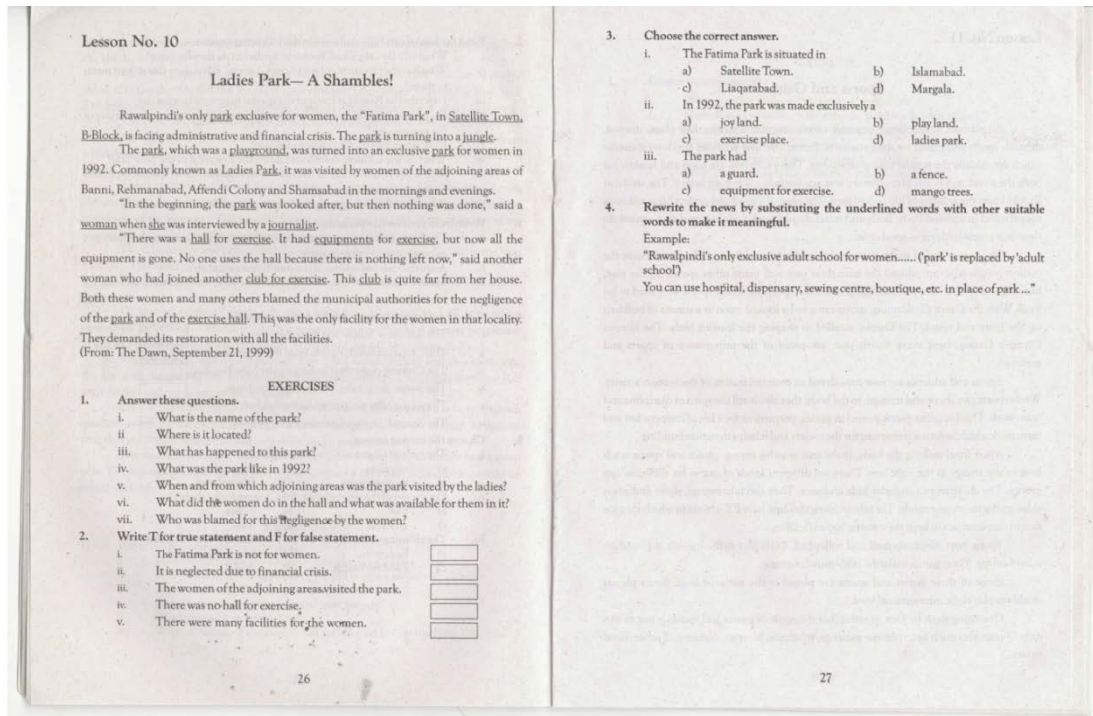
This is simply called “rote learning” by Beattie et al. (1997, p. 1). Deep understanding, in which “person tries to understand and construct meaning from a learning event” (Webb 1997, p. 195), also termed “learning with understanding” (Beattie et al., 1997, p.1), cannot be attained by practising these activities. The activities included in the textbooks are based on simple recall and the comprehension level of the cognitive ability. However, these activities are meant to develop the all-round language skills of the students. This also makes the learning ineffective and has negative backwash effect.

The third kind of assessment is subjective exercises, comprising essay type activities. These exercises are

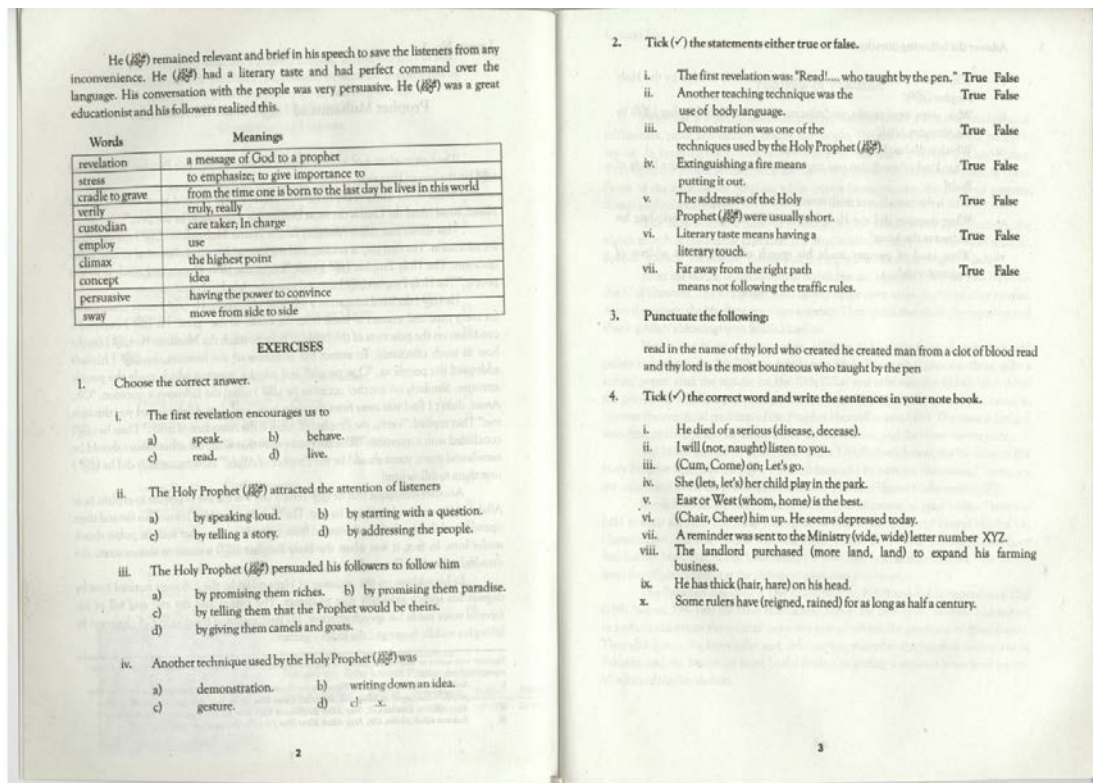
“to gain insight into students’ thinking and creative processes and to assess higher order thinking along with their ability to use the language in oral or written communication” (GOP, 2006a, p. 155).

These exercises appear in a very low frequency in the textbooks, only 11 times. These include all the creative activities mentioned earlier. Sentence making activities are included 16 times in the two textbooks. Below are two more scanned copies of the lessons and exercises from the textbooks under analysis which clearly depict that the kind of activities do not encourage the minds of the

students towards thinking, but only test and focus on the comprehension of the written content, and are not written in good English.



Picture No: 4.3 Book 9



Picture No: 4.4 Book 10

The data collected from the open-ended questionnaires also throws light on this dimension of textbooks. While expressing the weaknesses of the existing English language textbooks the SSC teachers also mentioned the activities and the end of the lesson exercises as a weak aspect. Moreover, while suggesting ways of improving textbooks the SSC teachers mentioned that creativity should be emphasised and the activities/assessments should be enhanced. Regarding this aspect the interview data reveals that a few of the experts interviewed hold the opinion that, besides improving the activities, it is also important to improve and enhance the use of textbooks by the teachers, and the teachers' abilities to exploit the content of the textbooks should be enhanced through teacher training programmes, while others find the activities faulty. This mixed trend is expressed below:

"the end of the chapter questions, the questions that chapters have, are poorly, very poorly structured, very poorly given and very poorly incorporated. Since they have, most of the time, they require repeating the chapter and processing the information given in the chapter and that has been a very central problem in the textbooks and our education system that also connects to how the public examinations are conducted" (Interviewee No. 5).

"Whereas in government schools the texts are poorly designed they are not very well written they are not supported by many exercises yet, still I see a lot of exercises at the end of the text. But interestingly, again, the same point that teachers are not fully trained to exploit those exercises. They are done mechanically; the teacher just solves the exercises for the students and never involves them in interaction and communication" (Interviewee No. 4).

“The stories themselves are not interesting and absorbing for the children and lots of propaganda in them... at the moment, themselves(textbooks) are not very good for the teaching.” (Interviewee No. 2).

The activities and the exercises shown in the scanned figures from the textbook, if compared to the question papers for the SSC examinations conducted by the BISEs (see Appendix E), illuminate that the test items are almost the replica of the textbook activities. This strengthens the researcher’s view that the practice of teaching to the test in Pakistan is a hurdle in the acquisition of the skills needed for a competent language user.

In Books 9-10, the English Grammar and Composition comprises of grammar-based exercises and the students are expected to practise the rules of the language after they have learnt them. Translation exercises are in abundance and the writing skill is over emphasised; even the dialogue ‘writing’ is taught without ‘participating and engaging’ in a dialogue. The over-emphasis on the translation exercises can be referred to the examination practice mentioned in the quote from the interviews conducted by the researcher and discussed earlier in the literature review, that teaching of the elements of the curriculum which are tested is the practice in Pakistan.

Other elements of the textbooks mentioned in the English Language Curriculum in Pakistan and their inclusion in the English language textbooks is discussed below.

Up-to-date Material:

Close evaluation of the textbooks revealed that there are few lessons and their contents are quite outdated. In Book 9, “Filling in the Forms” (p. 36), “Daffodils” (poem) (p. 51) and in Book 10 “Transport” (p. 19) comprise of content that is quite outdated. For example, in the lesson “Filling in the Forms” the forms to book telegrams is taught. In the age of the internet and emails, telegrams have

become very outdated. The poem "Daffodils (poem)" was written by William Wordsworth and is dated material. Poems by contemporary poets should be added so that the students can relate to the subject matter. Fresh and contemporary subject matter can make the textbooks more interesting. The teachers in the open ended questions have also suggested that up to date and modern content should be included in the textbooks. As mentioned previously, some teachers have also suggested that the textbooks should be thoroughly revised and updated.

Inclusion of Literary Text:

The Curriculum document clearly states that "the reading of texts, as specified earlier, will comprise a variety of text types... with literary texts comprising 25% of the reading material" (GOP, 2006a, p. 160). In Textbooks 9 and 10, 22.7% and 27.2% of the reading material comprises of literary text respectively. All the literary text is poetry-based and nothing from prose is included in the textbooks. All the other genres of literature are completely ignored, which does not fulfil the criterion of variety in the literary text.

Use of Textual Aids:

Textual aids, for example footnotes, graphs, figures, a table of contents, indexes, appendices, preface and glossaries, help in comprehension as well enabling students to learn skills which are helpful in their academic as well as practical career. In the textbooks under study, English textbook 9 has a glossary at the end of the book which has English terms and their Urdu translation. The English terms are not explained in simple English. This suggests that, despite the efforts of the curriculum writers to make the curriculum communicative and student-centred, the textbooks are following the old pattern. The textbooks have a table of contents to locate the lessons. The details of the exercises in the table of contents could be more comprehensive.

None of the other textual aids are included in the textbooks. For example, illustrations, figures and graphs are not present in the textbooks. Besides helping comprehension, textual aids can motivate the students and can develop in them the skills required for communicative competency. The learners can be asked to discuss the graphs in groups or write comments on different illustrations. The use of pictures, which are very effective in brain storming sessions and oral practice, is totally invisible in these textbooks.

The system of referencing in the textbooks is very ambiguous. In fact, there is not a single complete reference in these textbooks similarly, there are no footnotes, appendices and indexes. The learners cannot learn to quote or refer to a text or source of knowledge if they do not see this example in the books which introduce them to a new language. There are no suggestions for further reading. Suggesting texts for further reading can arouse an element of curiosity in the students and they can feel that there is a lot to read and know and the textbook is just an introduction to a whole treasure of knowledge. These little efforts can make the textbooks contemporary and interactive. Students can be exposed to the English language in a better way within the limited resources.

Conclusion:

This content analysis has revealed that the English language textbooks at the secondary level in Pakistan need to be revised. The revision should be done in congruence with the English language curriculum developed by the Ministry of Education (curriculum wing). As discussed in the literature review, the curriculum is a very detailed document which takes into account not only all the language components, but also the social and moral development. This content analysis has highlighted that the textbooks under investigation are contaminated with hidden messages which affect the minds of children in a very subtle manner. The issues of inclusion, for example regarding gender and religion, as

well as the cultural representation and the expression of nationalism are all confined within the majority religion prevailing in the society. Moreover, the textbooks appear to be ineffective in terms of enhancing language skills. The content, activities, assessments, and the general presentation of the textbooks are not aligned with the curriculum. The curriculum wing and the textbook boards which approve and publish the textbooks need to work even harder to try and align the curriculum and the textbooks.

The next chapter will highlight the analysis of the data collected in the field by the researcher. The analysis of three different questionnaires used to collect data as well as the interviews will be analysed in detail. The analysis has been done to understand and highlight the issue of alignment between the English language curriculum and the textbooks in-depth.

Chapter 5

Analysis of Data

Introduction:

This research set out with the broad aim of investigating the alignment between the curriculum and the textbooks of English language at the secondary level in Pakistan. As has been discussed in the introduction, within this broad aim the research has several specific goals. The specific aims include a review of the process of the implementation of the curriculum in the form of textbooks, to check the alignment between the curriculum aims and the textbooks and also to review the textbooks in terms of inclusive aspects mentioned in the curriculum. The results obtained from the questionnaires and interviews administered to the English Language teachers at SSC level, the English language teachers at HSSC level, and the curriculum experts in English have been analysed in this chapter. The analysis has assisted the researcher in reflecting on how well the aims set at the beginning of the research have been achieved. The qualitative and quantitative data has been categorised under themes which have been utilised to make inferences about the alignment between the English language curriculum and textbooks at the secondary level in Pakistan. The use of mixed methodology has also facilitated the triangulation of the data, hence making the conclusion more credible. The use of mixed methods has also highlighted the differences that emerged from different sets of data which have further informed the conclusions of this research.

The analysis of data has also helped the researcher to reflect on the aims which were identified in the beginning of the research (for details see Chapter 1). This analysis has illuminated how well the aims have been achieved as well as new aspects which were discovered during this research. As mentioned in Chapter 3, the field research was carried out in three cities of Pakistan. The return rate has

been more than 60% for the secondary teachers in English language and more than 70% for the higher secondary teachers in English language, which has been quite encouraging and shows the interest of the teachers at both levels in improving the teaching practice through the medium of textbooks. The methodology section identified that the experts' response had been below the researcher's expectation with the return rate for the questionnaire at 30%. Based on the return rate for the teachers the response rate has been below expectations, however, it is appropriate because it is a discrete and small group. The total numbers of the questionnaires distributed and received back are summarised in the table below.

Questionnaires	Distributed	Received	Percentages
SSC Teachers	350	223	63.7%
HSSC Teachers	225	165	73.3%
Curriculum Experts	10	3	30%

Table No: 5.1 Questionnaire Statistics

Statistical tools applied in the data analysis:

The data collected from the close-ended questionnaires have been tabulated and analysed using the descriptive statistics, and for this purpose percentages have been calculated. Percentages are computed when the data is conceptualised in relative terms (Pilcher, 1990). The percentages have highlighted the distribution of responses along the scale. The Likert scale has been coded as 5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree and 1 for strongly disagree. Some questions have also been alternatively coded as Yes, No and Don't Know. The Strongly Agree and Agree have been coded as 'Yes', the Strongly Disagree and Disagree have been coded as 'No', and the neutral response has been coded as 'Don't Know'. The percentages will also enable the researcher "to compare

the distribution with another" (Pilcher, 1990, p. 142). The percentages provide us with a complete summary of the data and highlight the various trends emerging from the data, which have informed the research conclusions.

Involvement of English language teachers in the development of the English language curriculum and the provision of the English curriculum in school /college:

SSC and HSSC teachers have reported that they are involved in the curriculum making process. The majority of SSC and HSSC teachers are also in agreement that a copy of the syllabus is available in their institutions (for detailed charts and tables see Appendix D). The HSSC teachers appear split in response to the question of the provision of a curriculum in the institutions, whereas the majority of the SSC teachers believe that a curriculum document is provided in their institutions. The chart below gives a summary of the statistical data of the SSC and HSSC teachers regarding these aspects. The summary consists of the number of the respondents and the percentages of the different responses to both the questionnaires. The detailed tables for all the charts in the analysis can be seen in the Appendix D.

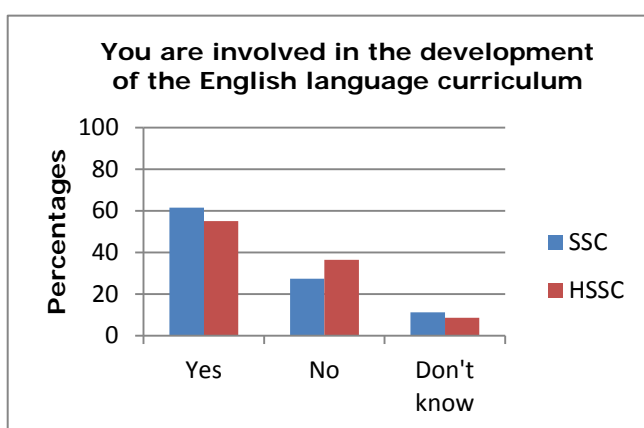


Chart No: 5.1 Involvement of Teachers in Curriculum Development Process

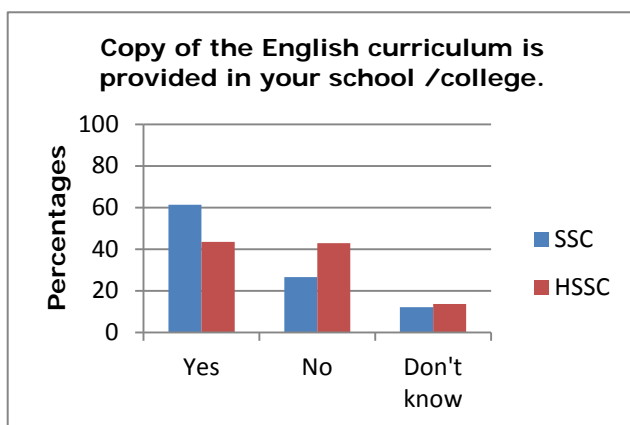


Chart No: 5.2 Provision of English Curriculum in Educational Institutions

The data from the questionnaires distributed to the experts reveals that the sample agrees that the SSC teachers are given due representation in the curriculum development committee. This coincides with the SSC and HSSC teachers' data analysed above. Contrary to the data above, the interview data collected from the curriculum experts and other educationists reveals that the experts in curriculum design believe that teachers are not given due representation in the curriculum development procedure. It was expressed by the interviewees in the following words:

No 1: "there is no particular involvement of the teachers who are basically involved in the teaching at that particular level. So I think this is the one of the weakness in our system that some people who is in power go and do something from their own without any consultation of the teachers available in the institutions."

No 4: "I don't think so that they have a direct representation from schools to go and sit on board and contribute their input. I do not think that happens. "

No 2: "So far in my knowledge the teachers have not been involved ... none of them were school teachers. All of them were either university lecturers, academics or they were experts in teacher training, so actually

working teachers in schools have not been involved. This is the serious drawback..."

A study carried out by Akhtar (2005) also reinforces the findings of the interviews as it was found that the teachers' opinions are not considered while formulating the curriculum. Siddiqui (2010) supports this viewpoint and mentions that curriculum formulation is in the hands of a few people and bureaucratic involvement is clearly evident in the whole process. The interview data also reveals that the curriculum document is not available for teachers' reference in the schools. Closely related to the issue of the representation of teachers in curriculum development is the issue of provision of the curriculum document. It was highlighted in the interviews that the curriculum document is not present in the schools.

No 2: "It is an alien concept. It has been there but it is never been propagated ... It is not something which is never been occurred to anyone except researchers. Researchers know about it and are known to people who are in higher administration, but even the school administration does not know about it. Teachers are never told about it."

No 3: "First of all this document should be accessible to all the stakeholders. The government should send at least one copy to all the institutions."

Siddiqui (2010) and Bano (2005) both state that the curriculum document is only available to the textbook writers and that teachers have no access to this document. It can be argued that the teachers might view the syllabus as designed by the Boards of Intermediate and Secondary Education (BISE) as equivalent to a curriculum. Supporting this view, Siddiqui (2010) points to the fact that teachers "confuse curriculum with syllabus or textbooks" (p. 112). Hence it can be argued that teachers do not have access to the curriculum

document developed by the Ministry of Education. The above discussion also highlights that the teachers are not well-informed, and at the pre-service or in-service teacher training they are not being familiarised with using documents such as the curriculum, and the emphasis is on the textbooks and examination pattern. The above analysis reflects that the research participants have different opinions regarding the involvement of teachers in the curriculum development process and the provision of curriculum/teachers' guides in the schools. The researcher has not been able to triangulate the questionnaire data collected from the English teachers with the interviews conducted with the educationists and the curriculum experts. However, the literature mentioned in the discussion and the interview data negates the questionnaire data. The difference in the opinions between the SSC, HSSC teachers and the interviewees is very clear. The SSC and HSSC teachers believe that they are part of the curriculum development process. However, the interview data and the literature review tell another story. Moreover, the list of the members of curriculum committees given at the end of the curriculum document also tells that only two members have been selected from the secondary school level and both of them represent the federally administered schools. The literature reviewed above also strengthens this point that teachers are not involved in the curriculum development process. Although all the teachers teaching English at the secondary level cannot be involved in the curriculum development directly, it can be argued that their opinions can be taken through the institutions' head. Moreover, the ratio of the representation of the teachers in the curriculum committees should be fixed to ensure their input is taken and given due consideration. These initiatives will not only help to establish the actual needs of that particular level, but also with the involvement of the teachers in decision making will motivate them to attain the aims they set for themselves.

Provision of Teachers' manuals or guides for English syllabus in institutions:

The curriculum document developed by the educational authorities clearly states that teachers' manuals will be developed to aid in classroom teaching. The SSC and HSSC teachers were asked about the provision of the teaching manuals and guides. Their responses are summarised in the following chart.

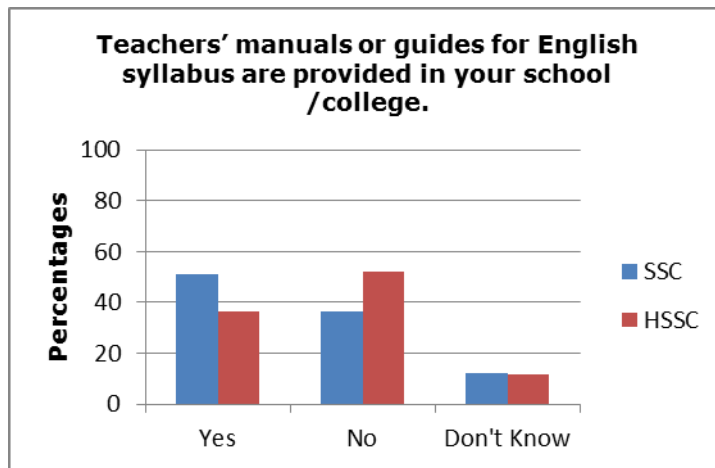


Chart No: 5.3 Provision of Teachers' Manuals in Educational Institutions

At SSC level, 50% of the sample agreed and 37% disagreed that manuals were provided.

The teachers at HSSC level disagree with the statement that manuals are provided for teachers' guidance at HSSC level. The data from the experts' questionnaires highlighted that the respondents agreed that they are involved in the preparation of the manuals for teachers. However, the ground reality is that no manuals have been prepared and only guidelines for the preparation of manuals have been given in the curriculum document by the Ministry of Education. The interviews support this and identify that it was the suggestion of the curriculum committee to publish manuals, but no manuals have been published yet.

No 3: "Academically we recommend that all the textbooks should accompany with teacher manuals... government should provide teachers manuals free of charge, even now days we distribute text books free of charge then why not teachers manuals. But again I think they do not have enough funds for that."

Furthermore, it can be argued that the different solved guides published by different private publishers are available on the market for students to prepare for exams. As these key books or guides are published according to the pattern of the BISEs many students, especially in the government run schools, use these key books to pass the examination. Teachers also use these key books to teach as readymade solutions of exercises, translations, etc. are given in them and the teachers may see these books as equivalent to the Teachers' Guide for the textbook. Siddiqui (2010) has pointed towards this aspect in his book, that help-books or guides are widely used in the classrooms and teachers also use these books to lessen their workload. The content analysis by the researcher has also revealed that there are no instructions for teachers in the textbooks which can serve the purpose and guide the teachers to navigate through the process of teaching and learning. As has been identified in the literature review, teaching to the test is a common practice in Pakistan, and this culture of using guides and help-books also contributes towards this unhealthy practice (for details, see Chapter 2, Teaching to the Test).

SSC examinations and students' language acquisition:

The primary purpose behind teaching any language is to equip language learners with the essential skills in the target language. The curriculum documents have identified different skills which the students should acquire after passing the SSC Board examinations. The SSC and HSSC teachers included in the sample were asked to give their opinion with respect to the proficiency of students in some language skills which they are supposed to learn in the language classrooms.

The HSSC teachers' percentages depict that they have taken a clear position and they believe that the students they receive who have passed SSC examination are not competent in the basic language skills identified in the curriculum. More than 50% of the sample holds this opinion. The same trend appears from the open-ended questions of the HSSC teachers. Hayat et al. (2011) have also pointed out that, in Pakistan, the success in the examination does not reflect students' abilities, as the examination just tests the retention ability of the students. Contrary to this, the SSC teachers believe that the students are fully equipped with language skills and well able to use these skills after the SSC examination. The number of the SSC teachers holding this opinion is not more than the number of the HSSC teachers disagreeing with this opinion. 54% of the SSC teachers believe that the students can express themselves orally. However, in relation to oral communication skills they are not convinced that the students have acquired skills in giving oral presentations and conducting interviews. This inconsistency in the responses shows that there is a trend among the teachers to be at the agreement end of the scale. The teachers have not clearly disagreed with the statements. Rather, they have opted for neutral responses (for the details, see Chapter 6). The number of SSC teachers agreeing with the statement regarding the skills in giving the oral presentation is 48% and the neutral responses for this statement are around 20%, which supports this interpretation. The chart below also highlights the difference between the SSC and HSSC teachers' percentages expressed in the responses. Significant charts have been selected to illustrate this; for fully detailed charts and tables see Appendix D.

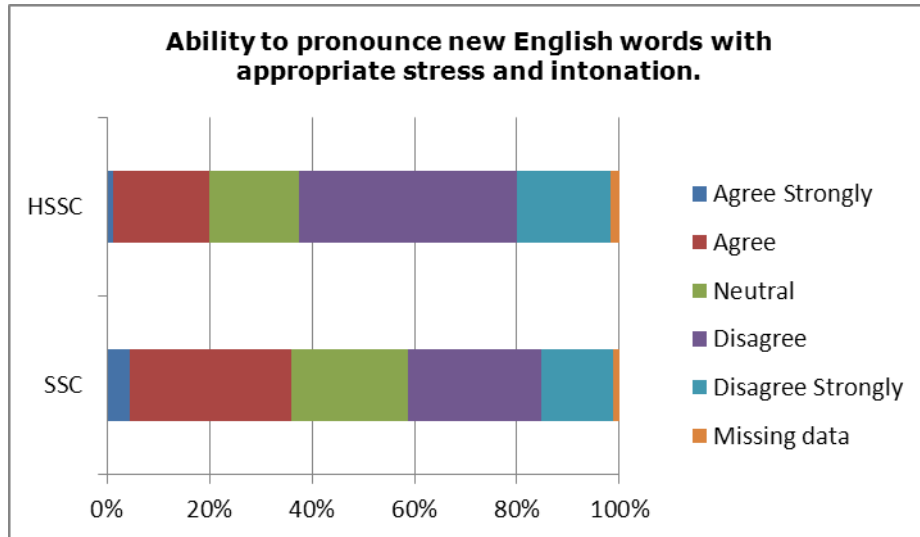


Chart No: 5.4 Ability to Pronounce English Words Accurately

The data also reveal that the only consensus among the HSSC and SSC teachers is about the social development of the SSC students. They are in favour and agree that the students who pass SSC examination have developed acceptable behaviour relevant in a diverse and peaceful society. However, the content analysis has revealed that the content of the textbooks does not reflect the inclusion of the social development aims mentioned in the curriculum. The SSC teachers are in agreement that in the SSC examination test there are the necessary English language skills. However, they remain inconclusive about the appropriateness of the SSC examination in terms of assessing the essential language skills.

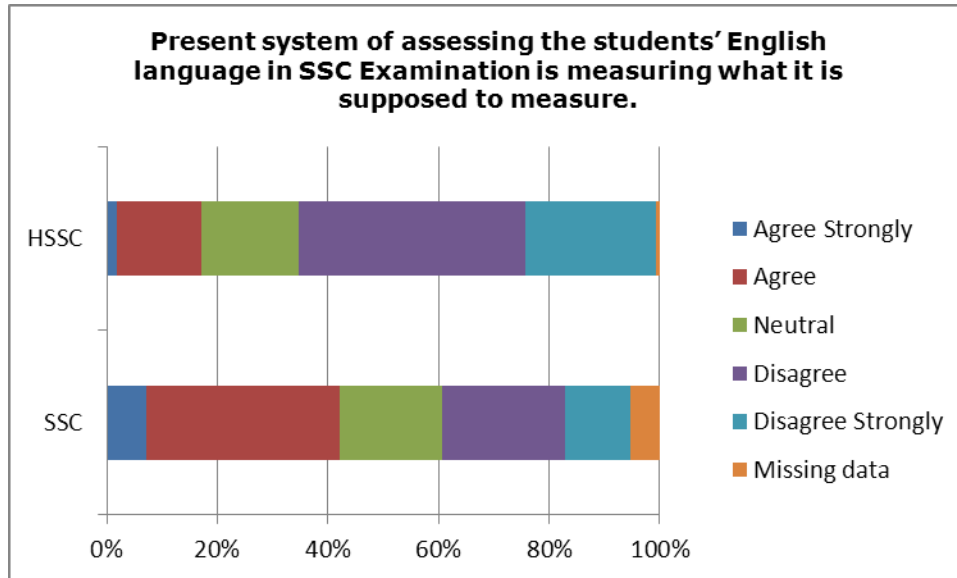


Chart No: 5.5 Examination System Assesses what it is Supposed to Measure.

The percentages depict that the SSC teachers' responses are quite widely spread along the scale. More specifically, the sample appears to be divided, with 42% agreeing and 33% disagreeing. 18% of the sample remained neutral in their responses and the result is inconclusive. However, the HSSC teachers have a clear stance and around 65% of the sample disagrees with the statement.

As discussed in the literature reviewed, teaching practice in Pakistan revolves around examinations and the emphasis is on passing the examination, but even after passing the examination the students have not acquired the practical knowledge and skills of the target language outlined in the curriculum. The examination question papers from the different boards have highlighted that the test items are extracted from the textbooks and merely test the retention ability of the students, which does not help to develop the language skill acquisition for a real life situation. As textbooks are the centre of teaching and evaluation conducted in Pakistan and the analysis has identified that textbooks are not aligned with the curriculum in many aspects (details in the next section), it can be argued that the curriculum document and examinations are not aligned.

The data from the open-ended questions for the HSSC teachers has highlighted that the majority of HSSC teachers think that merely passing the SSC

examination is not a guarantee that students have acquired the necessary skills and ability in English. Mostly teachers pointed at the system of examination and mentioned that just teaching to pass an examination will not be helpful in getting the functional skills in English. 66 of the total respondents are of the opinion that a pass in the SSC examination does not reflect the student's ability to cope with the next level of study. It is important to note that the quotes are the exact copy of the information provided by the research participants and the researcher has not corrected them.

Respondent no 8: "Not at all. It is all about passing exams and the knowledge imparted in the course of study is not all directed to enhance the ability of the students to cope with the upcoming academic challenges."

This throws more light on the recurring theme that the teaching and testing system is faulty, and only those elements of the curriculum which have to be tested are taught. This culture of teaching to the test promotes rote-learning and guess work. The content which is expected to be in the examinations is learned and the rest is ignored.

Heavy reliance on textbooks in classroom teaching has been identified as a factor contributing in the students' weaknesses in coping with the next level of study. The SSC and HSSC teachers feel that, as textbooks are over-emphasized and examinations are also based on textbooks, this is illustrated by the answer to the close-ended question Q16 in Part 2, where 67% of the sample disagreed with the statement that examinations are based on the curriculum and not the textbooks.

Respondent No. 39: "the examination is based on textbooks strictly and that is why it does not reflect the student's command on the curriculum. Hence, a pass in the SSC examination only reflect the student's command over the textbooks and not his ability to cope with the next level of study

which demands the building of a base over which the next building block or the level of study can be placed.”

There were participants who thought that coping with the next level of study depended on the type of institution the students studied in. The major idea that cropped up was that the students who studied in private institutions, where English is emphasised and students are encouraged to communicate in English, are more able than the students studying in state schools with less facilities and opportunities.

Respondent No. 97: “In Pakistan there is no uniformity at pre-SSC level, so the difference is obvious. The students coming from private institutions are found better equipped than those of govt schools.”

The difference in the medium of instruction of the institutions also plays a role in the students’ ability to cope with the next level of study. Students who come from institutions where the medium of instruction is the English language and all the other subjects - like the sciences, geography, the social sciences - are taught in English, face less difficulty coping with the next level of English. However, the students who come from the schools where the medium of instruction is Urdu do not get the opportunity to practise English except for one 40 minute period for teaching English language during a day. This issue has been discussed in detail in the introduction of the thesis (for details see Chapter 1).

The Aims of English Language Teaching

As mentioned previously, HSSC teachers have highlighted that students, after passing their SSC examinations, have not acquired the English language skills required by the curriculum. The reasons given for this include teaching all the way up to the day of the test itself, limited classroom exposure to the target

language and overreliance on textbooks. Given that the language skills the students need from the SSC programme are derived from the broader goals of English teaching in Pakistan, it is worth at this point reflecting on objectives beyond the secondary school English curriculum in Pakistan. The interviewees involved in the curriculum formulation process were asked about such objectives:

No 4: "I think one of the key features of all the curricula devised by the Ministry and the basic thing is to inculcate in the students the Islamic values and to make them good citizens so that their personality is developed in the light of the teachings of Islam and the Islamic values are first and foremost in the objectives. The second objective is the mastery of English and its structure. Mastery of English means many things. I think the first thing is that they should know the basic structure of the language."

No 3: "main focus was on two three things. First that our curriculum is not skill based particularly I am talking about English curriculum it is not skill based. Secondly it was identified that there are gaps between schools and universities. It [the curriculum] was meant to bridge the gap between schools and universities and it was to encourage thinking skills and discourage rote learning and memorization of the content"

Looking at the above responses, it is evident that the experts were unable to establish consistent aims during the curriculum development process, and this was reflected in the English textbooks. This also suggests weaknesses in the research behind the curriculum development and implementation. Moreover, it also begs the question, 'Why is English taught in schools?' The curriculum document does attempt an answer by stating that one of the purposes is "to promote the academic and employment language needs for learners" (GOP

2006a, p.2). Such an aim serves the larger purpose of generating human resources by equipping individuals with those skills that are in demand across a country that desires to be economically competitive at an international level. Chapter 1 has already discussed how learning English in Pakistan is directly associated with secure job prospects. However, the divided education system in Pakistan hinders the masses from competing with the elite which can afford much better schooling. Moreover, the policy provisions presented in 2009 concerning equal opportunities and access to all will not materialize until there is an effectual education system for all Pakistanis, rich and poor. Economic progress will only be achieved when this becomes a reality.

One of the curriculum document's goals is to make students socially aware and responsible citizens by inculcating them with moral values that help them to peacefully co-exist with society. This must go hand-in-hand with financial security, but the truth is, many students complete their studies and find themselves unemployed. They develop a sense of restlessness which can lead to all kinds of social problems across Pakistani society. The unemployment rate in Pakistan has increased to 6% and the total number of unemployed persons was 3.4 million in 2011, as compared to 3.12 million in 2010 (GOP 2011b). If the aim of student personal development is emphasized, students will be equipped to deal with difficult situations in a more confident and sensible way rather than taking out their frustrations through crime, as is a problem nowadays (The Nation 18-06-2012; The News 19-06-2012). It can be further argued that English language education is not solely about helping students to boost their job prospects and income, but can help students respect others and engage in activities which improve social cohesion.

English Language Skills Tested in SSC Examinations

As discussed earlier, the curriculum document produced by the Ministry of Education has identified the language skills secondary stage students have to learn and these directly concur with the goals of teaching English in Pakistan. Therefore, it is expected that these skills are taught in the classroom and tested in examinations. The SSC and HSSC teachers were asked to give their opinion about the different language skills measured in the board examination.

The data in the chart show that the SSC teachers believe that the SSC board examinations are measuring the skills accurately with the exception of oral communication; students are not so able in this area. Around 77% of the sample believes that the examinations measure reading ability effectively, 85% believe that the examinations adequately measure use of grammatical structures and 89% are of the opinion that the examinations measure translation skills in an appropriate manner. For creative writing and thinking skills, the figures are 54% and 58% respectively. However, the participants are indecisive about the inclusion of oral skills in the examination; 42% agrees with their inclusion and 43% disagree. The 16% of neutral responses is a major factor in this inconclusive trend. The following charts clearly convey the percentages of SSC and HSSC teachers in certain categories (for more information see Appendix D).

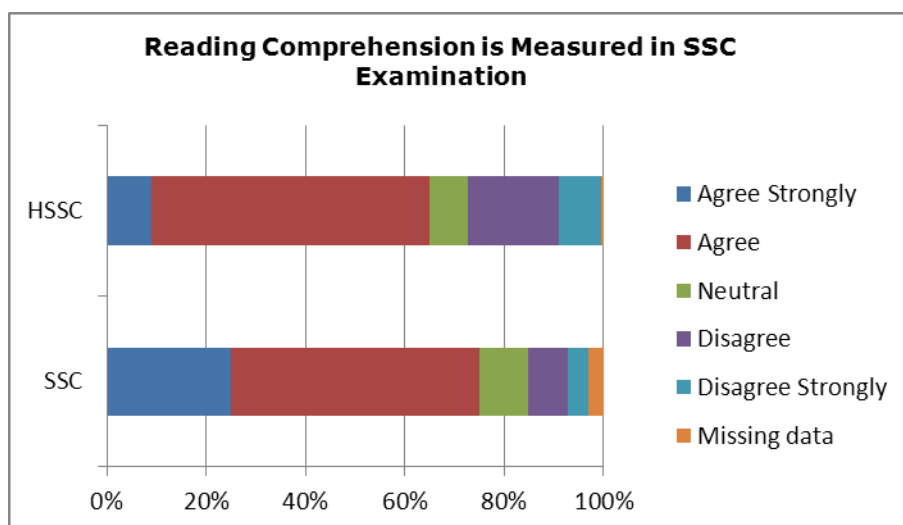


Chart No: 5.6 Reading Comprehension and Examination.

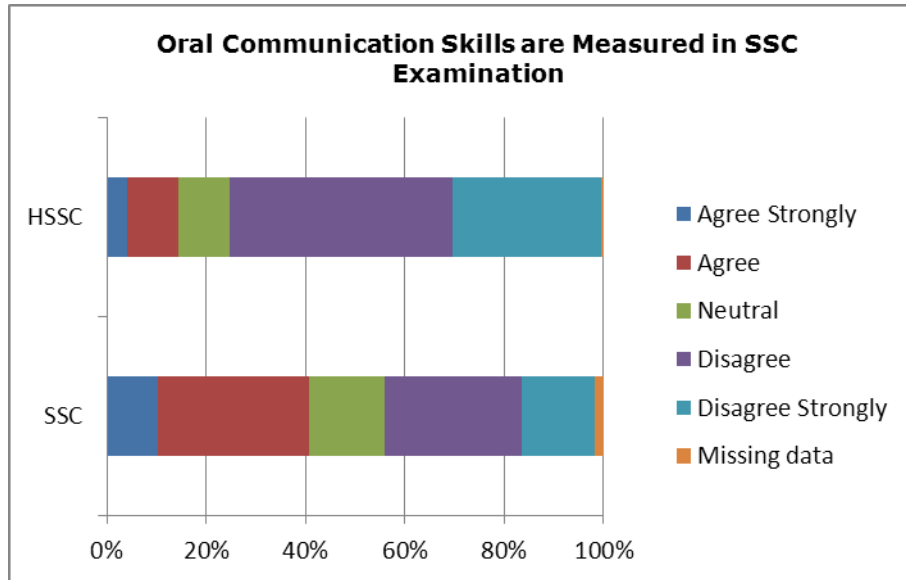


Chart No: 5.7 Oral Communication Skills and Examination.

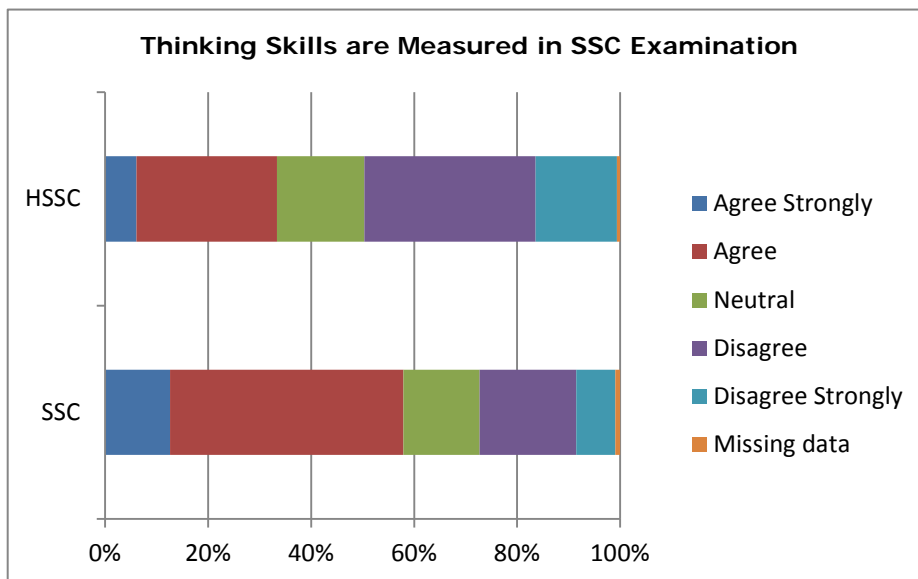


Chart No: 5.8 Thinking Skills and Examination.

Referring to the examination question papers for different BISEs, it becomes evident that SSC examinations do not effectively measure oral skills. The teachers tend to remain indecisive about the aspects which are not tested in the

examination, which suggests that teachers are reluctant to criticize the authorities. This is discussed in more detail later in the chapter. The curriculum document mentions that oral skills will be evaluated formally in the classroom as it is not possible at present to assess such skills in the external examinations (for details see the curriculum section of the Literature Review). This indecisive trend shows that the teachers are unaware of what the curriculum says about the teaching and testing oral skills in the classroom. Given that the textbooks are the only teaching materials provided in the classroom and are used to plan lessons, oral communication skills cannot be practised or assessed in the classroom if there is no imperative in the textbooks to do so. This further supports the claim that the curriculum and English teaching practice in Pakistan are not aligned.

In the open-ended questions phase of the research, HSSC teachers highlighted the strengths and weaknesses of the students after passing the SSC examination. 37 participants believed that students' major strength is reading. Students are able to read well and this helps them to enter the next level of study. The SSC teachers believed that the curriculum was in alignment with the textbooks with regard to reading. However, the HSSC teachers asserted that many students who pass the SSC examination do not possess a full command of reading skills.

Respondent no 161: "he, somewhat, reads the text of the book but without comprehension."

The teachers highlighted student strengths in writing, grammar and vocabulary, but with some limitations; 30 participants stated that students develop writing skills, grasp of grammar and vocabulary only after taking the SSC examination.

Respondent no 102: "The students become quite able to write any creative piece of writing but it can't be applicable to a large number of students."

Respondent no 21: "Students understand English less and cram up more, so they have some vocabulary, a bit understanding of rules of grammar and vague idea of the text they have read at school level. A good teacher can improve it with great effort and patience."

This analysis shows that reading, writing, grammar and vocabulary are, in the view of the SSC teachers, major strengths post-SSC examination. In both the closed questions and the open-ended questions, SSC teachers identified that the textbooks promote reading, writing and grammatical skills. Moreover, these skills are also tested in the examination. Therefore, it can be argued that students' ability in English language is dependent on the textbook which is the dominant mode of instruction. The examinations are also derived from the textbooks. Hence, the alignment of the curriculum and the textbooks will have a direct influence on student ability in the English language.

The weaknesses pointed out by the HSSC teachers are quite unipolar. 68 participants hold the opinion that the students are weak in the oral communication skills and need improvement.

Respondent no 159: "In my opinion, students are very weak in oral communication skills. They feel hesitation in speaking English. They are also weak in creative writing because in SSC Examination they just learn their syllabus."

This also validates the statistical findings; 54% of the HSSC teachers thought that students were unable to communicate orally in English. Along with the oral communication skills, the HSSC teachers were of the opinion that students lack creativity in their written and oral expression.

Respondent no 139: "They lack creativity. They are made to be dependent on mere textbooks and grammatical rules. But the functional and creative aspects are neglected."

Grammar, vocabulary and spelling were also seen as weaknesses. 55 participants thought that students are weak in these aspects. The number of the teachers who perceive that students are weak in grammar skills is higher than the teachers who believe that grammar is the main strength of SSC students.

Respondent no 121: "The students are weak after they pass SSC Examination in spellings tenses and basic grammar. They do not know how to express in written form."

The responses to this question identify clear weaknesses in the students which are also viewed by the SSC teachers as weaknesses in the SSC level textbooks. This suggests weak alignment between the curriculum aims and the textbooks and the overall impact on learning.

The Foundations of the SSC Examination:

The experts make an important point that examination is the main tool for curriculum evaluation at secondary level in Pakistan. The systemic nature and centrality of the examination have been raised by both the SSC and HSSC teachers as well as the experts. The SSC and HSSC teachers were asked if they agreed whether the SSC examinations were based on the curriculum document and not on the textbooks. The chart below shows that HSSC and SSC teachers hold that the examinations are based on the textbooks and not the curriculum. 65% of HSSC teachers and 52% of SSC teachers disagree that SSC examinations are based on the curriculum and not on the textbooks.

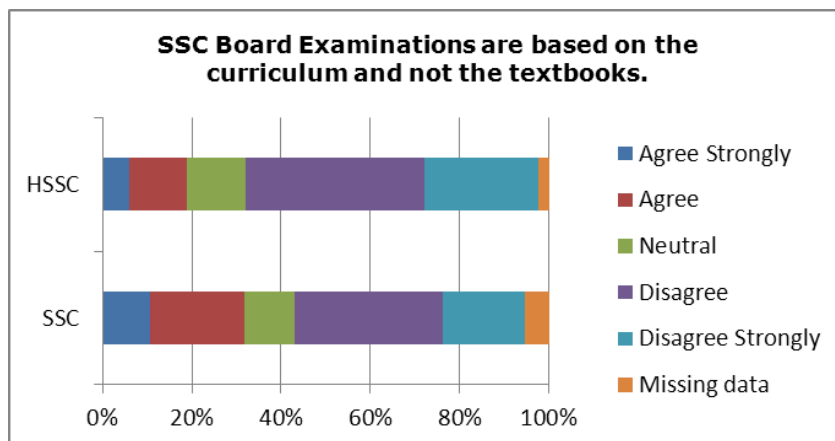


Chart No: 5.9 Examination Based on Curriculum and not the Textbooks.

Christie and Afzaal (2005) also state that the external and internal examinations are derived from the content of the textbooks and do not cover the skills mentioned in the curriculum (for more detail see Chapter 2: Teaching to the Test). The examination tests the retention and memorization skills of the students; given that the test items are copied exactly from the textbooks the students' knowledge of language and their cognitive abilities are mentioned throughout the curriculum (for examination papers see appendix E). This supports the researcher's finding that real curriculum alignment is non-existent at any level, not even between curriculum document and test. This notion was further reinforced by interviews which reported that

No 5: "Public examinations heavily rely on the textbooks, actually they require that all the questions asked must be somewhere in the textbooks. They cannot be beyond [the] textbooks. In fact, the [students] are given a certain set of textbooks and then they are usually asked questions which test memorization. So the textbooks are made according to this criterion, particularly [from] the examination point of view".

Adding to it the experts in the closed questions, the curriculum wing examination boards and textbook boards are not coordinated effectively and this has resulted in a lack of alignment between the curriculum, textbooks and examination at the secondary level in Pakistan. Hence, it can be argued that the alignment can be further enhanced if the examination and curriculum are tightly aligned. For this purpose, the reforms should be initiated simultaneously in all sectors: curriculum development, examination bodies, textbook writing and teachers' training. For this purpose, budget allocations need to be reconsidered.

Textbooks and Reading and Thinking Skills

As the major goal of this research is the investigation of the alignment between the English curriculum and the textbooks, the SSC teachers, who are the primary users of the textbooks, were asked to reflect on different competencies and related student learning outcomes (SLOs) that are mentioned in the curriculum and in the textbooks. Different statements were presented to the SSC teachers in the questionnaire and their opinions sought.

SSC teachers were asked about the alignment between reading and thinking skills mentioned in the curriculum standards and textbooks. The chart below comprises the statistical data of the SSC teachers' responses. The summary consists of the percentages of the distribution of samples along the scale. The detailed tables for the chart can be seen in Appendix D. By and large, SSC teachers asserted that English textbooks at secondary level in Pakistan are aligned in terms of the reading and comprehension goals stated in the curriculum. There are only a few exceptions. The percentages indicate that SSC teachers agree with the statements in the questionnaires (for detailed statements see Appendix C). However, the teachers remain indecisive about the alignment of the textbooks in terms of promoting use of other resources as well the introduction of different genres of text. 39% and 45% agree and 43% and 39% disagree with the statements respectively. The neutral responses were 18% and 16% respectively which contributed to this inconclusive trend. The chart for the percentages of data is also given below.

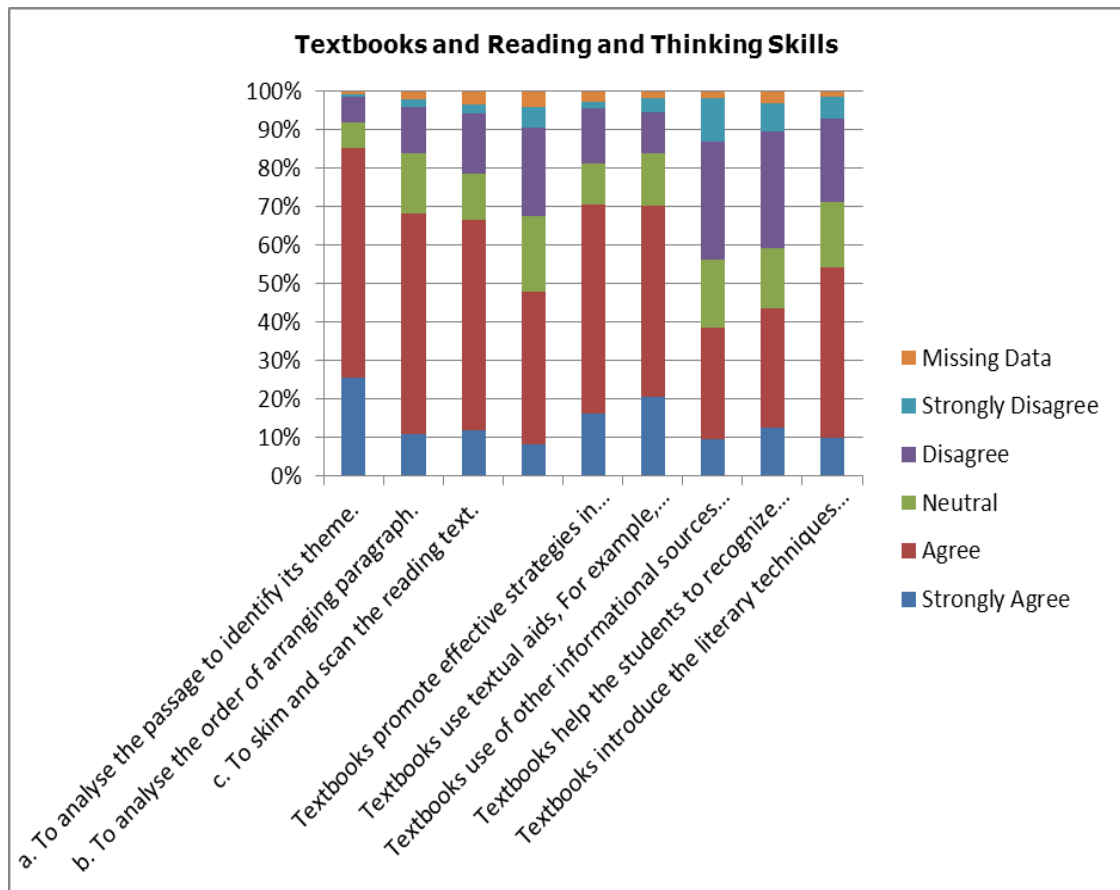


Chart No: 5.10 Textbooks and Reading and Thinking Skills.

As English is a foreign language to these students, meaning and understanding of the text is emphasized. Content analysis has revealed that the exercises are based on comprehension questions related to the text, binary choice and multiple choice items. This implies that the reading skills are included up till the lower level of the cognitive domain i.e. comprehension level ignoring the higher level of cognitive domain like synthesis and evaluation.

Some aspects of the SSC teachers' data analysis do not coincide with the researcher's content analysis. For example, there are no charts, diagrams or pictures in the textbooks. The above data shows that teachers have also agreed that the textbooks encourage the use of textual aids such as glossary, footnotes and references. However, the content analysis reveals that there are no such textual aids in the textbooks for the students or teachers, hence this claim

cannot be validated. The same applies to the introducing of students to literary techniques such as repetition, personification and alliteration. The content analysis of the textbooks has highlighted that these concepts do not feature in the textbooks but the data from the SSC teachers suggest that they are. Literature, as we know, falls into different genres, but the textbooks do not cover a number of genres such as abstracts or abridged versions of novels, plays, short stories, the works of indigenous writers in English or authentic texts. Students do not study the use of English in different genres. As discussed earlier, teachers do not have a clear position in this respect and opinion is divided. This again points to the teachers' inclination to remain positive in their views of alignment.

In the open-ended questions in the questionnaire, the SSC teachers argued that reading skills are promoted by the use of the aforementioned textbooks. Around 24 participants pointed out that the textbooks teach the students the basic structure of the English language.

Response no 105: "the language of English textbooks at secondary level in Pakistan is easily understandable. It is easy comparatively to other classes"

That the textbooks are purposely written for teaching English is a strength for students with a weak base in English. In addition, the HSSC teachers believe that the students have acquired some reading skills by the time they pass their SSC examination, but are not fully enhanced. While highlighting the weaknesses of the textbooks, the SSC teachers have pinpointed the need for development of thinking skills and creativity. 28 and 14 participants respectively emphasized the need to rewrite the textbooks so that they help to develop students' creative abilities.

Respondent no 196: "the existing English textbooks at the secondary level should contain material that helps the students to develop creativity, independent thinking."

This implies that the teachers realize that only reading texts promote a lower level of cognitive ability. Furthermore, it can be argued that, as teaching revolves around the textbooks and as the teachers have to plan the classroom learning experience according to the textbooks, any creativity and thinking-oriented textbook content will have a positive impact on the learning experience of students. The data discussed above strengthen the researcher's point of view that the textbooks are not fully aligned with the curriculum aims concerning reading and thinking skills.

Textbooks and Writing Skills

The other competencies mentioned in the curriculum are writing and creative abilities. The teachers were also asked for their opinions regarding the alignment between the different writing skills mentioned in the curriculum and their inclusion in the textbooks.

The chart indicates that the SSC teachers agree that the writing skills are aligned with the curriculum. However, the SSC teachers remain indecisive about aspects of creative and critical writing and the mechanics of different types of writing styles mentioned in the curriculum. For example, teaching students how to write an email and a book review. 20% of the respondents were neutral on both these issues. This trend of opting for neutral responses is apparent throughout the research survey, especially with regard to the elements that are not included in the textbook content. This reveals that the teachers have tried to offer an optimistic view of the textbooks by remaining neutral on the issue of alignment. It is arguably in their interests to avoid criticizing the authorities. Inconsistencies across the teachers' data have been uncovered from answers to

several inter-related questions. For example, in Question 12, an overwhelming majority revealed that the internet is not used as a resource in the classroom. Contrary to this, a smaller number of teachers were indecisive about whether or not writing emails was taught and practised using computers which are not available in the majority school. Moreover, the researcher's content analysis did not throw up any content guiding the student to compose emails.

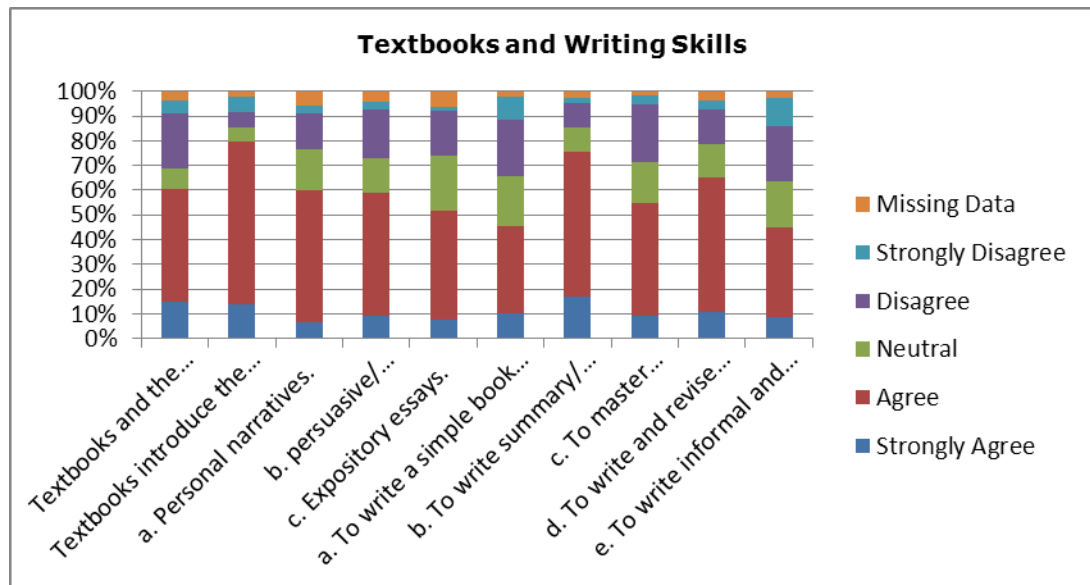


Chart No: 5.11 Textbooks and Writing Skills.

The data collected from the open-ended questions show the same trend emerging from the closed questions. However, the number of teachers regarding reading and writing as a strength is less than the figure in the closed questions that agree on the existence of the alignment between reading and writing skills and the textbooks exists. In response to the closed questions, the teachers have identified reading and writing skills as a strength of the textbooks, and such skills have further been emphasized by the 27 responses to the open-ended questions.

Response no 209: "Textbooks promote the reading and writing power."

As mentioned previously, the HSSC teachers have also acknowledged that students' writing skills have developed to some extent. However, while discussing students' weaknesses, teachers have also mentioned certain issues related to the sub skills of reading and writing, for example; the textbooks do not give very high priority in the textbooks. 29 respondents mentioned this drawback and it has been associated indirectly with other drawbacks.

Response no 61: "Provide insufficient material to promote creativity and comprehension."

The teachers in the closed questionnaires appeared to be indecisive regarding how the textbooks promote creativity. Another drawback related to those mentioned above is that the textbooks promote rote memorization and cramming. This drawback was pointed out by the informants 17 times across the data.

Response no 132: "The lack of activity-based learning and learning based on cramming other than understanding the concepts. Students cannot write essays on their own."

Christie and Afzaal (2005) claim that the textbooks promote rote learning, which arguably implies that they do not develop creativity. The activities and exercises are examination-oriented, encouraging students to cram and memorize the content to pass the examination. It was also expressed in the interview that the activities lack creativity and thinking and that assessment-driven teaching encourages students to master the content through memorization and regurgitation in tests for the sole aim of achieving a pass. The content analysis by the researcher revealed that the textbooks only give specimens of different styles and types of writing skills, for example composition writing, story writing and letter writing. No instructions are given for writing compositions and the students are only exposed to readymade text with no guidance in the text about

how to attempt and practise these skills. It can be further argued that, in the absence of teaching manuals, guidance about composition writing could be more helpful than merely exposing the students to specimens. The English examination papers offered by BISEs demonstrate that the topics of composition writing are mostly selected from specimens of the textbooks, making it easy for students to learn these specimens and thus pass examinations. This promotes a culture of rote memorization and cramming. This endorses the researcher's finding that instead of teaching to the curriculum, teaching to the test is the practice in Pakistan. Curriculum alignment is not evident, as the real alignment is not just teaching and testing the content and topics written in the textbooks, it is a very broad concept and includes teaching and testing of the cognitive skills mentioned in the curriculum. The analysis also reveals that, although the alignment between the examination and textbooks is apparent, neither the textbooks nor the examination are aligned with the curriculum.

Textbooks and Oral Communication Skills

The third competency mentioned in the curriculum is the oral communication. The teachers were also asked to give their opinions regarding alignment between the different oral communication skills mentioned in the curriculum and the textbooks.

The results reveal that SSC teachers are of the opinion that the textbooks facilitate the students in acquiring oral skills such as asking and responding to questions, conducting interviews and delivering oral presentations. The percentages for aspects like group discussion and peer review of oral presentations reveal indecision amongst the SSC teachers. 49% and 42% of the research participants agree and 19% and 25% have taken a neutral stance.

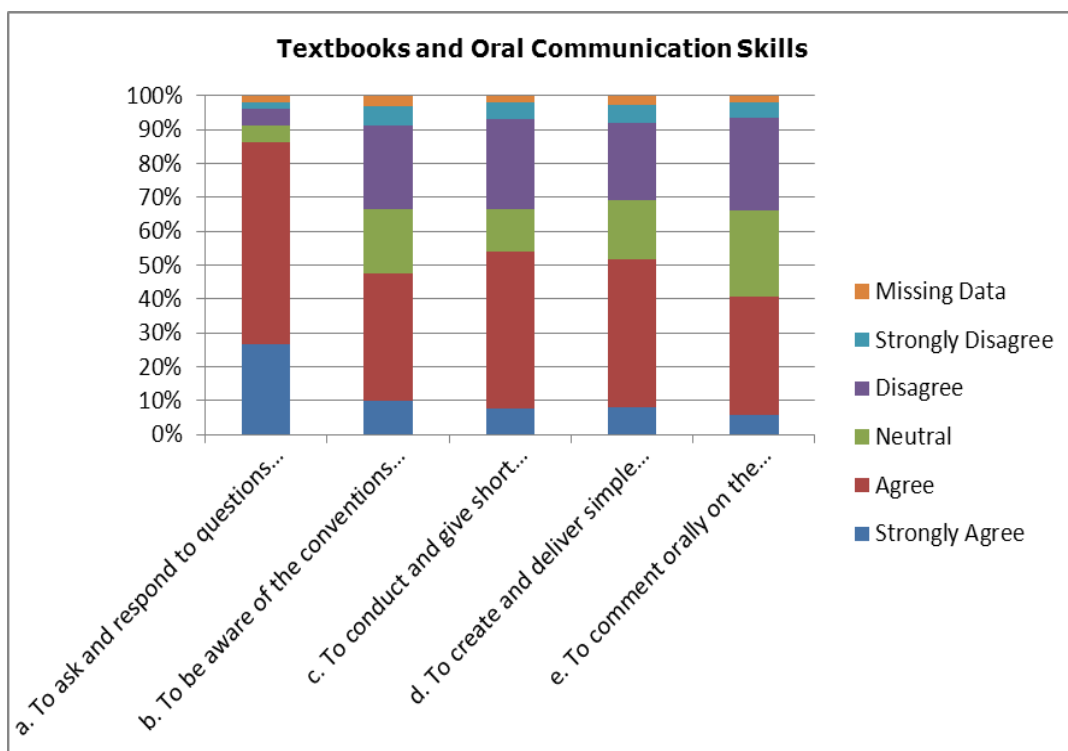


Chart No: 5.12 Textbooks and Oral Communication Skills.

The content analysis has explored that the activities related to oral communication skills such as presentation skills and conducting interviews are not included in the textbook content. It can be argued that, one reason for not emphasising these skills is the examination pattern. For this reason, the textbooks do not have related activities which promote oral communication in English. This points towards the practice of teaching to the test in Pakistan (for details see Chapter 2). Moreover, the inconsistencies and contradictions within teachers' opinions have been highlighted by the inter-related statements. While responding to the statement about students' abilities in presentation and interview skills, the teachers are indecisive. However, they are in agreement that these skills should be introduced through textbooks. The major drawback in the textbooks identified by the teachers is the exclusion of oral communication skills. This was mentioned 41 times in the responses. The following quote demonstrates the attitudes of teachers towards the textbooks.

Response no 136: "written activity and written work has been given a great important and curriculum or textbooks have no such activities which make the students to prepare a speech or to 'analyse through discussion', as a result students are not able to improve their spoken English."

Content analysis of the textbooks has also revealed that oral communication skills are completely ignored in the textbooks. No activities have been included in the textbooks related to this skill. For example; dialogue writing is taught rather than practised in the classrooms. Textbooks promote written communication over oral communication (for details see Chapter 4). The teachers responding to the open-ended questions have been more open than those responding to the closed questions. The responses to the closed questions have been inconclusive on many issues but have tended to be more forthcoming with regard to the open questions. For example, on the topics of oral communication and creativity, the teachers were indecisive in response to the closed questions but they referred to these skills while highlighting the drawbacks in the textbooks. As for the closed questions, the teachers have either tried to stay at the positive end of the scale or have opted for the neutral response. It can be argued that the statements in the closed questions were taken on authority and dissuaded the teachers from disagreeing. On the other hand, the open-ended questions helped them to reflect not only on teaching practice but also on the problems they face in the pursuit of teaching language to the students.

At this point, the researcher validated her use of the two types of questions, open-ended and closed. The closed questions were derived from the curriculum document and reflected aspects that needed to be specifically aligned with the textbooks. This helped the researcher to gather the opinions of teachers with respect to the alignment between the two. However, the open-ended questions

highlighted the different aspects of the textbooks in detail and helped the researcher to triangulate the data from the different types of questions, ultimately enhancing the validity of the data collection instrument. The different sets of data have enabled an insight into the issue of alignment; the data from the closed questions gave an overall impression of the areas of weak and strong alignment. However, the opinions yielded by the open questions enabled the researcher to identify the areas where the alignment is merely cosmetic and therefore requires attention. As discussed earlier, contradictions in the teachers' data have been highlighted by the use of different types of questionnaires. Moreover, the opinions of the teachers expressed in the closed questions and repeated in the open-ended questions have strengthened the teachers' points of view.

The curriculum document has emphasized the need for teaching oral communication skills and has suggested that these skills be taught and tested in the classroom. According to the experts, the English curriculum promotes oral communication. These concepts are included in the curricula and the curriculum committee has tried to ensure that the English language taught in the classrooms increases the communicative ability of the students. Furthermore, within the open-ended questions, the SSC teachers have suggested the inclusion of oral communication skills in the textbooks. 33 respondents discuss the importance of including oral skills.

Respondent no 136: "I think while designing a curriculum or text books, all four basic skills, reading, writing, listening and speaking should be kept in mind and all the activities should equally provide the students the opportunities to expose themselves to all fields. Speaking should also be given equal importance. There are no listening activities or lessons in textbooks that is one of the main drawbacks."

In addition, the HSSC teachers' suggestion for the improvement of English in Pakistan was to incorporate oral communication skills in SSC teaching practice. 30 participants stressed the inclusion of oral communication skills.

Respondent no 10: "it can be improved by inducting functional syllabus, by introducing listening and speaking skills in the examination system. Teachers must be provided activity based workbooks along with the texts. Teacher training courses should also be there."

This indicates that teachers at HSSC and SSC levels alike have identified oral skills as a weakness in the students' acquisition ability as well as in the textbooks. However, concerns were raised by the interviewees regarding the achievement of competency in oral communication. Interviewee no 1 identified that the teachers – who are also the role models – are not fluent in English which results in neglecting the skill.

No 1: "The most important thing in teaching language, especially English, is that we do not have trained teachers for English... If teachers are not participating in communication by talking in the target language that is English then how you can expect those things from your students?"

Similar thoughts were expressed by interviewee no 4

No 4: "The biggest hurdle in teaching the oral communication skill is that the teachers are not capable of delivering it. When they are not able to speak themselves how the students who are in non-English environment, how are they going to get a model to follow, model to implement?"

When the same question was asked of interviewee no 3, he felt that adding oral communication to the curriculum skills is important. When he was further asked about how these aims should be achieved and the hurdles to them that exist, the interviewee highlighted weak political commitment. He further explained that

it was assured by the government that teacher training programmes will be initiated in the light of the new curriculum and the teachers will be trained according to the additional new competencies such as oral skills. He went on to say:

“We devised the curriculum in light of the assurances that were given. But unfortunately the reality is that, in most of the schools, they do not have teachers, there is a shortage of teachers. And most of the English teachers can’t even speak English. Again, we were assured that they would send teachers guide lines.”

Interviewee no 2 was of the opinion that adding oral communicative abilities was just paying lip service because the curriculum committee was headed by the President of the Society for Pakistan English Language Teachers (SPELT). He argued that,

“Words like communicative etc. were the words that SPELT used and they were put in there because the members of SPELT were there. And the people from the universities etc. they were there so they just used the phrases.”

It is also evident from the data analysis of the open-ended questions of HSSC and SSC teachers that the students are very weak in delivering oral communication skills. It would seem that this aspect of English language teaching needs to be reformed. The interview data cited above throw further light on the obstacles to the incorporation of the oral communication skills in teaching the English language. The main reasons are lack of political commitment and inadequacy of English language teachers. The Pakistan Education Task Force (2011) has also highlighted that, “None of these policies have yet attracted the sustained political will...(no page number specified)”. The experts’ questionnaire also revealed that the process of curriculum

implementation is weak and the implementation at different stages is not coordinated. However, it can be argued that if there is true political will and sufficient resources allocated for teacher's training and resource development, this weakness can be overcome.

Moreover, the literature review and the analysis of the questionnaires suggest that the question papers of the different boards of examination are derived from the textbooks and not the curriculum. As teaching in Pakistan revolves around assessment and whatever is examined is taught, the researcher questioned the experts about the inclusion of a viva or oral examination in English at secondary level in Pakistan. The experts were in agreement that this kind of a step could help to improve the oral skills of students but they did mention certain practical hurdles.

No 1: "It is a very good idea, I think. It is a very good idea but the question is the same. If you implement this idea in the system, the question is that who would conduct these sorts of examination?' The English teachers will take these sorts of examinations and if the persons teaching are not appropriate for taking these sorts of examination then how can you expect these things?"

No 4: "It becomes all the more essential that this component, which is testing or checking their oral or speaking skill, should be included in the examination. I think that is going to change the focus and that is going to make a difference."

No 3: "It is not yet possible for the examining bodies to conduct oral examinations throughout the country because you need a lot of resources for that."

The above responses indicate of the problem of resource allocation and the proficiency of language teachers. The allocation of appropriate resources and

proper training in language teaching could be the solution to many problems in English teaching in Pakistan.

Textbooks and Grammatical Aspects of Language

The curriculum document includes requirements for competency in the formal and lexical aspects of language. The summary of the data in the chart below throws light on the teachers' opinion regarding the alignment between textbooks and formal and lexical aspects of language.

It is apparent from the responses that there is consensus among the SSC teachers about alignment between the formal and lexical aspects of language objectives stated in the curriculum and the textbooks. Along the scale, the majority of the responses lie between agree and strongly agree.

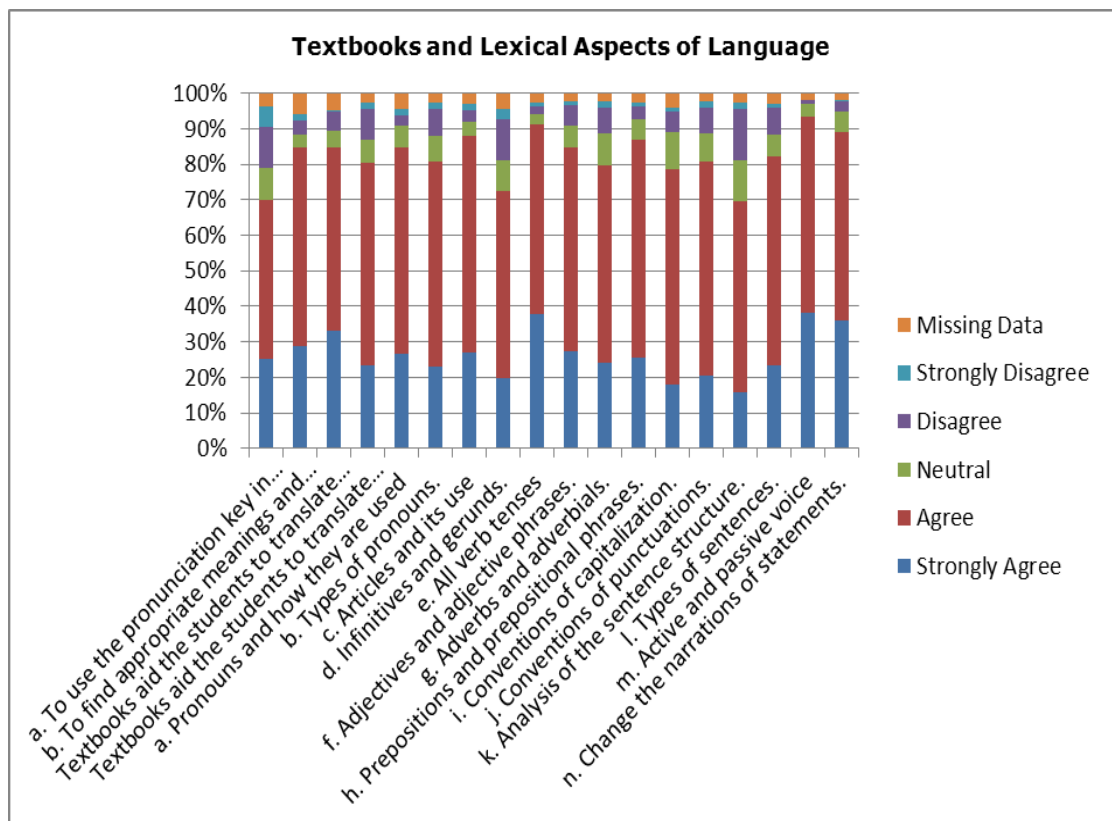


Chart No: 5.13 Textbooks and Grammatical Aspects of Language

The analysis of the open-ended questions has found that, according to the SSC teachers, the major strength of textbooks is their teaching of grammar. Around 52 respondents commented that the textbooks' major strength is in teaching different aspects of grammar such as tenses, voice and change of narration. The following quote from the responses illustrates the teacher's opinion about the alignment of the textbooks in teaching English grammar and its translation.

Response no 28: "Existing books Provide enough practice to enhance the grammatical ability of students. Students can translate and re-translate target language."

The experts in the questionnaires hold the opinion that the content of the textbooks is aligned with the curriculum in grammar and lexical skills. However, as discussed earlier, the HSSC teachers suggested that, after taking the SSC examination, the students are not proficient in English grammar and vocabulary.

Grammar teaching is strongly emphasized in Pakistan and the grammar translation method (GTM) is the most widely used teaching approach. Moreover, the examination pattern also encourages the teaching of these skills. Major portions of the assessment papers test these skills (for details see examination question papers Appendix E). A separate textbook is used for teaching grammar in secondary schools, although this book is quite dated and is reprinted every year. This textbook covers almost all aspects of grammar teaching mentioned in the curriculum. As established above, the examinations are derived from the textbooks, therefore mastering the content of the textbooks from an examination point of view is all-important. The data from the open-ended questions also reveals that grammar is one of the strengths of the textbooks, according to a majority of the SSC teachers who participated in the research survey. The above data has revealed that alignment exists between the curriculum and the formal and lexical aspects of language. The question of how

these textbooks are exploited by teachers indicate that teaching to the test and teacher training remain serious issues.

Textbooks and Ethical and Social Development

The last competency mentioned in the curriculum is the ethical and social development. The curriculum document mentions that this competency will be incorporated into the other competencies in the textual content, activities and themes selected for teaching English. The teachers were asked for their opinions regarding the incorporation and alignment of this competency in the textbooks.

The responses from the chart below show that the majority of SSC teachers feel that the content of English textbooks at the secondary level in Pakistan does not only engender the attributes necessary for social development but also represents the diverse aspects of inclusive education, for example religious diversity, avoiding national origin bias and gender representation.

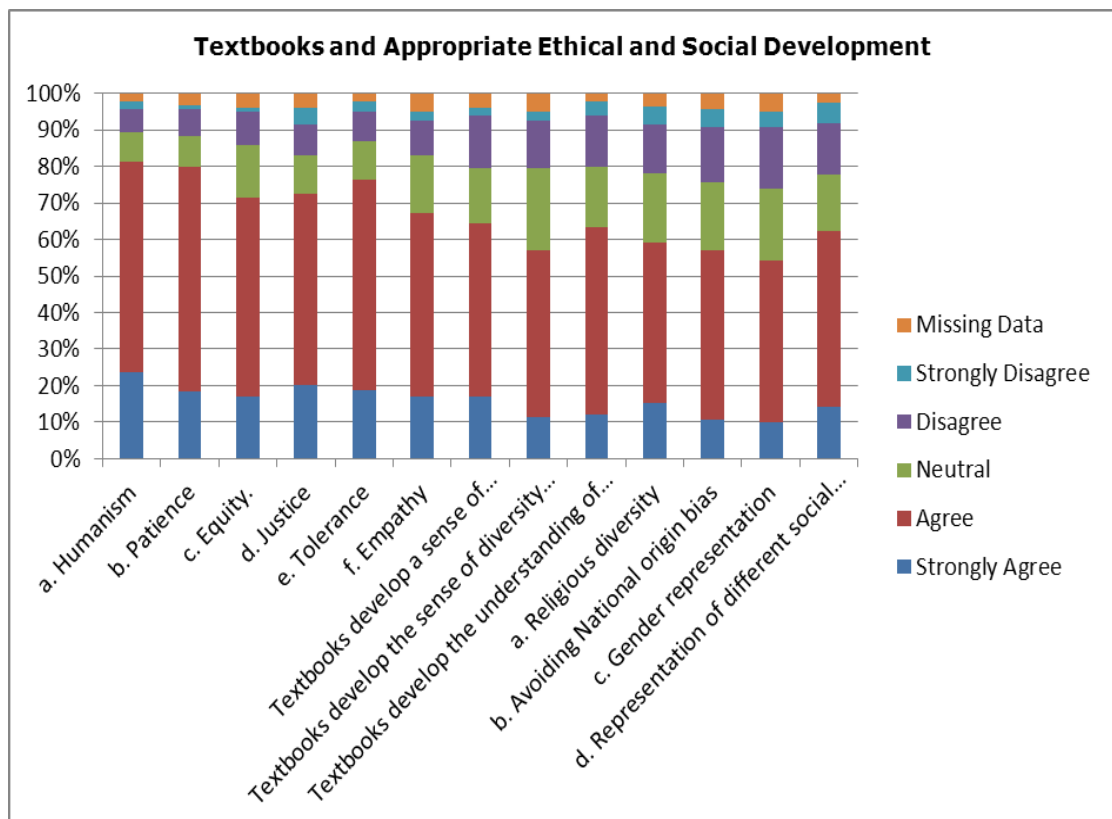


Chart No: 5.14 Textbooks and Ethical and Social Development

It is also interesting to note that the number of teachers disagreeing and the neutral responses are almost equivalent, although it is still smaller than the figure agree and strongly agree with the statement. In the open-ended questions, the SSC teachers argue that the textbooks promote the national spirit and moral values (37). The statistics show that the teachers who belong to the majority religion in the country, Islam, regard inclusion of religious values as a boon which can help students to grow socially and morally.

Response no 90: "Moral values of life are repeatedly discussed in textbooks at Sec level in Pakistan. It is demanded to create sense of responsibility among the youth of Pakistan."

It is important to mention that the national spirit and morality are also reported in the context of the majority religion. The content analysis shows that nationalism is defined in terms of Islam (for details see Chapter 4). According to the experts who participated in the questionnaires, the content of the textbooks has not been selected in light of the curriculum and is not aligned with the curriculum in any respects other than grammar and lexical skills, and the development of desirable social values in the students. This highlights that the SSC teachers as well as the curriculum experts do not regard textbooks as non-inclusive. Any realizations about non-inclusion in society are at a very early stage, as such inequalities have subtly existed in society for many years. The experts were also of the opinion that the textbooks are inclusive with regard to the fifth competency mentioned in the curriculum. The interviews also highlighted the issue of social inclusion and cohesion, with the interviewees expressing the following views:

No 5: "Cohesion is created when there is law and order in the society, when you create justice in the society, when people realize that they are

going to live with each other, not to compete with each other for every piece of bread and rice.”

No 4: “This is a social problem, not a textbook problem, a national thinking problem ... it is in the centre as nation that we should decide that what kind of Pakistani want to see in future and what kind of minds we want to develop. I think we need to decide that. Like many issues we are undecided on that.”

Social cohesion in Pakistan is only possible through the inclusion of all religions existing in society as well as class and gender equality. In this survey, questions were asked about representing different religions in Pakistani textbooks in general and English textbooks in specific. Opinions differed on the matter:

No 4: “No, not in my view, even if you look at the television programmes I don't see that any non-Muslims are given any representation. I think they should be given due representation in the texts also.”

No 2: “No, no, on the other hand, there have been complaints by them(non-Muslim population) that they are not being taught their own faith. Their children are exposed to books which carry Islamic messages. These things are being brought up by some other people.”

No 5: “I think there should be a very determined effort, very deliberate effort by some people in which they can keep the balance somehow. Someone has to work out this balance it will not automatically come. They biases for example religious have to be kept out of the textbooks and somehow tried to be balanced.”

In Pakistan, curriculum development is a politically motivated practice and the Ministry of Education has complete control. For these reasons, inclusive aspects are not taken into consideration when writing textbooks, and if the textbooks are

written presenting diverse views, they are not approved by the Curriculum Wing of the Ministry. Most of the interviewees suggest that this is the reason for non-inclusion:

No 4: "There are some religious forces which are very dominating, they have power and these people are resisting to any such change ... It is the pressure to bring in the religion into it. They are able to exploit the religious sensibilities of the various people so that they can agitate they can use the force."

No 3: "What was happening in the past was that most of the review committees they thoroughly looked for ideological issues and the textbook writers were comfortable in producing the material that was already approved."

No 2: "Textbooks actually have a token of these in them but on the whole the spirit of taking people as partners and stakeholders in the country, that spirit is not portrayed in the textbooks and that is why the languages and traditions of religions and other groups in Pakistan all of these are not part of teaching."

No 5: "Islamiyat (Islamic studies) was taught to our children only because we thought that our education system must try and build an Islamic citizenship a kind of a citizenship which has a religious identity and therefore the problem started. Therefore, the textbooks have these kinds of bias."

On the topic of gender representation, interviewees agreed that the textbooks are discriminatory.

No 5: "Gender biases certainly exist in our textbook. Gender bias everybody will say they are there but somehow they are engraved in our culture and they keep to crop up here and there without us knowing that they are here. Keeping gender bias out of the textbook should be the conscious effort of the expert and the writer."

No 2: "Gender representation is less or it puts women down or it makes them invisible that is certainly a drawback in our textbooks I have also worked in this aspect. It is discriminatory against women."

The overwhelming agreement about these statements amongst the majority of the SSC teachers indicates that the non-inclusion in the textbooks has gone unnoticed due to the approved social norms. The content analysis depicts a completely different picture (for details see Chapter 4). The data analysis of interviews also supports the content analysis' findings. As discussed in Chapter 4, the textbooks are not inclusive regarding the fifth competency defined by the curriculum document, which says that the students should develop the values necessary for peaceful coexistence in a diverse society. Teachers are also a part of society and have taught discriminatory messages in a very subtle manner. Most of them are unaware of and insensitive to the existence of the 'other'. Deliberate efforts should be made by textbook writers and those responsible for teacher training to make teachers aware of the 'hidden curriculum' which is unknowingly conveyed. Teachers must learn how to create a more inclusive experience. The theoretical framework of curricular alignment discussed in the chapter two does not take into consideration these aspects of curriculum and mainly focuses on the quantifiable and testable aspects of curriculum and classroom experience and ignore the morals and values which are transmitted through the process of education. These aspects have been highlighted in detail in the content analysis of the textbooks (for details see Chapter 4). Therefore, it can be argued that teachers in Pakistan are completely unaware of inclusion

issues and have assimilated such biases. The textbooks are not aligned with regard to the fifth competency of the curriculum.

Textbook Reforms:

The analysis of the open-ended questions answered by the SSC teachers has revealed that there is some alignment between the curriculum and the textbooks. Many weaknesses of the textbooks were identified and suggestions for the textbook reforms include the curriculum standards and competencies mentioned in the curriculum document, though not reflected in the textbooks. The participants have highlighted the need for introducing reforms to the textbooks. The SSC teachers have highlighted the limitations of the textbooks in areas such as range of different topics, standards of English, and outdated textbook material. 18 informants have indicated that textbooks are outdated and need revision.

Response no 20: "The major drawback is that for many years same old course books are included in the secondary level syllabus. Books containing modern writers/researches/ methodologies should be used to move with the world."

Content analysis supports this point. For example, the textbooks contain 'Daffodils' by William Wordsworth, which is a classic of English Literature but perhaps a more contemporary work by an international or indigenous author would be more accessible to the students. The interviews also highlighted that the writings in the textbooks must be approved by the Curriculum Wing of the Ministry of Education. Thus, textbook publishers are reluctant to locate new material in case it falls foul of such ministerial censorship.

24 participants were not satisfied with the effectiveness of the language learning exercises and activities at the end of each lesson. The majority of the participants believe that the exercises and activities in the textbooks need to be revisited. The following quotes bring this to light.

Response no 43: "In my view the major drawback in the text books is that its exercises are not sufficient and also not creative. It does not enable students to analyse or to create something in English."

Response no 133: "There is a lack of activities which a student must do after completing the lesson. Exercises promote cramming to encourage students to create on their own"

The responses to the open-ended questions support the researcher's content analysis which has ascertained that the exercises and activities are monotonous and disallow creativity. The only skills covered in the exercises and activities are those to be tested in the examinations.

Many have emphasized the need for enhancing the exercises and activities by incorporating the creativity and thinking skills of the students. 25 participants have stressed the need to reform the textbook activities.

Respondent no 187: "Activities should be devised in such a way that makes it creative. Such activities should be included that make the students use English as a communication tool."

Moreover, the experts in the questionnaires expressed their dissatisfaction with the process of the implementation of the curriculum in Pakistan. In their opinion, curriculum development is not based on any initial survey pilot. No research forms the basis of this practice either. This endorses the results of the interviews and suggests that the curriculum development process lacks research work. The experts' data also point out that the budget allocated for implementation is too

small. Chapter 1 has discussed how the budget allocation for the Pakistani education sector is around 2% of GDP. Therefore, the budget allocation for the sector's sub division curriculum formulation and implementation cannot be expected to be very high. The interviewees mentioned different strengths and weaknesses, and offered suggestions for improving the textbooks. Interviewees had this to say about such weaknesses:

No 5: "the textbooks are made according to this criterion, particularly of the examination point of view. There are certain kinds of textbooks of English language often continue the gross mistakes, wrong English spelling mistakes, wrong grammatical sentences not the crisp language and the outcome is this that the student is mis-taught..."

No 2: "There are many defects in the textbooks themselves. First of all, there are lots of errors. They are written on the kind of paper which is not appealing itself. The number of pictures is less. The quality of existing pictures is not very good. The stories themselves are not interesting and absorbing for the children, and lots of propaganda in them. The textbooks of English have less but the others have more."

The content analysis of the textbooks and the analysis of the questionnaires both suggest that the content and the subject matter of the textbooks are dated. The selection of topics, authentic material and literary texts is not aligned with the aspirations of the national curriculum. With this in mind, the experts were asked about the practice of textbook writing in Pakistan. They said that textbook writers tend to follow pre-set lines and do not try to compose innovative, thematically-compelling text and for several reasons expressed by different respondents as can be seen below. Moreover, while sharing their personal experiences, they mentioned constraints and restrictions on the writers and the lack of training opportunities for writers.

No 1: "Once I was invited to write something for primary level and when I wrote something, they raised so many questions one of the persons who were leading that particular session was of the opinion that the word dog should not be in the primary level. So if we are teaching English and we are not conveying a message to a kid that this particular four footed animal is called dog. So, how will he be aware of the concept?"

No 3: "Even the teachers training that has been conducted after that (new curriculum) it is not, in my knowledge that they are trained on those lines. I remember that once I was called by national book foundation to train their textbook writers according to the guidelines of the new curricula but when I went there, there was no writer. They even don't have the subject specialists."

While giving a rationale for the conservative and orthodox approach to book writing, the respondents expressed that the resources available to textbook writers are not fully exploited due to the political agendas of different governments.

No 3: "In Punjab textbook board and NWFP board in collaboration with government. They have also developed resource centres in these textbook boards. The primary purpose is that the writers use these resources, but I am not sure because so far the quality of the textbooks that have been received by the Curriculum Wing are not aligned with the new curricula."

No 5: "The politics of textbook is again the politics of enslaving minds. They are trying to create minds mould minds according to the political thinking."

No 2: "Actually they do not do more than they are told to, they just want to make sure that they follow government policy. So anything new that

questions the order at that time – whatever the prevailing system would be – that is something that and they don't know and they do not want to have.”

The important thing that emerged was complete governmental control over textbook writing and textbook content, which are obstacles to textbooks reforms. The introduction of this thesis has argued that curriculum development and textbook approval are wholly influenced and controlled by the government. Every new government tries to introduce its own political agenda to the textbooks, whether this helps to attain the curriculum's aims or not. Such an approach influences the quality of the textbook content. Moreover, the weaknesses identified in the interviews, such as language mistakes, were not identified by the teachers. It can be argued that the English language textbooks need reforms to their presentation. Alongside this problem, it is clear that the process of curriculum implementation is not satisfactory. This coincides with the discussion above related to the textbook writing. Given that textbook development is under the control of the government and the textbooks board has the monopoly in writing and distribution, textbooks of low quality are found in classrooms. Moreover, textbook writers do not experience any competition or therefore incentive to re-write and improve the text. If other publishers were encouraged to produce textbooks and a sense of competition was established, quality would improve.

Teacher Training:

Effective teacher training is an important theme to have emerged from the data. The teachers at HSSC level have been asked to give their suggestions for the improvement of English language at SSC level in Pakistan. 42 HSSC teachers stressed the need for teacher training and improvements in the teacher selection procedure.

Respondent no 3: "Teacher has to play a vital role in teaching English. Oral practice is very important. Different activities should be used in classrooms such as speech competition writing ability. English is used as language and not as a subject. Learning spirit is promoted by teachers. At this level exams should be based on their ability test instead of memory test."

The interview data also demonstrates that the experts desire reforms to teacher training; if the teachers are capable and well-trained they can use the textbooks more effectively and make a huge difference.

To improve the status quo, the experts suggested boosting the standards of teacher training. They argue that if teachers are properly trained in alignment with the curriculum they can overcome the limitations of the textbooks.

No 3: "We were assured that government will take proper steps to first of all to provide the teacher and then to provide them an appropriate training... there would be teams at national level there would be teams , they would train the master trainers and then they will be training conducted throughout the country."

No 4: "They should be given rigorous training in how to exploit texts in order to achieve the goals and objectives of the curriculum."

No 2: "Situation can be improved only by doing what is written right from the teacher's training schools again. I have said if they are not taught the curricula and documents like this they will remain they way they are."

No 5: "At the end this is the teacher who matters. Textbooks do matter but at the end this is the teacher who matters. So, I think at the end, it is true that you must address the teachers."

No 1: "When they are inducting different people they must be given proper training before they are sent to the class if it is done you can expect some promotion."

This analysis reveals that, along with the reforms in the textbooks, other factors need to be taken into consideration and teacher training is one of them. The HSSC and SSC teachers have also identified the need for proper teacher training. It can be argued that, along with the textbooks, teacher training and examinations also need to align with the curriculum so that the curriculum is implemented effectively and the desirable outcomes are achieved. The curriculum document is not present in the classroom so the teachers do not know what is expected with reference to these particular skills; they only pay attention to the textbook and what is being tested in the examination (Hayat et al. 2011). Siddiqui (2010) has pointed out that, in Pakistan, teacher training emphasizes teaching strategies and the characteristics of good teachers (p. 60), while no focus is placed on being a reflective practitioner and critical thinker who can take decisions for students. This means that if the teachers are not trained to take initiative and training does not inculcate in them decision making abilities, they are just trained to master and redeliver the content of the textbooks. They are not able to judge and appreciate the impact of teaching in the classrooms and lack the ability to take decisions that respect individual differences among the students. For example, if the textbooks lack activities for the enhancement of oral skills, a reflective teacher will try and design activities for oral skills which fit the learning environment and are suitable for that particular group of students. However, this is only possible when teacher training programmes go a step further and enhance reflective skills and decision making. Thus, as mentioned previously, to attain alignment, reforms in all sectors - including teacher training - are important. Moreover, the above discussion also reveals that, at the individual level, there is realization among

the stakeholders that teaching in general and English language in particular needs to be reformed. What appears to be missing is the taking of collective responsibility for the condition of English language teaching in Pakistan.

Summary

This chapter has discussed the data collected from the questionnaires and the interviews. The data collected from the SSC teachers highlighted the issue of alignment between the textbooks and the five competencies mentioned in the English language curriculum. Teachers within the sample regard alignment between textbooks and curriculum, however, as necessary for the competencies and bench marks that are not included in the textbooks. A comparison between the responses of the SSC and HSSC teachers to closed questions has been presented. From this, it is evident that the teachers at the HSSC level find the teaching of English and their students' proficiency in it unsatisfactory. Contrary to this point of view, the SSC teachers assert that the teaching of English is effective and, as a result, students are acquiring the necessary skills. However, in the open-ended questions, the SSC teachers identified numerous weaknesses in the textbooks and have given suggestions for their improvement. Likewise, the HSSC teachers have also identified areas in which the students are weak and these very much coincide with the weaknesses identified by the SSC teachers. The experts who took the questionnaire suggested that the process of the implementation is faulty and needs to be reconsidered. The interview data has reinforced the findings of the textbook content analysis i.e. the textbooks fail to represent all the religions practised in Pakistan and do not promote notions of gender equality. Moreover, the aim of attaining social cohesion has not been achieved because the textbooks only preach one perspective and compel all the other ethnic and religious groups to study that point of view which inculcates a

sense of discontent among minorities. The interviews have not only helped to triangulate some of the data collected by questionnaires and content analysis but have also highlighted issues that were raised during this research journey.

One of the issues discussed and highlighted during the research was the predominance of the examination system. This has influenced teaching practice in Pakistan and enforced a culture of teaching to the test. The research has illuminated that reforms to the examination system and ensuring alignment between curriculum and the examinations can help to deter the culture of teaching to the test.

Another issue is the authoritative role of the government in curriculum development and textbook writing in Pakistan. The enforcement of the political agenda through the medium of textbooks has damaged the institution of textbook writing. Ensuring minimum political involvement and maximum competition will encourage textbook writers and publishers to ensure that the books they produce are of the best quality with the content in them aligned with the curriculum.

Along with the above issues, the role and level of teacher training in Pakistan has also emerged as an obstacle to the implementation of the curriculum through the medium of textbooks. A well-written textbook aligned with the curriculum is insufficient unless the teachers who use them are fully skilled and are trained to take decisions for their students.

Moreover, an interesting aspect which has been illuminated during the analysis of the data is the attitude of the SSC teachers who were involved in this research. The teachers have approached the different sets of questionnaires differently, enabling the researcher to further reflect on her selection of the data collection tools. The researcher has been able to achieve the research aims and reach to further conclusions which will be discussed in the next chapter.

Chapter 6

Conclusions

Introduction:

This chapter draws together the results of the data collected from all the different sources including the literature discussed in the previous chapters. It also evaluates how well the research aims have been achieved and synthesizes findings in order to arrive at further conclusions. The researcher's reflection on the research process also is also discussed, including the limitations of the research findings to assess the credibility, validity and reliability of the research, and to enable delineation of areas requiring further research.

Reflection on the Research Aims

Research Aim No 1: Process of Curriculum Implementation at Secondary level in Pakistan.

The first aim of the research was to explore the process by which the English Language Curriculum is implemented at secondary level in Pakistan. The literature has identified that the major tool for the implementation of curriculum in Pakistan is the textbook. The research has also shown that other aspects of education – for example teacher training, resource allocation, preparation and provision of teaching material and testing – should be taken into account in the implementation of a new curriculum. This research has found that simultaneous reforms to teacher training, examinations, textbook writing and resource allocation should be initiated with the introduction of the new curriculum. The previous chapters have shown that education is not a priority for the government of Pakistan and the budget allocation is a manifest example of this. The budget allocation is not more than 2% of the GDP which demonstrates that

the resources allocated for education are nominal in proportion to the educational challenges the country faces. These challenges are quantitative and qualitative. They include attaining a 100% literacy rate under the Dakar Agreement 2010 and provision of quality material and facilities to equalize opportunities in different educational institutions. The educational challenges faced by the country and the governmental attention paid to this sector have led to the conclusion that the political will doesn't exist for meeting the challenges with a sound implementation strategy. The research has revealed that the curriculum document under investigation has not been implemented completely despite the targets set by the government. The literature review, along with the analysis, highlights the failure to implement the first stage of the curriculum and the lack of new textbooks from the textbook boards, which has resulted in policies not being effectively implemented. The upshot of this is failure to achieve desired outcomes. The interview data has further illuminated the issue of implementation and identified the weak political will of the governments as difficulties in the implementation of the curriculum. As will be shown below, the research has demonstrated the latent government policy of promoting the elite class while maintaining social divisions. This can be addressed by providing educational opportunities for all and sincerely implementing the policies in their true spirit.

The data confirmed that the resources available for the teachers in the classroom are almost non-existent; the literature discussed further endorses this view. The government has acknowledged that textbooks are the most common and exclusive teaching resource provided in classrooms. The data further asserts that the textbooks are the most frequently used resource and other modern resources such as video tapes, CDs, and internet are not available. Henceforth, the textbooks should be completely aligned with the curriculum aims and writers should compose textbooks which allow teachers to exploit this, the only learning

material available to them, in a manner that fulfils all curriculum aims. The interviews revealed that the pre-service teacher training programmes are neither aligned with the curriculum nor provide teachers with appropriate in-service training. As a result, teachers who are not native speakers and have little command of English rely heavily on the textbooks and follow the testing patterns set by different BISEs which promotes the practice of teaching to the test. Therefore, teacher training needs to be initiated alongside a change in the curriculum, and the teachers develop and enhance their teaching skills with the changing curricula.

The researcher has explored how textbooks act as a proxy curriculum in Pakistan's education system. Moreover, the literature discussed in the previous chapters also asserts that textbook development is the major activity flowing from the curriculum, and textbooks are the sole teaching material available in Pakistan. Such limitations mean that the textbooks cannot sufficiently cover all areas, and other aspects of education discussed above are completely neglected. This negligence results in students not learning the target language according to the aspirations of the curriculum. This research has identified several loopholes in the process of curriculum implementation. Firstly, the implementation mode of curriculum, through the textbooks, is developed by the textbook boards of the respective provinces and, due to the monopoly of the boards and compulsion on the government institutes to use these textbooks, the books are either not printed on time or the printed material is of a low standard (Yaseen 2012; Staff Report 2011; Malik 2011). Therefore, the textbooks become an obstacle to the achievement of the curriculum aims. Secondly, teacher training is not initiated parallel to the implementation of the curriculum. The pre-service teacher training guidelines are not updated with the changing trends in the curriculum and the in-service training programmes are not introduced. Testing and examinations in Pakistan are not updated in tandem with the curriculum and the

examination pattern remains dated. All of these factors have meant failure to achieve policy objectives and changes in practice. To change the practice, parallel reforms have to be initiated in all the different sectors of education: teacher training, textbook writing and examinations. These sectors are inter-related and influence one another's performance.

These flaws in the implementation of the curriculum lead to the conclusion that each and every aspect of education involved in the successful implementation and alignment of a curriculum need to be revisited.

Research Aim No 2: Strengths and Weaknesses of the English language textbooks.

The second research aim has been to critically review the English language textbooks used at secondary level in Pakistan in order to ascertain their strengths and weaknesses in terms of meeting the aims of the curriculum. As discussed in Chapter 5, curriculum documents are not provided in the schools for teachers' reference; it has been established that English textbooks operate as the curriculum in the classrooms so therefore, the alignment between the curriculum and the textbooks in terms of articulating the aims set in the curriculum becomes significant. The research process demonstrated the lack of efficiency of the textbooks in delivering the curriculum aims. The analysis of the opinions of English teachers at the SSC level also highlighted problems in the alignment of the textbooks and the five standards mentioned in the curriculum. As discussed in the previous chapter, the teachers believed that the textbooks are aligned with regard to including reading and thinking skills, writing skills, grammar and lexical skills, and the appropriate ethical and social development. The teachers were not consistent in their responses to the inclusion of oral communication skills in the textbooks. With regard to the closed questions, the trend was indecisive and the teachers neither agreed nor disagreed about the

inclusion of oral skills. However, the open-ended questions indicated that the textbooks have ignored oral skills. The detailed analysis has helped to reach the conclusion that the textbooks emphasize writing and the grammatical skills. It has also been demonstrated that writing and grammatical skills are tested in the external examinations held by the BISEs. Further investigation of the content of the question papers has shown that the majority of the test items have been replicated from the textbooks, which shows that testing is based on the textbook content and not the curriculum aims, and therefore alignment between tests and curriculum aims is not existent. The data gathered from the HSSC teachers and the interviews has highlighted that the students who study these textbooks have not acquired the mastery of English language skills expected of them. This is the result of teaching to the test. As the students are merely taught to pass the examination, they do not acquire language skills but only learn to reproduce the content of the textbooks in the examination. This again points towards the issue of alignment between the other aspects of education mentioned above. For instance, if the textbooks produced are fully aligned with the curriculum but the teachers are not trained to convey the curriculum, they will not be able to exploit the textbooks and the true essence will not be delivered. Moreover, real alignment between the curriculum and textbooks is drastically needed. The cognitive abilities demanded by the curriculum are not articulated in the textbooks. Content analysis of the textbooks has revealed that the activities and the material are not up to standard. This restricts the students at the initial levels of cognitive skills (i.e. comprehension and knowledge) and does not allow the creative or analytical skills of the students to be developed. The lack of creativity and oral communication skills have emerged as major weaknesses in the English textbooks. Content analysis has identified that the textbooks do not guide the teachers in planning activities in the classroom which will help students to communicate in the target language. As the textbooks are the epicentre of the teaching process, the teachers do not look beyond the textbooks

for planning the activities themselves; thus the oral skills of the students remain underdeveloped. Having demonstrated that the textbooks do not transcend the lower levels of cognitive ability and do not focus on synthesis, evaluation and analysis, it can be deduced that the students' creative abilities remain un-nurtured. As a result, rote learning is promoted but this only reflects their retention abilities, therefore it can be concluded that the textbooks used to teach English are not completely aligned with the curriculum. The superficial alignment between textbooks and tests needs to be replaced by the in-depth alignment of all the standards set in the curriculum document if the curriculum aims are to be achieved.

Research Aim No 3: Textbooks and the Fifth Competency mentioned in the National Curriculum.

The third research aim has been to analyze the English language textbooks in order to assess the inclusion of the ethical and social development (or social cohesion) explicit in the national curriculum of Pakistan. The fifth standard mentioned in the curriculum document stresses the use of teaching materials that help the students to develop moral attributes and a sense of individual worth, both of which are essential for peace and harmony in a multicultural and diverse society. The literature discussed has underlined the inequalities existing in Pakistan at different levels. In Pakistan, parallel systems of education operate, with different mediums of instruction and curricula serving different social classes. The equality issue extends beyond the social classes, and into religion, gender and ethnicity. The data gathered from the SSC teachers suggests that textbooks are aligned with respect to the fifth competency mentioned above. However, the content analysis and the interviews have led to the conclusion that the English language textbooks under review are not aligned with the fifth competency set by the curriculum. The literature has also highlighted that the teachers are unaware of the exclusion of religious diversity, gender and national

origin in the English language textbooks and pass on the biases unknowingly to the students in a subtle manner. These hidden aspects of the curriculum can be countered by ensuring that the textbooks are aligned with the curriculum in all aspects including the fifth competency. The teachers must also be trained to counter such hidden aspects in order to promote an inclusive culture. Along with the prevailing social inequalities, Pakistan is facing severe ethnic and sectarian divides which is causing heavy loss of life. To add to this adversity, the War against Terrorism has left religious minorities vulnerable. In this scenario we need to promote a culture of tolerance and acceptance. Education can be the best method for promoting inclusion and celebrating diversity. While it may be a gradual process, it can bring permanent, positive change.

Research Aim No 4: Contribution to Knowledge.

The fourth and final research aim is a contribution to the existing body of research into the alignment of curriculum delivery methods (textbooks) and curriculum aims. The literature on alignment discussed in Chapter 2 highlighted that the main philosophy behind curricular alignment is to ensure that the teaching aims, instruction, learning experience and testing are consistent and convey a single coherent message. This research study has taken a step further by focusing on aspects not directly related to assessments. While investigating the alignment between the textbooks and the curriculum, the study has also investigated the fifth competency in the English curriculum which promotes the inclusion of ethical and social development (or social cohesion) for the peaceful co-existence necessary in a multicultural and civilized society, expanding the dimensions of the alignment study. This fifth competency is related to the affective domain of the Bloom's taxonomy which takes into account the value system of a society to be transmitted through the means of education. The education and learning experiences provided in the classroom environment should not only focus on the testable elements or the elements that are going to

be tested. The primary purpose of the experience is to develop the personalities of the students so that a sense of individual worth has been developed in all students and they learn how to respect and acknowledge others. This view is expressed by Miller (2005 p.34) thus,

"It means educating the compassionate heart and not simply the calculating mind."

If we take a glimpse at recent events in Pakistan we find that tolerance, empathy and humanism are lacking in our youth. The damage and destruction to public property over the examination results in Punjab (The Nation, 22-10-2011), the glorification of religious extremism through social media such as Facebook and Twitter (Hamza 7-01-2011) and failure to accommodate criticism about political affiliation reveals that the education system in Pakistan is not creating the traits necessary for coherent, peaceful and civilized society, as is mentioned in the English curriculum. Moreover, by ensuring alignment on this facet of the curriculum, the influence of the hidden curriculum on teaching and learning can also be minimized and the compassionate hearts of students developed.

The discussion of the research aims show that, in the quest for investigating the efficiency of the textbooks in delivering the curriculum aims, different aspects have been illuminated which not only have a direct impact on the implementation of the curriculum but also reflect the influence of the culture on this research practice. These aspects are further discussed below.

The Role of Examination and the English Language in Pakistan:

As discussed in the reflection on the research aims, in Pakistan the examination system drives the classroom teaching and teaching to the test is a common

practice. At secondary level in Pakistan the language elements which are tested dominate the day to day teaching in the classroom. As a result, listening and speaking skills in the English language are not practised in the classroom as they are not tested by the BISEs. The curriculum document includes competency which deals with proficiency in oral communication skills. However, the interview data and the literature has highlighted that these skills are neglected because they are not included in the examinations. Teachers are not proficient in speaking English and the resource allocation and the political commitment behind the implementation is very weak. As curricular alignment ensures that curriculum aims are also aligned with the testing, the inclusion of the oral skills in the examination conducted by BISE's could change the teaching practice and these neglected aspects of the curriculum could be made part of the day to day teaching. However, a potential hurdle in the execution of this suggestion has also been elucidated by this research: the competency and language proficiency of the English language teachers at the secondary level in Pakistan. Therefore, although it can be concluded that by including an oral examination in the examinations conducted by BISEs the oral skills could be made active in the classroom environment, potentially resulting in increased student competence, measures are needed to support the teachers' skill levels.

Teachers' Training: a Neglected Aspect:

It has become clear that being non-native English language speakers, the teachers of English in Pakistan are not very proficient in the target language because the system of education they are the product of is not efficient and does not make the students and future educators proficient in the target language. Despite the realisation of this lack at the policy making level, the teacher training in Pakistan is not aligned with curriculum requirements. Since the teachers are not comfortable with English they completely rely on the printed

material/textbooks and use the solved guides available on the market for teaching English. This promotes the culture of rote learning and memorisation where there is no scope for developing the creativity and thinking skills of the students as the teachers are just teaching to the tests. This again reflects that all these aspects are inter-related; examinations and teachers training have an impact on teachers' practice in the classroom. The research findings have underlined that only by improving the teachers' training can the standard of teaching English be improved as no matter how good the printed teaching materials are, if the teachers are not trained to use the materials the desired aims cannot be achieved. Therefore, it can be concluded that the training of English language teachers needs to be aligned with the curriculum and teachers should be trained to take an initiative in the classrooms and be able to take decisions according to the language needs of the students they are working with. If the teachers' ability to make decisions is enhanced they can adapt very well to the changing curricula. This training can help them to use their thinking and decision-making skills for the application of theory to changing circumstances more convincingly.

Political Control and Commitment:

As discussed in Chapter 1, in Pakistan education has been used as a political tool to manipulate the masses and gather political support. It has also been established that the implementation of the educational plans has never proven a complete success. The main emphasis has been to make sure that the political agenda is being conveyed, curriculum and textbook writing are under the control of the government. The curriculum is developed by the Ministry of Education and the textbooks printed by the textbook boards are approved by the curriculum wing of the ministry. The interview data reveals that the purpose of the approval is not to check the quality of the content but to ensure that the political views

are propagated in abundance. Moreover, there is a monopoly of the textbook boards, especially at the secondary level, as these are the books used by all the government and other private schools whose students sit in the examinations conducted by the BISEs. In spite of the policy provisions of introducing competitive textbooks the monopoly of the provincial textbook boards still exists and textbooks printed by the respective textbook boards are used in the secondary school teaching.

The political commitment to provide quality education with equal opportunities for all only remains a slogan. The budget allocation for education in Pakistan is the lowest in the sub-continent and lower than the recommended percentage for the developing countries of 4% of GDP. Furthermore, the literature and the findings from the data as well as the budget allocation together point towards the weak political will of the different governments responsible for the non-implementation of the education policies and plans. The process of publication of the textbooks for the curricula developed in 2006 has not yet been completed and the examination boards are not testing on the new lines and the teacher training programmes for the new curriculum have not been initiated, again highlighting the lack of political will behind the policy implementation. It also points towards the hidden agenda of promoting different social classes as is evident from the language policies and the different types of educational institutions with different curricula working in Pakistan, which only serves to maintain the class advantage of the privileged groups. Thus, it can be concluded that these policies are just a lip service and there is no real political will to empower the masses by the provision of equal opportunities and quality education. The policy outlines also become a means for the government to save face on the international front and gather support, attract donors' money and minimise the criticism of their policies.

The Attitude to Authority:

The questionnaires used to collect data for this study were designed with a five point Likert scale. However, as discussed in Chapter 3, initially the questionnaires were designed with four point Likert scale omitting the neutral response. This decision was changed on ethical grounds (for details see Chapter 3) and a five point Likert scale was used. The change of scale affected the composition of the data gathered from the questionnaires. The analysis of data in the previous chapter has highlighted that the SSC teachers who took part in the research survey tried not to disagree with the statements and opted for the neutral response and therefore many statements remained inconclusive. This reflects that the authoritative control over the teaching and learning processes also restrains the teachers from disagreeing with anything being supplied to them, for example the textbooks. The use of a five point scale has also enabled us to highlight the attitude of the teachers "In cultures with a long tradition of unconditional obedience to authority" (Liu 1998, p. 5). As being part of the culture where authority is obeyed without questioning the teachers' responses were not reflective of their thoughts. As discussed in the previous chapter, the sample openly expressed their opinions regarding the English textbooks and the practice of teaching English in Pakistan where there was no one line statement about the curriculum and the textbooks they had to agree or disagree with. Expressing their thoughts in the open ended questions also reflected the fact that teachers are bound to the cultural norms. However, if given opportunities they have their point of view which they expressed in the case of this research. If provided with appropriate training and the freedom for decision-making they can enhance the learning experience of the students by taking creative initiatives and can also overcome the shortcomings of the teaching material provided by the authorities in the form of textbooks. Furthermore, teachers can

only develop an individual thinking mind if they have developed in themselves the ability of critical thinking and decision-making.

Future Research and Recommendations:

In the light of the research conclusions and the process of the implementation of English language curriculum, the researcher has identified the areas which require future research and has made the following recommendations for the improvement of the English language teaching in Pakistan.

Future Research:

As outlined in the first chapter, this research has been conducted in certain areas of Pakistan and the English textbooks used in those areas. This research does not claim generalisability for the data collected. However, it has illuminated aspects which need detailed research to ensure quality education for all in Pakistan.

Firstly, this alignment study has reviewed the literature available on the curriculum alignment. It has highlighted that the alignment models used in the United States are of a complex nature and need abundant resources and expertise. It has been suggested in Chapter Two that further work on the formulation of a simple model of alignment can be done to fit Pakistan which does not involve a lot of resources and can be applied to check alignment for different subjects.

Secondly, this alignment study has focused on English teaching through the medium of textbooks and has investigated alignment between textbooks of a single textbook board which are used to teach English in Punjab, the federal capital, and the Azad state of Jammu Kashmir (AJK). There is scope for a comprehensive and extended study of the English textbooks from different boards; an extended study will enable us to highlight the magnitude of the

problems in teaching language through the medium of textbooks which should be resolved to raise the standard of English teaching in Pakistan.

Thirdly, the research has highlighted that, despite the central role played by the textbooks, other aspects of education - for example, material development, teacher training and testing - play a vital role in ensuring the effective and complete implementation of the curriculum. This research focused on the alignment between the textbooks and the curriculum. Further inquiry on the alignment between the aspects highlighted, for example material development, teacher training and testing, should be carried out.

Lastly, education in Pakistan has not been able to develop individuals who have social traits which are the mark of a cohesive and tolerant society. The chaotic situation of the society demands that the curriculum promotes and inculcates the spirit of benevolence, tolerance and acceptance of others in the students. The social inequalities in general and the specific inequalities in education, the hidden and political agenda behind education, the glorification of some over others in the textbooks, have all contributed to the deteriorated state of Pakistani society. The textbooks need on-going research to identify the elements which are a hindrance in the provision of an inclusive experience to the students.

Recommendations:

This research has highlighted various deficiencies in the educational setup as a whole and specifically in the implementation of the curriculum in the form of textbooks. It has also been established that reforms in one sector of education have an overall impact on the other sectors of education. For instance, the reforms in teacher training will not only improve the professional skills of the teachers but will also enhance the learning experience of the students. The recommendations given below are a reflection of the basic reforms necessary in the education sector in general and the textbooks in particular. The purpose of the recommendation is to restate the basic reforms which are essential for the success of any educational setup and because they are missing from the

education system in Pakistan, are resulting in inefficiency and the wastage of resources. The recommendations are as follows:

Textbook Reforms:

- Authentic text material, either from indigenous Pakistani writers or from native English writers, should be added to the textbooks for teaching the English language in Pakistan so that the students are exposed to the language used in social settings.
- The textbook monopoly should be abolished, and private publishing houses should be encouraged to publish textbooks for all levels, including the secondary level. Moreover, the textbooks approved from other publishers should be subsidised to reduce costs and make them competitive with the textbooks boards of the provinces which enjoy a monopoly.
- Textbooks should give a suggested list of material and books to complement them in order to overcome the limitations of the textbooks.
- Textbooks should be accompanied with audio visual/multimedia material, like CDs and cassettes to help teachers to practice the oral skills in the classroom; this might be one way of overcoming the issue of the proficiency of language teachers.
- Textbooks should always be accompanied by teachers' manuals. These manuals should be developed by the textbook writer so that the teachers get an insight into the purpose behind writing the text as well as the most productive ways to use it.
- The solved test preparation guides available on the market should be banned as they promote teaching to test and teachers as well as the students use the guides, leaving their own creative and thinking abilities un-nurtured.

- A new English textbook for class 9 was released in April 2012. The process of introducing the textbooks will be completed when the textbooks for class 10, the grammar and composition, are introduced. In the meantime a comparative analysis of the new textbooks in comparison with the previous books should be carried out and will provide a picture of the degree of alignment and execution of the curriculum.
- Every school should be provided with a copy of the curriculum and the teachers should be given the freedom to select activities and material in compliance with the curriculum and suitable for the needs of the students they work with.

Reforms in Teachers' Training:

- The criteria for the selection of teachers in the training institutes should be made very strict so that only those who really like the profession and have an aptitude are trained and sent to the classroom.
- The teachers' training should include inclusive education so that they can minimise the effects of the hidden curriculum in the classrooms.
- The teacher training institutes should train teachers to promote their thinking and creative skills, making them more independent and capable of taking decisions for the students.
- The teacher training should also include resource development and selection training so that the teachers are confident.
- Language teachers should be given the opportunity to communicate in English during their teacher training. This communicative practice in the target language can make the teachers confident and more suitable for language teaching.

- Teachers should be computer literate so that they can use technology for the enhancement of the learning of the students.
- The teachers should be given representation in the curriculum development process. The inclusion of the teachers in the decision-making process at a higher level will make them responsible for the implementation of the decisions and achievements of the aims they are a part of.

Reforms in Resource Allocation:

- The teacher training institutions and in-service teachers should be trained in evaluation and assessment techniques with the introduction of the new curriculum so that the ethical test preparation and test construction is promoted and teaching to test is deterred.
- The schools should be provided with a library with books about different subjects and literature so that the students develop reading skills and develop a taste for language.
- The school should be provided with an internet facility and computers so that the teachers and students explore the world of knowledge available through the internet and develop their language skills

Reforms in the Examination System:

- Examination reforms should be introduced and the examination boards should be bound to construct the examination question papers from the curriculum and not the textbooks. This will encourage the teaching of the curriculum and teaching to test will be countered.
- Oral examination should be included in the examinations conducted by the BISEs. This will encourage the promotion and practice of oral skills in the classroom.

Final Remarks:

This study was an effort to investigate the alignment between the English language curriculum and the textbooks at the secondary level in Pakistan. The study attempted to measure the effectiveness of the textbooks in delivering the curriculum aims on the one hand and to investigate the dimensions of the curriculum which have remained unexplored on the other. This research has contributed to the theoretical framework of 'Curricular Alignment' by investigating and including the aspects of curriculum and classroom practice which are not directly related to testing but have an enormous impact on the personal and social development of the students.

The study took into account the policy and practice of teaching English at secondary level in Pakistan and identified lacunas which have proved to be a hindrance in making the students efficient English language users. The policy of language teaching revolves around the economic gains and globalisation. The policy documents produced by the governments present an ideal picture of what education in Pakistan should be like. The policy of equity and empowerment of the socially deprived sector through quality education has remained unaccomplished. Teaching of the English language for developing competitive human resources to increase the share in the international and local market has not been fully accomplished owing to the low quality of teaching of English in Pakistan. As discussed repeatedly, real political will at the governmental level to achieve the policy aims (financial and social) is non-existent. From the allocation of budgets to textbook development, from teacher training to the examination reforms, there have been no serious efforts at the governmental level to show that education for the benefit of the people is the priority of the government. The monopoly of the textbook boards enables the government to control the content of the textbooks and what is taught in the classroom has a clear political

agenda. Moreover, this monopoly has also affected the quality of the content and the material is of low quality with abundant mistakes which mostly go unnoticed by the language teachers who have limited command of the language. The majority of teachers who teach these language textbooks are not proficient in the target language; therefore, their students can hardly offer any competition to the students of the elite English medium school for the higher positions and careers. The curriculum document promotes the policy of teaching English with the need to enhance English language skills to improve the employability of the citizens and make them competitive globally to boost the economy of the country. However, the research has highlighted that the textbooks which are the main source of the implementation of the curriculum neither comprise of the content which assists to make them efficient language users to compete in the job market nor does the content help the students to generate a feeling of being a part of the global community. The English language teaching in Pakistan is not producing the desired outcomes as per the economic policy of the government. Thus, language teaching has become a tool to strengthen the existing gap in the social classes which appears to be the hidden agenda of keeping the social class system as it is.

Reforms in the teaching of English are not equivalent to the reforms in the textbooks. Other areas of implementation also need to be reformed to improve the quality of language teaching in Pakistan. These areas are teachers' training, examination reforms and the development of other resource materials. The English language policy cannot produce the desired results if all these sectors are not reformed simultaneously. The research has identified that reforms in these areas have not been initiated, which demonstrates the lack of commitment not only to the implementation of the policy, but also towards certain groups in the population.

Establishing a culture of equality and non-discrimination and providing an inclusive experience to students is also an important issue in Pakistan. Pakistan

is facing divisions and intolerance in society based on religion, class, sects and languages (Dawn, 2012; Mian, 2009). Hidden aspects of the curriculum are playing a role in promoting these divisions. Along with that, financial insecurity and unemployment have created a law and order situation in Pakistan where crime rates are increasing (Gillani et al., 2009). However, provision of uniform opportunities for learning English for all citizens along with the inclusive curricular experience would help to develop a cohesive society where individuals and groups would be acknowledged and respected and the culture of tolerance and empathy could flourish.

The study has not only helped the researcher substantially in enhancing her knowledge of and experience in curricular alignment, but has also provided deep insights into the way English and the official curriculum of Pakistan have been used to create different social classes, mind sets and help the ruling elite to maintain their supremacy over the masses. In this academic pursuit, relying on one method of research would not have been prudent. A successful alignment study needs to avoid polarisation of data collecting techniques, and relying on only one method of collecting data on alignment would have narrowed the perception of the study. By taking a holistic approach to collecting the data the quality and objectivity of the alignment study conducted was ensured. The triangulation obtained through the use of open and closed question surveys, interviews, content analysis and the involvement of different participant groups maintained the validity of the study, crosschecked the results and made sure that the researcher's positioning has not impeded the findings of the research.

The conditions and the educational setup in Pakistan are of specific relevance in the context of this study. Curricular alignment is a new and under-developed

subject in Pakistan and the curriculum wing of the Ministry of Education is responsible for the accuracy and relevance (alignment) of the textbooks printed in accordance with the curriculum. The study has identified the deficiencies in the system in terms of consistency among the aspects involved in the implementation of the curriculum. A system of ensuring alignment is tailored according to the needs and resources is highly desirable at all levels in Pakistan. In a developing country like Pakistan which has limited resources available, it is very important to ensure that the system is efficient to help prevent costly mistakes, especially when designing and developing the textbooks. To ensure the maximum output of the limited resources with a policy shift, parallel changes in all the relevant areas should be initiated and closely monitored. Education in general and the teaching of English in particular are continuously going through a process of evolution in Pakistan. We have seen more than ten educational policies since the creation of Pakistan with very less success. It is important that realistic and meaningful decisions are made to ensure the qualitative improvement in English language teaching which is also important to progress towards economic stability, and this study is a small effort on the way to this progress.

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Appendix A

Transcripts of the Interviews

Appendix A1: Transcription of Interview 1

Saira: I am working on the alignment between the curriculum and textbooks of English at secondary level in Pakistan. I have few questions regarding it. How much the teachers from the grass root level involved in the process?

Interviewee No 1: I think that at the moment there is no particular involvement of the teachers who are basically involved in the teaching at that particular level. So I think this is the one of the weakness in our system that some people who is in power go and do something from their own without any consultation of the teachers available in the institutions. Sometimes some of the content given in the syllabi is good but sometimes some portions are very awkward which are not required or which do not meet the needs of our education system. So I think that people should be involved from all the sectors. So that there must be a diversity of opinion from the beginning then everything should go in one particular direction and there must be a Consensus on the final shape. Once I was invited to write something for primary level and when I wrote something, they raised so many questions one of the persons who were leading that particular session was of the opinion that the word dog should not be in the primary level. So if we are teaching English and we are not conveying a message to a kid that this particular four footed animal is called dog. So how will be he aware of the concept. Sometimes few people waste their time, they just copy the things they do not teach, they just change the wordings just change the questions and put them in syllabi and you can see how these particular things. Every year they just change the syllabi they just change some content, change few sentences reshuffle few paragraphs they just reshuffle

the exercises at the end. There is no improvement in it. I think there is just need to reshuffle each and every thing.

Saira: the oral communication skills are highly emphasized in the curriculum of 2006 at the secondary level what you think are the hurdles

Interviewee No 1: the most important thing in teaching language especially English is that we do not have trained teachers for English. For example they are just promoted and they just go on and on and come to that level that they teach secondary level. Their pronunciation is rubbish, they do not know how to teach a thing and cram the things from the test papers and guide books and come in the class and repeat those things and that's all. If teachers are not participating in communication by talking in the target language that is English then how you can expect those things from your students. So basically in Pakistan a person who cannot do anything is appointed as teacher. This is our criterion. How can we expect the standard of education the promotion of education from this perspective? You have been in the UK and getting a teaching job is the most difficult thing over there. You will have to do some courses. You will have to do some diplomas. You will have to attend workshops and finally you become eligible for getting that sort of job. But what if just to increase your votes you put all people who are third divisionary in matric in teaching. They are promoted from time to time. They come at the secondary level teach English language but they do not know even what English is. So, they do not have any idea about the grammar of English language. I do not think this scenario can change until and unless we become sincere collectively exert our all energies in the replacement of all those raw stuff from our institutions otherwise it will be very difficult.

Saira: as we know that assessment drives the teaching in our country. What if we include an oral examination in English just like other subjects of sciences? As our teaching is examination driven it will change the focus of teaching?

Interviewee No 1: it is a very good idea I think. It is a very good idea but the question is the same. If you implement this idea in the system the question is that who would conduct these sorts of examination. The English teachers will take these sorts of examinations and if the persons teaching are not appropriate for taking these sorts of examination then how can you expect these things. Basically, we have to remove all the rubbish stuff from the system. They should be trained and it should be made compulsory for them to at least get 6 band in ILETS from there you will get an idea.

Saira: But it would be very expensive for them?

Interviewee No 1: No, it should be really made expensive for the persons who really want to teach. It is a noble job. It should not be given to all the rubbish material of the society. That is why we are lagging behind in every field of development. I did my M.A got different jobs but my passion was teaching I left all those jobs. They were well paid. When I quit my last job it was 10,000 then I joined university and I remember it was 500 no 5258 RS. It was the loss of 4 to 5 thousand rupees at that time. But it was my passion. But actually it has become the last choice for the people. When they cannot do anything they come to teaching. Teaching is not a simple job it is the hardest job. If you are sincere to teaching it is the hardest job. Everywhere in Europe or America you just go and see that how the teachers work. How they use their energies, how they take care of their students. What we are doing what we are doing. We are part of this system we know everything.

Saira: sir do you think the textbooks for teaching English at the secondary level are appropriate?

Interviewee No 1: Actually I believe that there is no wrong with the textbooks. But it is the method which is adopted. The Grammar translation method is one of the favourite methods of the teachers because they rely on Urdu language and even on pahari. If you are teaching English in Urdu or pahari then how can you expect promotion? If the things the contents are taught properly, if the teachers come in the class and speak English for 45 minutes that would create a very good impact on the students. They will be motivated and try to do something from their own. But when the teacher comes there with no motivation sometime they sit there and ask the students show me your notebooks and this is your homework for tomorrow. So, this is the teaching in our institution. So I think there is no wrong with the books if they are properly taught most of the components are well designed but the problem lies there with the teachers. Sometimes it is said that you give me good teachers I'll give you good students and ultimately good nation. If the teachers are not good they can even spoil good students because teacher is a guide teacher is the motivator everything for the students. He is the role model. So if the teacher is lazy he is incompetent he is not working hard how can you expect from the students.

Saira: sir what if before entering in the profession rigorous training is made a part of the system so that it separates the sheep from the goats?

Interviewee No 1: Yes this is what I mentioned in the very beginning. It is very very very important. If we try and improve our education sector that would be one of the most important features when they are inducting different people they must be given proper training before they are sent to the class if it is done you can expect some promotion.

Saira: thank you very much sir from your time.

Appendix A2: Transcription of the interview 2

Saira: Sir basically I am checking the alignment of the curriculum and school textbooks at secondary level in Pakistan. I myself have been teaching and know the situation. I want to discover what the curriculum says and what the textbooks are delivering says. As the textbooks are mostly the sole mean of teaching in the schools. My first question is about the teachers' participation. There are few questions in my mind about curriculum What you think about the involvement of the teachers because basically they are not the subject specialists they are just the teachers and how much they have been involved in the curriculum making process and what should be their representation?

Interviewee No 2: So far in my knowledge the teachers have not been involved with the exception Dr not Dr ... Ms Zakia Sarwar she was involved in Karachi but then she is not a school teacher she is a college professor she is also the head of SPELT Society for Pakistan English Language teachers. In that capacity she was involved with the staff for number of years. She got the help of number of people who worked in spelt but none of them were school teachers. All of them were either in the university lecturers, academics or they were experts in teachers, training so actually working teachers in schools have not been involved. This is the serious drawback not only in the Karachi board but elsewhere in Pakistan.

Saira: Maybe that is the reason or one of the reasons for our lacking in English language in Pakistan?

Interviewee No 2: There could be several reasons and that could be one of the reasons but basically the problems are many. English is our second language as far as our official work is concerned but it's the foreign language

in most of the rural areas as well as the urban areas except the privileged English medium schools where it is very much the second language. Apart from that a very small section of society which is not more than 6 or 7 percent according to my calculations English is really a foreign language and therefore teachers themselves cannot learn it as well therefore the teaching bit suffers. They teachers in ordinary English or Sindhi medium schools are not and cannot teach English very well because of the kind of students they have and teachers they have so it remains problematic. It is taught through the grammar method. It is taught through the translation method. The exposure in the class is for 40 minutes or so and then the new methods of teachings are not adopted for instance they do not watch movies in English they do not listen songs in English. They do not practise roles in English like drama roles they do not talk to anyone in English they do not listen to real conversation ordinary conversation in English. Because of all this English is no more a living language but a dead textbook language. So this is the basic problem with the teachers and students in the school. This is possible to rectify this to some extent by extensive courses of teacher's training and exposure to new methods of teacher's training before the teachers are sent to classes that is possible but it never happens.

Saira: As we know that our GDP less than 2 % is spent on education and especially on English language its very less our logistic support and only the textbooks are supplied especially I 'all be talking about the government schools. How can we improve English by using the textbooks?

Interviewee No 2: Just using textbooks is not going to improve the matters you will have to use along with textbooks. If only the textbooks are taught the defects will remain. There are many defects in the textbooks themselves. First of all, there are lots of errors, they are written on the kind of paper which is not appealing itself. The number of pictures is less. The quality of

existing pictures is not very good. The stories themselves are not interesting and absorbing for the children and lots of propaganda in them. The textbooks of English have less but the others have more. We can talk about that later if you want but at the moment themselves are not very good for the teaching however, by improving the teacher's training.

Saira: Sir, when we see the curriculum the document by the ministry it says a lot about the teaching material and the teacher's manuals but why is the case that we do not have the copy of curriculum in schools?

Interviewee No 2: Nobody pays attention to this issues you would have visited so many school nobody knew that there is a document such as curriculum. It is something there and there for ministry or someone else but it is not in schools and few schools which did have copies just kept that in the headmaster's room and it is not conveyed to teachers and teachers were not even aware of the curriculum and that there is a certain thing as curriculum and there are certain things as aims objectives and etc. It is not simply written it is outside their vocabulary and outside their understanding. They are not being taught. The teachers' knowledge is less about these things and secondly what happen are generally the teachers' training colleges the students go there which are the weakest they don't get good jobs elsewhere not the better kind of students. Therefore they are just there to do teacher's training to learn few things by rote etc is enough and that's what they do. So they are not interested in teaching and they are not there to learn things in innovative way themselves as such there is no idea of such thing as curriculum.

Saira: I have been in many schools to collect data and whenever I ask about curriculum they think that textbook is the curriculum.

Interviewee No 2: Yes

Saira: Sir when the teachers are in the schools and the headmasters why is that curriculum is so much avoided in schools?

Interviewee No 2: I told you it's an alien concept. It has been there but it is never been propagated down they don't know. It is not something which is never been occurred to anyone except researchers. Researchers know about it and are known to people who are in higher administration but even the school administration does not know about it. Teachers are never told about it.

Saira: Is there any need analysis done behind the formulation of the curriculum or any kind of the research work behind the formulation of the curriculum?

Interviewee No 2: In My knowledge there is a document which talks about the need analysis but again it is either done by bureaucrats and if they seek help they seek help from the university professors those of high profile who have never been teaching in schools and know nothing about the problems in schools. I have been there people have asked me. I always said that I do not have experience in teaching at school level and I do not know about their problems. I go there from the university and I am shown the best face and I am taken to the best class for a short time. And otherwise I ask the students informally about books and they tell me things. Even so that is not the kind of information that is received by the ministry of education or any action is taken over that and etc. And even the best input by the researchers is not based on the information provided by schools but it is based on their knowledge and the interviews and etc.

Saira: Sir they change the curriculum they change the textbooks continuously how is the curriculum been measured that these are the

objectives bench marks Student learning outcomes (SLO's) and how they are going to be measured.?

Interviewee No 2: A committee or several committees sit down headed by the ministry officials sometimes from the academia and sometimes people like Zakia Sarwar but then they are heading bodies powerful bodies like spelt. Those kinds of people are involved. They have their own views liberal views like Zakia Sarwar. So they evolve a very ultra nationalistic a very conservative type of syllabus. They think that it will make the students patriotic supportive of the views in which anti India and biased views remain. Basically political ideas and ideologies are taught through syllabus. And no one knows the conditions in schools and the problems students face. And if there are teachers like us they will talk about the theoretical things that might be correct but they are not measured in practical actual teaching of schools. Books have not changed as much as you assume they have changed. They were changed quite down the line a number of years ago they are changed by the committees and then they are changed but not as they should.

Saira: Those who write the textbooks how they are collected briefed especially in terms of curriculum guidelines that it should be communicative functional after secondary school level they should have all the skills they should write a book review , presentation in class . Why are these aspects not included in the textbooks?

Interviewee No 2: The words like communicative etc were the words that SPELT used and they were put in there because the members of SPELT were there. And the people from the universities etc they were there so they just used the phrases. The people who actually write textbooks are professional writers they are generally college professors. Officially they are supposed to

be selected after the advertisements in newspapers. But I do not know what the entire procedure is for it. What I know is that they are either selected by the professionals in the ministry or they just happen to be there for a long time and not through a transparent system of selection. So this is how they are selected. Their pre aim is not to allow the reforms we are talking about but they actually take guidance from the bureaucrats who have selected them and they guess what their views would be, the government policy would be what establishment views would be so they do not bother to use them. Even for the several documents they are not written freshly. For the textbooks they look at the previous textbooks and they look at the previous fashion at that time if it is Zia ul Haq's time islamization would be taught they are told to do it and they do it for themselves too. Actually they do not do more than they are told to. They just want to make sure that they follow govt policy. So anything new that questions the order at that time whatever the prevailing system would be that is something that and they don't know and they do not want to have. Environment for instance was added much later, year passed before it was added because the writers did not know about it they were old fashioned writers of textbooks, so sometimes this happens. They knew that so and so said that but environment they did not know. Si it was added much later it was added because few people insisted that it should be there somebody forced to write about it.

Saira: Now coming towards the examination system we only measure the writing ability to a very limited extent what if like the sciences we add a viva examination or a kind of practical examination can it make things a little better.

Interviewee No 2: There is a viva examination there is a practical examination at the matric level for instance and that is the base where actually the students get marks because it is not done in a proper way. What

happens that at the school which conducts it they see to it they persuade the person who comes to take the exam not to fail the students. So the teachers in fact help the students in terms that school takes it as the matter of their prestige that the students should not fail. They are not examined in the real sense.

Saira: But sir sorry to interrupt but examination of viva in English?

Interviewee No 2: In English would probably help but once again I do not know what the attitude of the teachers would be. If this is the attitude the viva is not going to work if the attitude is different that the good students should pass only. Then the things can change. Yes but I don't know, but in theory yes this is possible I would say that they should deliver a speech of 5 minutes or so that is even better than a viva. If the teachers from that school are not sitting then it is not going to work.

Saira: Sir now coming towards the propaganda in the textbooks, the inclusive aspect of education religious diversity race creed caste colour and gender what is your opinion about the textbooks in this respect?

Interviewee No 2: I have written about this in my book "ideology and power" and another article "images of the other in the textbooks in Pakistan". There is yes the propaganda; first there is the policy of portraying Islam as a scared to justify all conquest and so on. Secondly there is a lot of anti India and biased hatred and the way it is written is that some facts are concealed and others are brought up and propagated, for instance the 1965 war what is concealed is that some military and arms were sent to India before the 6th September but the children are told that there was a sudden attack by India on 6th September not that it was a defensive attack by India in 1970 they are not told about the atrocities and exploitation by the west Pakistan over the east Pakistan and the military operation after which the mukti bahani

started supported by India which resulted in Bangladesh. The second part is told but the first part is hidden. This is the kind of history. There are many textbooks like this not only for the school but up to BA level the same kind of Pakistan studies is taught. I have written about it and I believe that if it is not removed we do have very little chances of creating peace in south Asia. By the way the same kind of separatization, this is called separatization. This kind of movement took place in India and some of their textbooks are still like that. Again, there also this was done by the extremist when they came into power but the intellectual's liberal intellectuals of India protested against it and textbooks were changed. Within us there are also protests but they are not changed to the same degree. So this is on both sides but more on our side.

Saira: Sir about the gender representation?

Interviewee No 2: Gender representation is less or it puts women down or it makes them invisible that is certainly a drawback in our textbooks I have also worked in this aspect. It is discriminatory against women.

Saira: The religious diversity as there is so much talk about it are they being included are they being given any sense of ownership in the curriculum

Interviewee No 2: No, No, on the other hand there have been complaints by them that they are not being taught their own faith. Their children are exposed to books which carry Islamic messages. These things are being brought up by some other people.

Saira: The curriculum talks about promoting social cohesion, tolerance, peace, equity unless the textbooks are changed...

Interviewee No 2: Actually the ministry has given in these words as tolerance but the textbooks do not have such. textbooks actually have a token of these

in them but on the whole the spirit of taking people as partners and stakeholders in the country that spirit is not portrayed in the textbooks and that is why the languages and traditions of religions and other groups in Pakistan all of these are not part of teaching.

Saira: Sir how do you think the English teaching the curricula and alignment of the textbooks and curriculum is improved? As we see the logistic support provided to the teachers especially in Govt schools how can the situation be improved?

Interviewee No 2: Situation can be improved only by doing what is written right from the teacher's training schools again I have said if they are not taught the curricula and documents like this they will remain they way they are. This should begin from the teachers training schools and should be implemented in the classroom etc not only that a copy should be there but also it should be a part of everyday life of the school. It can be on the billboards on the charts etc and then easy to handle teacher's books to help the teachers train the teachers. These kinds of things are in the school. It is possible it just requires different kind of thinking. It just not only requires policy but practise. There are so many policies on paper but actual practise or actual doing it is far less. That has to be changed and I do not know who is going to do it because it is not just one person's effort but the need is there and if the researcher like you bring up the gap then there is hope.

Saira: Sir about the teachers from the rural class they do not know English themselves and they are teaching English I have encountered teachers who are not able to read the questionnaire that I have developed for them and they are teaching English at the secondary level. The principal there both are talking in the vernacular language they do not know the difference between

the textbook syllabus and the curriculum. They have been telling me that curriculum is the textbook. So how can they be educated?

Interviewee No 2: It is a very difficult thing to do so. In the rural areas the facilities are less the salaries are low and it is not possible to get the best teachers out there. The best people come to the cities. However, there are other possibilities for instance nowadays lessons can be obtained on internet. There are CD's etc that can be played in the class movies can be shown and people can be invited so students can be exposed to English in some other ways than teachers and teachers also. Teachers' training is not a very much part of the agenda and if it is there it is considered more an outing and they just have tea and etc. But if it is linked with incentives and so then teachers will come. The qualification is there but the ability to teach English is not there. And certainly this can change if there is a better workshop and if you pass you get incentives then there is possibility of change.

Saira: Sir the role of the examination system?

Interviewee No 2: The examination system at present is very old fashioned and it does not test much but all examination systems are such basically all the examination systems have qualities and faults. The examination system is as good or bad as the person examining you if the person examining you is not playing their role then no examination system is going to be good. I do not see that the change in the examination system is going to bring a change as such.

Saira: Sir don't you think that there should be merit in the teachers training institutes because the teachers are here by accident not by choice?

Interviewee No 2: Yes obviously and then there should be a very hard rigorous training. Most the teachers elsewhere they do not adopt teaching by choice the school teachers are very hard to find and most want to teach in

the universities in the academia it gives you prestige and if the university is as famous then it gives you even more prestige but the teachers can be trained this is what is done elsewhere people are not getting good stuff they are training. But whatever they get the link them with a number of courses in many places teachers are hard to find. No one wants to become a school teacher. Thank you very much sir

Appendix A3: Transcription of Interview No 3

Saira: Sir first of all I want to ask about the philosophy behind the curriculum you have been involved in the curriculum what you think which philosophy we are following especially regarding to the English curriculum?

Interviewee No 3: Before we started this project there were some other sectors who were working on the quality of education in Pakistan. There were some NGO's and some educationists. We looked at their reports and then there was an education al conference held in 2002 and various experts were called from all the provinces and their suggestions were collected and they were presented in the form of a paper , a white paper I do not know what we call it.

Saira: I think it was a green paper published.

Interviewee No 3: Yes that's right we read at that we collected the suggestions of various researchers and in the light of that we devised it. I think that main focus was on two three things. First that our curriculum is not skill based particularly I am talking about English curriculum it is not skill based. Secondly it was identified that there are gaps between schools and universities. If we look at the students who graduate from the schools they are not ready for university education. There are huge gaps for example, they are intend to write reports give presentations and here in our schools we do not teach these skills. So it would be one of the primary aims to bridge gap between schools and university so we need to cater for those skills that make them ready. Secondly, to make them good...professions to seek, get better jobs they needed certain skills which were not addressed in the prior curriculum. Thirdly, we also focused on skills such as reading and thinking skills. Previously the focus was on the memorization of the content,

and it was more like teaching chemistry physics or content rather than skills. We then made a list of the skills required by the university and required by the industry and keeping those in mind we started backwards we saw what we need at class 12 and then we brought it down to class one . I hope I have answered your question. So mainly it was skill based it was meant to bridge the gap between schools and universities and it was to encourage thinking skills and discourage rote learning and memorization of the content. If you have looked at the previous syllabi it was clearly content based there would be 5 or 10 units one unit will be about this topic other about other. But the new one is completely focused on skills and in these skills we have even included though not at the top level competency level, at smaller level we have included study skills, we have included thinking skills and we have ... because these skills are not addressed in any other curriculum. So it was decided that it would be included in English curriculum.

Saira: Sir the second question is that if we see the implementation side of this curriculum it was made in 2006 and we are still waiting for its books to come out, the curriculum says that in the second phase of implementation process cassettes will be made for listening skill, when do you think the first phase is going to complete and the textbooks are going to come out?

Interviewee No 3: This is the thing that pinches us the most because we as writers, we wanted it to be implemented as soon as possible. But there are few things we have recommended should not be included without prior thinking. This is a national level project. First of all we need to build the confidence of the provinces. So this document was sent to all the provinces through their provincial government, we got their feedback. They suggested some amendments and we changed them accordingly. The second thing is that when the document is ready they ministry in particular, they need to issue the orders in three I would say streams. Mainly they should look at

teachers; training, syllabus designing or material writing and examining bodies. Now what is going on right now is that the examining bodies you can say dictating the whole syllabus. What is happening is, that people just look at the model papers and then teachers are trained according to the model papers and the parents' students all of them focus on their grades marks because this is the only thing that affects their careers, that is the only thing that helps us evaluate teachers and students. So right now it is examining bodies that are like federal board and other boards they are directing the syllabus. So it was decided before we started this project that parallel development will be made in three branches. But so far it is not in my knowledge; I don't know how much progress has been made in terms of training the teachers and in terms of the examining bodies and examining boards. Because so far it is in my knowledge that the models question papers that we received from the federal board even after 2006 they are not aligned with the new curriculum. So I am not sure whether they are communicated the philosophy of the new curriculum. So these are some hurdles in the process of the implementation personally I think that there were also political changes , practically all this happened in Musharraf's regime. Then the politically elected govt came they had other issues to address. So whatever the reasons the gap still exists. Even the teachers training that has been conducted after that it is not in my knowledge that they are trained on those lines. I remember that once I was called by national book foundation to train their textbook writers according to the guidelines of the new curricula but when I went there, there was no writer. They even don't have the subject specialists. But I know that in NWFP and Punjab. In Punjab textbook board and NWFP board in collaboration with government I don't remember the name exactly but they had some workshops where they tried to train the textbook writers. They have also developed resource centres in these textbook boards. The primary purpose is

that the writers use these resources, but I am not sure because so far the quality of the textbooks that have been received by the curriculum wing are not aligned with the new curricula.

Saira: The oral communication skills are highly emphasized in the curricula. Do you think that this was practical thing to add e.g. the presentation skills, taking interview which were not previously the part of curricula. Do you think these were practical things?

Interviewee No 3: We were talking about the philosophy of the new curricula the main objective was to revive the old curricula because it was not addressing the needs of the students. What happened that even after completing their graduation most of the students were going to private institutions like NUML for learning English language and most of the time they don't get jobs because they could not speak. One of the purposes of education is to make them successful in life professionally as well as academically. So I think that no one can deny the importance of the oral skills as far as the implementation is concerned , we were assured that govt will take proper steps to first of all to provide the teacher and then to provide them an appropriate training. They assured that they were committed to make change in country. And they said that the curriculum is just the beginning it's just the first step. So we devised the curriculum in light of the assurances that were given. But unfortunately the reality is that in most of the schools they do not have teachers, there is shortage of teachers. And most of the English teachers can't even speak English. Again we were assured that they would send teachers guide lines and they could at national level... there would be teams at national level there would be teams , they would train the master trainers and then they will be training conducted throughout the country and that the national education was held in 2006 and then Prime Minister Shoukat Aziz. He was also provided with the summary of

those suggestions and he announced that he showed his commitment and he assured that his govt is taking drastic steps to meet. and even the people from other ministries , the finance ministry they looked at the condition of schools and teachers in Pakistan and how much money is required to realize those objectives . But in the new govt I think had other more pressing issues to look at. So, far this gap still exists. I am a teacher. Our aim is to teach these skills but it is the govt responsibility to finance it provides resources. I think as an expert it would be inappropriate not to include it in the curricula because if we don't include it how will they reserve resources for it. So we have included it and we are hopeful that if not today tomorrow day after tomorrow there would be someone who would train the students over these lines. So we are hopeful.

Saira: Sir, we know that examination drives teaching and our education are based on our examination so what if we include an oral examination at least at secondary level and then moving upwards. Having a small presentation or an interview something to judge the oral skills in the examination. Do you think it can motivate the teachers to teach them oral skills?

Interviewee No 3: As I said earlier majority of the student's teachers could not speak English themselves. Secondly it is not possible at we were told that it is not yet possible for the examining bodies to conduct oral examination throughout the country because you need a lot of resources for that. We suggested that there should be as they have practical for science subject so we could have similar structure for English as well. But we have actually divided evaluation in various kinds if you have gone through the syllabus. So, we have final assessment and prior to that we have ongoing assessments. So, some of these skills because they were important we have included but it was not possible for the examining bodies to assess those skills we have still included it as formative assessment that can be conducted

by the institution by the teacher . So we were talking about the evaluation of oral skills. Listening is oral an oral skill. So far we don't have trained teachers to assess listening skills. And also for listening we also need some listening material available audio cassettes CD's but at national level it was a huge task and it needed lots of resources. So, listening skill has not been included in evaluation in English. But if you have gone through the document you would have seen it we have included that in the next phase, so if we are not evaluating the students on a skill it does not mean that the skill is not important. It simply means that we are preparing the ground for that. In order to bring change we need time. Just matter of 3 4 years is not enough it is just like we have identified the direction if we can start it from institution level rather than suddenly starting evaluating students then I think it would be smooth otherwise, there would be a great reaction and it would be counterproductive.

Saira: Sir there are practical hurdles in our system then keeping in mind the limited resources we have we think textbooks are mainly the sole material used? Then why don't we have changes in the textbooks we can have cloze test made for listening skill and we can have activities. Why in 2010 we have so old books even the curriculum says that exercises like true false should not be in textbooks at secondary level. We see that in the textbook and that is the part of examination at secondary level.

Interviewee No 3: I think you are mentioning the evaluation chapter that we have separately included we wrote various kinds of test items and one of them was binary choices true false is one of the binary choices. We said identifying fact and fiction will be another binary choice. Which is a higher order skill than just identifying true and false? In fact there are few ridiculous test items that we find in our textbooks where you have given an opinion and you ask whether it is true or false. Which personally I think is very ridiculous

because it is not a statement at all. Opinion can be different we can't say it's true or false. There is a distinction between an opinion and a fact. So if our textbook writers can't make this distinction how can we expect from our students. So what we said is that at secondary level we should go beyond this true false level and not to stick to this binary choice item. Apart from this we have recommended cloze tests we have recommended multiple choice items. In fact throughout the curricula variety of testing tools has been encouraged. So, that the students keep their interest and at the same time can learn the content effectively. But why don't we find these things in the textbooks because so far we have not got many books that have been approved by the curriculum according to the new syllabus. This is a national level project and you can't expect changes in one two three years. First of all this document should be accessible to all the stakeholders. The government should send at least one copy to all the institutions. The textbook boards and even the private publishers who want to write textbooks who want to publish books for public schools. They all should have multiple copies available for them. The soft copy is also available on the ministry's website. Then the teacher's trainers should also have the copy even the parents and the educationists. At personal level I have tried to encourage the students of Islamic university, NUML to do research on these curricula to revise it to see and find ways to how to improve it. This is the first attempt I won't say it's perfect but yes it is a positive step towards the right direction. We need complete change of mind set and for that we need time and commitment at national level. First when the people have access to this document they should organize workshops to understand this document. Because I understand that even the curriculum frame work is not very easy for our educationists. So the writers the consultants and the advisory team of this curricula and other educationists who are aware of this curriculum frame work they should be sent to all the provinces they should conduct trainings.

How can you write a textbook before you understand the document itself? In order to translate it into reality, first they should be able to interpret it. Again we were assured that there would be mass level training sessions for... and this document will be available in every school and college. Now I am working in this college, our college does not have an official copy of the curriculum. Then I personally asked the principal and now we have got an official copy but I am not sure that this thing might have happened in other colleges and I think that are not even aware of it.

Saira: I have been in many schools not in Islamabad but also in Mirpur region AJK. I have found that there is no distinction between curricula syllabus and textbook. They think that textbook is the curricula.

Interviewee No 3: I would say that most of the parents think that this model question paper is the syllabus. This is the textbook. All the textbooks even helping books academic everything is centered around those model papers. The only question is from where should we begin should we begin it from schools should we begin it from examining bodies should we begin it from teachers training? We suggested that we should start at all level parallel but unfortunately we do not have any coordination among these three cones of education. There is no liaison between examining bodies, teachers training and textbook writing and I do not know that how do they communicate with each other because even the new model papers are not based on the new curriculum.

Saira: Sir coming towards the teachers' training and alignment between the curriculum and all, the teachers' manuals there are guide lines for writing manuals but we see that we do not have teachers manuals we never had teachers manual in school. They only have guides or helping books from star or other. So what do you think is there any work going on teachers manual?

Interviewee No 3: There are various issues involved in it. Academically we recommend that all the textbooks should accompany with teacher manuals because textbooks are not only for students they are learning materials. These learning materials provide opportunities for them. They just do not provide content for learning but opportunities for learning. It is the teacher who turns this content in opportunity, if the teachers are not trained if the teachers are not aware of the new philosophy new teaching trends, effective ways of teaching how can they change this textbook into an experience or learning opportunity. So it was decided it was recommended that all text books should be accompanied. But unfortunately the publishers we got feedback from them and they said that no one is willing to purchase them.

Saira: Don't you think that it should be the ministry who prints these manuals.

Interviewee No 3: This is what we recommended. That govt should provide teachers manuals free of charge. Even, now days we distribute text books free of charge then why not teachers' manuals. But again I think they do not have enough funds for that and then an alternative strategy because we did not want to stop the project due to lack of resources. We recommended that textbooks should have teachers note at the bottom of the exercise or activity. So whenever there is a new skill a new way of teaching further sources can be recommended in the teacher's notes. So the new textbooks but I am not sure because they are not yet in the market but for review the provincial review for national review they are in the pipeline and I have seen some of those books they are really good and they are aligned with the new curriculum. And I hope they would be approved and they would finally come and they would be in the market as well. But as for separate manuals I do not think most of the publishers will follow that recommendation. But teachers note they have added some good suggestions for teachers for

further reading they have suggested some material. Here I would like to quote oxford university press. One of their books is taught here in the model colleges of Islamabad it is called the Guided English for Pakistan for class 6 7 and 8. They used to have a teacher book but when I went to their outlet they did not have it any more I said that but your books says that it accompanies a teacher's book. They said that they used to have it in the beginning but no one ever came to buy it and we stopped publishing it. People just go for the textbooks they never go for teachers' books. One of the reasons is that the teachers are not motivated to use new strategies because they are low paid and their evaluation is not based on their performance. If I have completed the contents of course that's all if my students have got good marks in federal board that is only way to evaluate my performance but how I encourage my students to learn those skills and how I created opportunities for my students in schools that is not reflected in my evaluation. So, most of the teachers do not bother about it. So I think that they should change the system of their evaluation as well. They should not only look at the product but also at the process.

Saira: So coming towards the existing textbooks they might have some good points in them. What you think they are good at and what you think they need to improve?

Interviewee No 3: Most of the textbooks English textbooks that are taught throughout the country are more like anthology. So in the past they used to have extracted from the classical essays poems through that we used to teach reading comprehension skills. I think those books are quite good at teaching reading comprehension skills. Although, the quality of the exercise is not very good but some of the old textbooks have included some of the passages that are good and make you a competent reader. But unfortunately those passages have not been exploited properly. For example in first year

we have a poem by Ahmed Nadeem Qasmi is about a sparrow which does not know how to divide a grain of millet into 10 young ones and at the end of it all the questions are really superficial. Like how many young ones are there? And then 4 choices are given. It was a grain of dash and then 4 choices are given. Which do not address the thinking skills at all? I personally feel that this poem is a very good example of teaching imbalance between the resources and their demand. But there are not such questions at all. I think that most of the passages especially those taken from the classics are really good. But they are not being exploited properly.

Saira: I have gone through the textbooks of the secondary level of Punjab textbook board and done the content analysis and I have come across that only two or three poems in the whole book are from authentic writers all the other text has been written purposefully. sir what you think that the use of the authentic material can motivate the student the inclusion of the culture of the target language in the textbooks can it motivate the students to learn English ?

Interviewee No 3: Sure it does. I think that language is always learnt in natural environment. Most of the texts you are pointing at are franchised, artificial and they do not have the natural flow of language. They do not have the natural idiom of the language. And there collocation is inappropriate and even the text is not very interesting. You are forcing them to learn simple present tense and the story itself does not have the interest of the reader. Which I think should be discouraged. I agree with you that most of the content should be authentic. But in our curricula will also suggest that the literary test should only be 25%. In the past the whole focus was on teaching the literary text and we did not have any material from the journalistic writing and from advertisements but we are preparing our students for life and these skills are really important. So, now we have

encouraged, this is what we have recommended that variety of material should be chosen even food labels neon signs because this is what students experience and literacy at very crude level means that they should be able to make sense out of the material that is available. They read newspapers, they watch cartoons, they read food labels, and toy boxes look at board signs along with other instructions. They have to fill out there visa forms; they have to fill other forms in the offices they have to write applications. If they can't make sense of these documents they are not literate. Just to appreciate WordsWorths' poem is not enough, but that is one very important aspect of education as well. So, we encourage that they should have poems, they should have plays they should have literary text but at the same time they should have material from other fields of life and they should be authentic. I agree with you.

Saira: Sir now coming towards the inclusive aspect of education. Do you think the present curricula on the textbooks because the curricula says much about it are inclusive e.g. the religious diversity, gender issues caste creed colour all these issues. Are these textbooks catering for the religious minorities' gender discrimination existing in the society?

Interviewee No 3: I think in the past it was one issue that ruled all other issues. Just few minutes ago you mentioned that there are only few good authentic poems in the textbooks all almost all the other textbooks include similar kind of material why don't they find new genre, why don't they find new literature that has been produced today. There are very good English writers even in our country in Post colonial literature we can find extracts from their writings. Unfortunately, what was happening in the past was that most of the review committees they thoroughly looked for ideological issues and the textbook writers were comfortable in producing the material that was already approved. So what was happening that if the lesson had been

approved in a book that was published by the Punjab textbook board the similar lesson might be borrowed by other textbook boards because they know that ideologically culturally it has been approved and they don't have to look for new materials. I think this is wrong because all these issues are really very important but primarily the purpose of learning material is there value for teaching. How much students can learn from that content. So I think that would not be the driving issue but still am very important issues because they are the students of impressionable age. They make their world outlook by reading these books and some of the students only read these books throughout their life. So we have to be careful about minorities. We should have to be careful about gender issues. You will see that the new curriculum is not ideological based but there is one complete competency that looks at the social development and citizenship. Why? Because we think that education is basically for three things, knowledge, skills and values. Our prior textbooks mainly focus on knowledge skills are almost negligible and values me would say were misinterpreted. If I live in a multi lingual multi cultural society then I should be able to appreciate the characteristics of other cultures. I should learn to live peacefully with other cultures I need to be proud of my linguistic identity I need to be proud of my religious identity but at the same time I need to live peacefully with the followers of other religions we the speakers of other languages. But unfortunately, in the past, if you have gone through that report the subtle subversion by SDPI I think. They were right to some extent but I look at the issue from other angle not just social or religious point of view. I think the sole their primary purpose is there value for learning. What was happening in the past was that we were teaching them to be patriotic. We were teaching them to be good Muslims but we were not teaching them English. We were not teaching them to live peacefully with others. We were not teaching them how to live in conflicts and that is one reason that we have violence in the society. So rather than

limiting the topic we have given them a theme around which a unit can be build. And this is the competency that cut through all the other competencies. So we rather than asking them that you must include one unit on sir Syed Ahmed Khan we have said that it is very important to have your own heroes because they are role model to us. We have not identified one particular hero but we understand that it is important so as long as we have heroes that are role models for the students that can be included. The reason was that we did not want the curriculum to be a prescription. We just wanted to give guidelines that are open ended so that the true social heroes today like Abdul Sitar Edhi who is doing great social work why should not he be included why the old heroes are included.

Saira: Sir that might be in your knowledge that there was a lesson Bilquis Edhi in the textbook and that was excluded from the book.

Interviewee No 3: I do not know but there are various reasons of exclusion of text what happen that in the past they said ok it is about the prophet Muhammad (SAW) it should be included and if it is about DR Salam no it should be excluded. But now we see that if we are going to include a chapter on a personality of Prophet Muhammad PBUH it should be of quality. Just because it is about prophet PBUH it is not enough it should not be substandard it should have valuable content. The students must learn something from it. So we should not just judge the whole passage by only looking at the title. We must see that it must have learning opportunities for the students. Now there are various people who look at the document. Curriculum in fact is not only an academic document it is a political document. It is also ideological content. So you can say ideological document so you can say that there can be various interpretations but we as teachers are concerned about its primary purpose that our students should be knowledgeable they should be skilled and have positive values to be

successful in life and at the same time maintain their identity be proud of their identity and if they are the citizens of Pakistan they are also citizens of a global village. If they are followers of Islam they are also human beings. Even if they are citizens of this earth they are the citizens of the whole universe. So they should not be limited to their creed they should be aware of other cultures. They should know how to live peacefully. This is not the kind of curricula we used to have in the past. So we do not say that we must include chapters on AIDS you must include chapter on sex education. So we have not prescribed it but we have recommended the themes that are good for any society. So we say there should be some education about personal hygiene students should be aware of health, they should be aware of environment, they should be aware of gender issues sports, they should be aware of their heroes they should be aware of their country they should be proud of their country but at the same time they should be aware of other countries. So what we have tried is to break those shackles, do not be just limited to one or two things have knowledge about all be proud of yourself at the same time live peacefully with others. According to the new curricula you could have minorities right reflected through the textbooks. We have women rights reflected in the new books. They are not yet approved but I hope that these issues will also be addressed.

Saira: Do you think that the existing textbooks give a sense of ownership to the religious minorities? Do they own the education they are given?

Interviewee No 3: Well I will not use the word ownership I will say that the cultural diversity should be reflected in the national documents such as this. So if there are other minorities there are other linguistic groups there are other social groups their values their ways of life should also be reflected in it so that they are part of it. Even the majority does not own the country. This country is for all the citizens so but you will find more things reflecting

the society that is quite obvious but they are not excluded their values we recommend that they should be reflected in the textbooks. We don't want anyone to be left out. It is our country and it must be reflected.

Saira: Sir what will be your suggestion to the textbook writers especially with regard to English?

Interviewee No 3: I have an impression that we should have a broader vision for the textbook writers. It is very important especially in the country like ours. So we should be very careful about it. When I say this I mean that we need to have broader vision for textbook writers for the development of child what students are learning at that level in other subjects. The interest of the students what are issues which interest them at that level. They should be aware of their cultural linguistics restrictions. A child living in a backward area of Punjab or Baluchistan they do not have access to many things. So we need to keep these things in mind. At the same time we need to bring those students up to the level of those students who are living in the bigger cities. So the textbook writers should have command over the subject they should be educationists. They should be aware of the situation in the schools in Pakistan not only in public schools but also in private schools in Pakistan. They should have cultural diversity. They should have broader vision. Now we need to devise texts which provide learning opportunities. So these things are important in the textbook writers. And a step towards those things was to offer them resource centres. Some centres have also a website where you can find the soft copies of... These textbooks are approved by the curriculum wing which is a part of ministry of Education. They are first reviewed by the provincial review committee and then by the national review committee. Unfortunately, in our country we do not have independent review committees. In foreign countries there are teachers and academic staff associations which conduct their own researches. Then they see that what

the other book available in the market can offer to their students. These associations have stakeholders the industry the educationists the teachers parents even psychologists and sociologists. They should be trained they should be provided the criteria of the review committee. So that they know that how their books are going to be evaluated or reviewed. They should be given a little free hand. If they are meeting the main objectives of education they should not be restricted too much otherwise we do not see creativity in their work. You should just see if the textbooks are aligned with the curriculum or not, if they are aligned with the national and cultural spirit? As far as they are aligned with they should be given free hand some have creative passages and we exploit those passages and various interesting passages.

Thank you very much sir for your time.

Appendix A4: Transcription of the interview No 4

Saira: What kind of philosophy is being followed in the English curriculum?

Interviewee No 4: I think one of the key features of all the curricula devised by the ministry and the basic thing is to inculcate in the students the Islamic values and to make them good citizens. So that their personality is developed in the light of the teachings of Islam and the Islamic values are first and foremost in the objectives. The second objective is the mastery of English and its structure. Mastery of English means many things. I think the first thing is that they should know the basic structure of the language whereby most of the people emphasize on grammar and grammatical structures. They should be able to write in that language. They should be able to communicate. But as far as I know one of the objective is to develop communicative ability in the students I think these are four or five main objectives in the foremost of the policy.

Saira: Sir about the representation of the teachers from the grass root level, the teachers who are teaching in the classrooms, who interact with the students and know the actual situation in the class room how much representation they are being given in the curriculum making process?

Interviewee No 4: Ya, unfortunately as far as I know, that, normally what the practice is that at the high level the education ministry sends a letter to all the directorates that they are designing a curriculum and if you have any points any experience or any idea you can write to us. So that they can be considered and incorporated into that curriculum and not more than that

Saira: Not in the committees

Interviewee No 4: I don't think so that they have a direct representation from schools to go and sit on board and contribute their input. I do not think that happens.

Saira: Sir what if they are represented in the curriculum bodies?

Interviewee No 4: I think it is obvious that teachers who are teaching at the school level are the people who actually know what difficulties are and what they can do so I think their voice should be heard and they should be allowed definitely a representation to bring in their experience of teaching. Because the goal defined by the curriculum wing and the ministry of education are quite broad in terms and also and due to the representation it would be helpful for the teachers to understand what the goals are, and what are the main aspects of the curriculum and what is the main focus of the curriculum. So this is through their representation that there is an interaction there is an exchange of experience and what they are actually asked to deliver. So they will be in a better position to deliver the objectives.

Saira: Sir, the oral communication skills are highly emphasized in the curriculum and in the curriculum document quite a lot about the competency bench mark and SLO's regarding the oral communicative ability, but in the public sector the kind of the logistic support provided to the teachers and students is not supportive for the development of the oral communication skills. So what were the practical remedies and hurdles in this regard?

Interviewee No 4: The biggest hurdle in teaching the oral communication skill is that the teachers are not capable of delivering it. If you go around and see and I have never come across in my life any school teacher who is competent to speak few sentences in good English. The best teacher in the school is the one who knows best of the grammatical rules and not more than that they are not themselves capable of interacting in English over a

bigger stretch of language. When they are not able to speak themselves how the students who are in non English environment, how are they going to get a model to follow, model to implement. So the first and the foremost thing is that teachers are not competent in English. Their own oral skills are very weak and they are not able to deliver a model to students. This is the biggest problem. The second thing is that the education they get is not very high. The teachers have different problems. Those who may be capable of speaking English do not provide any good model; they are not highly motivated to that. The majority of the teachers with due apology to those who are really committed, most of the teachers are not committed they are dis...And they are not trying to improve their education. They are just happy with what they are getting in jobs and in terms of benefits. Now coming to the remedies first remedy in my view is that the recruitment criteria, the eligibility criteria should be defined. The eligibility criteria in secondary school is that if you are matric with a certificate in teaching English you are capable of appointing at primary level and if you are a BA Bed you are appointed at the secondary level elementary level they call it. I think that people with FA and matric are not capable of delivering quality we are looking for. So the bar should be raised the eligibility criteria should go up. People with higher education should be inducted as English teachers at least. I am not saying that this should be the criteria for all English teachers but higher education should be the requirement. And once they have got the higher education they should not be sent to the classes straight away. They should undergo teachers training programmes. So that they learn how to teach language how to teach English and they should be given rigorous training in how to exploit texts in order to achieve the goals and objectives of the curriculum. They should be aware of it and that should be incorporated in the training programmes. The content the goals the overall teaching methodology and developing of four skills so this is in my view the remedy. The third one is

the incentive to teachers so that they perform their duties with a lot of dedication and devotion. So I think if these three things are taken care of the quality of teaching English can be improved.

Saira: In most of the schools the textbook is followed only. What if some kinds of activities are given in the textbooks?

Interviewee No 4: Ok if you look at the English medium schools oxford textbooks are used over there. There are a lot of exercises at the end of the text there. Private and English medium schools are exploiting those and therefore you can see the standard of English of the students. Whereas in government schools the texts are poorly designed they are not very well written they are not supported by many exercises yet, still I see a lot of exercises at the end of the text. But interestingly, again the same point that teachers are not fully trained to exploit those exercises. They are done mechanically the teacher just solve the exercises for the students and never involve them in interaction and communication. These exercises are just models that the teacher can devise similar exercises in order to practice a certain skill. Only one exercise can't guarantee...but rather it is well said that a bad teacher hides himself or herself behind the textbook. So what the teachers do is only that they do what is done in the textbook. What they don't realize is that the textbook only gives them a small model or outlines that what they should do but that they should be exploited and further supported by other activities of similar kinds. It should be clear that the teaching point grammatical or structural should be strengthened with a lot of practice.

Saira: Again as we know that textbooks are the centre of our teaching

Interviewee No 4: Ya

Saira: All our examinations are based on the textbooks and not the curriculum

Interviewee No 4: Ya

Saira: What if like the sciences we include a viva examination or a practical exam?

Interviewee No 4: I think that is very much clear that assessment drives teaching the way the student will be judged the teacher will focus on that perspective because their only, they have only one goal that children should get maximum marks and pass the exams. So they are only focusing on what they will be asked in the exams. And I think realizing this importance of the assessment, it becomes all the more essential that this component which is testing or checking their oral or speaking skill should be included in examination I think that is going to change the focus and that is going to make a difference.

Saira: Before the making of the curriculum compilation of it was there any pilot done?

Interviewee No 4: No, I do not think so, there is any serious pilot work done. However there are teachers in the universities who are publishing how to develop speaking skills at schools how to develop writing skills at schools. But these works are so isolated and they are never communicated down to the relevant authorities. These researches and findings are not available to the curriculum designers. It's not available to teachers trainers it is not available to teachers so if there is any little research work done its only done for the purpose of getting promotions and not more than that so there is a huge gap between the researchers and the practitioners as well.

Saira: Sir Do you think the curriculum of 2006 was realistic in terms of application?

Interviewee No 4: No I do not think so in my view it is asset of broad theoretical views a kind of frameworks but when it actually come in implementing its quite weak.

Saira: Sir what are the basic weaknesses?

Interviewee No 4: No 1 is that those who are delivering it at the end the users are not involved. So these theoretical I would say even those teachers their level as I said that their education and no training at all are not capable of understanding what they are suppose to deliver. So lack of awareness and lack of teachers training, the lack of curriculum the lack of examination system. I think we all are the culprits in the lack of the implementation.

Saira: Now coming towards the cultural element. About including the culture of the target language in the textbooks especially the textbooks at the public sector is it going to be helpful and motivate the students or not?

Interviewee No 4: Yes, I think that we cannot teach a language out of its culture. I think previously it is in my knowledge that some people like to define, write a textbook like describing a mosque, shrines things like that but I think that has not been very attractive, perhaps the first idea is to inculcate the religious values no 2 to describe what they are familiar with. Perhaps I think that is not going to work. Look the youngsters are always very keen to know new things something interesting. So I think while writing the textbooks somebody should look somebody should see to write the things they are really interested in. I think the foreign culture is available now you can see on internet if you like on cable and all. Just keeping it away from the textbooks is not going to serve any purpose right. I do not see any harm in it. I think it should be embedded with the local values

Saira: A comparison may be

Interviewee No 4: Ya and that actually provide opportunities for teachers and for students as well. They can study and find the difference if then they study their own culture their own values their own customs they then can understand better if they have something to compare it with.

Saira: Sir now coming towards the inclusive aspect of education, sir do you think that the inclusive aspects such as religious diversity, gender race class creed colour, do you think these are taken into account while writing the textbook?

Interviewee No 4: I think the curriculum is an important means of what you want to do. If you want to develop a tolerant society, if you want to develop students with a broader view, so they tolerate other people, they also have knowledge of other things they know that other people have their own religion. They know the value systems of other communities beside their own. So I think for that purpose it is very essential that the holistic view of curriculum should be in account. And they should be exposed to different things. So this knowledge develops understanding and tolerance about other people, about other communities.

Saira: Sir concerning the minorities in our country do you think that they are given due representation in the textbook so that they have a sense of ownership?

Interviewee No 4: No, not in my view, even if you look at the television programmes I don't see that any non Muslims are given any representation. Only on Christmas day a night before that they are given an hour or so I do not know if there is any other programme but this 2 hour representation in the whole year is not enough. I think they should be given due

representation in the texts also but actually if you ask my view can I give my own view

Saira: Please sir,

Interviewee No 4: Actually what is happening is that there are some religious forces which are very dominating, they have power and these people are resisting to any such change. Recently are you aware of that Mrs Bilquis Edhi that there was a chapter about her in a textbook and there was a strong reaction on it that why not Hazrat Ayesha (RA) the wives of the prophet (SAW) should be incorporated and there was a huge reaction against that. No actually there is a very strong order of the religious elements which are not, it's not that the curriculum designers do not want it in. It is the pressure to bring in the religion into it. They are able to exploit the religious sensibilities of the various people so that they can agitate they can use the force. So I think this is one way of keeping such representation away. This is not a huge task I tell you. They simply say they should be represented ideally it looks ok but on practical ground it's impossible.

Saira: Sir what about the gradual change that is more acceptable and effective?

Interviewee No 4: Yes of course I am not against the change but how to bring the change. Yes of course if the students are exposed but as I said before curriculum is the means to achieve broader goals, so that's why curriculum is very crucial in formation of your ideas and ideology. And it plays a very important role in shaping your views ideas and value system so of course that is the right place to begin with.

Saira: Sir coming towards the Pakistani nationalism, when we write the curriculum how this nationalism is defined? What kind of nationalism we are promoting through our curriculum?

Interviewee No 4: In curriculum Pakistan nationalism is that we all the peoples whether they are Bloch Punjabi or whatever regardless of their creed race they are Pakistani in the first place. So Pakistan should be their identity, first identity and then their regional. I think that we are not being able to attain that goal still their local identities remain supreme over their national identity.

Saira: Sir, how then the goal of cohesion be achieved? Pakistanism I think needs to be promoted. The Pakistanism we promote the Sindhi, Punjabi, Kashmiri, Balochi. What of the religious element? I have been teaching in Christian schools the students there are forced to study Islamic studies, some are forced to read few things in Urdu and English language which are not according to their religious doctrines or whatever. So what is the role of textbooks there and what has been achieved?

Interviewee No 4: This is a social problem not a textbook problem a national thinking problem. You see that curriculum designing is a central subject federal subject, while education is a provincial subject. The whole idea is to keep the nation one through curriculum. Broad outlines are designed by the federal government, and the provincial governments are free to attain those objectives through any means. So it is in the centre as nation, that we should decide that what kind of Pakistani want to see in future and what kind of minds we want to develop .I think we need to decide that. Like many issues we are undecided on that.

Saira: Sir now coming towards the examination system are you satisfied how the English is tested?

Interviewee No 4: I think as a teacher in the university I have an opportunity to participate in the examination system holding exams conducting viva, designing questionnaires for exams and etc. My view is that the examination

system does not adequately reflect the knowledge of the student and there is always a huge discrepancy between what the students get in examination and when you see the students actually and this difference arises because of the faulty examination system. This is well established that the examination system is based on testing the students' memory. If you are good at memorising and writing on the paper you are a successful candidate. By that I am saying that the examination do not test their skills adequately right. And that is why the examination system is not up to the mark it should be changed even again I would share my experience that even at masters level after undergoing 10 years of education in English I am counting 6 onwards they are not still able to express in English. I have seen students who have get very good marks in lengthy essays of literature but when they are asked to write just a piece of writing out of the .. Just like practical questions writing an application writing a letter communicating a message to somebody I think they are not capable to do that. So it is very clear that examination system is faulty its defective it needs to be changed and they should be reliable.

Saira: Sir coming to the last question keeping in mind the scenario in Pakistan the logistic support and all how much text books are effective and can be effective in delivering English curriculum objectives

Interviewee No 4: I think textbooks play a very key role in developing the level of the students. They see the world through these textbooks. They learn and see what they come across so textbook is what you want to expose them to. It depends on how much of the exposure and what kind of the exposure you want them to have. If they get lot of exposure it will broaden their vision if you expose them to subjects which are new subjects which add a new knowledge to them through the textbooks you will do. So I think that

textbooks occupy a very vital position in developing the youngsters what you want them to do.

Saira: Sir how much time and effort is put in our country to develop textbook?

Interviewee No 4: I think it is a fair mechanism the ministry of education invites learned people highly qualified .they bring good people I think. This part is fine. Then it is passed on to the curriculum wing the curriculum wing is asked to transfer them into objectives even there I see that they bring good minds from all over the Pakistan I think the formation of objectives crystallizing the goals into objectives even then its fine there are lots of good people there I do not see problem with that the problem I see is the implementation the textbook writing and the implementation at school level teaching that is the weaker area which needs to be dealt with

Saira: Thank you sir thank you very much for your time.

Appendix A5: Transcription of interview No 5

Saira: Thank you very much for your time Sir, Regarding the textbooks I have read your report and I do believe in that and that's why I am here to talk to you about that my questions is that what kind of changes do you want in our textbooks because textbooks are the sole way of teaching in the government schools I will be talking more about the govt schools so what changes do you need in the textbook and how to make them inclusive?

Interviewee No5: Well many many changes and if you start counting you will perhaps have half a million things textbooks need to have very good very sound pedagogical structure. Structure says that the learning abilities of the children of a particular age should be taken into account learning activities should at the end enhance the learning abilities of the students. So, one thing is the pedagogical structure should be sound. Number two there should be things about the knowledge content should not be intoxicating (indoctrinating). It should be more like increasing and expanding curiosity rather than burdening them with doctrinating (DOCTRINE) material. Burdening them with doctrinal material has been the practice in Pakistani textbooks. That is the other thing, number C I think the end of the chapter questions, the questions that chapters have are poorly very poorly structured very poorly given and very poorly incorporated. Since they have, most of the time they require repeating the chapter and processing the information given in the chapter and that has been a very central problem in the textbooks and our education system that also connects to how the public examinations are conducted. Public examinations heavily rely on the textbooks, actually they require that all the questions asked must be somewhere in the textbooks they cannot be beyond textbooks in fact there are given a certain set of textbook. And then they usually ask questions which test memorization. So

the textbooks are made according to this criterion particularly of the examination point of view. There are certain kinds of textbooks of English language often continue the gross mistakes, wrong English spelling mistakes, wrong grammatical sentences not the crisp language and the outcome is this that the student is mis-taught. Mis-taught in a sense that he is taught wrongly English language is taught wrongly and at the end of the year he learns wrong things and these wrong things stay with the child for life unless and until someone sits down and corrects those mistakes. This is a serious problem in Pakistan. Students should have a clear concept of structure of English. Although grammar, there is a large emphasis on grammar as English is actually taught by grammar translation method. And there is large emphasis on understanding the structure of English language through grammar. But, that also is not done in a systematic manner it is a sort of haphazard and it does not go in a systematic manner and it takes students towards a point where students do not master the structure of language that does not happen. Mathematics textbooks have errors answers are wrong and as the examinations are out of the textbooks so the students must produce the answers given in the textbooks. Social studies textbooks have the policy of indoctrination which is the agenda of a particular narrow minded view of the Pakistani citizenship and that formation of citizenship that is the agenda of narrow minded people has taken over the entire purpose of education in the society and that actually has last for large duration and that resulted in the narrow-mindedness of students and lack of logical thinking in students these are the inabilities of the students and also the doctrinal material has taken space of good pedagogical material that could have been there and therefore the students are deprived of the good pedagogical material. So, these are few things about the textbooks that have come to my mind. There should be large effort put in the textbooks.

Saira: Coming towards the religious education and the citizenship education when I study the textbooks I do not find difference between citizenship and religious education. When we talk about the citizens of Pakistan we talk about the Muslims. So, what sort of difference should be there in the textbook because we are propagating a narrow concept of Pakistani citizenship? So what could be the first step towards a change that is acceptable too?

Interviewee No5: The whole thing starts with our effort to define our freedom and nation and trying to construct a nationhood out of something which is unreal. This is the basic problem we came into being out of a separation of a fear that if we lived in united India we would be overwhelmed by the people of Hindu religion because they already showed ascending trends they were advance in education they were already in services and in many spheres of life they were overtaking us already and we were fearful of that thing. We would be over whelmed we would have a life of subjugation. So we had that perception of separate homeland but then if we had that perception then why couldn't the different units of this separate homeland be separate homeland themselves that Sindh could be a separate homeland, Baluchistan could be a separate home land. In fact, Baluchistan has said from the very beginning before Pakistan came into being that we were colonized by the British separately, we were never a part of India and they had declared their independence and they were negotiating that with Jinnah and Jinnah had his own way of dealing with them. And at that point in the initial years of Pakistan they felt that the need to have some forces of cohesion between these units. One source of cohesion that Jinnah thought was Urdu Language, and that actually back fired. He said that Urdu would be the national language of Pakistan and the entire East Pakistan went into flames and then he had or take back his words and that was after a lot of

atrocities and the violence in East Pakistan. And then later on there was military action taken in Baluchistan and followed by multiple actions in 1950, 1962 in 1973 and now. So you have a situation here where there is an unwilling province you want to keep them and continuously struggling to keep them with you. Whereas, by every action you do thing but alienate them, so the point is that they were trying to find a certain force of cohesion and the second force they thought was religion. In fact the objective resolution which was passed by the constitutional assembly was meant to guard against the movements like the movement in East Pakistan Baluchistan movement of Baluchistan and try to show that we are together we should forget our nationalities, we should forget our national identities. We should only think ourselves as Muslims. So that we think ourselves alone as Muslims. This was the gravest mistake. Everything followed that and now the national identity is the result of one wrong action. That wrong action meant that we try and mould lives according to religion and we have promoted those things. Our textbooks at that time were not very insistence on religious identity. In fact the Islamic studies and Islamiyat were not a part of curriculum for a very very long time after partition. It became a part of the curriculum in late 60's Islamiyat was taught to our children only because we thought that our education system must try and build an Islamic citizenship a kind of a citizenship which has a religious identity and therefore the problem started. Therefore, the textbooks have these kinds of bias and subsequently the rate of literature given when one particular angle is given. When East Pakistan separated, we needed many things we needed to explain what really happened there and we also needed to try and come out of that situation. We needed to explain this and we explain it by saying that it was a conspiracy against Muslims by Hindus. There were Hindus in East Pakistan they conspired and India collaborated with them. Number 2 they thought that now is there should be greater effort to try and build an Islamic identity.

So then in Bhutto's time and it had happened earlier also but in Bhutto's time they aligned themselves completely with Islamic world. So these things happened in that particular time. The order of these things happening, the people who were designing education started to include this Islamic identity into the education. Zia ul Haq had to justify his own rule, and all of that ended in the form of textbooks that we see now. Even now the textbooks are not changed much. you have asked, your first question was that if the textbooks are aligned with the curriculum ?and you are looking at 2006 curriculum but the textbooks for 2006 curriculum have not yet out. They are going to come out this year but only for few classes. Only for classes 1, 2, 3 and you may like to confirm this from the curriculum wing in Islamabad because they are the ones who keep track record of all such thing and the textbook boards. A very limited no of textbooks only for class 1, 2 3 are going to come out. Imagine that the curricula were changed in 2006 and the textbooks according to them are not yet out. So, before that the question was that how citizenship is defined, they define the Pakistani identity as Islamic identity Muslim identity. So, a Hindu boy or a girl a Christian boy reading those books are automatically delineated from the Pakistani nationhood because they are not Muslims they have a denial of his or her nationality and that was actually something that was subverting Pakistani nation that has subverted Pakistani nation and that is why we call that report the subtle subversion. So, subverting the nation in a very subtle manner that they do not realize that it was happening and that has continued to happen.

Saira: These textbooks are creating confusing identities they are a source of chaos in the society as well? The curriculum talks of social cohesion tolerance all must be the part of textbooks when confusing identities are created when they do not know either they are Pakistani's or not then how can the social cohesion be achieved?

Interviewee No5: Actually the point is that somebody is trying to engineer this question of national identity making mistake after mistake after mistake taking up to this point. For me national identities are made out of good things that happen in the society. If you have successful people those people who have made name for themselves , there are big cricketers the entire nation is after them they are the heroes , which one of them identifies with the good cricketers and then there is automatically a kind of social cohesion and we all see. Similarly, there are great names great philosophers' great scientists' great human beings. There would be no Pakistani who would not be appreciative of the work of Abdul Sitar Edhi, of any political cult in the society, would like actually be proud of him and would go outside in the world and say that look there are people like that in our society. Home grown people who are not grown from any money from outside actually they have grown from within and they have become legendary. We can talk of Abdul Salam whom we disown, who won Nobel Prize for himself but we are very proud. we can count number of such examples and such examples and those are the examples that actually create liking hood for the society and create national collaboration .when I go out in other countries I do not see any book which insists page after page that this is the Italian nationhood . They do not do that. When they describe things they just put in words for example, Marconi. Every Italian would be proud of Marconi. Or the great musician, painters, everyone is proud of them and the nationhood come out of it automatically, they don't have to look for anthems like Jevay Jevay Pakistan. I think to have this kind of view, and what would you do to try and create cohesion, where Salam's are producing the societies, where there are more disparities, where more of the people do well for humanity and society are projected. There were times when everybody knew the names of the hockey players. In the early 70's the hockey team was so good so good that every Pakistani knew the names of the full back, forwards because they were

winning. They were pride. Every Pakistani knew the names of Jahangir Khan and Jansher Khan because for a very long time they were champions. These are the things that need to be continuously cultivated and created for creating the feeling of nationhood rather than hollow slogans. I think Pakistan is rate in the top countries which has these national songs (milli taranay). A number of milli Taranay that we have created and sung. Some of them are really beautiful but they never create cohesion in the society. May be in artificial manner. Cohesion is created when there is law and order in the society, when you create justice in the society, when people realize that they are going to live with each other not to compete with each other for every piece of bread and rice. So we have been doing the wrong way and the wrongest way was that we brought in the religion and the nationalities our books are full of hate for Hindus full of hate for Indians and they tell wrong things they lie to students about many things they lie to students about 1965 war they lie to students about the attitude and stereotype Indians they lie to them about the creation of Bangladesh. They just blatantly so a lie is a lie and a lie is going to have a very negative effect on the society. And that is what we see now.

Saira: Now coming towards the textbooks, when we talk about Abdul Sitar Edhi or any great player the presentation of these kinds of roles in the textbooks, as only the stereotype roles are presented in the textbooks the textbooks for class 10 only have two personalities Hazrat Ali (RA) and Quaid e Azam. Mostly the religious personalities no personalities from the social sphere of life. So when the textbooks are written what is in the minds of the textbooks writer as they are writing about very limited topics and the horizon of the students is also very limited? Where are the textbook writers we don't see them as the debates are going on the textbooks we do not see their faces?

Interviewee No5: _I think you are right the politics of textbook is again the politics of enslaving minds. They are trying to create minds mould minds according to the political thinking. We know very clear that there is a group in Pakistan which has allowing been pursuing the idea of which we call the ideology of Pakistan which we know I know is the false construction. The ideology of Pakistan is propagated by those who initially oppose Pakistan. They try to think that ideology of Pakistan is equal to enforcing Islamic laws in Pakistan. Try to make this Islamic country by introducing Islamic laws in the country. But, at the same textbooks which are talking about this can't explain then that why they were opposed to Pakistan, why they were opposed to Mr. Jinnah. When Mr Jinnah wanted it then should have actually supported him. About the textbooks there is a group called Naway-e –waqt group for a very long time across on decades the entire contract of printing textbooks was given to them and naway –e-waqt group was the one which printed textbooks distributed textbooks. And the naway e waqt group has its own ideology the naway e waqt group is one of the kind of groups which into this ideology. There are vested interests in around making the textbooks vested interests of printers' vested interests of writers. You will find that new editions of textbooks come out after every or every 2 years. The writers would be the same. The subject matter would be the same only the title would change and they will be called new textbooks and the old textbooks have to be discarded and new implemented. I remember when I was a student university student in Karachi we use to run an organization which actually go out in summers and collect the old textbooks then distribute them to school students. So this has changed. They take out new editions with barely any change. The old book is thrown out of circle. In this way writer would get additional royalty , the printers would get money the writers therefore would make a curtail the same set of writers only the order of names change book after book year after year the same writers are writing

the books. This is the problem. The politics of textbooks also is that there are textbook boards and no textbooks are allowed other than these textbook boards even at the level of B.sc the textbooks that are printed are by the govt. In our time when I was in BSc we used to study foreign books we had many books not only one book per subject but 2 3 or 4 books and we had to search for material in the books and make our own material out of them. That changed in late 60's and early 70's.; when this one book material came into system. BSc had one book and everybody had to learn from that book and examination have to be set be from that one book. I think in this way the vested interest had destroyed education system in Pakistan. You can actually go in and point your finger on those vested interests. You can point them out very very clearly. You can say that these are the head of the vested groups and these are the associates. Who conspired to have a full control over this material? Who have been paying bribes to get this full control? They will pay their tricks and do all the sorts of things; they have a number of dirty tricks up their sleeves. So, I think that these people have been trying to make textbooks the way they are. On the other hand, the other aspect should also be not forgotten, that curriculum designers over the years have come into a habit of designing curriculum in such a detail that the textbook writer has very little freedom to write. So the point is that you have a curriculum which says that you have to have this ayat in Urdu textbook or this and this thing in class 3 textbook and the textbook writer cannot do anything about this. So that was the whole idea of controlling textbooks. Curriculum wing designs curriculum, textbook writers write textbooks according to that curriculum and then the prepared textbooks are sent back to the curriculum wing for checking if the books are according to the curriculum and then the textbooks are published. To ask about how the curriculum wing was infiltrated by the idea of a particular thinking and who ran their in the curriculum wing and make sure that the material was

according to their ideology. So for example when I was looking I looked at one English textbook which was full of mistakes grammatical mistakes and I was very disturbed that students were harmed by these books. I went to the curriculum wing and they said that I should see the expert. I met him and I started to speak to him in English language and he could not speak to me in English, so I pointed out those errors in the textbook but he could not understand at all. When I explored him I found and he said very very clearly that his job in this chair was to see only that the ideological thoughts of the government were being followed in the textbooks. This is how things are going to run in textbook boards and curriculum wing. There is a complete control of those forces on education. There are many many examples of other textbooks of English of mathematics of Urdu of other subjects. For example, this example I have given in my report that there was a group which wrote textbook of English language which had a lesson about a husband and wife which worked together the woman used to work outside and husband used to help him in household chores like washing dishes. This book was returned they said it was unacceptable we can't have it. Another book was returned and I still have the letter in my archives at home which specifically said that this textbook had insufficient content on jihad and to increase the content on jihad. So these are the kinds of things happening unfortunately, although the course was changed in 2006 but we do not have textbooks and we are continuing with the old line.

Saira: But, it is said in the market that these are the new textbooks according to the new syllabi

Interviewee No5: Only few textbooks not all and the books according to 2006 curriculum are not yet out. I was in a meeting where there was secretary education and other persons from the ministry and I asked it and they said that it will take time.

Saira: Sir what do you think of the new textbooks are they going to be better or the same?

Interviewee No5: Had the books come out according to the new curriculum I would have said they would be better, but now I do not know how they are going to be like. The good thing that had happened is the new policy of the multiple textbooks. And multiple textbooks allow the private publishers to publish new books. However I already see distortions in this new policy I sensed that when I heard the secretary education talking, the new secretary education not the old one. I think the distortions are very recent and there should be guard against them. No 1 yes multiple textbooks will be allowed but all the public schools will have the same textbook for the sake of uniformity. If all the public schools are going to have the same textbook then they are going to be from textbook boards. The textbook boards have not changed their ways. They will bring out bad textbooks they will bring out atrocious textbooks and again, secondly, the textbook boards' books are very cheap because of the difference in paper's prices. They get subsidized paper where as private get the paper from market. Of the same people who have imported paper those which have licences of importing. Few years back there was a huge scandal of Jung group of publications that Jung groups of publications those they were black marketing the paper as they had the license. The nawaye waqt group had the full control over the policy of the textbooks. They have entrenched many of their men inside the textbook boards who determine the new textbooks. So my prediction is that the new textbooks are going to be equally bad if they are the textbook boards books the textbook boards books will have bad printing, very uninteresting, they will have the usual style of writing textbooks. They will have imaginary stories, mistakes of language. I think it is very safe to say that these textbooks are going to be equally bad.

Saira: Sir, about the cultural representation. It only represents the culture of our and not the target language. English is a foreign language in the textbook the culture of the target language is not presented. Do you think that the inclusion of target culture and use of authentic material should be a practice?

Interviewee No5: I do not know, but now if I think about it I do not know that if there is a need of including the people of that language in the textbook. The effort of the language textbook should be proficiency of language use. So that they are able to communicate with the outside world and as conveniently as they can. The projection of the outside culture is already happening in our homes through satellite televisions. And we know what kind of culture it is. Representing that in the textbooks would be unnecessary. It would also be unfair to give it a superior place than our local culture. Giving it a superior place will somehow allow propagating that that culture is superior to ours. This could create serious problems in students. I think the effort should be to make students proficient in English.

Saira: Coming towards the inclusive aspects we have been talking about the religious inclusion. But the other issues of inclusion race class gender bias do you see these biases in the textbooks?

Interviewee No5: Gender biases certainly exist in our textbook. Gender bias everybody will say they are there but somehow they are engraved in our culture and they keep to crop up here and there without us knowing that they are here. Keeping gender bias out of the textbook should be the conscious effort of the expert and the writer. Gender bias can be in any shape for example the excessive material on the male gender. Or stereotyping of the roles and many simple things that brother and sister come back from school the brother picks his bat and go out to play whereas

the girl helps her mother in household chores. These are the things which show the bias. I think there should be a very determined effort very deliberate effort by some people in which they can keep the balance somehow someone has to work out this balance it will not automatically come. They biases for example religious have to be kept out of the textbooks and somehow tried to be balanced. The people argue that we are 95 percent and why shouldn't we be projected and why should we project the 5 percent and which is a very valid argument. And if you talk to people you go in Sindh areas where there are Hindus their names, using idioms saying inshallah mashaallah saying salaam u alikum. Once I saw a documentary on Hindus in Peshawar Sikhs of tribal area. Sikhs were recognized in their religious turbans but the Hindus were not. They were talking in the same way etc. Same is the case in India and Nepal. I think this kind of sensibility already take place if you live in the majoritarian society. When one religion is in huge majority others try to live like that .If your textbooks have sentences the dialogues where people talk as like inshallah mashallah Allah nay chaha why should we worry about that. The worry would be when you deliberately project others as bad people. And also at very times it would be very nice; recently a friend of mine was asked by the ministry of religious affairs to prepare a parallel course to Islamic studies a parallel course for non Muslim students. So he only collected good stories and gave them a shape of book. That was such a good reading that seeing this every Muslim parent would say that why my child has been deprived of such a good book. It is such a good book it shows to you that every religion is good. All talk of good things and you only had to go and find these books. But that runs against the idealists who would not like to see, so the biases have to be kept out of the textbooks.

Saira: I have been talking to different teachers especially the language teachers and so far I have come to a conclusion that they are unaware of the existence of other religions in the society. They say that books are inclusive they are tolerant they are teaching good things. The teachers mostly say that the biases do not exist. So when the teachers are trained why not things like inclusive educational aspects are included in their syllabi.

Interviewee No5: This is a very good question. Our institute does we have those courses. We have master trainers who train teachers at various levels. We train them with the aspects of inclusive education. There are hundreds of teachers training institutions and I do not think so that these things are the part of their training as they are run by people who have been trying to create a situation in society. So they have been themselves involved in teaching the principles of education. So why would they not say the same thing that has been taught. So I think when we define teachers training curriculum that should be a part of the curriculum , even then we are not sure that when the teacher goes into the class he or she will teach those things or he or she will not teach the religious things. At the end this is the teacher who matters, textbooks do matter but at the end this is the teacher who matters. The teacher in her action her speech will determine a large amount of, can pass on injurious messages and can create sick minds. So I think at the end it is true that you must address the teachers. There are about a million teachers in the country. To hope that all the teachers will suddenly abandon what they had been taught, the way they are being brought up for decades and to think they teach according to the new wishes is certainly not realistic. It changes but this change has to be persistent for a very long time.

Saira: What if a uniform curriculum for the teachers under training is introduced?

Interviewee No5: Now there are the universities the govt wants to change teachers training curriculum they want to introduce 4 years Bachelors education programme. HEC has already made 4 years Bed curriculum. You were right that that curriculum does not have inclusion of human rights and diversity.

Saira: Sir Diversity is not only in religion but class race gender

Interviewee No5: And also in language culture. It has to be told to everyone that we are not uniform and should try and celebrate the diversity.

Saira: Thank you very much sir for your time and cooperation.

Appendix B

Permission Letters

Appendix B1: Permission Letter Mirpur Division AJK Authorities.

104-----17-02-2010-----Permiton for Inspection --(Tajammal Naqvi).inp

نظامت تعلیمات سکولز میرپور ڈویژن میرپور آزاد کشمیر،

بخدمت: ڈسٹرکٹ ایجوکیشن آفیسر صاحبہ،
سکینڈری (سکولز) میرپور۔
نمبر ڈس/ مورنہ

عنوان: اجازت برائے ریسرچ پی ایچ ڈی در ثانوی ادارہ جات :-

عنوان الصدر کے تحت تحریر ہے کہ محترمہ سائرہ شاہ (U.K) Trent University NOTTINGHAM میں PHD کی سٹوڈنٹ ہیں جو اپنے تدریسی مراحل کی تکمیل کے لیے ثانوی ادارہ جات میں ریسرچ برائے PHD کرنا چاہتی ہیں۔
جناب ناظم تعلیمات سکولز میرپور ڈویژن میرپور نے ثانوی ادارہ جات میں ریسرچ کی اجازت دی ہے تاکہ درخواست دہندہ اپنے تحقیقی امور کی تکمیل کر سکے۔

(محمد عجب جانب سید بھٹاری)
اسسٹنٹ ڈائریکٹر تعلیم (سکولز)
میرپور ڈویژن، میرپور

نمبر ڈس/ مورنہ 903-04
نقل بالا بخدمت: 22/10/10

محترمہ سائرہ شاہ مکان نمبر ایف ون سکٹر C/2 میرپور آزاد کشمیر۔

Appendix B2: Permission Letter by Federal Authorities Islamabad

School of Education

Clifton Lane, Nottingham NG11 8NS. Tel. +44 (0)115 941 8418 www.ntu.ac.uk/education

To whom it may concern

Dr Gill Scott
Dean of School of Education
Nottingham Trent University

0115 848 6748
gill.scott@ntu.ac.uk

1 February 2010

Dear Sirs,

Saira Shah is a PhD student at Nottingham Trent University. She is engaged in research for her thesis on the use of textbooks to teach English Language within schools in Pakistan. Saira is currently undertaking her empirical research, which involves interviewing curriculum experts and teachers in Pakistan regarding the use and development of textbooks to inform her work.

This research project has been approved by the ethics committee at Nottingham Trent University and it accords with guidance for the ethical collection of data. All interview and survey data will be anonymised within the thesis and no individuals will be identified in the research. The PhD thesis will be considered by the research supervision team and the panel of examiners under the regulations governing research degrees at Nottingham Trent University. As part of the approval for the research project assurances are given that the research process and outcome will not be detrimental or harmful to anyone involved or to members of the community in Pakistan or more widely. The purpose of the study is to advance knowledge and to benefit the education of individuals and groups through research informed policy.

On behalf of Saira Shah and Nottingham Trent University I would like to thank you for your co-operation with this study.

Yours Sincerely

G. Scott

Dr Gill Scott
Dean of Education

*V.P. HOD (Eng)
allowed
S. Min Joz
13-04-10*

NOTTINGHAM
TRENT UNIVERSITY

Appendix B3: Permission by Rawalpindi District Authorities

Directorate Education Schools Rawalpindi Division.

District Education Officer Secondary Schools, Rawalpindi.

Subject : Permission for PhD Research in Secondary Institutions

Saira Farooq Shah a PhD student in Nottingham Trent University UK wants to carry out empirical research in the secondary schools. This involves distributing questionnaires to English teachers of secondary classes.

District Education officer has given permission to her to carry out research in the institutions.

Ch. Muhammad Sadiq.

Date: 9-04-2010

District Education Officer

Rawalpindi Division



Appendix C

Appendix C1: Questionnaire for the curriculum Experts



Dear Madam/Sir,

I am a Pakistani postgraduate research student in the department of Education of Nottingham Trent University UK, engaged in the curriculum research: **“Effectiveness of the English Language Textbooks in Delivering the Aims of English Proficiency and Cultural Awareness Explicit in the Pakistan National Curriculum at the secondary school level.”** I am at present in the first phase of my study and intend to gather first hand information with regard to the effectiveness of the English language textbooks in delivering the curriculum.

Therefore, I request your assistance by inviting you to participate in questionnaires and possibly an interview. The insight gained from this questionnaire will provide helpful information to inform my research. The results will help to improve the quality of English language learning at the secondary level in Pakistan. The completion of this questionnaire will take about 30 minutes.

Your participation is voluntary and you are free to discontinue at any time. As a participant you have the right to ask for clarification and decline to answer any questions. All information you provide will be kept strictly confidential and the researcher will be the only one who can access this information, your name will never be used or associated with the study.

There are no risks to you or to your privacy if you decide to participate in my study. If you choose not to participate that is fine. However, your participation and your opinions are crucial in helping me to obtain answers to my research questions. I would highly appreciate your taking the time.

If you have questions regarding your rights as a research participants, or if a problem arises which you do not feel like discussing with the researcher, please contact Nottingham Trent University, Graduate Research School tel: +44 115 9418418 or email Dr. Gill Scott at gill.scott@ntu.ac.uk

Thank you for your participation.

Saira Farooq Shah

PhD Student,

Nottingham Trent University
School of Education
Email: n0236017@ntu.ac.uk

PART 1

Personal Information:

1. **Name** (optional) _____ -

2. **Qualification** (Tick as appropriate)

a) Academic

- B.A/ B.Sc
- M.A/ M.Sc
- M.Phill
- PhD
- Any other

b) Professional (Tick as appropriate)

- Bachelors in Education (B.Ed)
- Masters in Education (M.Ed)
- Any other

3. **Experience in years** (Tick as appropriate)

a) Teaching

- 0-2
- 3-4
- 5-6
- 7-8
- 9-10
- More than 10 years

b) Curriculum Planning and Development

- 0-2
- 3-4
- 5-6
- 7-8
- 9-10
- More than 10 years

4. **Name of the Institution:** _____

PART 2 Selections and Competency of the Curriculum

Please give your responses to the following items and Tick the columns you consider as most accurately reflecting your experience.

SA= Strongly Agree, **A**= Agree, **DA**= Disagree, **SD**= Strongly Disagree

No	Items	SA	A	DA	SD
5.	You are satisfied with the process of curriculum development of English language at the secondary level in Pakistan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	You have special training in curriculum development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	You are involved in the preparation of teachers' guides and manuals of English language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Experts and planners in curriculum development are professionally competent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	The experts and planners possess the ability of critical appraisal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Merit is the criteria for the selection of the members of curriculum committees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	The subject specialists of English language are given due representation in the curriculum committees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	The English language teachers at the secondary level in Pakistan are given due representation in the curriculum committees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART 3 Approaches in the Formulation of English Curriculum

Please give your responses to the following items and Tick the columns you consider as most accurately reflecting your experience.

SA= Strongly Agree, **A**= Agree, **DA**= Disagree, **SD**= Strongly Disagree

No	Items	SA	A	DA	SD
13.	English language Curriculum is helpful in meeting the future needs of the society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	English language Curriculum is developed according to the needs of the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

No	Items	SA	A	DA	SD
15.	English language Curriculum portrays the religious values of all the religions practised in Pakistan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	English language Curriculum promotes loyalty to the country.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	English language Curriculum increases the spirit of appreciation for the religious diversity existing in Pakistan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	English language Curriculum promotes students' creative thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	English language Curriculum helps to increase communicative competence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	English language Curriculum is realistic in terms of application.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART 4 Approaches in the Formulation of English Textbooks

Please give your responses to the following items and Tick the columns you consider as most accurately reflecting your experience.

SA= Strongly Agree, **A=** Agree, **DA=** Disagree, **SD=** Strongly Disagree

No	Items	SA	A	DA	SD
21.	The English language textbooks are helpful in achieving curriculum objectives at secondary level in Pakistan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	The English language textbooks give proper weight to the creative writing aspects of language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	The English language textbooks give proper weight to the reading comprehension.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	The English language textbooks give proper weight to the use of grammatical structures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	The English language textbooks give proper weight to the oral communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	The English language textbooks give proper weight to the thinking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	The English language textbooks give proper weight to the lexical skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	The English language textbooks develop the ability of adjustment in the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

No	Items	SA	A	DA	SD
29.	The content of the English language textbooks is selected in the light of curriculum objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	The content of the English language textbooks helps to develop desirable social values mentioned in the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31.	The content of the English language textbooks is useful for the practical life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32.	The content of the English language textbooks is interesting for the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33.	The content of the English language textbooks is helpful in the development of the democratic society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART 5 Implementation of the English Curriculum

Please give your responses to the following items and Tick the columns you consider as most accurately reflecting your experience.

SA= Strongly Agree, **A=** Agree, **DA=** Disagree, **SD=** Strongly Disagree

No	Items	SA	A	DA	SD
34.	Curriculum development of English language in Pakistan is based on initial survey.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35.	Curriculum development of English language in Pakistan is based on the needs of the society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36.	Curriculum development of English language in Pakistan is based on the needs of the students at the secondary level in Pakistan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.	Curriculum development of English language in Pakistan is based on try out and experimentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38.	Curriculum Wing arranges research work before compilation of the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39.	In service training of English language teachers is arranged before the implementation of the new curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40.	Supervisory staff plays an efficient role in the implementation of the English language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

curriculum.

No	Items	SA	A	DA	SD
41.	Budget fixed for the implementation of the curriculum is sufficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42.	The implementation of curriculum is monitored and coordinated properly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43.	The number of periods allotted to English Language teaching in the scheme of studies is sufficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45.	The Ministry of Education seeks feedback after the implementation of the textbooks of English language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46.	Examination is a major tool for curriculum evaluation of English language in Pakistan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47.	There is co-ordination among Curriculum Wing, Examination Boards and Textbook Boards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48.	There is alignment among English language Curriculum, Textbooks and examination at the secondary level in Pakistan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you very much for your time and participation. I request your further assistance by inviting you to participate in a semi-structured interview. The insights gained from this interview will provide helpful information about the alignment and effectiveness of curriculum and English Language textbooks at the secondary level in Pakistan. It will help me to accomplish my research. The completion of interview will take about one hour.

Please write your contact number and email if you are willing to be interviewed by me, and ensure you have put your name on the first page of this survey.

Contact No Mobile: _____

Email (if any) _____

Appendix C2: Questionnaire for the SSC English Teachers



Dear Colleague,

I am a Pakistani postgraduate research student in the department of Education of Nottingham Trent University UK, engaged in the curriculum research: **“Effectiveness of the English Language Textbooks in Delivering the Aims of English Proficiency and Cultural Awareness Explicit in the Pakistan National Curriculum at the secondary school level.”** I am at present in the first phase of my study and intend to gather first hand information with regard to the effectiveness of the English language textbooks in delivering the curriculum.

Therefore, I request your assistance by inviting you to participate in questionnaires. The insight gained from this questionnaire will provide helpful information to inform my research. The results will help to improve the quality of English language learning at the secondary level in Pakistan. The completion of this questionnaire will take about 30 minutes.

Your participation is voluntary and you are free to discontinue at any time. As a participant you have the right to ask for clarification and decline to answer any questions. All information you provide will be kept strictly confidential and the researcher will be the only one who could access this information, your name will never be used or associated with the study.

There are no risks to you or to your privacy if you decide to participate in my study. If you choose not to participate that is fine. However, your participation and your opinions are crucial in helping me to obtain answers to my research questions. I would highly appreciate your taking the time.

If you have questions regarding your rights as a research participants, or if a problem arises which you do not feel like discussing with the researcher, please contact Nottingham Trent University, Graduate Research School tel: +44 115 9418418 or email Dr. Gill Scott at gill.scott@ntu.ac.uk

Thank you for your participation.

Saira Farooq Shah

PhD Student,

Nottingham Trent University

School of Education

Email: n0236017@ntu.ac.uk

PART 1

Personal Information:

1. Name (optional) _____

2. Qualification (Tick as appropriate)

a) Academic

F.A / F.Sc

B.A/ B.Sc

M.A/ M.Sc

M.Phill

PhD

b) Professional

Certificate in Teaching (C.T)

Bachelors in Education (B.Ed)

Masters in Education (M.Ed)

3. Teaching Experience in years (Tick as appropriate)

0-2

3-4

5-6

7-8

9-10

More than 10 years

4. Name of the Institution _____

5. Did you study English Language as an elective subject during your academic studies? (Tick as appropriate)

Yes

No

6. Did you study English Language as an elective subject during your professional studies? (Tick as appropriate)

Yes No

PART 2

Please give your responses to the following items by ticking the columns that reflect your experience most accurately.

SA= Strongly Agree, **A**= Agree, **DA**= Disagree, **SD**= Strongly Disagree

No	Items	SA	A	DA	SD
7.	You are involved in the development of the English language curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Copy of the English curriculum is provided in your school /college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Copy of English language syllabus is provided in your school / college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Teachers' manuals or guides for English syllabus are provided in your school /college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Sufficient numbers of periods are allotted for English Language teaching in your school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Which of the following resources do you use to teach English?				
	a. Textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Tape recorders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Video films	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d. CDs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e. Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	f. Pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	g. Newspapers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	h. Language Labs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	After passing SSC Board examination students are				
	a. Able to read any piece of writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

No	Items	SA	A	DA	SD
	with full comprehension.				
	b. Able to write any piece of creative writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Able to use correct rules of English grammar and punctuations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d. Able to write a book review.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e. Able to express themselves verbally in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	f. Able to give an oral presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	g. Able to conduct an interview.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	h. Able to pronounce new English words with appropriate stress and intonation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	i. Show an acceptable behaviour for a peaceful and diversified society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Present system of assessing the students' English language in SSC Examination is measuring what it is supposed to measure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Following skills are measured accurately in SSC Examinations				
	a. Creative writing ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Reading comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Use of grammatical structures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d. Oral communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e. Thinking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	f. Translation skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	SSC Board Examinations are based on the curriculum and not the textbooks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you very much for completing this section.

The next sections are about the alignment of the English language textbooks and curriculum at the secondary level in Pakistan.

Continued

PART 3

This section addresses the issue of relationship between the Reading and thinking Skills mentioned in the curriculum and the English language textbooks at secondary level in Pakistan.

Textbooks and Reading and Thinking Skills

Please give your responses to the following items by ticking the columns that reflect your experience most accurately.

SA= Strongly Agree, **A=** Agree, **DA=** Disagree, **SD=** Strongly Disagree

No	Items	SA	A	DA	SD
17.	Textbooks' reading material promotes students' ability				
	a. To analyze the passage to identify its theme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. To analyze the order of arranging paragraph.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. To skim and scan the reading text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d. To interpret graphs and diagrams to write short descriptions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	Textbooks promote effective strategies in note taking and summary writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	Textbooks use textual aids, For example, table of contents, footnotes, and glossary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	Textbooks use of other informational sources including internet and encyclopaedia.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	Textbooks help the students to recognize genre of literature, for example, fiction, nonfiction, myth and etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	Textbooks introduce the literary techniques such as repetition, personification and alliteration to the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you very much for completing this section.

Continued

PART 4

This section addresses the issue of relationship between the Writing Skills mentioned in the curriculum and the English language textbooks at secondary level in Pakistan.

Textbooks and Writing Skills

Please give your responses to the following items by ticking the columns that reflect your experience most accurately

SA= Strongly Agree, **A**= Agree, **DA**= Disagree, **SD**= Strongly Disagree

No	Items	SA	A	DA	SD
23.	Textbooks and the activities included help the students to familiarize with the prewriting strategies for example, brainstorming, mind mapping, outlining etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	Textbooks introduce the elements of composition writing to the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	Textbooks' content and activities introduce the				
	a. Personal narratives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Persuasive/argumentative essays.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Expository essays.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	Textbooks help the students				
	a. To write a simple book review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. To write summary/ précis of passages or poems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. To master paraphrasing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d. To write and revise applications using correct format, layout and tone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e. To write informal and formal emails.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you very much for completing this section.

Continued

PART 5

This section addresses the issue of relationship between the oral communication skills mentioned in the curriculum and the English language textbooks at secondary level in Pakistan.

Textbooks and Oral Communication Skills

Please give your responses to the following items by ticking the columns that reflect your experience most accurately

SA= Strongly Agree, A= Agree, DA= Disagree, SD= Strongly Disagree

No	Items	SA	A	DA	SD
27.	Textbooks and the activities included in the textbooks facilitate the students.				
	a. To ask and respond to questions appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. To be aware of the conventions and dynamics of group discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. To conduct and give short interviews on a specific topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d. To create and deliver simple groups/class presentations on various themes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e. To comment orally on the presentations of peers against a pre-developed criterion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you very much for completing this section.

Continued

PART 6

This section addresses the issue of relationship between Formal and Lexical Aspects of Language mentioned in the curriculum and the English language textbooks at secondary level in Pakistan.

Textbooks and Formal and Lexical Aspects of Language

Please give your responses to the following items by ticking the columns that reflect your experience most accurately.

SA= Strongly Agree, A= Agree, DA= Disagree, SD= Strongly Disagree

No	Items	SA	A	DA	SD
28.	Textbooks promote the use of dictionary in order				
	a. To use the pronunciation key in dictionary to pronounce words with proper stress and intonation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. To find appropriate meanings and spellings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	Textbooks aid the students to translate passages from English to Urdu.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	Textbooks aid the students to translate passages from Urdu to English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31.	Textbooks familiarize the students with the following aspects of grammar.				
	a. Pronouns and how they are used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Types of pronouns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Articles and its use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d. Infinitives and gerunds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e. All verb tenses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	f. Adjectives and adjective phrases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	g. Adverbs and adverbials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	h. Prepositions and prepositional phrases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	i. Conventions of capitalization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

No	Items	SA	A	DA	SD
	j. Conventions of punctuations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	k. Analysis of the sentence structure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	l. Types of sentences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	m. Active and passive voice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	n. Change the narrations of statements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you very much for completing this section.

Continued

PART 7

This section addresses the issue of relationship between appropriate ethical and social development issues mentioned in the curriculum and the English language textbooks at secondary level in Pakistan.

Textbooks and Appropriate Ethical and Social Development

Please give your responses to the following items by ticking the columns that reflect your experience most accurately.

SA= Strongly Agree, **A**= Agree, **DA**= Disagree, **SD**= Strongly Disagree

No	Items	SA	A	DA	SD
32.	Textbooks promote following social attributes				
	a. Humanism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Patience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Equity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d. Justice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e. Tolerance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	f. Empathy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33.	Textbooks develop a sense of importance of individual worth among the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34.	Textbooks develop the sense of diversity of values among the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35.	Textbooks develop the understanding of a contemporary society to participate in the global society as aware and thinking individuals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	Textbooks promote the following aspects of inclusive Education				
	a. Religious diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Avoiding National origin bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Gender representation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d. Representation of different social classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you very much for completing this section. **Continued**

in improving the quality of the existing textbooks. Please return the completed questionnaire to the researcher on her next visit.

Appendix C3: Questionnaire for the HSSC English Teachers



Dear Colleague,

I am a Pakistani postgraduate research student in the department of Education of Nottingham Trent University UK, engaged in the curriculum research: **“Effectiveness of the English Language Textbooks in Delivering the Aims of English Proficiency and Cultural Awareness Explicit in the Pakistan National Curriculum at the secondary school level.”** I am at present in the first phase of my study and intend to gather first hand information with regard to the effectiveness of the English language textbooks in delivering the curriculum.

Therefore, I request your assistance by inviting you to participate in questionnaires. The insight gained from this questionnaire will provide helpful information to inform my research. The results will help to improve the quality of English language learning at the secondary level in Pakistan. The completion of this questionnaire will take about 30 minutes.

Your participation is voluntary and you are free to discontinue at any time. As a participant you have the right to ask for clarification and decline to answer any questions. All information you provide will be kept strictly confidential and the researcher will be the only one who could access this information, your name will never be used or associated with the study.

There are no risks to you or to your privacy if you decide to participate in my study. If you choose not to participate that is fine. However, your participation and your opinions are crucial in helping me to obtain answers to my research questions. I would highly appreciate your taking the time.

If you have questions regarding your rights as a research participants, or if a problem arises which you do not feel like discussing with the researcher, please contact Nottingham Trent University, Graduate Research School tel: +44 115 9418418 or email Dr. Gill Scott at gill.scott@ntu.ac.uk

Thank you for your participation.

Saira Farooq Shah

PhD Student,

Nottingham Trent University

School of Education

Email: n0236017@ntu.ac.uk

PART 1

Personal Information:

1. Name (optional)_____

2. Qualification (Tick as appropriate)

a) Academic

- F.A / F.Sc
- B.A/ B.Sc
- M.A/ M.Sc
- M.Phill
- PhD

b) Professional

- Certificate in Teaching (C.T)
- Bachelors in Education (B.Ed)
- Masters in Education (M.Ed)

3. Teaching Experience in years (Tick as appropriate)

- 0-2
- 3-4
- 5-6
- 7-8
- 9-10
- More than 10 years

4. Name of the Institution _____

5. Did you study English Language as an elective subject during your academic studies? (Tick as appropriate)

Yes No

6. Did you study English Language as an elective subject during your professional studies? (Tick as appropriate)

Yes No

PART 2

Please give your responses to the following items by ticking the columns that reflect your experience most accurately.

SA= Strongly Agree, **A**= Agree, **DA**= Disagree, **SD**= Strongly Disagree

No	Items	SA	A	DA	SD
7.	English Language teachers are involved in the development of the English language curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Copy of the English curriculum is provided in every school and college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Copy of English language syllabus is provided in every school and college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Teachers' manuals or guides for English syllabus are provided in every school and college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Sufficient numbers of periods are allotted for English Language teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Following Audio Visual Aids are used in English Language teaching.				
	a. Textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Tape recorders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Video films	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d. CDs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e. Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	f. Pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	g. Newspapers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	h. Language Labs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. After passing SSC Board examination students are
- a. Able to read any piece of writing with full comprehension.
 - b. Able to write any piece of creative writing.
 - c. Able to use correct rules of English grammar and punctuations.
 - d. Able to write a book review.
 - e. Able to express themselves verbally in English
 - f. Able to give an oral presentation.
 - g. Able to conduct an interview.
 - h. Able to pronounce new English words with appropriate stress and intonation.
 - i. Have developed acceptable behaviour for a peaceful and diversified society.
14. Present system of assessing the students' English language in SSC Examination is measuring what it is supposed to measure.
15. Following skills are measured accurately in SSC Examinations
- a. Creative writing ability
 - b. Reading comprehension
 - c. Use of grammatical structures
 - d. Oral communication skills.
 - e. Thinking skills

f. Translation skills

16. SSC Board Examinations are based on the curriculum and not the textbooks.

Thank you for completing the section.

Continued

PART 3

17. In your opinion, how well does a pass in the SSC examination reflect the student's ability to cope with the next level of study?

_____18. In your opinion, what are the strengths of students in English Language after they pass SSC Examination?

Thank you very much for your time and participation. Please return the completed questionnaire to the researcher on her next visit.

Appendix D

Appendix D1: Analysis of Part 1 of SSC Teachers' Questionnaire

Academic Qualification of the SSC teachers' participating in the survey

Academic Qualification	Frequency	Percent	Valid Percent
F.A / F.Sc	4	1.8	1.8
B.A/ B.Sc	63	28.3	28.9
M.A/ M.Sc	145	65.0	66.5
M.Phill	4	1.8	1.8
PhD	2	.9	.9
Missing	5	2.2	
Total	223	100.0	

Table no D1.1

The data above shows that more than 65% of the teachers are highly qualified and have a master degree. Those who have the Bachelors degree are around 30% which is again a respectable figure. What we conclude is that most of the teachers are well qualified to teach at the secondary level as per the rules set by the government that the B.A /B.Sc qualification is essential to teach at secondary level. The following figures are illustrated in the bar chart below. Missing stands for the missing data and it has been given the value of zero throughout the research.

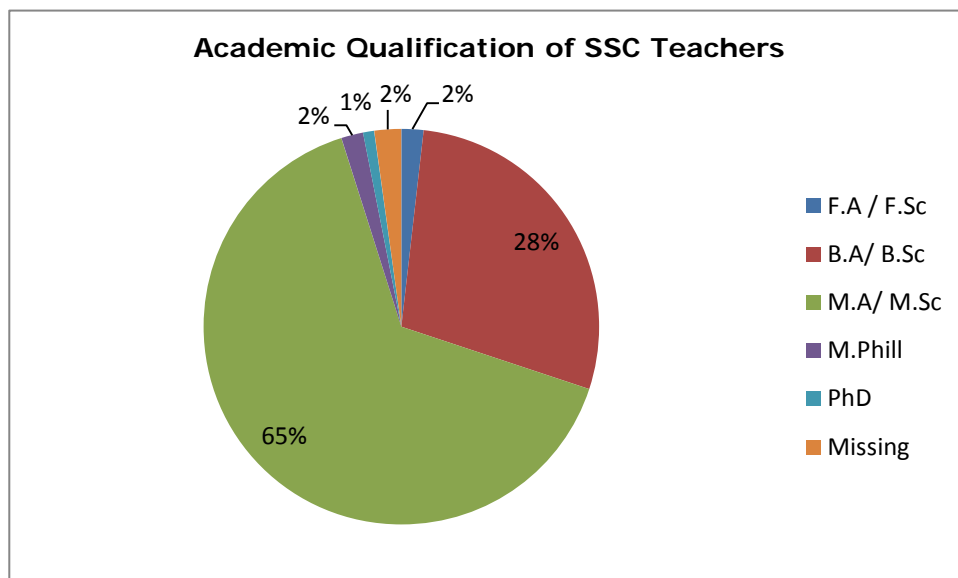


Chart No D1.1

Professional Qualification the teachers' participating in the survey

Professional Qualification	Frequency	Percent	Valid Percent
Certificate in Teaching (C.T)	11	4.9	5.7
Masters in Education (M.Ed)	123	55.2	63.7
Bachelors in Education (B.Ed)	59	26.5	30.6
Missing	30	13.5	
Total	223	100.0	

Table No D1.2

The data shows that around 63 % of the teachers are trained to teach and meet the requirements for teaching set by the government. More than 26% are highly trained and a very few have done the basic training. The missing data in the variable is around 13% showing the fact that this number of respondents did not answer the question. By which it can be assumed that they have not disclosed the information under their right to tell their personal information. Following is the bar chart for the professional qualification of the teachers.

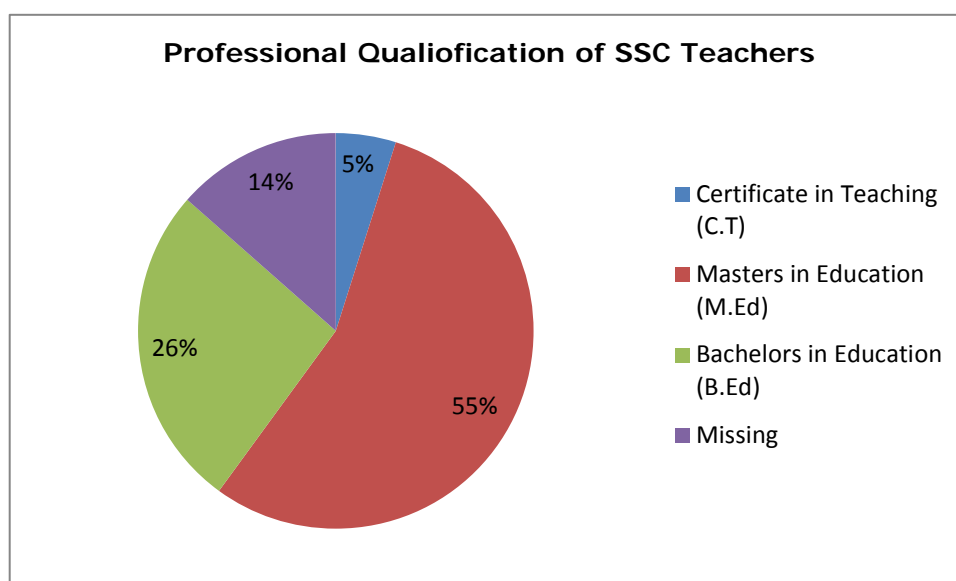


Chart No D1.2

Teaching Experience of the participants in years

Teaching Experience	Frequen cy	Percent	Valid Percent
0-2years	29	13.0	13.4
3-4years	23	10.3	10.6
5-6years	19	8.5	8.8
7-8years	13	5.8	6.0
9-10years	14	6.3	6.5
More than 10 years	118	52.9	54.6
Missing	7	3.1	
Total	223	100.0	

Table No D1.3

The data shows that half of the teachers have teaching experience of more than ten years and majority of English teachers are very experienced. Therefore, by looking at the data we can say that there is a trend that newly inducted teachers are also teaching English along with the teachers with the experience of more than ten years. It is well expressed in the pie chart as under.

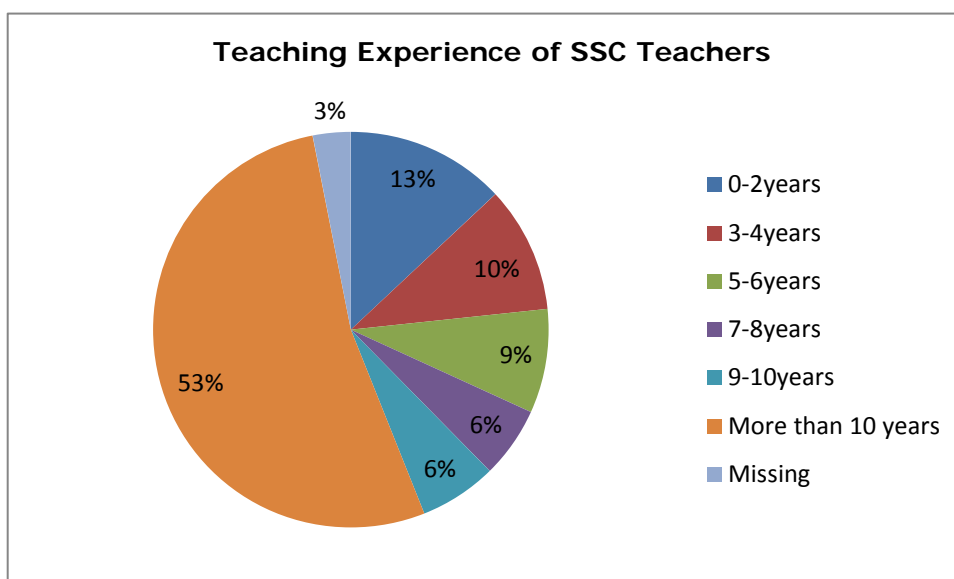


Chart No D1.3

Institutional Affiliation of the SSC Teachers

Institutions	Frequency	Percent	Valid Percent
Federal Isb	4	1.8	1.8
Federal Mirpur	4	1.8	1.8
Federal Murree	7	3.1	3.1
Federal Rwp	14	6.3	6.3
Govt Mirpur	56	25.1	25.1
Govt Murree	3	1.3	1.3
Govt Rwp	20	9.0	9.0
Private Mirpur	18	8.1	8.1
Private Murree	7	3.1	3.1
Private Rwp	62	27.8	27.8
Missing	28	12.6	12.6
Total	223	100.0	100.0

Table No D1.4

Here are statistics about the categories of the institutions the teachers served in. Here 'Isb' stands for Islamabad, and 'Rwp' for Rawalpindi. The researcher went to private institutions, institutions run by provincial governments and institutions run by federal government. It has enabled the researcher to have a wider view of the alignment between the textbooks and the curriculum. Following is the chart to illustrate the number of responses from different institutions.

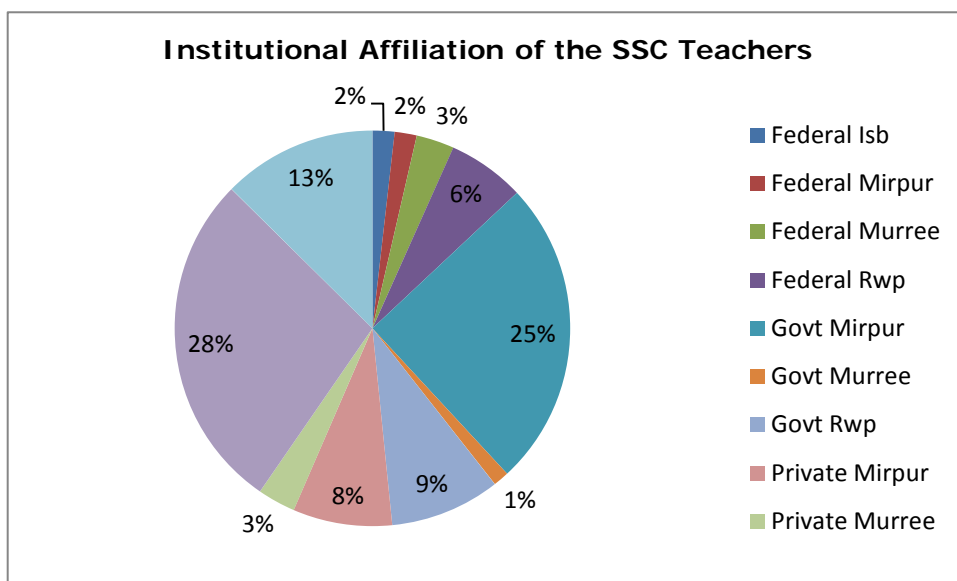


Chart No D1.4

Did you study English Language as an elective subject during your academic studies?

English in Academic Qualifications	Frequency	Percent	Valid Percent
Yes	83	37.2	38.8
No	131	58.7	61.2
Missing	9	4.0	
Total	223	100.0	

Table No D1.5

Around 58% of the teachers did not study English as an elective subject during their studies and only around 37% have. This shows that most of the teachers teaching English have not studied English as an elective subject in their academic pursuits. It is important to mention that English is taught as a compulsory subject up to graduate level and the students have also option to

study English as an elective subject for more depth. This information has been illustrated in the following chart.

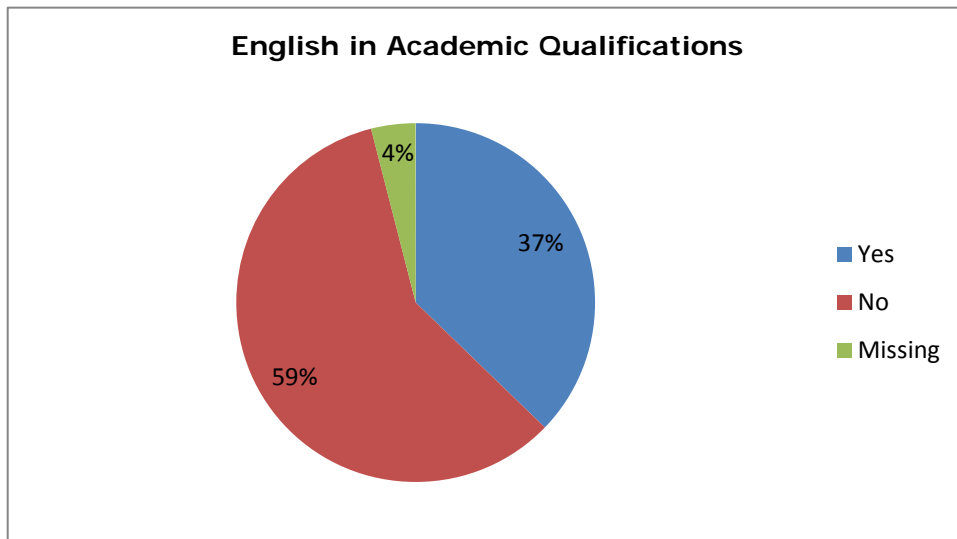


Chart No D1.5

Did you study English Language as an elective subject during your professional studies?

English in professional studies	Frequency	Percent	Valid Percent
Yes	103	46.2	49.0
No	107	48.0	51.0
Missing	13	5.8	
Total	223	100.0	

Table No D1.6

The data above shows that half of the sample studied English during their professional training and half did not. It is significant to mention that Teaching

of English is an elective subject in the teacher's training programmes. The trainees who want to opt for Teaching of English have this option. The data illustrate that the teachers who are not trained in English make a significant number and this has an impact on the standard of teaching of English in Pakistan.

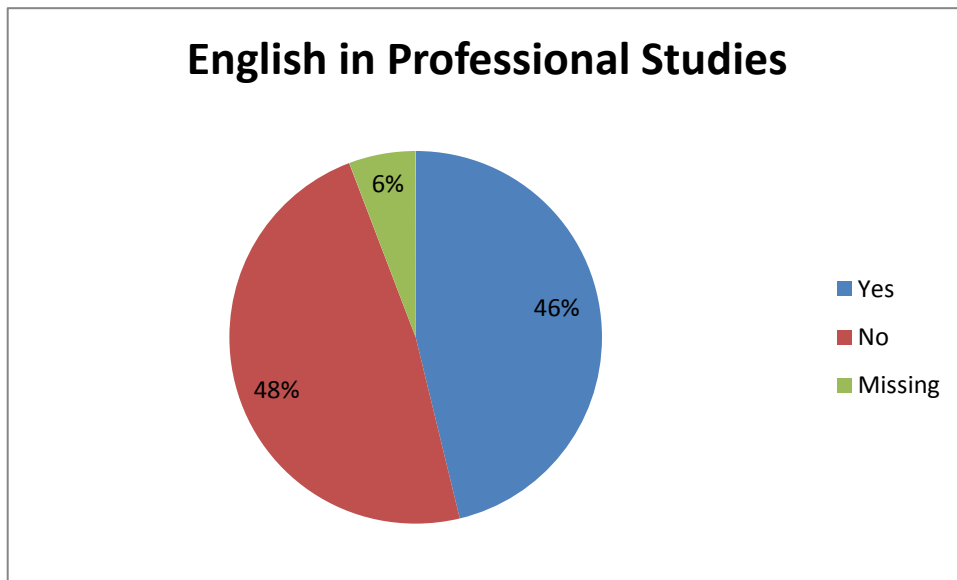


Chart No D1.6

Appendix D2: Analysis of Part 1 of HSSC Teachers' Questionnaire

Academic Qualification of the teachers' participating in the survey

Academic Qualification	Frequency	Percent	Valid Percent
B.A/ B.Sc	55	33.3	34.0
M.A/ M.Sc	103	62.4	63.6
M.Phill	4	2.4	2.5
PhD	0	0	
Missing	3	1.8	
Total	165	100.0	

Table No D2.1

The data above shows that more than 63% of the teachers are highly qualified and have a master degree and are well suitable to teach. Those who have the Bachelors degree are around 30 % which is again a respectable figure. What we conclude is that most of the teachers are well qualified to teach at the higher secondary level. However, the rules set by the government say that qualification equivalent to Masters are required to teach a particular subject at higher secondary level. The following figures are illustrated in the pie chart below. Missing stands for the missing data and it has been given the value of zero throughout the research.

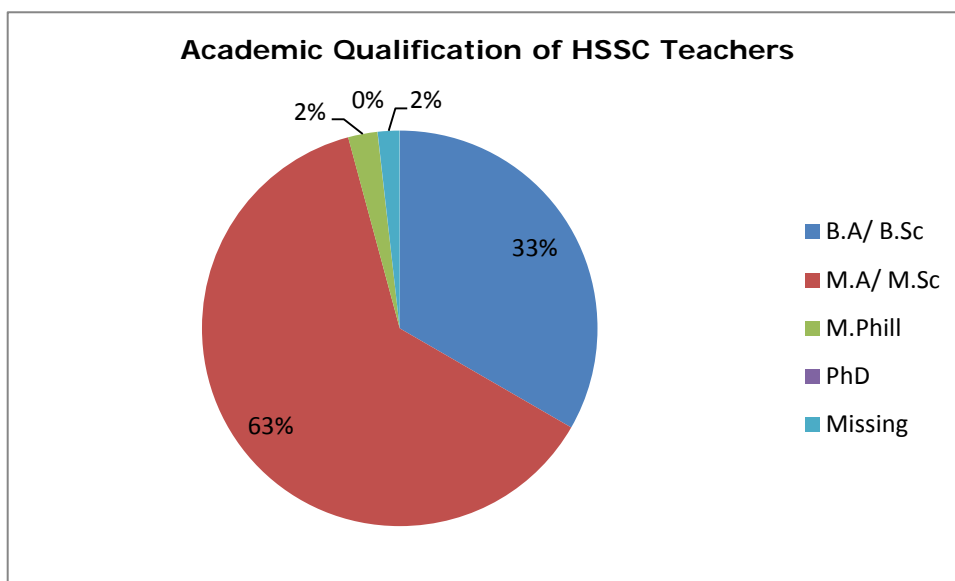


Chart No D2.1

Professional Qualification the teachers' participating in the survey

Professional Qualification	Frequency	Percent	Valid Percent
Certificate in Teaching (C.T)	3	1.8	2.9
Masters in Education (M.Ed)	85	51.5	83.3
Bachelors in Education (B.Ed)	14	8.5	13.7
Missing	63	38.2	
Total	165	100.0	100

Table No D2.2

The data shows that around 51 % of the teachers are trained to teach and meet the requirements for teaching set by the government. More than 9% are highly trained and a very few have done the basic training. The missing data in the variable is around 36% showing the fact that this number of respondents did not answer the question. By which it can be assumed that this percentage of teachers have no training or they have not disclosed the information under their right to tell their personal information. Following is the bar chart for the professional qualification of the teachers.

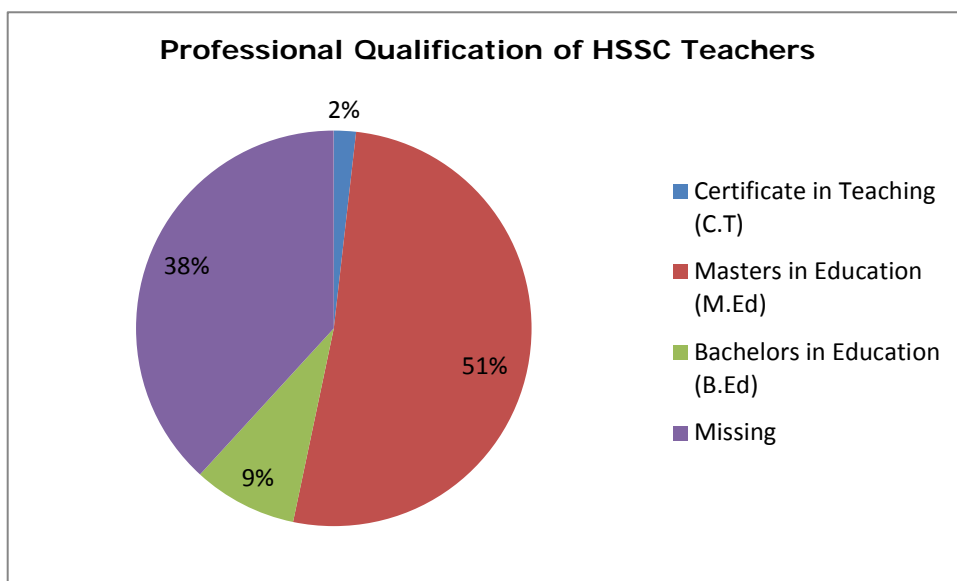


Chart No D2.2

Teaching Experience of the participants in years

Teaching Experience	Frequency	Percent	Valid Percent
0-2years	35	21.2	27.3
3-4years	23	13.9	18.0
5-6years	15	9.1	11.7
7-8years	10	6.1	7.8
9-10years	4	2.4	3.1
More than 10 years	41	24.8	32.0
Missing	37	22.4	
Total	165	100.0	100.0

Table No D2.3

The data shows that 25% of the teachers have teaching experience of more than ten years and teachers who are teaching English are very experienced. by looking at the data we can say that there is a trend that newly inducted teachers

are also teaching English as 36% have experience between 0-4 years. it is well expressed in the graphical notation as under.

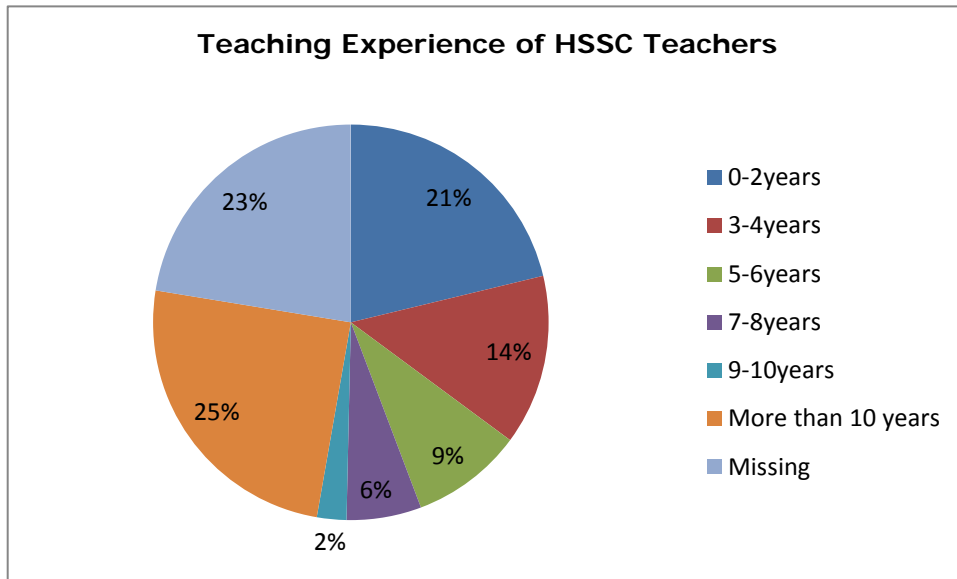


Chart No D2.3

Institutional Affiliation of the HSSC Teachers

Institutions	Frequency	Percent	Valid Percent
Federal Isb	74	44.8	44.8
Federal Murree	9	5.5	5.5
Federal Rwp	2	1.2	1.2
Govt Mirpur	8	4.8	4.8
Govt Murree	1	.6	.6
Govt Rwp	23	13.9	13.9
Private Mirpur	12	7.3	7.3
Private Murree	4	2.4	2.4
Private Rwp	18	10.9	10.9

Missing	14	8.5	8.5
Total	165	100.0	100.0

Table No D2.4

Here are statistics about the categories of the institutions the teachers served in. Here 'g' stands for government, 'p' for private, 'Isb' for Islamabad, 'Rwp' for Rawalpindi. The researcher went to private institutions, institutions run by provincial governments and institutions run by federal government. It enabled the researcher to have a wider view of the alignment between the textbooks and the curriculum. Following is the chart to illustrate the number of responses from different institutions.

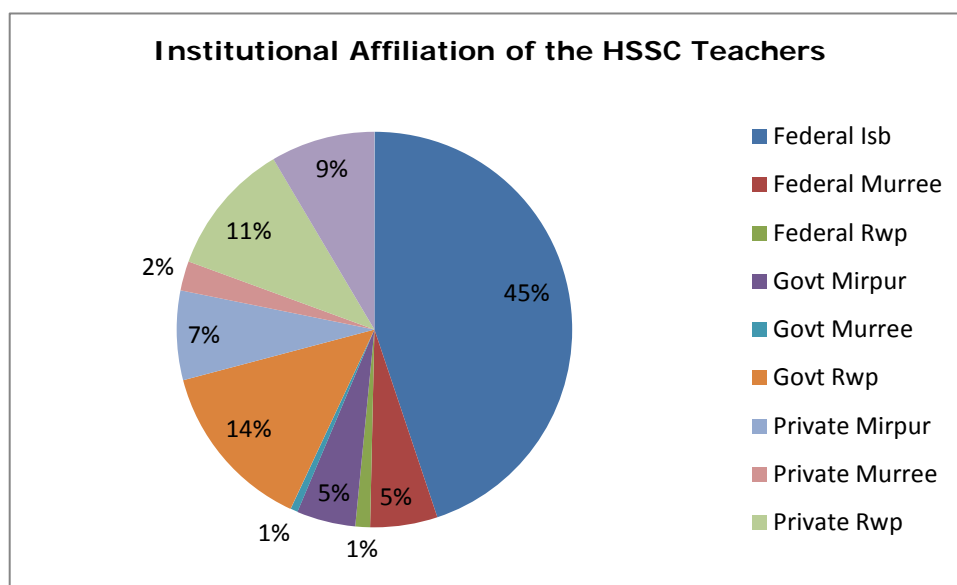


Chart No D2.4

Did you study English Language as an elective subject during your academic studies?

English in Academic Qualifications	Frequency	Percent	Valid Percent
Yes	83	50.3	50.9
No	80	48.5	49.1
Missing	2	1.2	
Total	165	100.0	

Table No D2.5

Around 48% of the teachers did not study English as an elective subject during their studies and those who have studied is 50%. This shows that half of the teachers who participated in the survey studied English as an elective subject and others did not. This information has been illustrated in the following chart.

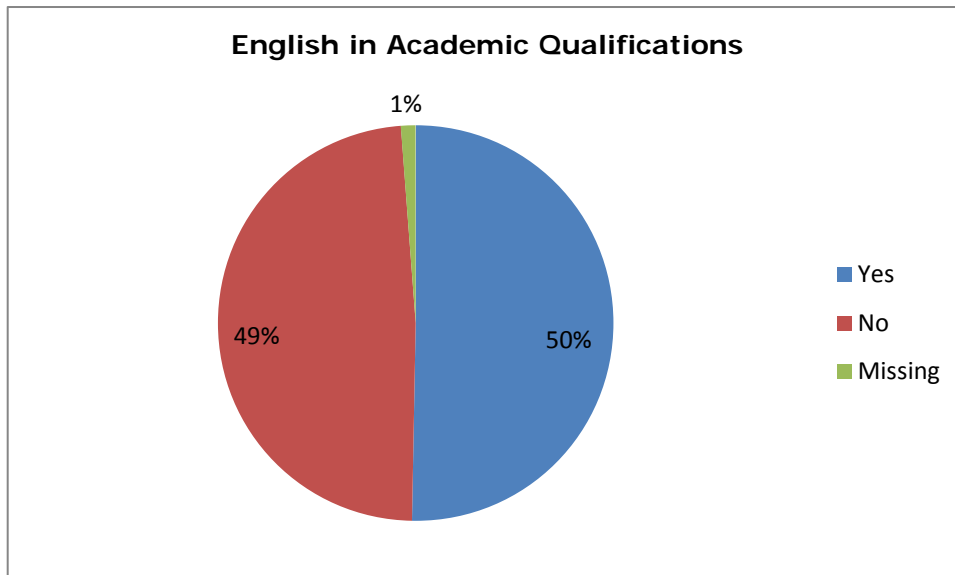


Chart No D2.5

Did you study English Language as an elective subject during your professional studies?

English in professional studies	Frequency	Percent	Valid Percent
Yes	84	50.9	56.8
No	64	38.8	43.2
Missing	17	10.3	
Total	165	100.0	

Table No D2.6

The data above shows that around 51% of teachers have got training to teach English. 38% of the teachers who participated in the survey had no training to teach English in particular. The pie chart below illustrates this information.

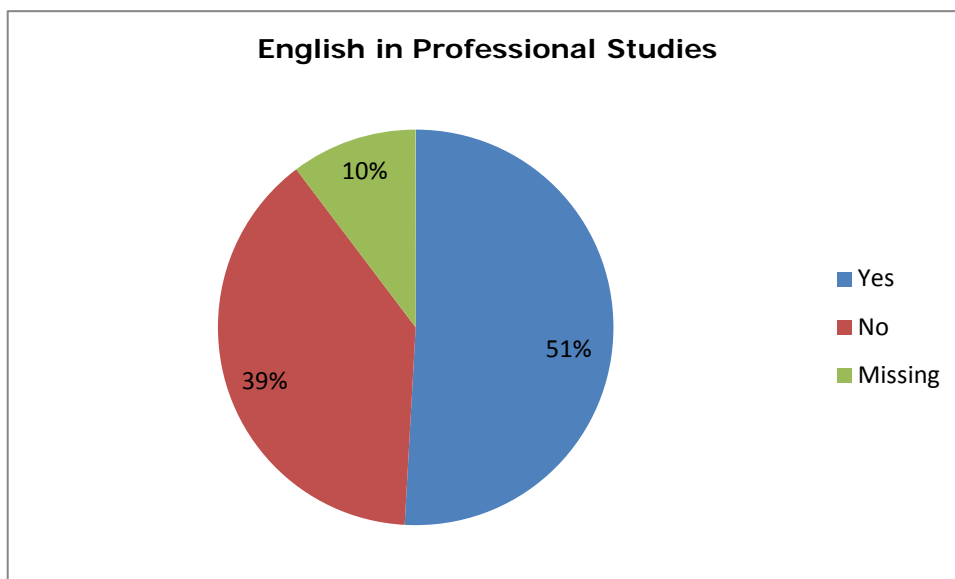


Chart No D2.6

Appendix D3: Tables for the Charts in the Chapter 5

Part Two: Summary of the Percentages of SSC & HSSC teachers' data						
Statements	Yes		No		Don't Know	
	SSC (223)	HSSC (165)	SSC (223)	HSSC (165)	SSC (223)	HS SC (165)
you are involved in the development of the English language curriculum	61.5	55	27.3	36.4	11.2	8.6
Copy of the English curriculum is provided in your school /college.	61.4	43.5	26.5	42.9	12.1	13.6
Copy of English language syllabus is provided in your school / college	69.4	62.5	23.7	25.8	6.9	11.7

Table No D3.1

Part Two: Summary of Percentages SSC & HSSC teachers' data						
Statement	Yes		No		Don't Know	
	SSC (223)	HSSC (165)	SSC (223)	HSSC (165)	SSC (223)	HSSC (165)
Teachers' manuals or guides for English syllabus are provided in your school /college.	50.9	36.4	36.7	51.9	12.4	11.7

Table No D3.2

Part Two: Summary of SSC & HSSC teachers' data						
Statement	Yes		No		Don't Know	
	SSC (223)	HSSC (165)	SSC (223)	HSSC (165)	SSC (223)	HSSC (165)
Sufficient numbers of periods are allotted for English Language teaching in your school.	74.2	63	14.7	29.6	11.1	7.4

Table No D3.3

Summary of the Percentages of SSC & HSSC teachers' data												
Statements	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Missing Data	
	SSC (223)	HSSC (165)	SSC (223)	HSSC (165)	SSC (223)	HSSC (165)	SSC (223)	HSSC (165)	SSC (223)	HSSC (165)	SSC (223)	HSSC (165)
Resources you use to teach English												
Textbooks	86.1	73.3	10.3	21.8	00	00	00	3	.4	1.2	3.1	.6
Tape recorder	7.6	6.7	11.2	15.8	9.9	9.1	28.3	36.4	22.9	28.5	20.2	3.6
Video films	4.9	6.7	0.8	16.4	9.9	10.3	27.8	32.1	24.7	29.7	22	4.8
CDs	5.8	6.7	9.4	18.2	12.1	7.3	26.5	32.7	22.9	30.9	23.3	4.2
Internet	13.9	7.9	13.5	23.6	10.3	11.5	18.4	26.7	23.3	26.7	20.6	3.6
Pictures	24.2	13.9	28.3	42.4	5.8	11.5	13	13.9	14.8	14.5	13.9	3.6
Newspapers	26.5	18.2	26.9	36.4	4.9	10.9	17.5	13.9	13	17.6	11.2	3
Language Labs	7.6	11.5	8.1	11.5	12.6	7.3	24.2	26.7	27.8	39.4	19.7	3.6

Table No D3.4

Summary of the Percentages of SSC & HSSC teachers' data

Statements	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Missing Data	
	SSC (223)	HS SC (165)	SS C (223)	HS SC (165)	SSC (223)	HS SC (165)	SS C (223)	HSS C (165)	SS C (223)	HS SC (165)	SSC (223)	HS SC (165)
After passing SSC Board examination students are												
a. Able to read any piece of writing with full comprehension.	21.5	5.5	51.1	33.9	6.3	14.5	17.5	37	3.1	7.3	.4	1.8
b. Able to write any piece of creative writing.	14.8	5.5	42.2	21.2	14.3	17	22.9	40.6	5.8	13.9	0	1.8
c. Able to use correct rules of English grammar and punctuations.	13	1.2	50.6	16.4	11.7	23.6	20.2	41.2	4.5	16.4	0	1.2
d. Able to write a book review.	5.8	.6	21.1	9.1	23.8	10.3	36.8	47.9	11.2	30.9	1.3	1.2
e. Able to express themselves verbally in English.	8.5	1.8	44.8	27.3	17.5	17.6	22.9	36.4	4.5	14.5	1.8	2.4

f. Able to give an oral presentation.	7.2	2.4	41.3	13.9	18.4	20	24.2	42.4	8.5	20.6	.4	.6
g. Able to conduct an interview.	4.9	.6	35.4	15.2	22	21.2	26.5	43.6	9.9	18.8	1.3	.6
h. Able to pronounce new English words with appropriate stress and intonation.	4.5	1.2	31.4	18.8	22.9	17.6	26	42.4	13.9	18.2	1.3	1.8
i. Show an acceptable behaviour for a peaceful and diversified society.	18.4	3	56.5	54.5	11.7	23	8.5	13.9	3.1	4.8	1.8	.6
Present system of assessing the students' English language in SSC Examination is measuring what it is supposed to measure.	7.2	1.8	35	15.2	18.4	17.6	22.4	41.2	11.7	23.6	5.4	.6

Table No D3.5

Summary of the Percentages of SSC & HSSC teachers' data												
State ments	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagre e		Missing Data	
	SSC (223)	HSS C (165)	SSC (22 3)	HS SC (16 5)	SS C (2 23)	HS SC (1 65)	SSC (223)	HSS C (165)	SSC (22 3)	HS SC (1 65)	S S C (2 2 3)	HSS C (165)
Followi ng skills are measur ed accurat ely in SSC Examin ations												
a. Creativ e writing ability	16.1	6.1	37. 2	33. 9	11 .7	13 .3	22.9	27.9	10. 8	18 .2	1. 3	.6
b. Readin g compre hensio n	25.1	9.1	49. 8	55. 8	9. 9	7. 9	8.1	18.2	4.0	8. 5	3. 1	.6
c. Use of gramm atical structu res	23.8	7.9	59. 2	61. 8	7. 2	13 .3	5.8	11.5	1.8	2. 4	2. 2	3
d. Oral commu nicatio n skills.	10.3	4.2	30. 5	10. 3	15 .2	10 .3	27.4	44.8	14. 8	29 .7	1. 8	.6
e. Thinkin g skills	12.6	6.1	45. 3	27. 3	14 .8	17	18.8	33.3	7.6	15 .8	.9	.6
f. Transla	30.5	10.9	57	64.	3.	8.	6.3	8.5	1.3	5.	1.	2.4

tion skills			2	1	5				5	8	
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Table No D3.6

Summary of the Percentages of SSC & HSSC teachers' data												
Statements	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Missing Data	
	SSC (223)	HS (165)	SSC (223)	HS (165)	SSC (223)	HS (165)	SSC (223)	HS (165)	SSC (223)	HS (165)	SSC (223)	HS (165)
SSC Board Examinations are based on the curriculum and not the textbooks.	10.8	6.1	21.1	12.7	11.2	13.3	33.2	40	18.4	25.5	5.4	2.4

Table No D3.7

Summary of the SSC teachers' data Part 3:Textbooks and Reading and Thinking Skills							
Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Missing Data	
Following skills are measured accurately in SSC Examinations							
a. To analyse the passage to identify its theme.	25.6	59.6	6.7	6.7	.4	.9	
b. To analyse the order of arranging paragraph.	10.8	57.4	15.7	12.1	1.8	2.2	

c. To skim and scan the reading text.	11.7	54.7	12.1	15.7	2.2	3.6
d. To interpret graphs and diagrams to write short descriptions.	8.1	39.9	19.7	22.9	5.4	4
Textbooks promote effective strategies in note taking and summary writing.	16.1	54.3	10.8	14.3	1.8	2.7
Textbooks use textual aids, For example, table of contents, footnotes, and glossary.	20.6	49.8	13.5	10.8	3.6	1.8
Textbooks use of other informational sources including internet and encyclopaedia.	9.4	29.1	17.5	30.9	11.2	1.8
Textbooks help the students to recognize genre of literature, for example, fiction, nonfiction, myth and etc.	12.6	30.9	15.7	30.5	7.2	3.1
Textbooks introduce the literary techniques such as repetition, personification and alliteration to the students.	9.9	44.4	17	21.5	5.8	1.3

Table No D3.8

Summary of the SSC teachers' data Part 4:Textbooks and Writing Skills						
Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Missing Data
Textbooks and the activities included help the students to familiarize with the prewriting strategies for example, brainstorming, mind mapping, outlining etc.	14.8	45.7	8.5	22	5.4	3.6
Textbooks introduce the elements of composition writing to the students.	14.8	68.2	6.3	6.4	6.4	2.3
Textbooks' content and activities introduce the						
a. Personal narratives.	6.7	53.4	16.6	14.3	3.1	5.8
b. persuasive/ argumentative essays.	9.4	49.8	13.9	19.7	2.7	4.5
c. Expository essays.	7.6	43.9	22.4	17.9	1.8	6.3
Textbooks help the students						
a. To write a simple book review	10.3	35.4	19.7	22.9	9.4	2.2
b. To write summary/ précis of passages or poems.	17	58.3	9.9	9.9	2.2	2.7
c. To master paraphrasing skills	9.4	45.3	16.6	23.3	3.6	1.8

d. To write and revise applications using correct format, layout and tone.	10.8	54.3	13.5	13.9	3.6	4
e. To write informal and formal emails.	9	35.9	18.8	22	11.7	2.7

Table No D3.9

Summary of the Percentages of SSC teachers' data Part 5:Textbooks and Oral Communication Skills						
Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Missing Data
Textbooks and the activities included in the textbooks facilitate the students.						
a. To ask and respond to questions appropriately.	26.5	59.6	4.9	4.9	1.8	2.2
b. To be aware of the conventions and dynamics of group discussions.	9.9	37.7	18.8	24.7	5.8	3.1
c. To conduct and give short interviews on a specific topic.	7.6	46.2	12.6	26.5	4.9	2.2
d. To create and deliver simple groups/class presentations on various themes.	8.1	43.5	17.5	22.9	5.4	2.7
e. To comment orally on the presentations of peers against a pre-developed criterion.	5.8	35	25.1	27.4	4.5	2.2

Table No D3.10

Summary of the Percentages of SSC teachers' data Part 6:Textbooks and Lexical Aspects of Language						
Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Missing Data
Textbooks promote the use of dictionary in order						
a. To use the pronunciation key in dictionary to pronounce words with proper stress and intonation	25.1	44.8	9	11.7	5.8	3.6
b. To find appropriate meanings and spellings.	28.7	56.1	3.6	4	1.8	5.8
Textbooks aid the students to translate passages from English to Urdu	33.2	51.6	4.5	5.4	.4	4.9
Textbooks aid the students to translate passages from Urdu to English.	23.3	57	6.7	8.5	1.8	2.7
Textbooks familiarize the students with the following aspects of grammar.						
a. Pronouns and how they are used	26.5	58.3	6.3	2.7	1.8	4.5
b. Types of pronouns.	22.9	57.8	7.2	7.6	1.8	2.7
c. Articles and its use	26.9	61	4	3.1	1.8	3.1
d. Infinitives and gerunds.	19.7	52.9	8.5	11.7	2.7	4.5
e. All verb tenses	37.7	53.4	3.1	2.2	.9	2.7
f. Adjectives and adjective phrases.	27.4	57.4	5.8	5.8	1.3	2.2

g. Adverbs and adverbials.	24.2	55.6	9	7.2	1.8	2.2
h. Prepositions and prepositional phrases.	25.6	61.4	5.8	3.6	.9	2.7
i. Conventions of capitalization.	17.9	60.5	10.3	5.8	1.3	4
j. Conventions of punctuations.	20.6	60.1	8.1	7.2	1.8	2.2
k. Analysis of the sentence structure.	15.7	53.8	11.7	14.3	1.8	2.7
l. Types of sentences.	23.3	58.7	6.3	7.6	.9	3.1
m. Active and passive voice	38.1	55.2	3.6	1.3	0	1.8
n. Change the narrations of statements.	35.9	52.9	5.8	3.1	.4	1.8

Table No D3.11

Summary of the Percentages of SSC teachers' data Part 7:Textbooks and Appropriate Ethical and Social Development						
Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Missing Data
Textbooks promote following social attributes						
a. Humanism	23.8	57.4	8.1	6.3	2.2	2.2
b. Patience	18.4	61.4	8.5	7.2	1.3	3.1
c. Equity.	17	54.3	14.3	9.4	.9	4
d. Justice	20.2	52.2	10.3	8.5	4.5	4
e. Tolerance	18.8	57.4	10.8	8.1	2.7	2.2
f. Empathy	17	50.2	15.7	9.4	2.7	4.9
Textbooks develop a sense of importance of individual worth among the students.	17	47.1	15.2	14.3	2.2	4
Textbooks develop the sense of diversity of values among the students.	11.2	45.7	22.4	13	2.7	4.9
Textbooks develop the understanding of a contemporary society to participate in the global society as aware and thinking individuals.	12.1	51.1	16.6	13.9	4	2.2
Textbooks promote the following aspects of inclusive Education						
a. Religious diversity	15.2	43.9	18.8	13.5	4.9	3.6
b. Avoiding National origin bias	10.8	46.2	18.8	14.8	4.9	4.5
c. Gender representation	9.9	44.4	19.7	16.6	4.5	4.9
d. Representation of different social classes	14.3	48	15.2	14.3	5.4	2.7

Table No D3.12

Appendix D4: Charts for the Analysis in Chapter 5

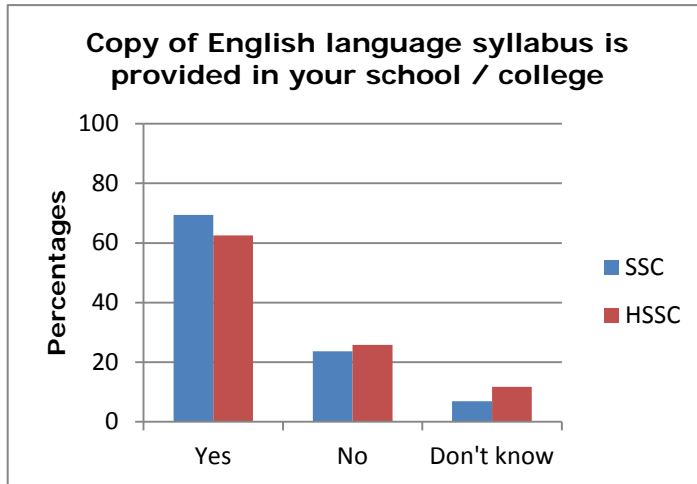


Chart D4.1

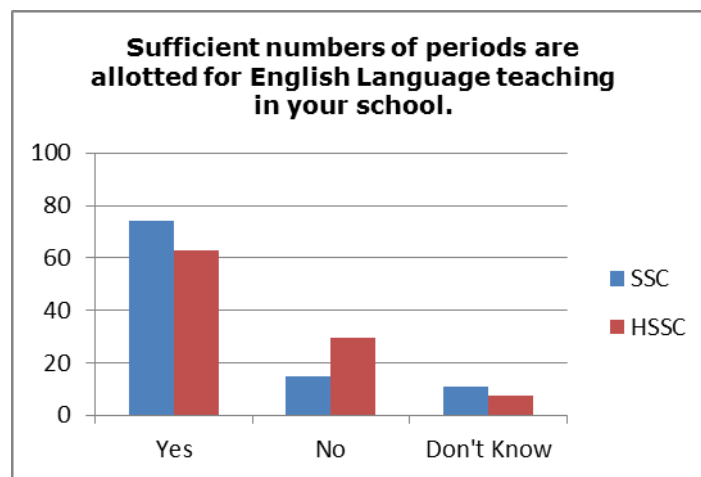


Chart D4.2

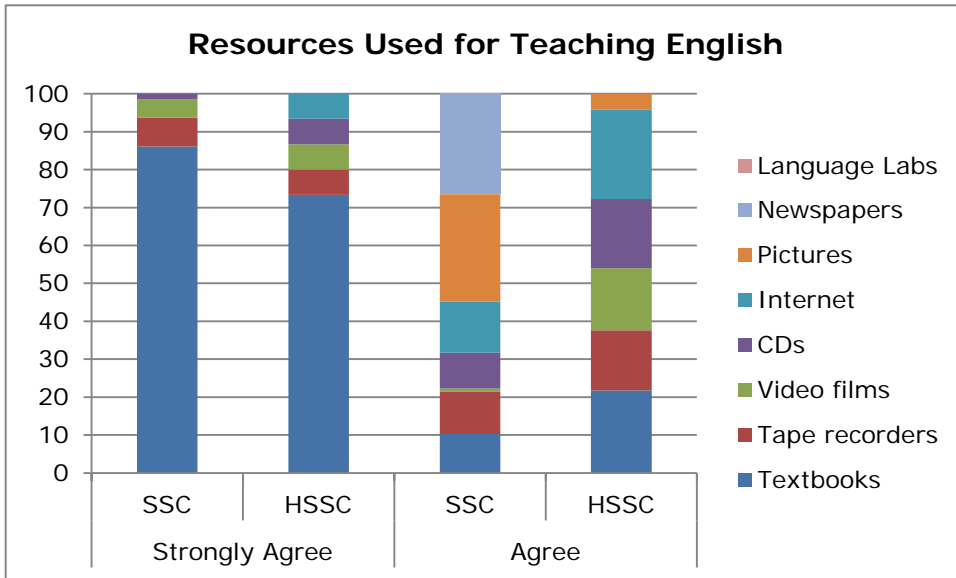


Chart D4.3

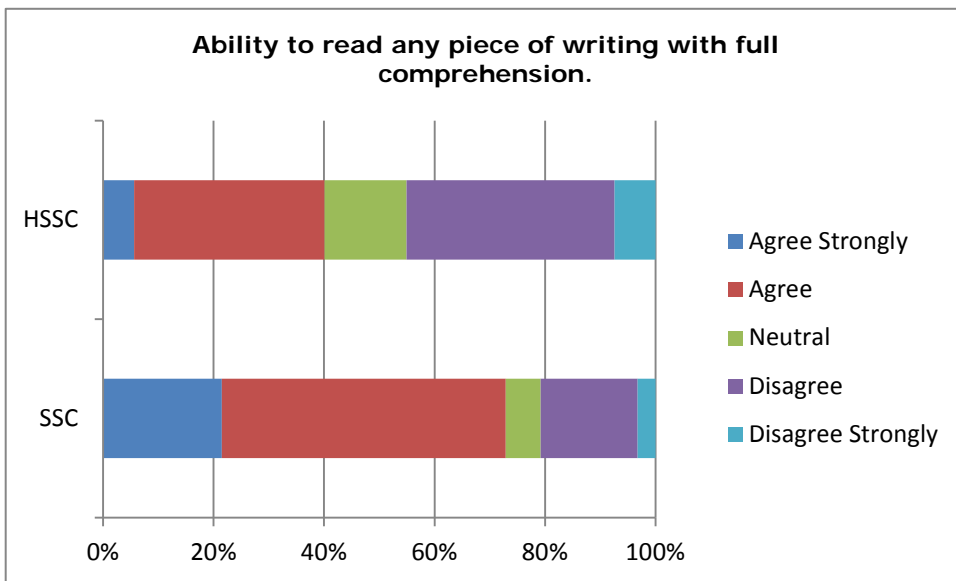


Chart D4.5

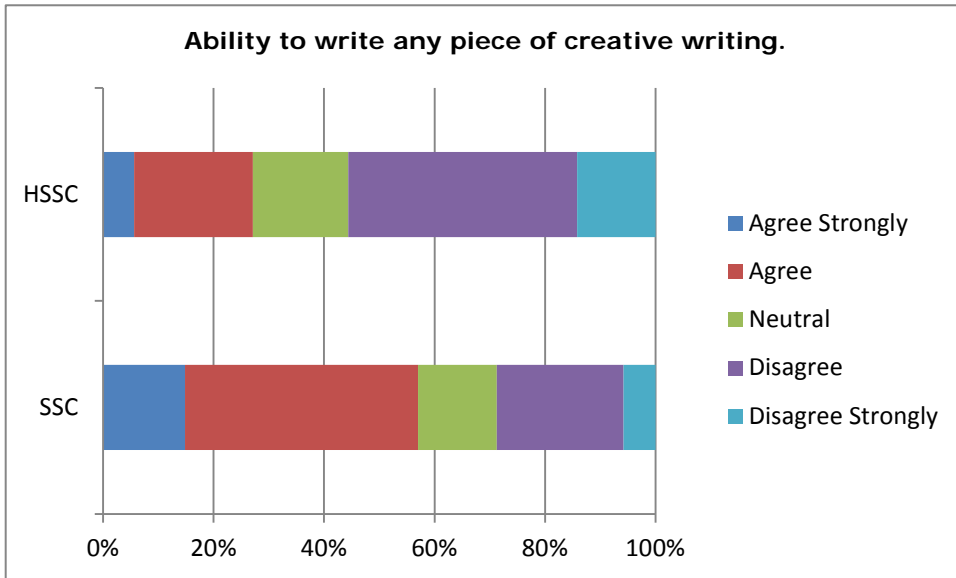


Chart D4.6

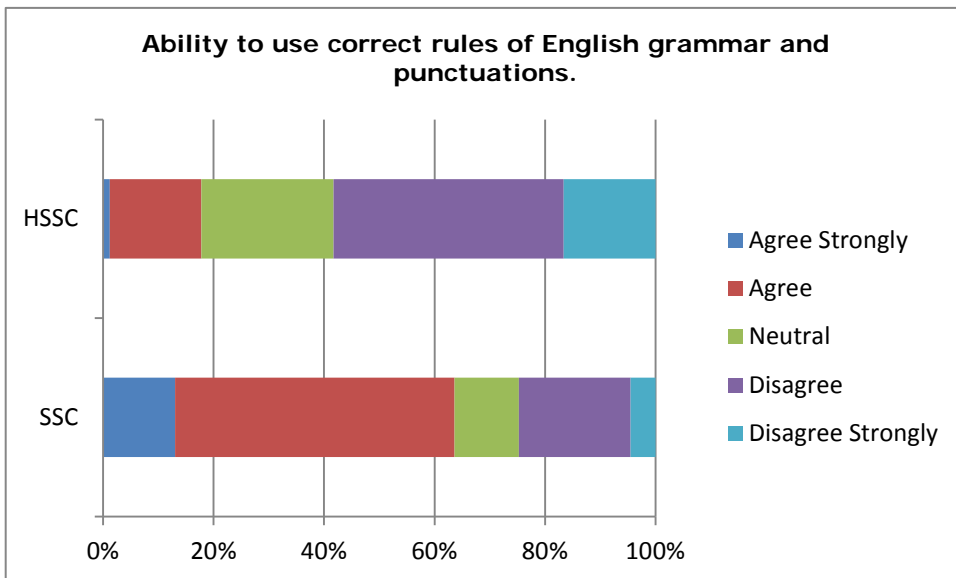


Chart D4.7

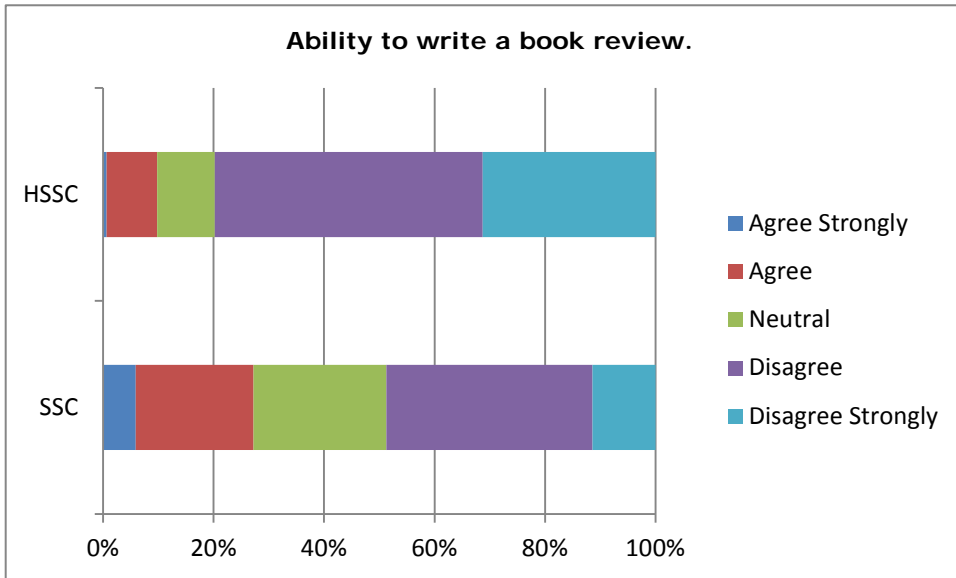


Chart D4.8

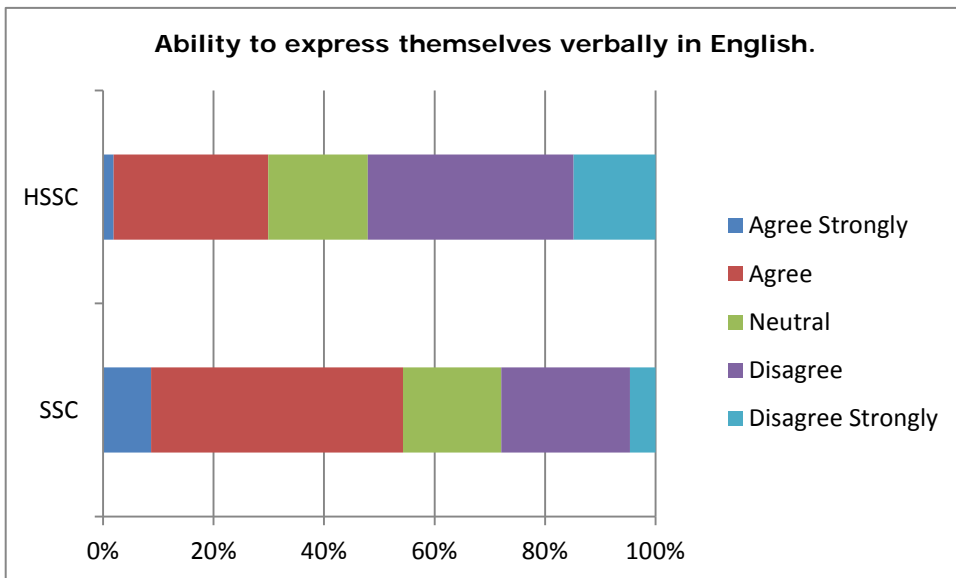


Chart D4.9

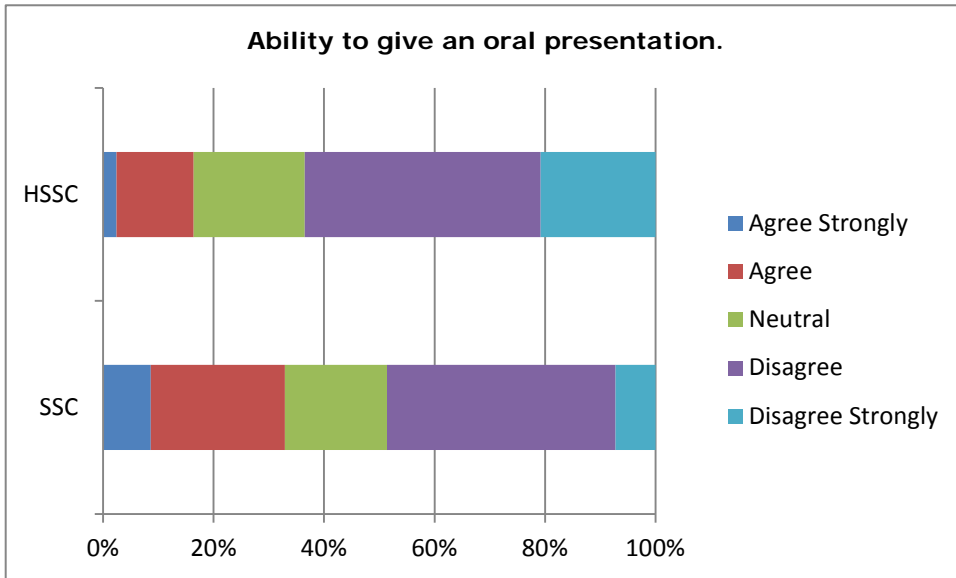


Chart D4.10

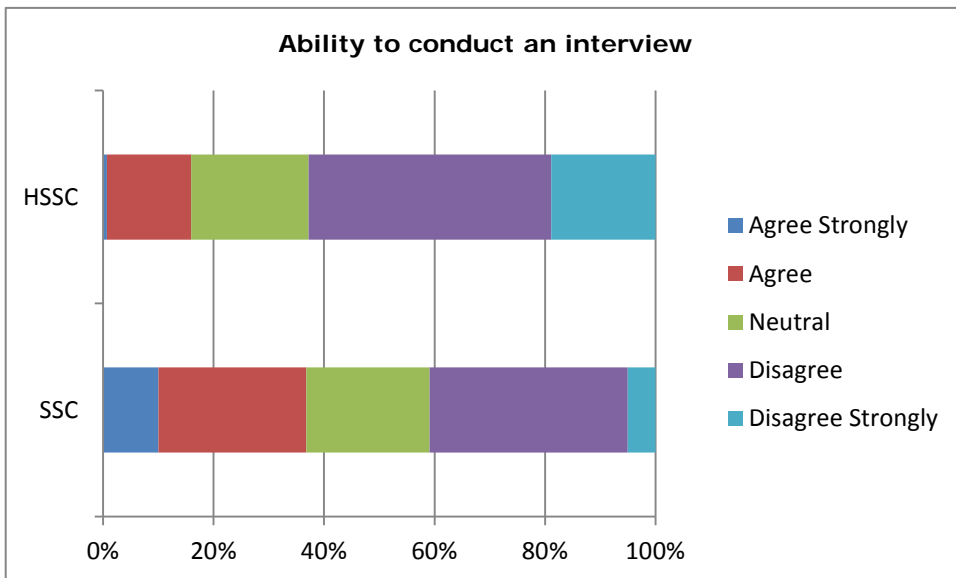


Chart D4.11

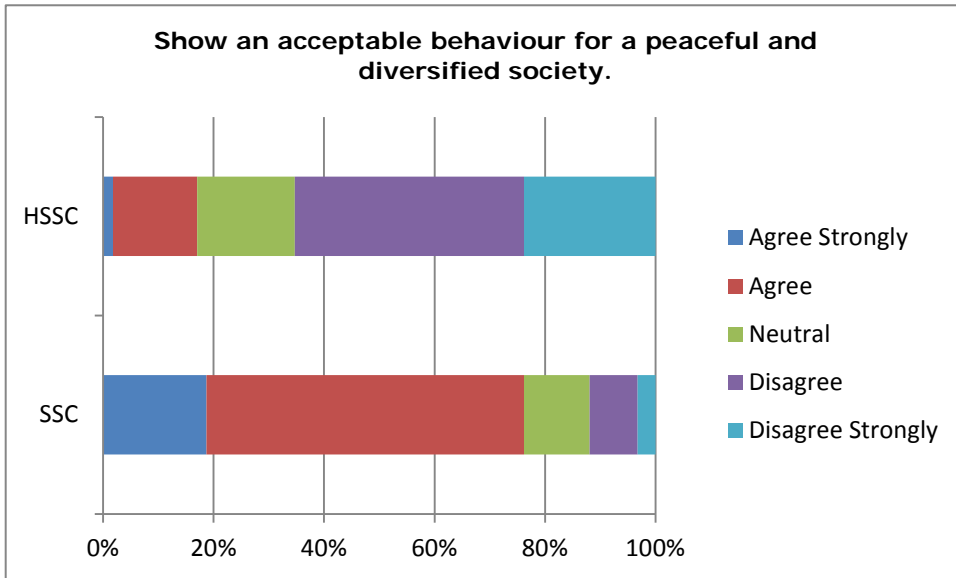


Chart D4.12

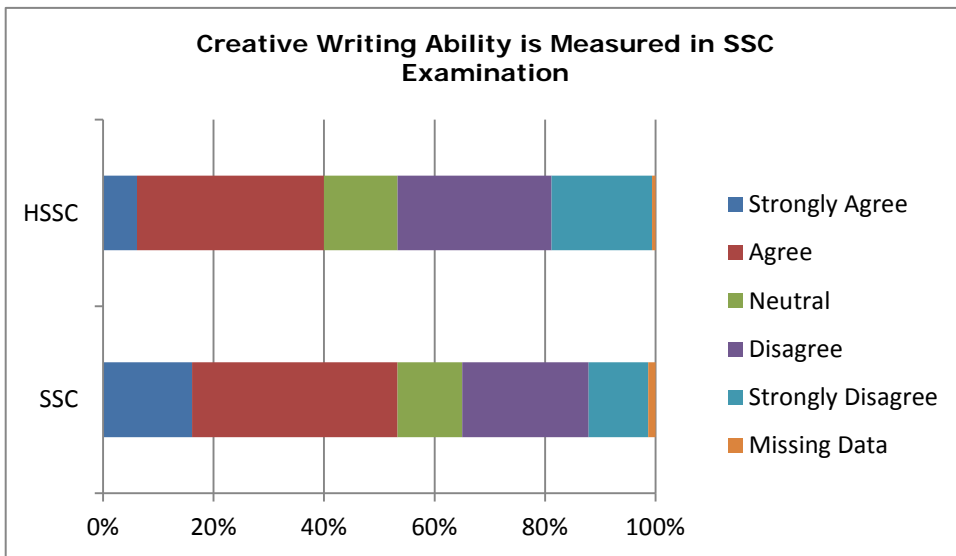


Chart D4.13

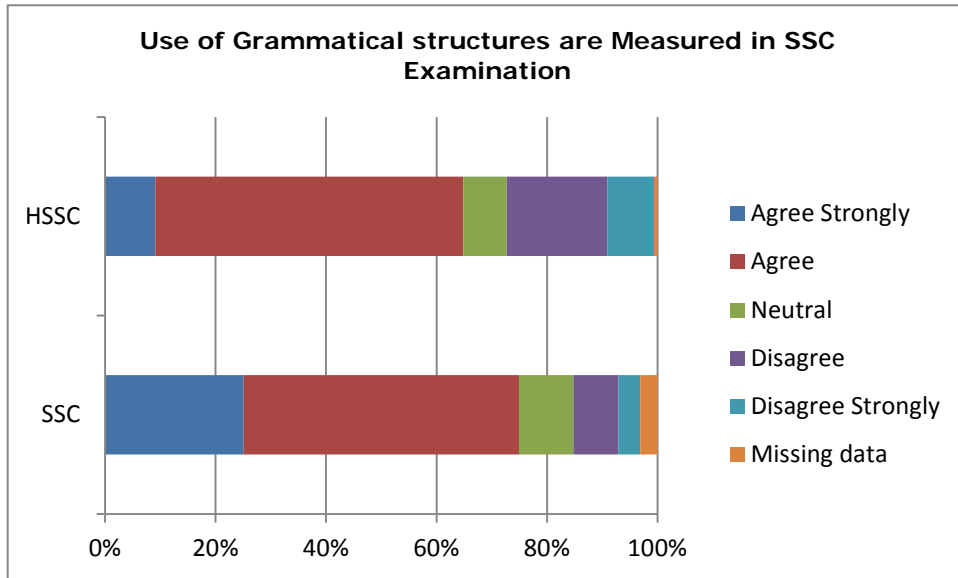
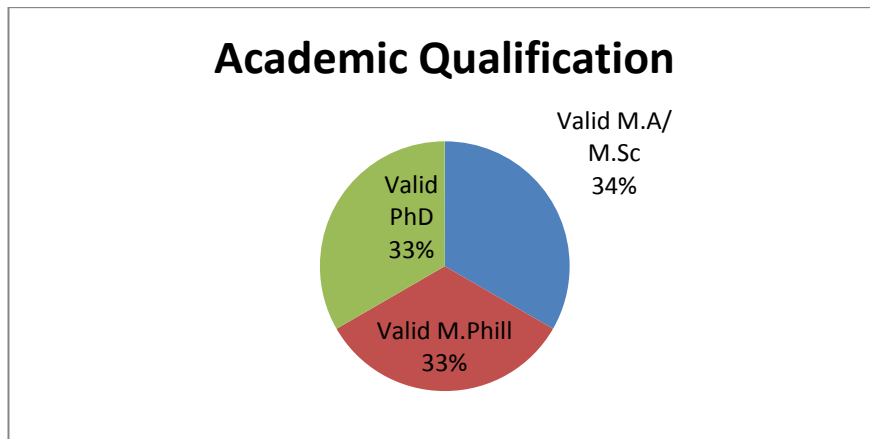


Chart D4.14

Appendix D5: Questionnaire Data received by the Curriculum Experts.

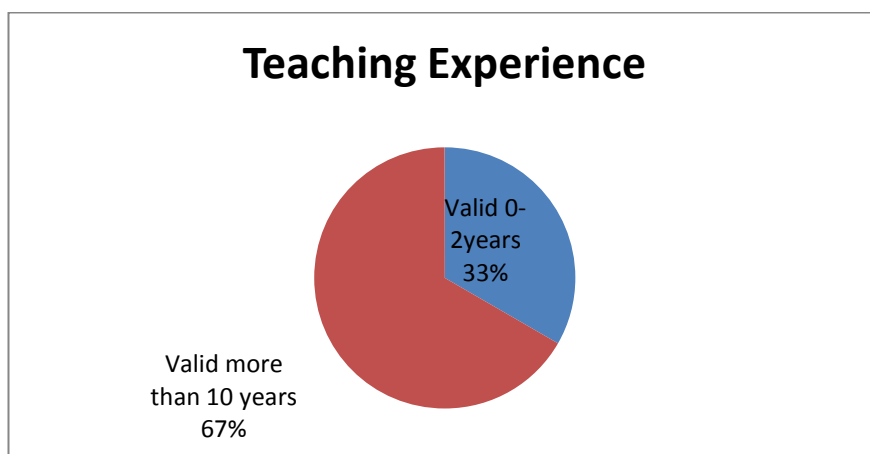
Academic Qualification

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid M.A/ M.Sc	1	33.3	33.3	33.3
M.Phil	1	33.3	33.3	66.7
PhD	1	33.3	33.3	100.0
Total	3	100.0	100.0	



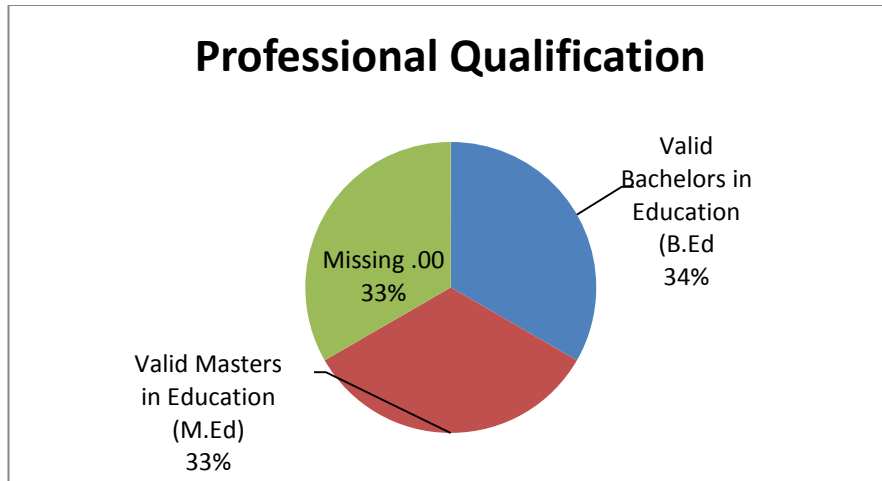
Teaching Experience

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0- 2years	1	33.3	33.3	33.3
more than 10 years	2	66.7	66.7	100.0
Total	3	100.0	100.0	



Professional Qualification

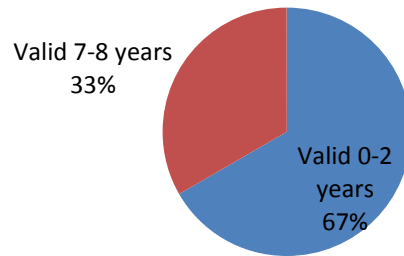
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelors in Education (B.Ed)	1	33.3	50.0	50.0
	Masters in Education (M.Ed)	1	33.3	50.0	100.0
	Total	2	66.7	100.0	
Missing	.00	1	33.3		
Total		3	100.0		



Curriculum planning and development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-2 years	2	66.7	66.7	66.7
	7-8 years	1	33.3	33.3	100.0
	Total	3	100.0	100.0	

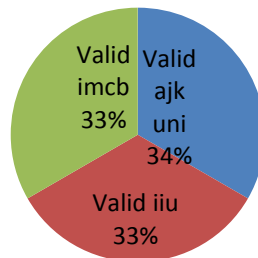
Curriculum planning and development



Institutional Affiliation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid ajk uni iu	1	33.3	33.3	33.3
imcb	1	33.3	33.3	66.7
Total	3	100.0	100.0	100.0

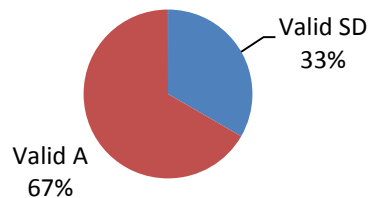
Institutional Affiliation



You are satisfied with the process of curriculum development of English language at the secondary level in Pakistan Percent

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SD	1	33.3	33.3	33.3
A	2	66.7	66.7	100.0
Total	3	100.0	100.0	100.0

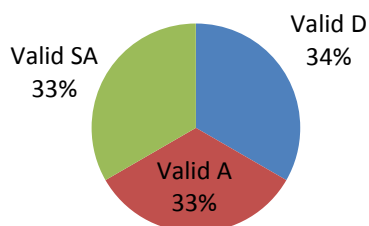
You are satisfied with the process of curriculum development of English language at the secondary level in...



You are involved in the preparation of teachers' guides and manuals of English language

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid D	1	33.3	33.3	33.3
A	1	33.3	33.3	66.7
SA	1	33.3	33.3	100.0
Total	3	100.0	100.0	

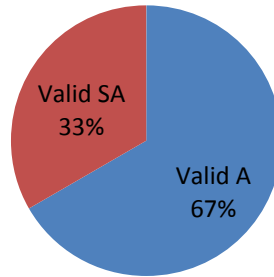
You are involved in the preparation of teachers' guides and manuals of English language



Experts and planners in curriculum development are professionally competent Percent

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid A	2	66.7	66.7	66.7
SA	1	33.3	33.3	100.0
Total	3	100.0	100.0	

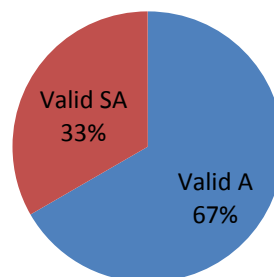
Experts and planners in curriculum development are professionally competent



Merit is the criteria for the selection of the members of curriculum committees

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid A	2	66.7	66.7	66.7
SA	1	33.3	33.3	100.0
Total	3	100.0	100.0	

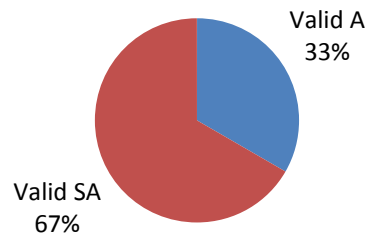
Merit is the criteria for the selection of the members of curriculum committees



The experts and planners possess the ability of critical appraisal

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	1	33.3	33.3	33.3
	SA	2	66.7	66.7	100.0
	Total	3	100.0	100.0	

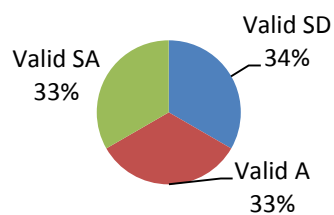
The experts and planners possess the ability of critical appraisal



The English language teachers at the secondary level in Pakistan are given due representation in the curriculum committees

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	33.3	33.3	33.3
	A	1	33.3	33.3	66.7
	SA	1	33.3	33.3	100.0
	Total	3	100.0	100.0	

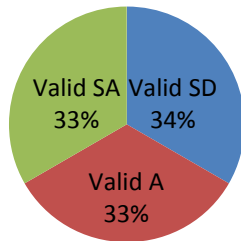
The English language teachers at the secondary level in Pakistan are given due representation in the curriculum committees



English language Curriculum is helpful in meeting the future needs of the society

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	33.3	33.3	33.3
	A	1	33.3	33.3	66.7
	SA	1	33.3	33.3	100.0
	Total	3	100.0	100.0	

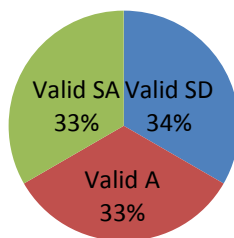
English language Curriculum is helpful in meeting the future needs of the society



English language Curriculum is developed according to the needs of the students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	33.3	33.3	33.3
	A	1	33.3	33.3	66.7
	SA	1	33.3	33.3	100.0
	Total	3	100.0	100.0	

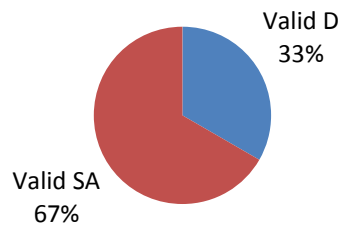
English language Curriculum is developed according to the needs of the students



English language Curriculum portrays the religious values of all the religions practiced in Pakistan

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid D	1	33.3	33.3	33.3
SA	2	66.7	66.7	100.0
Total	3	100.0	100.0	

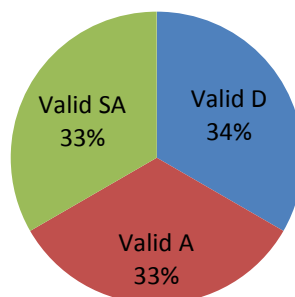
English language Curriculum portrays the religious values of all the religions practiced in Pakistan



English language Curriculum promotes loyalty to the country

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid D	1	33.3	33.3	33.3
A	1	33.3	33.3	66.7
SA	1	33.3	33.3	100.0
Total	3	100.0	100.0	

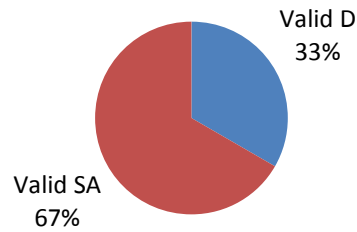
English language Curriculum promotes loyalty to the country



English language Curriculum increases the spirit of appreciation for the religious diversity existing in Pakistan

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid D	1	33.3	33.3	33.3
SA	2	66.7	66.7	100.0
Total	3	100.0	100.0	

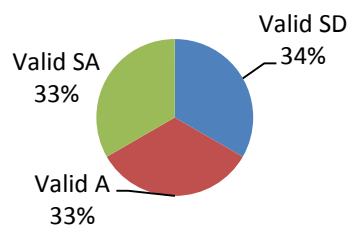
English language Curriculum increases the spirit of appreciation for the religious diversity existing in Pakistan



English language Curriculum promotes students' creative thinking

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SD	1	33.3	33.3	33.3
A	1	33.3	33.3	66.7
SA	1	33.3	33.3	100.0
Total	3	100.0	100.0	

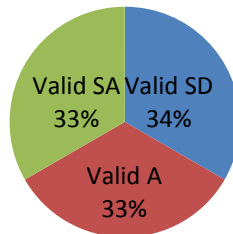
English language Curriculum promotes students' creative thinking



English language Curriculum helps to increase communicative competence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	33.3	33.3	33.3
	A	1	33.3	33.3	66.7
	SA	1	33.3	33.3	100.0
	Total	3	100.0	100.0	

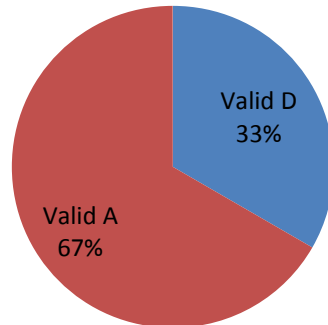
English language Curriculum helps to increase communicative competence



English language Curriculum is realistic in terms of application

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	33.3	33.3	33.3
	A	2	66.7	66.7	100.0
	Total	3	100.0	100.0	

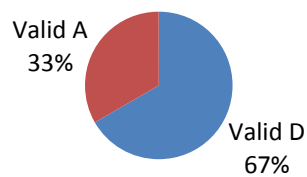
English language Curriculum is realistic in terms of application



The English language textbooks are helpful in achieving curriculum objectives at secondary level in Pakistan

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid D	2	66.7	66.7	66.7
A	1	33.3	33.3	100.0
Total	3	100.0	100.0	

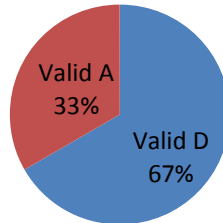
The English language textbooks are helpful in achieving curriculum objectives at secondary level in Pakistan



The English language textbooks give proper weight to the reading comprehension

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid D	2	66.7	66.7	66.7
A	1	33.3	33.3	100.0
Total	3	100.0	100.0	

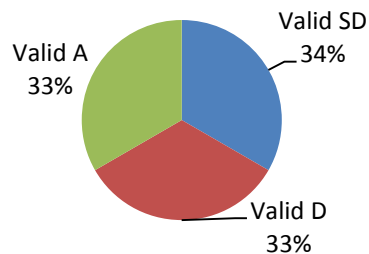
The English language textbooks give proper weight to the reading comprehension



The English language textbooks give proper weight to the creative writing aspects of language

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SD	1	33.3	33.3	33.3
D	1	33.3	33.3	66.7
A	1	33.3	33.3	100.0
Total	3	100.0	100.0	

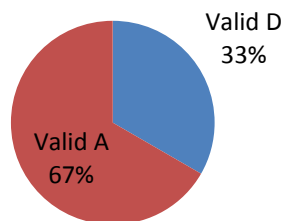
The English language textbooks give proper weight to the creative writing aspects of language



The English language textbooks give proper weight to the use of grammatical structures

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid D	1	33.3	33.3	33.3
A	2	66.7	66.7	100.0
Total	3	100.0	100.0	

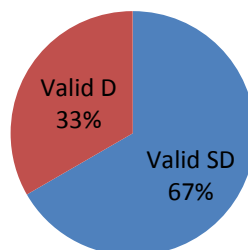
The English language textbooks give proper weight to the use of grammatical structures



The English language textbooks give proper weight to the oral communication skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SD	2	66.7	66.7	66.7
D	1	33.3	33.3	100.0
Total	3	100.0	100.0	

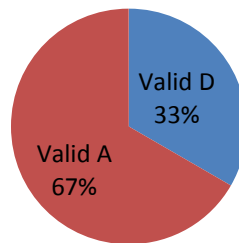
The English language textbooks give proper weight to the oral communication skills



The English language textbooks give proper weight to the lexical skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid D	1	33.3	33.3	33.3
A	2	66.7	66.7	100.0
Total	3	100.0	100.0	

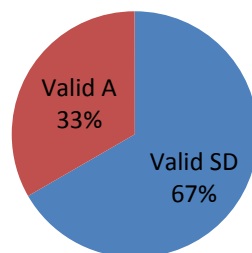
The English language textbooks give proper weight to the lexical skills



The English language textbooks give proper weight to the thinking skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SD	2	66.7	66.7	66.7
A	1	33.3	33.3	100.0
Total	3	100.0	100.0	

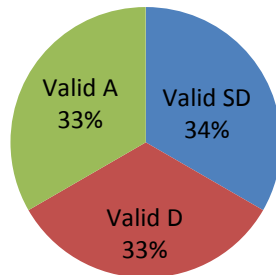
The English language textbooks give proper weight to the thinking skills



The English language textbooks develop the ability of adjustment in the students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SD	1	33.3	33.3	33.3
D	1	33.3	33.3	66.7
A	1	33.3	33.3	100.0
Total	3	100.0	100.0	

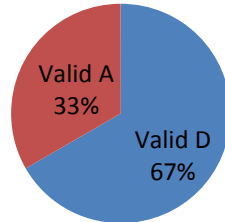
The English language textbooks develop the ability of adjustment in the students



The content of the English language textbooks is selected in the light of curriculum objectives

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid D	2	66.7	66.7	66.7
A	1	33.3	33.3	100.0
Total	3	100.0	100.0	

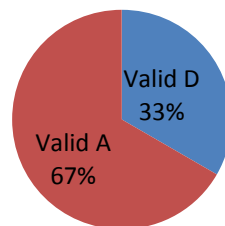
The content of the English language textbooks is selected in the light of curriculum objectives



The content of the English language textbooks helps to develop desirable social values mentioned in the curriculum

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid D	1	33.3	33.3	33.3
A	2	66.7	66.7	100.0
Total	3	100.0	100.0	

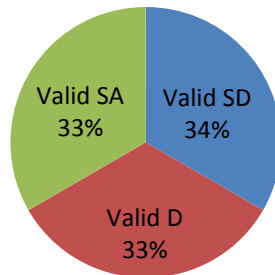
The content of the English language textbooks helps to develop desirable social values mentioned in the curriculum



The content of the English language textbooks is useful for the practical life

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SD	1	33.3	33.3	33.3
D	1	33.3	33.3	66.7
SA	1	33.3	33.3	100.0
Total	3	100.0	100.0	

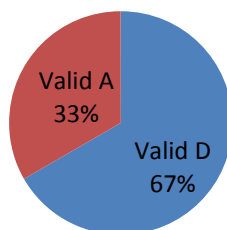
The content of the English language textbooks is useful for the practical life



The content of the English language textbooks is interesting for the students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid D	2	66.7	66.7	66.7
A	1	33.3	33.3	100.0
Total	3	100.0	100.0	

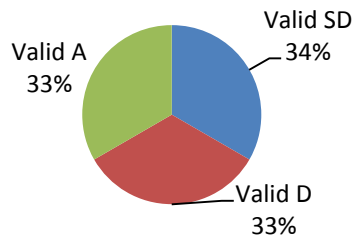
The content of the English language textbooks is interesting for the students



The content of the English language textbooks is helpful in the development of the democratic society

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SD	1	33.3	33.3	33.3
D	1	33.3	33.3	66.7
A	1	33.3	33.3	100.0
Total	3	100.0	100.0	

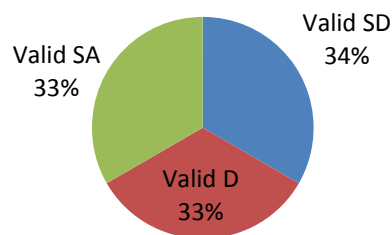
The content of the English language textbooks is helpful in the development of the democratic society



Curriculum development of English language in Pakistan is based on initial survey

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SD	1	33.3	33.3	33.3
D	1	33.3	33.3	66.7
SA	1	33.3	33.3	100.0
Total	3	100.0	100.0	

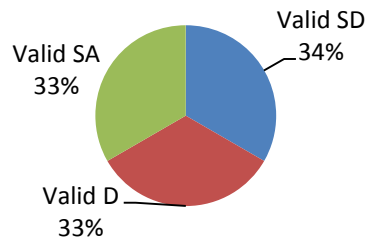
Curriculum development of English language in Pakistan is based on initial survey



Curriculum development of English language in Pakistan is based on the needs of the society

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	33.3	33.3	33.3
	D	1	33.3	33.3	66.7
	SA	1	33.3	33.3	100.0
	Total	3	100.0	100.0	

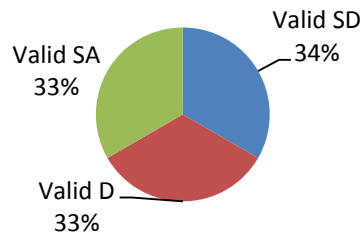
Curriculum development of English language in Pakistan is based on the needs of the society



Curriculum development of English language in Pakistan is based on the needs of the students at the secondary level in Pakistan

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	33.3	33.3	33.3
	D	1	33.3	33.3	66.7
	SA	1	33.3	33.3	100.0
	Total	3	100.0	100.0	

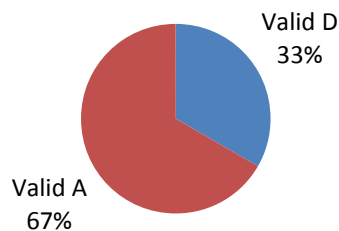
Curriculum development of English language in Pakistan is based on the needs of the students at the secondary level...



Curriculum development of English language in Pakistan is based on try out and experimentation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid D	1	33.3	33.3	33.3
A	2	66.7	66.7	100.0
Total	3	100.0	100.0	

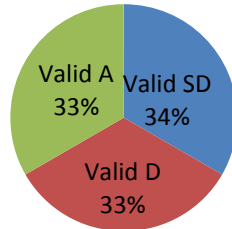
Curriculum development of English language in Pakistan is based on try out and experimentation



Curriculum Wing arranges research work before compilation of the curriculum

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SD	1	33.3	33.3	33.3
D	1	33.3	33.3	66.7
A	1	33.3	33.3	100.0
Total	3	100.0	100.0	

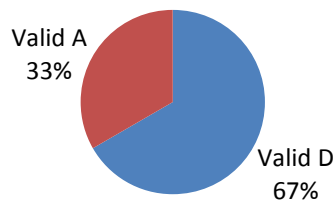
Curriculum Wing arranges research work before compilation of the curriculum



In service training of English language teachers is arranged before the implementation of the new curriculum

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid D	2	66.7	66.7	66.7
A	1	33.3	33.3	100.0
Total	3	100.0	100.0	

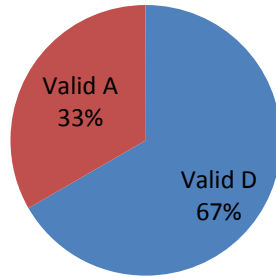
In service training of English language teachers is arranged before the implementation of the new curriculum



Supervisory staff plays an efficient role in the implementation of the English language curriculum

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid D	2	66.7	66.7	66.7
A	1	33.3	33.3	100.0
Total	3	100.0	100.0	

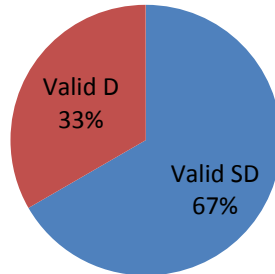
Supervisory staff plays an efficient role in the implementation of the English language curriculum



Budget fixed for the implementation of the curriculum is sufficient

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SD	2	66.7	66.7	66.7
D	1	33.3	33.3	100.0
Total	3	100.0	100.0	

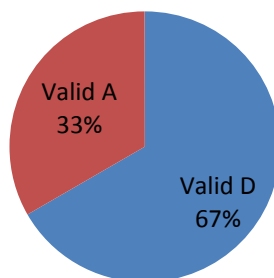
**Budget fixed for the
implementation of the curriculum
is sufficient**



**The implementation of curriculum is monitored and
coordinated properly**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid D	2	66.7	66.7	66.7
A	1	33.3	33.3	100.0
Total	3	100.0	100.0	

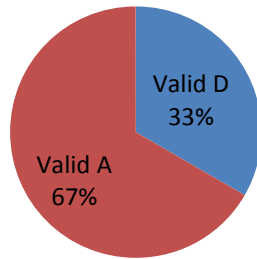
**The implementation of curriculum
is monitored and coordinated
properly**



**The number of periods allotted to English Language
teaching in the scheme of studies is sufficient**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid D	1	33.3	33.3	33.3
A	2	66.7	66.7	100.0
Total	3	100.0	100.0	

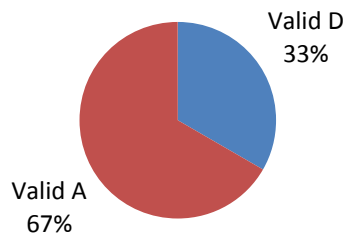
The number of periods allotted to English Language teaching in the scheme of studies is sufficient



The Ministry of Education seeks feedback after the implementation of the textbooks of English language

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid D	1	33.3	33.3	33.3
A	2	66.7	66.7	100.0
Total	3	100.0	100.0	

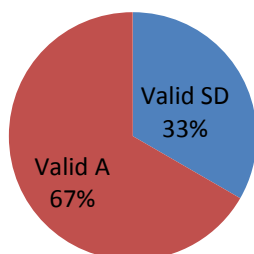
The Ministry of Education seeks feedback after the implementation of the textbooks of English language



Examination is a major tool for curriculum evaluation of English language in Pakistan

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SD	1	33.3	33.3	33.3
A	2	66.7	66.7	100.0
Total	3	100.0	100.0	

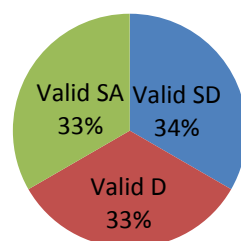
Examination is a major tool for curriculum evaluation of English language in Pakistan



There is co-ordination among Curriculum Wing, Examination Boards and Textbook Boards

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SD	1	33.3	33.3	33.3
D	1	33.3	33.3	66.7
SA	1	33.3	33.3	100.0
Total	3	100.0	100.0	

There is co-ordination among Curriculum Wing, Examination Boards and Textbook Boards



There is alignment among English language Curriculum, Textbooks and examination at the secondary level in Pakistan

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid D	2	66.7	66.7	66.7
A	1	33.3	33.3	100.0
Total	3	100.0	100.0	

There is alignment among English language Curriculum, Textbooks and examination at the secondary level in Pakistan

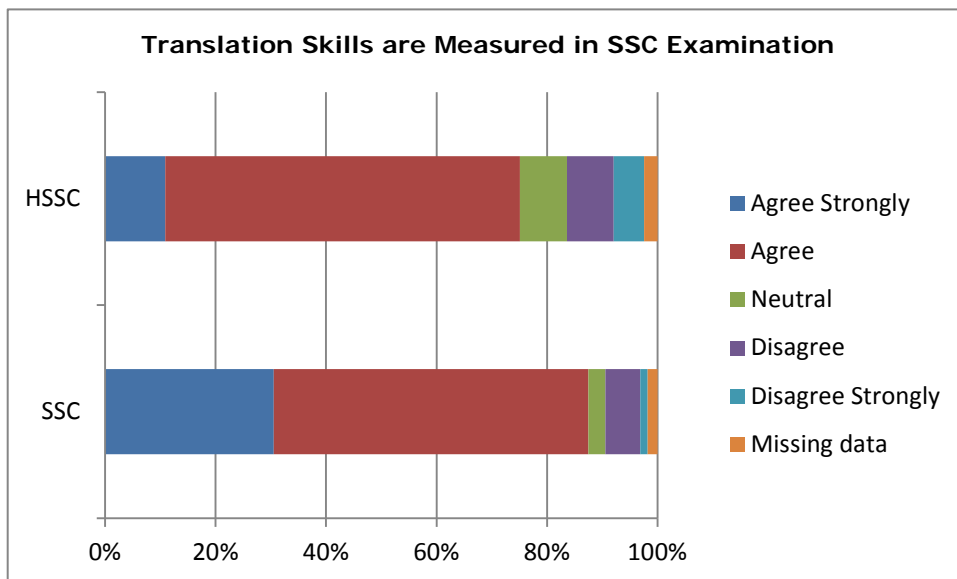
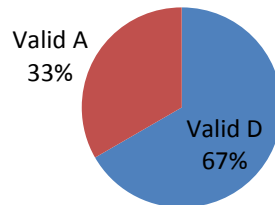


Chart D4.15

Appendix E

Appendix E1: Examination Results of SSC Conducted by Federal Board of Intermediate and Secondary Education (FBISE)

Federal Board of Intermediate and Secondary Education	Year	Appear	Pass	Percentage
	2004 (Part 1)	46580	41075	88.18
	2004 (Part 2)	53145	43078	81.05
	2005 (Part 1)	50872	44401	87.28
	2005 (Part 2)	41429	40070	82.03
	2006	48001	45877	95.58
	2007	50304	39787	79.09
	2008	56934	47640	83.68
	2009	55358	47333	85.50

Appendix E2: Examination Results of SSC Conducted by Rawalpindi Board of Intermediate and Secondary Education

Rawalpindi Board of Intermediate and Secondary Education	Year	Appear	Pass	Percentage
	2006 (Old)	17842	5544	31.07
	2006 (New)	80618	58308	72.33
	2007	65378	65806	68.99
	2008	110117	72641	65.97
	2009 (Part 1)	51035	21872	42.86
	2009 (Part 2)	106313	71941	67.67
	2009 (Old Course)	4678	3080	65.84


Appendix No E3: SSC Examination Question Papers of AJK Board of Intermediate and Secondary Education.

SAIRA

ENGLISH
PAPER : (A)
MARKS: 55
TIME : 2:10 Hours

008/1
SECONDARY
(COMPOSITE)
(SUBJECTIVE PART)

(Group - I)



Research Officer
Board of Intermediate &
Secondary Education
Mirpur A.K

SECTION - I

Q:2-(a) Write the short answers of any "Five" of the following questions. (From Book - I) (10)

- (i) Why do the villagers migrate to the cities and towns after the crop season is over?
- (ii) What have all religions of the world preached?
- (iii) What skills had Hazrat Khalid bin Walid attained during his youth?
- (iv) How has Islam helped the Western countries in developing the sciences?
- (v) Why could not Hina get up in the morning for school?
- (vi) What are the main causes of traffic accidents?
- (vii) What are modern means of communications?
- (viii) What are the insects called that live and work together?

(b) Write the short answers of any five of the following questions (From Book - II) (10)

- (i) Who is the custodian of truth mentioned in the lesson, "Prophet Muhammad (SAW) as an Educationist"?
- (ii) In what single word can the difference between a brain and a computer be expressed?
- (iii) What are the three types of transport?
- (iv) What kind of advice has been given by the father to the son?
- (v) Name a few of the crafts in various cities of the province of Punjab.
- (vi) How does a drug addict look like?
- (vii) What was the lesson taught by the Khalifah in the lesson, 'Simplicity'?
- (viii) What is meant by fallow land?

(SECTION - II)

Q:3- Translate the following paragraphs into Urdu. (7½+7½=15)

(a) All religions of the world have preached love and kindness to all living things. Kindness is not confined to human beings alone, but to all living things. Hazrat Muhammad (SAW) warned people against cruelty to animals. He advised his people to treat them with kindness. Hazrat Muhammad (SAW) used to relate to his companions the instance of a Jewish woman.

(b) Buses are a widely used form of public transport in the country. Inter-city transport has made the mobility of the people faster and easier. Working people use buses to travel to their jobs. Many people have their own vehicles such as cars, motorcycles and vans. Auto rickshaws are also available in urban areas. People hire them to reach their place of employment.

OR

The Quaid was a man of great and rare qualities of head and heart. He was a symbol of integrity and honesty. Even his worst enemies admitted that the Quaid was unpurchaseable. This quality not only endeared him to his own people but also won him the respect and admiration of his opponents.

Note: Candidates whose Medium of Examination is English/foreign candidates will "Rewrite the above paragraphs into simple English".

Q:4- Write a summary of the poem "A Nations Strength" by Ralph Waldo Emerson. (10)

OR

Paraphrase the following stanza into simple English with reference to the context.

The day is fast, the sun is set,
And the white stars are in the sky,
While the long grass with dew is wet,
And through the air the bats now fly.

Q:5- Use any five of the following words and idioms in your own sentences. (10)

(a) extending	(b) bliss
(c) wait	(d) strength
(e) hurriedly	(f) bright student
(g) go slow	(h) bring down

(THE END)

ENGLISH
PAPER : (B)
MARKS: 55
TIME : 2:10 Hours

008/1
SECONDARY
(COMPOSITE)
(SUBJECTIVE PART)

(Group - I)



SECTION - I

Q:2- Write an essay of 150-200 words on any ONE of the following topics: (15)
(a) Courtesy (b) My Best Friend (c) A Cricket Match

OR

Write a paragraph of 100-150 words on any ONE of the following topics
(a) A visit to Museum (b) A House on fire (c) My School

Q:3- Write a letter to your friend requesting him/her to spend his/her spring holidays with you. (10)

OR

Write a story about the moral, "All that Glitters is not Gold".

OR

Write a dialogue between a brother and a sister about importance of time.

Q:4- Change any FIVE of the following sentences into indirect form. (05)

- (i) They said to their mother, "We like mangoes"
- (ii) She said, "He rang me up at twelve midnight."
- (iii) She said, "I am helping my mother in the kitchen."
- (iv) He said, "I hope you will not repeat this mistake."
- (v) The teacher said, "Whose is this book?"
- (vi) The referee said, "Quiet, please."
- (vii) He said, "May God help me do my duty."
- (viii) The doctor says, "The patient is still in a state of coma."

Q:5- Read the following Paragraph carefully and answer the questions given in the end. (10)

On a hot summer day a fox felt very thirsty. He went about the search of water but could find water nowhere. At last he reached a well. He peeped into it. Unfortunately, he slipped and fell into the well. A goat happened to pass by the well and looked into it. What are you doing here uncle? The cunning fox replied, "Dear niece. I am enjoying a swim down here. It is very pleasant, come down and enjoy yourself too." The goat was also thirsty, she jumped into the well.

Questions:

- (i) What happened to the thirsty fox?
- (ii) Who passed by the well just then?
- (iii) What did the goat do?
- (iv) What did the goat say to the fox?
- (v) What did the fox say in reply?

Q:6-(a) Translate any five of the following sentences into English. (05)

- (i) ہم سب خوش تھے۔ (ii) ہم نے آپ کا انتظار کیا۔ (iii) صبح سے بارش ہو رہی تھی۔ (iv) سورج ڈوب چکا ہے۔
- (v) اہلہم دوپہر سے پینٹنگ اڑا رہا ہے۔ (vi) وہ سخت رو رہی تھی۔ (vii) سورج نکلنے سے پہلے اسے گھر سے نکال دیا گیا تھا۔
- (viii) کیا تمام کتابیں جلادی گئیں؟

(b) Translate the following paragraph into English. (10)

شہر آنے سے پہلے ہم گاؤں میں رہتے تھے۔ گاؤں میں ہم لوگ بہت خوش تھے۔ ہم صبح سویرے اٹھتے تھے۔ منہ ہاتھ دھو کر نماز پڑھتے پھر سرسبز کھیتوں میں سیر کیلئے نکل جاتے۔ دوپہر کو درختوں کی چھاؤں میں سوتے تھے۔ گاؤں کے پاس ایک ندی بہتی تھی اس کا پانی صاف اور ٹھنڈا تھا۔

Q:6- Exclusively for candidates whose medium of Examination is English/foreign candidates
(Question 6- Alternative to Urdu Translation)

Write an essay about 200-250 words on "Health".

(15)

(THE END)

PAPER : PART – II (10th Class)
MARKS: 58
TIME : 2:10 Hours

009/1
SECONDARY
(Academic Session 2007-09)
(SUBJECTIVE PART)

(Group – I)



SECTION – I

2- Write short answers of any five of the following questions. (10)

i	What is the purpose of celebrating a festival?	ii	What is importance of transport in the country?
iii	What do the crafts of a country represent?	iv	Why did the guest refuse to eat the dinner?
v	What is a zebra crossing and what is it for?	vi	What is the benefit of early rising?
vii	Where was Farah born and bred?	viii	What is the meaning of the Quaid's motto?

SECTION – II

3- Translate the following paragraph into Urdu. (08)
Handicrafts are also a part of the cultural heritage of a country. They represent the culture and traditions of the people. Old skills which have survived and developed, are the backbone of the cottage industry. These handicrafts, special in kind and unique in shape, are really the pride of a country?

Alternate question for candidates whose medium of examination is English / foreign candidates.

3- Rewrite the above paragraph into simple English.

4- Write down the summary of the poem. "A Nation's Strength" by. (05)
(Ralph Waldo Emerson)

OR

Paraphrase the following lines into simple English with reference to the context.

Awake! Arise! The hour is late!

Angels are knocking at the door!

They are in haste and cannot wait,

And once departed come no more.

5- Write an essay of 150–200 words on any ONE of the following topics. (15)

- (a) A Cricket Match (b) Our School Canteen
(c) Village life

OR

Write a paragraph of 100 – 150 words on any ONE of the following topics.

- (a) A Visit to the Zoo (b) A Road Accident
(c) A House on fire

6- Change any Five of the following sentences into indirect form. (05)

- (i) The father said to Ali, "Do not waste your time."
(ii) He said to me, "Will you listen to me?"
(iii) Raza said to his sister, "Where are you going?"
(iv) He says, "God helps those who help themselves."
(v) He said, "I like clouds in the sky."
(vi) Afshan said, "I am sewing mother's shirt."
(vii) The teacher said to the students, "Keep quiet."
(viii) He said, "Alas! I have failed."

7- Use any Five of the following pair of words in your own sentences. (05)

- (i) Affect, Effect (ii) Prey, Pray
(iii) Flour, Floor (iv) Die, Dye
(v) Bale, Bail (vi) Compare, contrast
(vii) Except, Accept (viii) Letter, Latter

8- Translate the following paragraph into English. (10)

والدین کی عزت کرنا ہمارا اخلاقی فرض ہے۔ وہ ہمارا بہت خیال رکھتے ہیں۔ وہ ہمیں خوراک دیتے ہیں۔ وہ ہمیں لباس دیتے ہیں۔ وہ ہمیں تمام چیزیں مہیا کرتے ہیں۔ جن کی ہمیں ضرورت ہوتی ہے۔ وہ ہمیں سکول بھیجتے ہیں۔ تاکہ ہم تعلیم حاصل کرنے کے بعد ان کی خدمت کریں۔ اس سے ہمیں راحت ملے گی۔

Alternate question for candidates whose medium of examination is English / foreign candidates.

Write ten sentences about "Fashions".

(The End)

ENGLISH

009/1

(Group - II)

PAPER : PART - II (10th Class)**SECONDARY**

MARKS: 58

(Academic Session 2007-09)

TIME : 2:10 Hours

(SUBJECTIVE PART)

**SECTION - I**

2- Write short answers of any five of the following questions. (10)

i	Which is the best book to read and teach?	ii	Name the religious festivals of the Muslims?
iii	In what a single word can the difference between a brain and a computer be expressed?	iv	Where was Hazrat Ayesha (RA) born?
v	How should the enemies be treated according to the Holy Quran?	vi	What is required by a person who wishes to lead a well balanced life?
vii	What kind of life did Hazrat Ali (RA) and Hazrat Bibi Fatima (RA) lead?	viii	What does Faisalabad specialize in?

SECTION - II

3- Translate the following paragraph into Urdu. (08)

Handicrafts are also a part of the cultural heritage of a country. They represent the culture and traditions of the people. Old skills which have survived and developed, are the backbone of the cottage industry. These handicrafts, special in kind and unique in shape, are really the pride of a country.

Alternate question for candidates whose medium of examination is English / foreign candidates.

3- Re-write the above paragraph into simple English.

4- Write down the summary of the poem. "A Nation's Strength" by. (Ralph Waldo Emerson) (05)

OR

Paraphrase the following lines into simple English with reference to the context.

Who ran to help me when I fell,

And would some pretty story tell,

Or kiss my head to make me well?

5- Write an essay of 150 - 200 words on any ONE of the following topics. (15)

(a) My Last Day at School (b) Boy Scouts (c) A Hockey Match

OR

Write a paragraph of 100 - 150 words on any ONE of the following topics.

(a) A House on Fire (b) A Meena Bazaar (c) My School

6- Change any Five of the following sentences into indirect form. (05)

i) She said, "I am helping my mother in the kitchen."

ii) The teacher said, "Who is the author of this book?"

iii) She said to me, "Tell the truth."

iv) Afshan said, "Let us go for a picnic on Friday."

v) She said, "Would that my father were alive!"

vi) He said to her, "Please fetch me a glass of water."

vii) The farmer said, "Union is strength."

viii) He said, "Alas! I am ruined."

7- Use any Five of the following pair of words in your own sentences. (05)

(i) Loose, Lose

(ii) Dye, Die

(iii) Populous, Popular

(iv) Principle, Principal

(v) Teem, Team

(vi) Root, Route

(vii) Bale, Bail

(viii) Dew, Due

8- Translate the following paragraph into English. (10)

امجد کے والد بچپن میں فوت ہو گئے تھے۔ وہ یتیم ہو گیا۔ اس کا چچا اسے اپنے گھر لے آیا۔ چچا کا کوئی بیٹا نہیں تھا۔ اس نے اسکی اپنے بیٹے کی طرح پرورش کی۔ امجد نے ایم اے کا امتحان پاس کر لیا۔ اور اسے ایک اچھی سی ملازمت مل گئی۔ اب اس کا چچا بوڑھا ہو چکا تھا۔ امجد نے باپ کی طرح اپنے چچا کی خدمت کی۔

Alternate question for candidates whose medium of examination is English / foreign candidates.

8- Write ten sentences about "Fashions".

(The End)

ENGLISH
PAPER : (A)
MARKS: 55
TIME : 2:10 Hours

008/1
SECONDARY
(COMPOSITE)
(SUBJECTIVE PART)

(Group – II)



SECTION – I

Q:2-(a) Write the short answers of any "Five" of the following questions. (From Book – I) (10)

- (i) What was the result of Hazrat Muhammad's (SAW) teachings on the people of Arabia?
- (ii) Why should we be kind to animals and birds? Do they serve us? If so, in what ways?
- (iii) Where did the master send the prince?
- (iv) Why is the poet not afraid of darkness?
- (v) What do games teach us?
- (vi) Who are drones?
- (vii) What kind of information technology has removed distance?
- (viii) What does M.S stand for?

(b) Write the short answers of any five of the following questions (From Book – II) (10)

- (i) What do crafts exhibit about its region?
- (ii) Why did he order his cook to serve the meal late?
- (iii) Where was Farah born and bred?
- (iv) What is the meaning of the Quaid's motto?
- (v) What is meant by fallow land?
- (vi) What kind of life did Hazrat Ali (RA) and Hazrat Bibi Fatima (RA) lead?
- (vii) After entering Islamabad, the driver became a changed person, how?
- (viii) What effect does a kind word have upon others?

(SECTION – II)

Q:3- Translate the following paragraphs into Urdu. (7½+7½=15)

(a) When Prince Tai returned to the temple, the master asked him what more he had heard. "Respected Master" responded the Prince reverently, "When I listened most closely, I could hear the unheard sound of flower's opening, the sound of the sun warming the earth and the sound of the grass with the morning dew".

(b) Remember son, that vanity and conceit will bring you serious harm and will be a constant source of danger to you therefore, lead a well balanced life. Neither be conceited nor suffer from inferiority complex and exert yourself to earn an honest living. Whenever you achieve the thing, you desire, do not feel proud but be humble and bow to Him and realize that your success was due to His mercy and favour.

OR

In his address to the students of Islamia college Peshawar in April, 1948, he said, "Remember that your Government is like your garden which flourishes by the way you look after it and the efforts you put toward for its improvement. Similarly your Government can only flourish by your patriotic, honest and constructive efforts to improve it."

Note: Candidates whose Medium of Examination is English/foreign candidates will "Rewrite the above paragraphs into simple English".

Q:4- Write a summary of the Poem, "Evening" (10)

OR

Paraphrase the following lines into simple English with reference to the context.

Awake! Arise! the Hour is late!
Angels are knocking at the door!
They are in haste and cannot wait,
And once departed come no more.

Q:5- Use any five of the following words and idioms in your own sentences. (10)

- | | |
|---------------------|--------------------|
| (a) Wooden | (b) Facilitate |
| (c) Take up | (d) Rural |
| (e) Black and white | (f) A quiet corner |
| (g) Moderate | (h) Conveyance |

(THE END)

ENGLISH
PAPER : (B)
MARKS: 55
TIME : 2:10 Hours

008/1
SECONDARY
(COMPOSITE)
(SUBJECTIVE PART)

(Group – II)



SECTION – I

Q:2- Write an essay of 150-200 words on any ONE of the following topics: (15)
(a) My Hobby (b) Courtesy (c) Village life

OR

Write a paragraph of 100-150 words on any ONE of the following topics
(a) My School (b) A visit to a zoo (c) A road accident

Q:3- Write a letter to your father asking about the health of your mother. (10)

OR

Write a story about the moral, "Pride hath a fall"

OR

Write a dialogue between two students regarding prayers.

Q:4- Change any FIVE of the following sentences into indirect form. (05)

- (i) She said, "He will go there".
- (ii) He said, "Will you listen to me"?
- (iii) The mother said to her son, "May you return successful".
- (iv) He said, "Hurrah! I have won the medal".
- (v) She said to me, "Do not waste your time in idle talk".
- (vi) He said to me, "What are you looking for"?
- (vii) The teacher said, "Did you do your home task yesterday?"
- (viii) He said to me, "Greed is a curse".

Q:5- Read the following Paragraph carefully and answer the questions given in the end. (10)

There was once a man whose doctor gave him medicine which was quite black. His servant who was illiterate made mistake and poured out a dose of ink in place of the drug. He gave it to his master who drank it. After the patient had taken the dose of ink, the servant somehow realised his mistake. He ran back to his master and said, "Sir, I have given you a dose of ink instead of the medicine as both were equally black. What should be done now?" The master replied softly, "Now give me a piece of blotting paper to swallow".

Questions:

- (i) What was the colour of the medicine?
- (ii) What did the servant give to his master?
- (iii) When did the servant come to know of his mistake?
- (iv) What did the servant do?
- (v) What did the master say to his servant?

Q:6-(a) Translate any five of the following sentences into English. (05)

- i. آج بہت سے طالب علم کیوں غیر حاضر ہیں؟ ii. یہ دوکاندار گھٹیا مال بیچتا ہے۔ iii. لڑکیاں جماعت میں اٹکھ نہیں رہی ہیں۔
- iv. کیا ایسپروڈن کینے چاہئے ہیں؟ v. ہم نے تمام تاریخی مقامات کی سیر نہ کی۔ vi. لوگ دو گھنٹے سے آگ بجھا رہے تھے۔
- vii. بڑی صحت کیسے اختیار کی جاتی ہے؟ viii. کلاک نے چار بجادیئے ہیں۔

(b) Translate the following paragraph into English. (10)

جوہری توانائی کو انسان کے فائدے کیلئے استعمال کیا جا سکتا ہے۔ اسے دنیا کو تباہ کرنے کے لیے بھی استعمال کیا جا سکتا ہے۔ جوہری توانائی ہمارے لئے بجلی پیدا کر سکتی ہے۔ کراچی میں ایک بجلی گھر ہے۔ آج کل جوہری توانائی سے پیدا کی جانے والی بجلی سستی ہونے کے امکان موجود ہیں۔ ہمیں چاہیے کہ جوہری توانائی کو صرف فوڈ این مقاصد کیلئے استعمال کریں۔

Q:6- Exclusively for candidates whose medium of Examination is English/foreign candidates (Question 6- Alternative to Urdu Translation) Write an essay about 200-250 words on "Health". (15)

(THE END)



- 2- Answer (any five) of the following questions. (10)

i	What was the condition of women before the advent of Islam?	ii	What do you know about Hazrat Khalid Bin Walced (R.A)?
iii	Why should we be kind to animals and birds?	iv	Had the prince already discerned every sound?
v	How many days are there in each lunar month?	vi	What do bee workers do?
vii	Name some modern means of communication.	viii	How can we avoid accidents?

SECTION – II

- 3- Translate the following paragraph into Urdu. (07)

The rural woman has always worked with her male members in the fields. She shares the work of man on equal level. She works from dawn to dusk at home and in the fields. For the development of our country women have to be encouraged to participate and work more in the progress and prosperity of the nation.

OR

Rewrite the above paragraph into simple English.

- 4- Write down the summary of the poem. "Evening" (05)

OR

Paraphrase the following stanza into simple English.

The angel wrote and vanished. The next night,
It came again with a great wakening light,
And showed the names whom love of God had blest,
And Lo! bin Adhem's name led all the rest.

- 5- Use any five of the following words / Idioms in your own sentences. (05)

Mankind, Preach, Humble, Mighty,
Urban, Permanent, Stomach, Colonies.

- 6- Write a letter to your brother advising him to take steps to improve his health. (10)

OR

Write a story with the moral result "A friend in need is a friend in deed."

OR

Write a dialogue asking one's way.

- 7- Read the following passage carefully and answer the questions given at the end. (10)

There was once a man whose doctor gave him medicine which was quite black. His servant who was illiterate made a mistake and poured out a dose of ink in place of the drug. He gave it to his master who drank it. After the patient had taken the dose of ink the servant somehow realized his mistake. He ran back to his master and said, "Sir I have given you a dose of ink instead of the medicine as both were equally black. What should be done now?" The master replied softly, "Now give me a piece of blotting paper to swallow."

Questions:-

- (i) What was the colour of the medicine?
(ii) What did the servant give to his master?
(iii) When did the servant come to know of his mistake?
(iv) What did the servant do?
(v) What did the master say to his servant?

- 8- Translate any five of the following sentences into English. (05)

- (i) یہ دکاندار گھٹیا مال بیچتا ہے۔ (ii) بوندا لاندی ہو رہی ہے۔ (iii) خدا اُن کی مدد کرتا ہے جو اپنی مدد آپ کرتے ہیں۔ (iv) بورڈ نے نتیجہ کا اعلان کر دیا ہے۔ (v) کیا وہ سچ بولتا ہے؟ (vi) سورج غروب ہو چکا ہے۔ (vii) حکومت نے سکول کھول رہی ہے۔ (viii) بیچ ہار جیت کے بغیر ختم ہو چکا ہے۔

Exclusively for candidates whose Medium of Examination is English/foreign candidates

(Question 8 Alternative to Urdu Translation)

- 8- Write Ten sentences about "My Neighbour".
9- Change the voice of the following. (04)
- (i) She likes apples. (ii) Open the door.
(iii) Did we hear a sound? (iv) Who is knocking at the door?

(The End)

PAPER ; PART - I (9th Class)
MARKS: 56
TIME : 2:10 Hours

SECONDARY

(Group - I)



(SUBJECTIVE PART)
SECTION - I

2- Answer (any five) of the following questions.

i	What was the condition of women before the advent of Islam?	ii	Who are drone?
iii	Where did the master send the prince?	iv	What do games teach us?
v	How is the river formed?	vi	Name some modern means of communications.
vii	How are messages conveyed to people in villages?	viii	Why Hina could not get up in the morning for school?

(10)

SECTION - II

3- Translate the following paragraph into Urdu.

(07)

During his life time as a Muslim he took part in more than twenty expeditions and did not lose a single one. There was no place on his body where he did not receive a sword cut or wound. Despite his utmost desire, he was not martyred but died a natural death at the age of sixty - one.

OR

Rewrite the above paragraph into simple English.

4- Write down the summary of the poem. "Little things"

(05)

OR

Paraphrase the following stanza into simple English.

But Rebecca recollected,
She was taught deceit to shun,
And the moment she reflected,
Told her mother what was done,
Who commended her behaviour,
Loved her better, and forgave her.

5- Use any five of the following words / Idioms in your own sentences.

(05)

quick, convey, reduce, specific, facilitate, applicant,
fly around, royal

6- Write a letter to your father requesting him to send you some extra funds for payment of hostel dues.

OR

Write a story with the moral result "A Friend in Need is a Friend Indeed"

OR

Write a dialogue between two persons asking one's way.

7- Read the following passage carefully and answer the questions given at the end.

(10)

Once a stag was drinking water at a stream. He happened to see his reflection in the water. He was pleased to see his beautiful horns, but when he saw his thin legs he felt sad as he thought they were ugly. Suddenly he saw a pack of hounds at a distance. He ran as fast as his legs could help him. Soon he left the hounds far behind. He had to pass through a thick forest of bushes. His horns were caught up in a bush. He tried his best to pull his horns out of it but all in vain. By now the hounds had come up. They fell upon him and tore him to pieces.

Questions:-

- What was the stag doing?
- What did he see in the water?
- Why was he pleased?
- What made him sad?
- Why did he run?

8- Translate any five of the following sentences into English.

(05)

- وہ ایک نیک خاتون تھیں۔ (ii) ہم سب مسلمان ہیں۔ (iii) اس کے پاس ایک تلوار تھی۔ (iv) وہ روزانہ سکول جاتی ہے۔
- باپ کے آنے سے پہلے بیٹا جاچکا تھا۔ (vi) کئی دنوں سے لوگ بارش کا انتظار کر رہے ہیں۔ (vii) وہ غریبوں کی مدد کر رہا تھا۔
- وہ ایک ذہین طالب علم ہے۔ (viii)

Exclusively for candidates whose Medium of Examination is English/foreign candidates

(Question 8 Alternative to Urdu Translation)

Write ten sentences about A "Meena Bazar".

9- Change the voice of he following.

(04)

- You were reading a book.
- The snake will have been killed by us.
- The thief was taken to station by Ali.
- You do not write a letter.

(The End)



SECTION - I

2- Answer (any five) of the following questions. (10)

i	What condition was imposed on the prisoners of the battle of Badr?	ii	What title was given to Hazrat Khalid bin Walced (R.A.) by Hazrat Muhammad (SAW) and why?
iii	Why and where did the king send his son?	iv	How do rural women share the burden of their men?
v	How many days are there in each lunar month?	vi	How can we save nature in its original form?
vii	What becomes of the rain when it has fallen on the earth?	viii	How are the germs carried to the food?

SECTION - II

3- Translate the following paragraph into Urdu. (07)

This club is quite far from her house. Both these women and many others blamed the municipal authorities for the negligence of the park and the exercise hall. This was the only facility for the women in that locality. They demanded its restoration with all the facilities.

Alternate question for foreign candidates only

Rewrite the above paragraph into simple English.

4- Write down the summary of the poem. "Daffodils" (05)

OR

Paraphrase the following stanza into simple English.

For God is by when I pray,

And when I close mine eyes in sleep,

I know that he will with me stay,

And will all night watch by me keep.

5- Use any five of the following words / Idioms in your own sentences. (05)

compared with,

inhabitants,

decorate,

amazement,

reformer,

mankind,

eradicate,

settle

6- Write a letter to your mother about the test you have just taken. (10)

OR

Write a story with the moral result "Look before you leap."

OR

Write a dialogue between two students regarding prayers.

7- Read the following passage carefully and answer the questions given at the end. (10)

Early rising is a good habit as it gives us early start of our day's work. We gain time while the late risers are asleep. The early risers have another advantage also and that is that they enjoy good and sound health. Those who are out of bed early have plenty of time to do their work carefully, steadily and completely. They do not have to put off any thing to the next day. The early riser is always happy, fresh and smart. He enjoys his work while those who get up late find their duty dull and dry and do it unwillingly. Early rising is therefore, a key to success in life.

Questions:-

(i) What kind of habit early rising is?

(ii) Why can an early riser do more work than the late riser?

(iii) Why does an early riser enjoy good health?

(iv) Why does a late riser find his work dull and dry?

(v) What is the key to success in life?

8- Translate any five of the following sentences into English. (05)

(i) کیا باہر تیز ہوا چل رہی ہے؟ (ii) میرا ہی بھائی تھا جس نے انعام حاصل کیا۔ (iii) ہر پاکستانی محب وطن ہے۔

(iv) یہ دوکاندار گھنٹیا بال بیچتا ہے۔ (v) شریف آدمی تم کو حقارت سے نہیں دیکھ رہا ہے۔ (vi) لوگوں نے اس قانون کے

خلاف احتجاج کیا۔ (vii) صرف چند لڑکے امتحان دیں گے۔ (viii) اُس نے جھوٹ نہ بولا۔

Alternate question for foreign candidates only

Write ten sentences about a house on fire.

9- Change the voice of the following. (04)

(i) She bought five video films.

(ii) We did not hear a sound.

(iii) The children are loved by the mother

(iv) He will write a letter.

(The End)

PAPER : PART - I (9th Class)
MARKS: 56
TIME : 2:10 Hours

SECONDARY
(Academic Session 2007-09)
(SUBJECTIVE PART)



SECTION - I

2- Answer (any five) of the following questions. (10)

i	What condition was imposed on the prisoners of the battle of Badr?	ii	What title was given to Hazrat Khalid Bin Waleed (RA) by Hazrat Muhammad (SAW) and why?
iii	What are the characteristics of a good ruler?	iv	Why should women work?
v	How can we save nature in its original form?	vi	Describe the process by which bees gather food?
vii	What number is dialed to book telegrams on telephone?	viii	How is a river formed?

SECTION - II

3- Translate the following paragraph into Urdu. (07)

"There are different kinds of games for different age groups. Children play running hide and seek or they play on wings, merry go round or slides. The school going children have P.T. classes in which they are taught easy exercises to keep the young bodies flexible."

Alternate question for foreign candidates only

Rewrite the above paragraph into simple English.

4- Write down the summary of the poem. "Abu Ben Adhem" (05)

OR

Paraphrase the following stanza into simple English.

Little deeds of kindness,
Little words of love,
Make our earth an Eden,
Like the Heaven above.

5- Use any five of the following words / Idioms in your own sentences. (05)

Discern, standard, spicy,
pleasant, accident, Rural,
lack of, creation

6- Write a letter to your friend condoling the death of his mother. OR (10)

Write a story with the moral result "Greed is a curse" OR

Write a dialogue between a brother and a sister concerning time.

7- Read the following passage carefully and answer the questions given at the end. (10)

A man is known by the company he keeps. A good student should avoid the company of those who keep playing all the time. Many students miss their classes and seldom do their home work because fellow students do the same. There are hardworking students also who work while others play. They know when to study and when to play. They play when it is time to play. They enjoy the game of their choice because they know that playing games is essential for health. A sick student is not so quick in learning his lesson as a healthy one.

Questions:-

- What kind of company should a good student keep?
- Why do some students miss their classes?
- Why do good students enjoy good health?
- Why are games necessary for students?
- In what does the success of a student lie?

8- Translate any five of the following sentences into English. (05)

- پرچہ مل کرنے میں تقریباً تین گھنٹے لگیں گے۔ (ii) سڑک کے کنارے کوئی درخت نہ تھا۔ (iii) آج بہت سے طالب علم کیوں غیر حاضر ہیں؟ (iv) کیا امیر آدمی خیریتوں پر مہربان تھا؟ (v) میں بل کی ادائیگی ہر ماہ کی دس تاریخ تک کر دیتا ہوں۔ (vi) کیا پاکستان میں بارش صرف موسم گرما میں ہوتی ہے؟ (vii) معصوم بچے کو کیوں بیٹھا جا چکا ہے؟ (viii) کیا موٹر کار خریدنے سے پہلے وہ کافی روپیہ بچا چکا تھا؟

Alternate question for foreign candidates only

Write ten sentences about a house on fire.

9- Change the voice of the following. (04)

- We did not hear a sound. (ii) A thief was caught by him.
- Why is he mending the chair? (iv) Your younger brother did the sum.

(The End)

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DO NOT WRITE ANYTHING HERE

- (iv) Diligence:
- A. Intelligence B. Vigilance
C. Steady effort D. Futile effort

- (v) Treaty:
- A. A treatise B. An agreement
C. To treat D. Treasure

B. Give one word substitute from the given options:- (05)

- (i) To impart education refers to:
- A. Importing education B. Teaching
C. Important education D. Avoiding education

- (ii) A person who studies rocks is a / an:
- A. Astrologer B. Geologist
C. Miner D. Archaeologist

- (iii) A person whom one knows casually is a / an:
- A. Heir B. Charwoman
C. Guest D. Acquaintance

- (iv) Pensive mood is a:
- A. Thoughtful mood B. Happy mood
C. Sad mood D. Furious mood

- (v) A rivulet is a:
- A. Rivet B. River
C. Rive D. Small stream

C. Choose the correct option to complete the sentence:- (05)

- (i) The traffic on the roads has increased much because of:
- A. Population B. Over population
C. Pollution D. Pollination

- (ii) Knowledge _____ our belief.
- A. Weakens B. Shakes
C. Strengthens D. Damages

- (iii) During the first two days Larva is fed on:
- A. Pollen B. Honey
C. Brood-food D. Broad-food

- (iv) The guests felt _____ and honoured.
- A. Happy B. Exalted
C. Depressed D. Funny

- (v) The drugs make the addict sleepish and:
- A. Cheerful B. Tactful
C. Mournful D. Woeful

For Examiner's use only:

Total Marks:

Marks Obtained:

— SA-0701(L) —



Federal Board SSC Examination 2007 ENGLISH PAPER-A

Time allowed: 2.40 Hours

Total Marks: 60

NOTE:- Sections 'B' and 'C' comprise pages 1-3 and questions therein are to be answered on the separately provided answer book. Use supplementary answer sheet i.e. Sheet-B if required. Write your answers neatly and legibly.

SECTION - B (Marks: 38)

Q. 2 Answer any NINE of the following parts. Each part carries 3 marks.

Answers should be of 3 to 4 lines each:- (27)

- (i) How can police give us traffic education?
- (ii) How did Hazrat Umer Bin Abdul Aziz (RA) teach the distinguished guests to live a life of simplicity?
- (iii) Why do people fall prey to drugs?
- (iv) Describe the importance of handicrafts with reference to Pakistan.
- (v) "Throughout his life Hazrat Ali (RA) availed every opportunity to serve human beings without any prejudice". Discuss.
- (vi) Why should we be kind and sympathetic to others?
- (vii) How did Hazrat Muhammad (SAW) bring about reform in the Arab Society?
- (viii) How are kind words and deeds, a sure way of winning God's Grace?
- (ix) Why should a leader penetrate or go deeply into the souls of the people?
- (x) How do extra-curricular activities help in the development of one's personality?
- (xi) How can man be held responsible for spoiling Nature?
- (xii) How does knowledge strengthen our belief?

Q. 3 A. Paraphrase ONE of the following stanzas:- (05)

- (i) For oft when on my couch I lie,
In vacant or in pensive mood,
They flash upon that inward eye,
Which is the bliss of solitude;
- (ii) Brave men who work while others sleep,
Who dare while others flee,
They build a nation's pillars deep,
And lift them to the sky.

B. Read the stanza carefully and answer the questions given at the end:- (06)

This man is freed from servile bonds
Of hope to rise or fear to fall:
Lord of himself, though not of lamb,
And having nothing, yet hath all.

Questions:

- (i) Describe the significance of the title of the poem, "The Character of a Happy Life".
- (ii) Why has this man no hope to rise or fear to fall?
- (iii) Explain the idea expressed in the last line i.e. "And having nothing, yet hath all".

SECTION - C
(Marks: 22)

Q. 4 Translate ONE of the following passages into Urdu or re-write it in simple English:- (10)

- A. To hear the unheard, is a necessary discipline to be a good ruler. For, when a ruler has learned to listen closely to the people's heart, hearing their feelings uncommunicated, pains unexpressed and complaints not spoken of only then he can hope to inspire confidence in his people. He can understand when something is wrong, and meet the true needs of the citizens. The demise of states comes when leaders listen only to superficial words and do not go deeply into the souls of the people to hear their true opinions, feelings and desires.

Page 2 of 3

- B. Remember, he who controls his desires has self-respect. He does not beg or pray for things and will not always remain unlucky or disappointed. So, do not bring down your self-respect; do not be mean and submissive. Nothing in this world can compensate for the loss of self-respect, nobleness of mind and honour. Wages earned through hard but respectable and honourable labour are better than the wealth which you may gather through sin and wickedness, and poverty is better than the disgrace and humiliation of begging.

Q. 5 Read the following passage carefully and answer the questions given at the end:- (12)

The garbage should be kept away and disposed of daily. If possible, filtered or boiled water should be used. Islam being the most scientific and natural religion also preaches cleanliness and maintenance of a healthy body. Our Holy Prophet (SAW) also said, "Cleanliness is half the faith". So it is our religious obligation to keep the environment hygienic to save ourselves from all sorts of diseases and contamination.

Questions:

- (i) Why is it our religious obligation to keep the environment hygienic? (02)
- (ii) Why should we use filtered or boiled water? (02)
- (iii) "Cleanliness is half the faith". Explain this idea. (02)
- (iv) Suggest a suitable title for the given passage other than the lesson's title i.e. Doctor's Advice. (02)
- (v) Make one meaningful sentence with each of the underlined words. (04)

— SA-07/16(L) —

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**Federal Board SSC Examination 2007
ENGLISH PAPER-A**

FBISE

WE WORK FOR EXCELLENCE

Roll No.

Answer Sheet No. _____

Signature of Candidate. _____

Sig. of Invigilator. _____

SECTION – A

Time allowed: 20 Minutes

Total Marks: 15

NOTE:- Section-A is compulsory and comprises pages 1-3. All parts of this section are to be answered on the question paper itself. It should be completed in the first 20 minutes and handed over to the Centre Superintendent. Deleting/overwriting is not allowed. Do not use lead pencil.

Q. 1 Insert the correct option i.e. A / B / C / D in the empty box provided opposite each part.

A. Pick the correct meaning from the options given:- (05)

- (i) Pensive:
- A. Persuasive B. Thoughtful
- C. Gay D. Casual
- (ii) Mutilate:
- A. Damage B. Quieten
- C. Re organize D. Change
- (iii) Dominant:
- A. Influential B. Authoritative
- C. Have control D. Lands under rule

DO NOT WRITE ANYTHING HERE

- (iv) Carve:
- A. Have desire B. Take care
C. Form by cutting D. Wheeled vehicle

- (v) Proceeded:
- A. Adopted a disciplined procedure
B. Connected series of action
C. Went forward
D. Made known officially

B. Give one word substitute from the given options:- (05)

- (i) A person who looks upon the bright side of things is a:
- A. Pessimist B. Analyst
C. Psychologist D. Optimist
- (ii) A person whom we write the letter is the:
- A. Writer B. Addressee
C. Carrier D. Postman
- (iii) A small hard inflamed spot on the skin is called a:
- A. Scar B. Mole
C. Pimple D. Wound

- (iv) An ordinary sitting room in a private house is called a:
- A. Parlour B. Porch
C. Terrace D. Lawn

- (v) A person who uses power to frighten the weaker ones is called:
- A. Fierce B. Bully
C. Brave D. Bold

C. Choose the correct option to complete the sentence:- (05)

- (i) Muslims and Jews, the parties of the agreement shall form one:
- A. Group B. State
B. Community D. Brotherhood

- (ii) The drug addict looks pale and intoxicated living in:
- A. Frustration B. Tension
C. Anxiety D. Fantasies

- (iii) Dowry is a / an _____ evil.
- A. Political B. Social
C. Cultural D. Economical

- (iv) A person who pays rent for the use of land is called a:
- A. Farmer B. Cultivator
C. Worker D. Tenant

- (v) Drones are:
- A. Male bees B. Worker bees
C. Female bees D. Guards of the queen

For Examiner's use only:

Total Marks:

Marks Obtained:

— SA-0701(ON) —



Federal Board SSC Examination 2007 ENGLISH PAPER-A

Time allowed: 2.40 Hours

Total Marks: 60

NOTE:- Sections 'B' and 'C' comprise pages 1-3 and questions therein are to be answered on the separately provided answer book. Use supplementary answer sheet i.e. Sheet-B if required. Write your answers neatly and legibly.

SECTION – B (Marks: 38)

Q. 2 Answer any NINE of the following parts. Each part carries 3 marks.

Answers should be of 3 to 4 lines each:- (27)

- (i) What was the result of reforms introduced by Hazrat Muhammad (SAW) on the lives of Arabs?
- (ii) What was the necessary discipline for a good ruler according to the great Chinese master Pan Ku, and why?
- (iii) What is the Chinese belief about the sweet sticky juice cake on the New Year Day?
- (iv) Give an account of the contribution of sports and games towards our physical health.
- (v) Which is the most dangerous type of pollution and also very difficult to control?
- (vi) What signs, have been given in the Holy Quran for those who think, understand and believe?
- (vii) What did the Quaid say about provincialism and sense of patriotism in his address to the students of Islamia College Peshawar?
- (viii) What are the characteristics of a formal letter?
- (ix) Why did Hazrat Omer Bin Abdul Aziz serve his guests with parched grams before the delayed dinner?
- (x) What is the importance of handicrafts in the growing economy of Pakistan?
- (xi) What happens if someone is able to control his desires?
- (xii) In what way is the brain superior to a computer?

Q. 3 A. Paraphrase ONE of the following stanzas:- (05)

- (i) Quite alarmed, she thought of going
very quietly away,
Not a single person knowing
Of her being there that day.
- (ii) For oft when on my couch I lie,
In vacant or in pensive mood,
They flash upon that inward eye,
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

B. Read the following stanza carefully and answer the questions given at end:- (06)

Not gold, but only men can make,
A people great and strong,
Men who, for truth and honour's sake,
Stand fast and suffer long.

Brave men who work while others sleep,
Who dare while others fly,
They build a nation's pillars deep,
And lift them to the sky.

Questions:

- (i) This stanza has been taken from the poem "A Nation's Strength".
What is the significance of the title?
- (ii) Why does a nation's strength depend on great men?
- (iii) What are the qualities of great men? Explain with reference to the poem.

SECTION - C
(Marks: 22)

Q. 4 Translate ONE of the following passages into Urdu or re-write it in simple English:- (10)

- A. On another occasion Hazrat Ali (RA) allowed his enemies to take water from the river. When his officers objected to it, he (RA) said, "They are human beings first and enemies later. I cannot think of refusing a man food and drink because he is my enemy. I fight for truth and justice and not for my personal motives." Throughout his life he availed every opportunity to serve the human beings without any prejudice.
- B. Some after medical treatment, will recover but many will be crippled for life. It is really very tragic. Most of the roadside accidents occur either because of the ignorance of traffic rules or inability to read and follow the road signs or out of sheer carelessness of the road-users. Traffic rules apply to everybody who is on the road either as a motor driver or as a pedestrian.

Q. 5 Read the following passage carefully and answer the questions given at the end:- (12)

Nearly all the sports practiced now a days are competitive. You play to win, and the game has little meaning unless you do your utmost to win. On the village green where you pick up sides and feeling of local patriotism is involved, it is possible simply for the fun and exercise. But as soon as the question of prestige arises, as soon as you feel that you and some larger unit will be disgraced if you lose, the most savage combative instincts are aroused. Any one who has played even in a school football match knows this. At the international level sports is frankly mimic warfare. The significant thing is not the behaviour of the player but the attitude of the spectators. And behind the spectators, of the nations who work themselves into furies over these absurd contests, and seriously believe at any rate for short periods that running, jumping and kicking a ball, are tests of national virtues.

Questions:

- (i) Why is the will to win important in games? (02)
- (ii) Where is it possible to play a game for fun and exercise? (02)
- (iii) What does arouse the most savage combative instincts in a game? (02)
- (iv) Suggest a suitable title for the given passage. (02)
- (v) Make one meaningful sentence with each of the underlined words. (04)



Federal Board SSC Examination 2007
ENGLISH PAPER-B

FBISE

WE WORK FOR EXCELLENCE

Roll No.

Answer Sheet No. _____

Signature of Candidate. _____

Sig. of Invigilator. _____

SECTION - A

Time allowed: 20 Minutes

Total Marks: 15

NOTE:- Section-A is compulsory and comprises pages 1-3. All parts of this section are to be answered on the question paper itself. It should be completed in the first 20 minutes and handed over to the Centre Superintendent. Deleting/overwriting is not allowed. Do not use lead pencil.

Q. 1 Insert the correct option i.e. A / B / C / D in the empty box provided opposite each part.

A. Choose the correct narration for the following sentences:- (03)

(i) The doctor said to the patient, "Take complete rest and follow my directions".

- A. The doctor said to the patient that take complete rest and follow my directions.
- B. The doctor told to the patient to take complete rest and follow his directions.
- C. The doctor advised the patient to take complete rest and follow his directions.
- D. The doctor said to the patient for complete rest and follow his directions.

(ii) The teacher said, "Did you do your home task yesterday"?

- A. The teacher asked if he had done his home task the day before.
- B. The teacher said that did you do your home task yesterday?
- C. The teacher told that he had done his home task yesterday.
- D. The teacher asked that if he had done his home task yesterday.

DO NOT WRITE ANYTHING HERE

- (iii) Roshana proposed that we should finish our work first.
- A. Roshana said to us, "Finish our work first".
B. Roshana said, "Let us finish our work first".
C. Roshana proposed, "Finish your work first".
D. Roshana said, "Let us finish their work first".

B. Choose the correct voice for the following sentences:- (02)

- (i) The Board has given me a gold medal.
- A. A gold medal has been given to me by the Board.
B. I have been given a gold medal by the Board.
C. A gold medal has been give to me by the Board.
D. A gold medal is given to me by the Board.
- (ii) Why is the chair being mended by him?
- A. Why is he mending the chair?
B. Why he was mending the chair.
C. Why he has been mended the chair?
D. Why he had being mended the chair?

C. Choose the correct option:- (10)

- (i) He is angry _____ me.
- A. to B. for
C. with D. of

- (ii) Let us hope _____ the best.
- A. of B. in
C. for D. off
- (iii) He is very careful _____ his health.
- A. for B. about
C. of D. at
- (iv) She is _____ intelligent girl.
- A. a B. an
C. the D. None of these
- (v) _____ Dawn is published from Karachi.
- A. an B. the
C. a D. None of these
- (vi) He is richer than his brother. The underlined word is a:
- A. Positive B. Comparative
C. Superlative D. None of these
- (vii) We resumed our journey. The underlined word is a / an:
- A. Adverb B. Adjective
C. Pronoun D. Verb
- (viii) She is walking slowly. The underlined word is a / an:
- A. Conjunction B. Preposition
C. Noun D. Adverb
- (ix) English (speak) all over the world. The correct verb in the parentheses will be.
- A. Has spoken B. Spoke
C. Is spoken D. Had spoken
- (x) This match (play) yesterday. The correct form of verb is:
- A. Was played B. Had been playing
C. Is played D. Was being played

For Examiner's use only:

Total Marks:

Marks Obtained:



15

Federal Board SSC Examination 2007 ENGLISH PAPER-B

Time allowed: 2.40 Hours

Total Marks: 60

NOTE:- Sections 'B' and 'C' comprise pages 1-3 and questions therein are to be answered on the separately provided answer book. Answer all the questions from Section 'B' and Section 'C'. Use supplementary answer sheet i.e. Sheet-B if required. Write your answers neatly and legibly.

SECTION – B (Marks: 35)

Q. 2 Read the passage and answer the questions given at the end:-

10

Newspapers keep us constantly in touch with the whole of mankind. In olden days a man's world consisted of his own village and one or two neighbouring villages. It was difficult for him to know what was going on in the other parts of the country. But today the press assisted by rapid means of communications brings us news from the farthest corner of the globe. The press is also responsible for educating public opinion. The laws of a nation are really shaped by its press. In fact the public receives guidance from the newspapers. Thus their power in modern time is really great.

Questions:

- (i) What is the contribution of newspaper to mankind?
- (ii) We are living in a better world as compared to olden days. Why?
- (iii) What is the responsibility of press today?
- (iv) What are the effects of press on shaping the laws of a nation?
- (v) How can newspaper be a source of public guidance?

Q. 3 A. Make sentences from the following pairs of words:-

Dose	Alter	Dew	Eligible
Doze	Altar	Due	Illegible

B. Use any FOUR of the following verb phrases in sentences:-

- | | |
|------------------|---------------------|
| (i) Look at | (ii) Abstain from |
| (iii) Bring down | (iv) Pray for |
| (v) Suffer from | (vi) Contented with |

C. Punctuate the following:-

can a computer think that Depends on what you Mean by think If solving a Mathematical problem is thinking then a computer can think and Do so much faster than a man.

Q. 4 Translate into English:-

زندگی کے عجیب و غریب حالات بھی آتے ہیں جب انسان بالکل نا امید ہو جاتا ہے۔ سب طرف اندر برقی اندر برقی آواز آتی ہے۔ اور اس کے متعلق سب کچھ سمجھنا ہوتا ہے۔ یہ بات انسان کی قسمت کے خلاف ہے۔ اور ہمیں بھی کبھی تو ہوتی ہے وہ اس قسم کا نتیجہ ہے جو کہ انسان کو دکھاتا ہے۔ انسان کو ہائی ہے۔ انسان کو جانے کہ کبھی ہوتے ہیں۔ ہرگز مرنا نہ دانا۔ ہمیں کبھی نہ ملے۔ انسان کو ایک دن شرم کا پانی چھٹا کرے۔

(OR)

Write a dialogue between two friends discussing "Pleasures of reading books".

SECTION - C
(Marks: 25)

Q. 5 Write an essay comprising between 200 and 250 words on any ONE of the following topics:-

- My feelings after selection for a journey into space.
- Describe a scene of the tuck shop of your school at recess time.
- Is the mobile phone a blessing?

08

Q. 6 Develop a story (40 to 50 words) with the help of outline given below:-

Tiger kills a woman with a gold bangle – keeps it – one day a man comes there – stands on the bank of stream – gets ready to cross – the tiger appears – man is afraid – tiger tells him that it has become pious and keeps praying – offers the bangle – the greedy man falls prey to the tiger.

Moral:

Q. 7 Write an application to your Principal, requesting him for issuance of character certificate.

(OR)

Write a letter to your pen-friend abroad telling him about Independence Day celebrations in Pakistan.



**Federal Board SSC Examination 2007
ENGLISH PAPER-B**

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FBISE

WE WORK FOR EXCELLENCE

Roll No.

Answer Sheet No. _____

Signature of Candidate. _____

Sig. of Invigilator. _____

SECTION - A

Time allowed: 20 Minutes

Total Marks: 15

NOTE:- Section-A is compulsory and comprises pages 1-3. All parts of this section are to be answered on the question paper itself. It should be completed in the first 20 minutes and handed over to the Centre Superintendent. Deleting/overwriting is not allowed. Do not use lead pencil.

Q. 1 Insert the correct option i.e. A / B / C / D in the empty box provided opposite each part.

A. Choose the correct narration for the following sentences:- (03)

(i) He said to me, "Where do you live?"

- A. He told me where had I lived.
- B. He asked me where did you live.
- C. He asked me where I lived.
- D. He said to me where you lived.

(ii) She said to me, "Please, lend me your camera for a day."

- A. She said to me to please lend her my camera for a day.
- B. She asked me to give her my camera for a day.
- C. She told me to lend her my camera for a day.
- D. She requested me to lend her my camera for a day.

(iii) He said to me that I was not running very fast.

- A. He said to me, "You are not running very fast."
- B. He said to me, "You had not been running very fast."
- C. He said to me, "I was not running very fast."
- D. He said to me, "You were not running very fast."

DO NOT WRITE ANYTHING HERE

B. Choose the correct voice for the following sentences:- (02)

- (i) They caught the thief.
- A. The thief has been caught by them.
B. The thief was caught by them.
C. The thief is caught by them.
D. The thief had been caught by them.

- (ii) A letter will be written by him.
- A. He will write a letter.
B. He was writing a letter.
C. He is writing a letter.
D. He will be writing a letter.

C. Choose the correct option:- (10)

- (i) Smoking is injurious _____ health.
- A. in B. for
C. of D. to

- (ii) You must abstain _____ developing bad habits.
- A. about B. on
C. from D. at

- (iii) They were knocking _____ the door.
- A. on B. at
C. upon D. over

- (iv) My brother is _____ university student.
- A. an B. the
C. a D. None of these

- (v) There is not _____ milk in the jug.
- A. some B. much
C. little D. any

- (vi) Though he is poor, _____ he is honest.
- A. but B. yet
C. and D. also

- (vii) I can solve these sums easily. The underlined word is a/an:
- A. Adverb B. Adjective
C. Gerund D. Noun

- (viii) The reflexive pronoun of Third Person Plural is:
- A. Ourselves B. Himself
C. Yourselves D. Themselves

- (ix) The young ones of sheep are called:
- A. Cubs B. Lambs
C. Kittens D. Kids

- (x) "The train (arrive) when I bought the ticket".
The correct verb in the parentheses will be:
- A. Had arrived B. Was arrived
C. Has arrived D. Arrived

For Examiner's use only:

Total Marks:

Marks Obtained:

— SA-0701(ON) —



19

Federal Board SSC Examination 2007 ENGLISH PAPER-B

Time allowed: 2.40 Hours

Total Marks: 60

NOTE:- Sections 'B' and 'C' comprise pages 1-3 and questions therein are to be answered on the separately provided answer book. Answer all the questions from Section 'B' and Section 'C'. Use supplementary answer sheet i.e. Sheet-B if required. Write your answers neatly and legibly.

SECTION – B (Marks: 35)

Q. 2 Read the passage and answer the questions given at the end:- 10

The battle took place in Spain in 711 A.D. between the Christians and the Muslims. The Christians had been the masters of Spain for nearly two hundred years. The ruler of the time was King Roderick. It is said that he was cruel and his subjects and courtiers were not pleased with him. Once it so happened that King Roderick disgraced one of his courtiers, Count Julian, who along with many other leading persons made an appeal to Musa-bin-Nusair, the governor of Marocco to overthrow King Roderick. Musa-bin-Nusair sent one of his finest generals, Tariq-bin-Ziad along with seven thousand men. Tariq and his army reached a hilly point in southern Spain which later came to be known as Jabal-ul-Tariq or the Hill of Tariq.

Questions:

- (i) When and where did the battle take place?
- (ii) For how long had the Christians been the masters of Spain?
- (iii) What kind of ruler, King Roderick was?
- (iv) Whom did Count Julian make an appeal to overthrow King Roderick?
- (v) Where did Tariq reach and how much force did he bring along with him?



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FBISE

WE WORK FOR EXCELLENCE

**Federal Board SSC Examination 2008
ENGLISH PAPER-A**

Roll No.

Answer Sheet No. _____

Signature of Candidate. _____

Sig. of Invigilator. _____

SECTION – A (Marks 15)

Time allowed: 20 Minutes

NOTE:- Section-A is compulsory and comprises pages 1-3. All parts of this section are to be answered on the question paper itself. It should be completed in the first 20 minutes and handed over to the Centre Superintendent. Deleting/overwriting is not allowed. Do not use lead pencil.

Q. 1 Insert the correct option i.e. A / B / C / D in the empty box provided opposite each part.

A. Pick the correct meaning from the options given:- (05)

(i) Obligation:

- A. Washing of body B. Assemblage
C. Moral responsibility D. A law suit

(ii) Facilitate:

- A. Make easier B. To come in front
C. To exploit D. To split in pieces

(iii) Tyrannise:

- A. To make target
B. To join together
C. To try with care
D. To use authority cruelly

DO NOT WRITE ANYTHING HERE

(iv) Fallow:

- A. To permit B. Companion
C. Uncultivated D. Go after

(v) Resistance:

- A. Withstanding B. Give back
C. Answer D. Help

B. Give one word substitute from the given options:- (05)

(i) "A person authorized to speak and act for others":

- A. Author B. Delicate
C. Spokesman D. Delegate

(ii) "Noticeable at once":

- A. Favorite B. Prominent
C. Suddenly D. Notary public

(iii) "The property that a woman brings to her husband at marriage":

- A. Security B. Endowment
C. Dowry D. Heritage

(iv) "Making free from ignorance":

- A. Emulation B. Enumeration
C. Enlightenment D. Determination

(v) "The person whom mail etc is to reach":

- A. Sender B. Addressee
C. Letter writer D. Postman

C. Choose the correct option to complete the sentence:- (05)

(i) Hazrat Ali (RA) was gentle in behaviour and _____ in conduct.

- A. Brave B. Affectionate
C. Contented D. Surprising

(ii) Muhammad Ali Jinnah never wasted any spare _____.

- A. Time B. Item
C. Power D. Emotion

(iii) Kind words and kind _____ are a sure way of winning God's grace.

- A. Deeds B. Heart
C. Friends D. Parents

(iv) The Chinese go to temples to _____ to their gods.

- A. Say sorry B. Make offerings
C. Make pictures D. Sing praises

(v) The water very slowly _____ the lime stone

- A. Soaks B. Reacts with
C. Separates D. Dissolves

For Examiner's use only:

Total Marks:

Marks Obtained:



Federal Board SSC Examination 2008 ENGLISH PAPER–A

Time allowed: 2:40 Hours

Total Marks Sections B and C: 60

NOTE:- Sections 'B' and 'C' comprise pages 1–2 and questions therein are to be answered on the separately provided answer book. Use supplementary answer sheet i.e. Sheet-B if required. Write your answers neatly and legibly.

SECTION – B (Marks 38)

**Q. 2 Answer any NINE of the following parts. Each part carries 3 marks.
Answers should be of 3 to 4 lines each:- (27)**

- (i) For what did Hazrat Muhammad (SAW) admire Hazrat Khalid bin Waleed?
What title was given to him by Hazrat Muhammad (SAW)?
- (ii) What were Hamid's remarks when he looked at the departmental store in Liberty market?
- (iii) In what fields are women excelling now a days?
- (iv) What qualities does the discipline at sports field instill in our practical life?
- (v) Describe the composition of the family of bees.
- (vi) What is our religious obligation regarding environment?
- (vii) How do the Muslims celebrate Shab-e-Barat?
- (viii) What was the father's advice about honest earning?
- (ix) What is the cultural value of handicrafts?
- (x) What did Hazrat Umer bin Abdul Aziz say when the guests refused to eat saying that they were full?
- (xi) How were the girls, waiting for Barat, dressed?
- (xii) What qualities of Quaid differentiate him from great personalities of the 20th century on the international political scene?

Q. 3 A. Paraphrase ONE of the following stanzas:- (05)

- (i) Awake! Arise! The hour is late!
Angels are knocking at the door!
They are in haste and cannot wait,
And once departed come no more.
- (ii) The waves beside them danced; but they outdid
The sparkling waves in glee,
A poet could not but be gay,
In such a jocund company,
I gazed and gazed but little thought,
What wealth the show to me had brought.



Federal Board SSC Examination 2008
ENGLISH PAPER-A

FBISE
WE WORK FOR EXCELLENCE

Roll No.

Answer Sheet No.

Signature of Candidate.

Sig. of Invigilator.

SECTION - A (Marks 15)

Time allowed: 20 Minutes

NOTE:- Section-A is compulsory and comprises pages 1-3. All parts of this section are to be answered on the question paper itself. It should be completed in the first 20 minutes and handed over to the Centre Superintendent. Deleting/overwriting is not allowed. Do not use lead pencil.

Q. 1 Insert the correct option i.e. A / B / C / D in the empty box provided opposite each part.

A. Pick the correct meaning from the options given:- (05)

- (i) Declare:
- A. Decrease B. Pronounce
C. Announce D. Anounce
- (ii) Deceit:
- A. Beat B. Beat
C. Cheat D. Cheat
- (iii) Affectionate:
- A. Lovely B. Beautifully
C. Loving D. Kindly
- (iv) Verily:
- A. Truly B. Truly
C. Purely D. Clearly

B. Read the following stanza carefully and answer the questions given at the end:- (06)

When thou art feeble, old and grey
My healthy arm shall be thy stay
And will soothe thy pains away.
My Mother

Questions:

- (i) When would the mother need the help of her son?
(ii) How would the mother feel?
(iii) What important lesson do we learn from this poem?

SECTION - C (Marks 22)

4 Translate ONE of the following passages into Urdu or re-write it in simple English:- (10)

- A. They should support the orphans, widows and prisoners of war with the wealth that Allah had made them guardians of. The Muslims if they followed the model presented by the Holy Prophet (PBUH) and spent their wealth in doing good to the cause of humanity and Islam, this land could progress and prosper well.
- B. For, when a ruler has learned to listen closely to the people's heart, hearing their feelings uncommunicated, pains unexpressed and complaints not spoken of, only then he can hope to inspire confidence in his people. The demise of states comes when leaders listen only to superficial words and do not go deeply into the souls of the people.

5 Read the following passage carefully and answer the questions given at the end:- (12)

My dear son, if the devil were to create doubts in your mind, let firm belief overpower him and silence his whispers, and if he tempts you to be negligent in virtues, defeat him by remembrance of the grave and the day of resurrection, if he tempts you towards joys of the world, or makes you afraid of the hardships of this life, say him: "one must inevitably leave this world (neither the luxuries nor the hardships of this life are everlasting)".

Questions:

- (i) Who could create doubts in one's mind? (02)
(ii) How can the temptation of negligence in virtue be defeated? (02)
(iii) What would you say if the devil makes you afraid of the hardships of this life? (02)
(iv) How can you overpower the devil if he tries to create doubts in your mind? (02)
(v) Make one meaningful sentence with each of the underlined words. (04)

— SA-080161 —

Page 1 of 3(Eng-A)

DO NOT WRITE ANYTHING HERE

- (v) Frustration:
- A. Disgust B. Disappointment
C. Destruction D. Happiness

B. Give one word substitute from the given options:- (05)

- (i) "A person who succeeds another in the possession of title or property":
- A. Hier B. Heir
C. Hear D. Hare
- (ii) "A person who holds a university degree":
- A. Post Graduate B. Graduate
C. Under Graduate D. Intellectual
- (iii) "A person who deals in clothes and other fashion":
- A. Draper B. Drapper
C. Dreaper D. Droper
- (iv) "A great and sudden misfortune":
- A. Catestrophy B. Catastrophe
C. Earthquake D. Celstroph

- (v) "To violate rules":
- A. Follow the rules.
B. To brake the rules.
C. To break the rules.
D. To accept the rules.

C. Choose the correct option to complete the sentence:- (05)

- (i) The human brain weighs _____ pounds.
- A. Three B. Two
C. Four D. Five
- (ii) Transport is a _____ conveyance.
- A. Means of B. Form of
C. Mode of D. Source of
- (iii) Mela Chiraghan is held at the Shrine of _____.
- A. Hazrat Data Gunj Bukhsh.
B. Abdul Latif Bhitali.
C. Bari Imman
D. Madhu Lal Hussain
- (iv) The Khalifah Hazrat Umer bin Abdul Aziz invited some _____ people to a dinner.
- A. Famous B. Prominent
C. Imminent D. Well known
- (v) Hazrat Ayesha (R.A) remained with the Holy Prophet (PBUH) for _____ years.
- A. Nine B. Eight
C. Ten D. Eleven

For Examiner's use only:

Total Marks: 15

Marks Obtained:

— SA-0801(ON) —

Page 2 of 3(Eng-A)

Page 3 of 3(Eng-A)



Federal Board SSC Examination 2008 ENGLISH PAPER-A

Time allowed: 2:40 Hours

Total Marks Sections B and C: 60

NOTE:- Sections 'B' and 'C' comprise pages 1-2 and questions therein are to be answered on the separately provided answer book. Use supplementary answer sheet i.e. Sheet-B if required. Write your answers neatly and legibly.

SECTION - B (Marks 38)

Q. 2 Answer any NINE of the following parts. Each part carries 3 marks.
Answers should be of 3 to 4 lines each:- (27)

- (i) How did Quaid-e-Azam make his entry into the world of politics?
- (ii) What is the importance of transport for the economic life of a country?
- (iii) What condition was imposed on the prisoners of the battle of Badr?
- (iv) What is kindness? How can we bring comfort to the hearts of the depressed?
- (v) Why is city life busier than village life? How do the city dwellers spend their busier time?
- (vi) Why are games important for a healthy body? Who were the earliest people to introduce the sports?
- (vii) When and how are various national events celebrated in Pakistan?
- (viii) What is the importance of Madina Charter in the history of Human Rights Declaration?
- (ix) Why was Farah surprised and displeased with the ceremony?
- (x) How can we make Pakistan a great and a prosperous country?
- (xi) What is the respectable way of earning a livelihood?
- (xii) What do crafts exhibit about the region where they are practiced?

Q. 3 A. Paraphrase ONE of the following stanzas:- (05)

- (i) Little deeds of kindness,
Little words of love,
Make our earth an Eden,
Like the Heaven above.
- (ii) All things bright and beautiful,
All creatures great and small,
All things wise and wonderful,
The Great God made them all.

B. Read the following stanza carefully and answer the questions given at the end:- (06)

Not gold, but only men can make,
A people great and strong.
Men who, for truth and honour's sake,
Stand fast and suffer long.
Brave men who work while others sleep,
Who dare while others fly.

Questions:

- This stanza has been taken from the poem "A Nation's Strength". What is the significance of the title of the poem?
- Why does a nation's strength depend on great men?
- What are the qualities of great men? Explain with reference to the poem?

SECTION - C (Marks 22)

Q. 4 Translate any ONE of the following passages into Urdu or re-write it in simple English:- (10)

- At last the Muslims won this battle due to the bravery and planning of Hazrat Khalid bin Waleed (R.A). During his life time as a Muslim he took part in more than twenty expeditions and did not lose in a single one. There was no place on his body where he did not receive a sword cut or a wound. Despite his utmost desire, he was not martyred but died a natural death at the age of sixty one years.
- People of earlier times prepared bullock cart and went on a long, slow journey on bad, rough roads. Bullock carts were common means of transport. Now we only have to buy a ticket for road, railway or air journey and are taken to our destination in hours instead of days. Modern transport is time saving and helps to promote both social and national unity by keeping people in contact with each other.

Q. 5 Read the following passage carefully and answer the questions given at the end:- (12)

Some insects live in groups or colonies. Ants live like this and so do some wasps. Insects that live and work together are called social insects and one of the best known social insects is the honey bee. There are many different kinds of bees and some live on their own. Honey bees have been kept by man for hundreds of years to get honey. These insects are also kept in a specially made wooden box called a hive.

Questions:

- Why is the honey bee called a social insect? (02)
- Give examples of other social insects? (02)
- Why are honey bees kept by man? (02)
- This passage has been taken from the lesson "Bees". Suggest a suitable title for the given passage other than the lesson's title? (02)
- Make one meaningful sentence with each of the underlined words. (04)

— SA-0801(ON) —

Page 2 of 2 (Eng)



Federal Board SSC Examination 2008
ENGLISH PAPER-B

FBISE

WE WORK FOR EXCELLENCE

Roll No.

Answer Sheet No.

Signature of Candidate.

Sig. of Invigilator.

SECTION - A (Marks 15)

Time allowed: 20 Minutes

NOTE:- Section-A is compulsory and comprises pages 1-3. All parts of this section are to be answered on the question paper itself. It should be completed in the first 20 minutes and handed over to the Centre Superintendent. Deleting/overwriting is not allowed. Do not use lead pencil.

Q. 1 Insert the correct option i.e. A / B / C / D in the empty box provided opposite each part.

A. Choose the correct narration for the following sentences:- (03)

(i) The teacher said to the pupil, "Read the paragraph and explain it in simple English."

- The teacher said to the pupil that read the paragraph and explain it in simple English.
- The teacher told to the pupil to read the paragraph and explain it in simple English.
- The teacher asked the pupil to read the paragraph and explain it in simple English.
- The teacher said to the pupil for reading the paragraph and explaining it in simple English.

(ii) The manager said, "How do you propose to solve this problem?"

- The manager asked how I proposed to solve that problem.
- The manager said that how I proposed to solve that problem.
- The manager told how do I propose to solve that problem.
- The manager asked if I do propose to solve that problem.

DO NOT WRITE ANYTHING HERE

- He prayed that God might help him do his duty.
- He prayed, "May God help me do my duty".
 - He said, "May God help me do my duty".
 - He said, "May God help him do his duty".
 - He wished, "May God help me do my duty".

B. Choose the correct voice for the following sentences:- (02)

- They have bought a horse.
- A horse has bought by them.
 - A horse have been buy by them.
 - A horse have been bought by them.
 - A horse has been bought by them.
- Why was the boy being beaten by them?
- Why were they beating the boy?
 - Why they were beating the boy?
 - Why they had been beaten the boy?
 - Why they had being beaten the boy?

C. Choose the correct option:- (10)

- He does not care _____ me.
- to
 - for
 - with
 - of
- He was guilty _____ stealing.
- to
 - of
 - for
 - in

(iii) Trust _____ God and do what is right.

- to
- at
- in
- into

(iv) She was absent from _____ class.

- a
- an
- the
- art

(v) He is engaged to _____ rich girl.

- a
- the
- an
- every

(vi) This painting is inferior to that one. The underlined word is a:

- Positive
- Comparative
- Superlative
- Negative

(vii) She is the girl whom I met in Lahore. The underlined word is a/an:

- Adverb
- Adjective
- Pronoun
- Verb

(viii) Do not walk so fast. The underlined word is a/an:

- Conjunction
- Preposition
- Noun
- Adverb

(ix) They (take) their meals before the guests arrived. The correct verb in the parentheses will be:

- Took
- Is taken
- Had taken
- Were taken

(x) The Court (give) its verdict on Thursday next. The correct form of verb is:

- Will be given
- Will give
- Is giving
- Has given

For Examiner's use only:

Total Marks: 15

Marks Obtained:

— SA-0801(1) —

Page 3 of 3 (Eng-B)



Federal Board SSC Examination 2008 ENGLISH PAPER-B

Time allowed: 2:40 Hours

Total Marks Sections B and C: 60

NOTE:- Sections 'B' and 'C' comprise pages 1-2 and questions therein are to be answered on the separately provided answer book. Answer all the questions from Section 'B' and Section 'C'. Use supplementary answer sheet i.e. Sheet-B if required. Write your answers neatly and legibly.

SECTION - B (Marks 35)

Q. 2 Read the following passage and answer the questions given at the end:- (10)

Health is precious and certainly a great blessing of Allah Almighty. Hygienic environment, personal cleanliness, wholesome food and a regular way of life are conducive to health. Early to bed and early to rise, meals at regular times, recreation and rest are sure to make a man healthy, wealthy and wise. Young people, who have plenty of energy, need to take vigorous athletic exercises in fresh open air. Sometimes staying at one place, year in and year out tends to make us weary and stale. It is a signal that what we need is a complete change in our environment. If we go to some other place in the hills or in the countryside, it does us a world of good. A change and fresh air are better than all the tonics in the world.

Questions:

- (i) What things are conducive to good health?
- (ii) How can a man be healthy, wealthy and wise?
- (iii) What should young people do for their health?
- (iv) We need a complete change in our environment. Why?
- (v) What are better tonics for health?

Q. 3 A. Make sentences from the following pairs of words:- (08)

Marry	Liar	Heel	Lesson
Merry	Lawyer	Heal	Lessen

B. Use any FOUR of the following verb phrases in sentences:- (04)

- | | |
|-------------------|-----------------|
| (i) Aware of | (ii) Opposed to |
| (iii) Parallel to | (iv) Pride in |
| (v) Taste for | (vi) Abide by |



10

FBISE

WE WORK FOR EXCELLENCE

**Federal Board SSC Examination 2008
ENGLISH PAPER-B**

Roll No.

Answer Sheet No.

Signature of Candidate.

Sig. of Invigilator.

SECTION - A (Marks 15)

Time allowed: 20 Minutes

NOTE:- Section-A is compulsory and comprises pages 1-3. All parts of this section are to be answered on the question paper itself. It should be completed in the first 20 minutes and handed over to the Centre Superintendent. Deleting/overwriting is not allowed. Do not use lead pencil.

Q. 1 Insert the correct option i.e. A / B / C / D in the empty box provided opposite each part.

A. Choose the correct narration for the following sentences:- (03)

(i) The teacher said to me, "Why are you always late?"

- A. The teacher said to me why I was always late.
- B. The teacher asked me why I was always late.
- C. The teacher said why was I always late.
- D. The teacher asked you are always late.

(ii) He said to his friend, "The patient died in the hospital."

- A. He said to his friend that the patient died in the hospital.
- B. He told his friend that a patient died in the hospital.
- C. He said to his friend that the patient had died in the hospital.
- D. He said to his friend that the patient was dead in the hospital.

(iii) My father said to me, "Work hard otherwise you will fail."

- A. My father said to me work hard otherwise you will fail.
- B. My father advised me to work hard otherwise I would fail.
- C. My father told me to work hard otherwise you would fail.
- D. My father asked me to work hard otherwise I will fail.

Page 1 of 3(Eng-B)

C. Punctuate the following:- (03)

old skills which have survived and developed are the backbone of the Cottage industry these handicrafts special in kind and unique in shape are really the pride of a country

Q. 4 Translate into English:- (10)

آؤی اپنی قسمت خود دینا تا ہے۔ اس کو چاہیے کہ محنت کرے اور نکلنے سے کام کرے۔ تاکہ اپنی زندگی میں کامیاب ہو سکے۔ محنت اس دنیا کی سب سے بڑی حقیقت ہے جس کو چھوڑنا نہیں چاہ سکتا۔ اگر ہم ہاشمی میں نظر دوڑائیں تو معلوم ہوگا کہ جتنے بھی عظیم آدمی گزرے ہیں۔ سب نے محنت اور محنت سے کام لیا۔ اور اپنی قسمت ستواری۔ اور انہیں امریکہ کے صدر گزرا ہے۔ اگر ہم اس کی زندگی کا مطالعہ کریں تو معلوم ہوگا۔ کہ وہ کتنا ہارے کا بیٹا تھا لیکن اس کو بڑھنے کا شوق تھا۔

(OR)

Write a dialogue between a brother and a sister concerning the utilization of one's time. (10)

SECTION - C (Marks 25)

Q. 5 Write an essay comprising between 200 to 250 words on any ONE of the following topics:- (10)

- (i) Scene at the bus stop in rush hours.
- (ii) Is the computer an ethical reformer?
- (iii) My feelings after selection for the national junior cricket team.

Q. 6 Develop a story (40 to 50 words) with the help of the outline given below:- (05)

A merchant earns a large sum of money by selling his goods - has to go a long way - already getting dark - a nail falls from his horse's shoe - the inn boy warns him - does not care - hurries away - horse becomes lame - robbers appear - kill him and make away with the money. Moral:

Q. 7 Write an application to your Principal, requesting him / her to grant you a monthly stipend. (10)

(OR)

Write a letter to your pen-friend telling him about "Defence Day" celebrations in Pakistan. (10)

— SA-0801(L) —

DO NOT WRITE ANYTHING HERE

B. Choose the correct voice for the following sentences:- (02)

(i) I have finished my work.

- A. My work has been finished by me.
- B. My work is finished by me.
- C. I have been finished my work.
- D. My work has finished by me.

(ii) Who was knocking at the door?

- A. The door is being knocked at by whom?
- B. By whom was the door being knocked at?
- C. Who have been knocking at the door?
- D. The door has been knocked at by whom?

C. Choose the correct option:- (10)

(i) He is eligible _____ the post.

- A. to B. for
- C. in D. at

(ii) We must have faith _____ God.

- A. to B. for
- C. in D. at

(iii) Police opened fire _____ demonstrators.

- A. to B. for
- C. in D. at

(iv) _____ rose is a sweet flower.

- A. a B. an
- C. the D. Why

(v) She is eating _____ apple.

- A. a B. an
- C. the D. Whole

(vi) She is a poor girl. The underlined word is a:

- A. Pronoun B. Adjective
- C. Adverb D. Noun

(vii) He is the tallest of all the brothers. The underlined word is a:

- A. Comparative B. Superlative
- B. Positive D. Adjective

(viii) Hurrah we have won the match. The underlined word is a:

- A. Pronoun B. Conjugation
- C. Interjection D. Exclamation

(ix) He (go) to school everyday. The correct form of verb is:

- A. Going B. Has gone
- C. Goes D. Had gone

(x) They (take) their meals before the guests arrived. The correct form of verb is:

- A. Took B. Had taken
- C. Taken D. Will take

For Examiner's use only:

Total Marks: 15

Marks Obtained:

— SA-0801(OH) —

Page 3 of 3(Eng-B)

Page 2 of 3(Eng-B)



Roll No.
Sig. of Candidate. _____

Answer Sheet No. _____
Sig. of Invigilator. _____

ENGLISH COMPULSORY SSC-I

SECTION – A (Marks 15)

Time allowed: 20 Minutes

NOTE:- Section-A is compulsory and comprises pages 1–2. All parts of this section are to be answered on the question paper itself. It should be completed in the first 20 minutes and handed over to the Centre Superintendent. Deleting/overwriting is not allowed. Do not use lead pencil.

Q. 1 Insert the correct option i.e. A / B / C / D in the empty box provided opposite each part. Each part carries one mark.

- (i) Hazrat Khalid bin Waleed (RA) died at the age of _____
- A. 59 B. 61
C. 62 D. 63
- (ii) She works from dawn to _____
- A. Morning B. Evening
C. Dusk D. Midnight
- (iii) "And when I close mine eyes in _____" (Keep in mind the poem, 'Evening').
- A. Dream B. Sweet dream
C. Sound sleep D. Sleep
- (iv) Noise pollution is also causing problems in _____
- A. Rural areas
B. Environment friendly areas
C. Hilly areas
D. Densely populated areas
- (v) A form is a kind of _____
- A. Information B. Document
C. Question paper D. None of these
- (vi) The river may plunge _____ holes in the rocks.
- A. into B. in
C. down D. over
- (vii) Choose the correct spellings:
- A. Simptoms B. Simptums
C. Simtoms D. Symptoms

