



Analysis of English Curriculum on Linguistics Skills of Students in Public Sector Higher Secondary Institutions of Karachi

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ABSTRACT

English is identified as the second language in Pakistan. But, the majority of the people do not speak it, however, it is employed in the main areas of authority, for instance, judiciary, education, commerce, research, and, above all in the system of government. Therefore, English expertise is required not only to get a higher education but also to get a better job in the country. Thus, the current study means to evaluate the English language curriculum and the approved coursebooks taught at the higher secondary level public institutions of Karachi, Sindh. The study also aims to explore whether the textbooks based on curriculum fulfill the future educational and professional requirements of the Pakistani students. The qualitative data (the curriculum booklet and the responses of the teachers) were evaluated through the integration of pre-determined framework and content analysis. The curriculum booklet analysis reveals that the booklet is restrictive and inflexible. It needs to be updated since the latest version came in 2006. Moreover, it is significant to highlight that it is impracticable to advise precisely which skills/aspects/beliefs (stated in the booklet) are supposed to be achieved at every advance level. In the same way, the examination of teachers' perceptions pointed out that the Higher Secondary Level (HSL) textbooks do not fulfill the criteria mentioned in the national English curriculum for HSL. The books found to less effective and these offered discrete-point tasks. In general, the findings recommend modification in both curriculum and textbooks.

Keywords: English Language Instructional scenario, Language Strategy and Planning, Models for Curriculum development, discrete-point activities.

1.0 INTRODUCTION

The article deals with the question of whether the National English Curriculum for Higher Secondary Level (NECHSL) fulfills the linguistics need of the target students. It also intends to discover whether the higher secondary level coursebooks, prescribed by the provincial government board (Sindh Textbook Board), accomplish the criteria offered in the National English Curriculum (2006) in the light of teachers' perceptions.

Examination of curricula is of vital importance believing that these documents can provide education strategies related to English language programmes. Besides, they also offer comprehensive guidelines for academics strategies, for instance, teaching-learning methodologies, classroom tasks, and materials development and evaluation (Gray, Scott, & Mehisto, 2018). In fact, curricula should be updated following important tendencies and advancement in the area, so that they can offer innovative directions for teaching-learning policies.

Since the study is particularly related to the higher secondary level (also called intermediate level in Pakistan) English curriculum and prescribed books, first of all, the researcher presents the English language education scenario in Pakistan and the goals of the curriculum.

1.1 The English Language Situation

According to Aftab (2011), English has become an integral part of the Pakistani educational and professional systems. Since it is also an official language, it has got the standard of the second language in the country (Rahman, 2004). One has to pass the English entrance examination to get admission to both public and private sector institutions for higher education. Moreover, English is required even for lower-level jobs (Aftab, 2011).

The education policy (2008) has sustained to acknowledge the significance of English. According to the policy, the students from Grade I to onwards will study English as a compulsory subject, and medium of instruction will be gradually shifted from Urdu to English in the whole country.

Masod (2006), while talking about the policy, states that higher education and obtaining a better job require expertise in English now and ascertains that English instruction from the beginning of formal education will certainly change the lives of many. This once more points out that English is very important in the Pakistani scenario.

1.2 The Objectives of National English Curriculum (2006)

Developing communicative proficiency is the basic aim of the curriculum booklet. The general goals for the HSC level are highlighted in brief. The major focus is on effective writing and communication skills. The definite purpose offered in the shape of learning outcomes and recorded level-wise is based on skills. According to the curriculum, English should be taught at the intermediate level to attain the following objectives:

In the end, the target students are able to comprehend what they *listen* to.

- They should categorize and comprehend the central point.
- They should be able to recollect and correspond to essential aspects of any audio-visuals or discussion.
- They should be aware of language elements.
- They should communicate with others properly.

Speaking: they should be able to:

- To correspond with the aid of a variety of lexis and syntax.
- Utilize a language that can attract the audience and convince them.
- Speak clearly with the correct pronunciation.
- Evaluate their language

Reading

- Reach on conclusion on with the help of facts and analysis.
- Understand the hidden meaning.
- Relate dissimilar sections of the texts.
- Assess the existing information acquired from other texts.
- Increase knowledge through scanning or detail reading.
- Comprehend meaning from dissimilar aspects of texts.
- Examine the difference between facts and beliefs.
- Critically appreciate the discussion

2.0 Review of the Related Literature

2.1 Importance of English

There has been perpetual advancement in the instructional area of the English language. English as a Lingua Franca (ELF) emerged in recent years that cope with extensive “diffusion of the English language” and its differing usage as a language of communiqué –

as a contrary to idealized principles- by orators, particularly to those whose first language is not English (Jenkins, 2015a, p.73; Seidlhofer, 2011, p. 7). ELF raised as a revolt against the model of English as a foreign language (EFL), which states that conversationalists are native English interlocutors and the ultimate paradigm for non-native speakers is termed as native English (Jenkins, 2006; Jenkins, Cogo, & Dewey, 2011).

But, ELF educators oppose the ownership of the language by native speakers, focusing that the native English standards are not able to be imposed on language students completely (Jenkins et al., 2011; Seidlhofer, 2011; Widdowson, 1994). This also elaborates why ELF educators believe language evaluation criteria, for example, Common European Criteria of Reference (CECR) that signifies “native-like expertise in the particular language” inapt in the evaluation of speaker’s expertise (Jenkins & Leung, 2013, p. 1608; Jenkins, 2016). They possess the same perception regarding CECR. From an EFL viewpoint, what is more, significant in communication and evaluation than the native-like expertise and grammar skills is acquiring communicative efficiency employing mutual lucidity and convey the proposed messages and administer different intercultural communiqué tactics (Björkman, 2011; Jenkins, 2016).

2.2 Language Curriculum

2.2.1 Definitions of Curriculum and Syllabus

A language curriculum is the program of study. It is the credentials of overall standards, aims, and objectives concerning the language teaching-learning process. On the contrary, the syllabus stresses classroom activities, elaborated objectives, and content to be taught in a given time (Xiaotang, 2011).

2.2.2 Different Models of Curriculum

Choosing a framework for curriculum assessment by following an evaluation of diverse current curriculum models can be effective and in this matter accessible literature on curriculum is enlightening:-

2.2.2.1 The Content Model

The model stresses the content that is required to be taught to the learners. In the language instructional scenario, the major goal is to pass on the information on the structure of language incorporating grammatical structures and lexis. Finney (2002) believes this paradigm is “too simplistic” because it deals with language as a comparatively

predetermined notion and it mostly avoids features like context “appropriacy of use, modes of discourse” or learners' requirement (2002, p. 71).

2.2.2.2 The Product Model

This the curriculum that has been determined by the extensive aims associated with acquirement emphasizes product aspects, where ‘product’ means predictable goals of the course (Dubin and Olshtain, 1986; Finney, 2002). The goals which intend to acquire correctness and use discrete aspects of grammar can be categorized as ‘knowledge-based-objectives’. Conversely, the ‘skilled-based-objectives’ emphasize the realistic employment of language (Dubin and Olshtain, 1986).

2.2.2.3 The Process Model

The model is formed on the basis of language teaching-learning theories. This flexible paradigm focuses on learners’ interests and requirements; it emphasizes the activities. But the model is not considered realistic and therefore, is mostly avoided for the objectives paradigm in national curriculum preparation schemes. (Smith, 2000; Rabbini, 2002; Finney, 2002).

2.2.2.4 Mixed Focus Curriculum

In real practice, an incorporated/assorted method for curriculum development (wherein characteristics of both process and product paradigms are integrated) is recommended (Rabbani, 2002; Finney, 2002).

2.3 Critical Language Strategy

The curricula are among the main existing strategy guiding principles. Since the curriculum analysis is associated matter with the language strategy research, this study is depicted on the theoretical criteria of critical language strategy.

The available literature illustrates that language strategy has been conceptualized from different outlooks. In this regard, Ball (1993) presented the idea of the term “text”. According to Bonacina-Pugh (2012, p.215), the text is composed of a commanding statement (that can be either oral or written) of “what should be done”(p. 215). In the same way, Spolsky (2004, p. 3) describes language strategy as formally directed procedures for “language form and use”. Conversely, some educationalists opposed this traditional notion and argued that there are some other aspects except for a text which can influence language learners' preferences and practices.

Ball (1993) speculates that the language strategy is “policy as Discourse” that confirms the notion that diverse principles and beliefs motivate people’s selection acts (p. 10). Another point of view posits that this concept copes with “what people think should be done” regarding language teaching, structure, and use (Spolsky, 2004, p. 14). In recent times, the study of language strategy has illustrated an inclination towards concentration on speakers’ genuine language practices in addition to strategy texts and discourses. Thus, from a critical language strategy perspective, language strategy is considered as the amalgamation of authorities’ decisions and existing public practices associated with language use and instruction (McGroarty, 1997). This viewpoint acknowledges the reality that there might be inconsistencies between the declared rules and ground facts. Specifically, not every language strategy recommendations can transform into real practices in the way they are offered in the curriculum document.

Additionally, learning about the three modules of the language strategy criteria stated earlier, it is significant to deem the reality that the strategy is represented and comprehended “through a series of system or structural arrangements” (Gray, Scott, & Mehisto, 2018, p. 50). Keeping this strategy aspects in mind, Shohamy (2006) proposed the extended idea of Language Strategy (LS), elaborating that LS is understood not by dint of stated and formal documents rather is acquired by means of various “mechanisms used implicitly and covertly to create de facto language policies” (p. 57). She specified several of these systems like imperatives and directives, language instructional strategies, language assessments, the language in a community in addition to beliefs, myths, misinformation, and compulsion. Thus, apart from what the curricula researcher determined to evaluate, it is important to assess these strategy methods to resolve the de facto language strategies.

3.0 Research Methodology

3.1 Research Design

The present research implements a descriptive case study approach, using the National English Curriculum (2006) as a case. According to Tobin (2010), this type of research is focused and comprehensive, in which suppositions and issues regarding a trend are cautiously examined and expressed initially. It is a well-acknowledged technique in the area of language strategy, particularly when investigators search for detailed, versatile investigation of complicated problems in “real-life settings”, for instance, the analysis of curriculum (Crowe et al., 2011, p. 1).

3.2 Data Collection

The policy document to be assessed in the present research is the National English Curriculum for Higher Secondary Level (NECHSL) employed in higher secondary schools and intermediate colleges in Pakistan. The National Curriculum for English Language (NCEL) is easily available in a book format. It is planned for the learners from grade – I to grade – XII. The curriculum booklet is divided into eight different sections; each section discusses different academic aspects. The sections are consist of “background, the process of curriculum development, Students Learning Outcomes (SLOs), themes and types of texts, instructional methodology, evaluation, guiding principles for materials development, and teacher training” respectively (NCEL, 2006, p. iii).

Along with the curricular data, empirical data was also gathered. The empirical data incorporates the remarks of 15 participants higher secondary level instructors who have been teaching English in five different intermediate government colleges of Karachi city, Pakistan for years. Their observations focus on the practice aspect of language strategy criteria. For interviews, unstructured questions were used. (questions were adopted from Aftab, 2011).

3.2 Data Analysis

The qualitative data was evaluated employing the techniques stated by Schreier (2012) for content analysis and Pauwels (2012) for negative analysis. And, also the curriculum document was evaluated following some pre-determined framework largely modified from Dubin and Olshtain (1986) [find the framework in Appendix A below]. Content analysis was selected because it is an identification to understanding the lexis of text, and comprehending the perception of the author (Berg, 2001). It means, the emphasis is more on the underlying content, that is, “the deep structural meaning” (Berg, 2001, p. 242) communicated by the text rather than apparent content, i.e. the content that is clearly perceptible in the composition(s) (Dörnyei, 2007; Krippendorff, 2012). The negative analysis was carried out for the enrichment of the content analysis, in view of the fact that it mostly copes with “meaningful absent” (Pauwels, 2012, p. 253) features in the materials. In a language strategy research, what is purposely avoided to state in the documents is as vital as what is clearly presented because significantly absent policy matters may be indicative of extensively held suppositions of the policymakers. Besides, these unstated suppositions may be opposed to the presented policy recommendations.

4.0 Findings and Discussion

4.1 Assessment of the National Curriculum for English Language (NCEL) (2006)

4.1.1 Introduction

The NCEL (2006) is the most recent version of the curriculum and it has been employed since 2010. It is more inclusive than the older one. Presently, all the approved coursebooks base on the oldest version of the curriculum (NCEL, 2002). However, beneficial inferences can only be recommended after carefully assessing the future trend that is predicted for the instruction of English in Pakistan.

The curriculum booklet inaugurates with an elaboration of the impact of English in the Pakistani context, therefore, the reasons are offered to introduce English as a teaching medium in the institutes throughout the country. It is explained that the learners should be taught the English language since the beginning of their academic sessions:

In the current scenario, English is the language of international communication, higher learning and better career options. It should, therefore, reach the masses so that there is no discrimination amongst the rich and poor in Pakistan in terms of opportunities for personal, professional and economic development.

With this perspective, teaching of English has been introduced as a language from grade one and would be used as a medium of instruction across the curriculum for various subjects.

(2006: 1)

But the documents do not try to assess the guiding principles for the usage of English in the state while in the older versions; we find the all-purpose and inexact expressions for instance, “higher learning” and “better career options”. Despite this drawback in a document that is presumed to rationalize the educational objectives following the future requirement of archetypal Pakistani students involves an informal attitude towards curriculum preparation from the side of the planners:

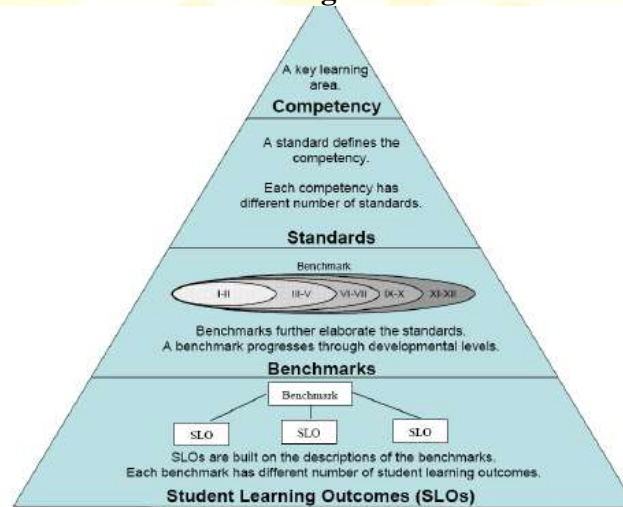
The curriculum is designed, particularly, to promote the academic and employment language needs for learners who wish to pursue their higher studies, as well as, for those who might terminate education after grade XII. Consequently, it aims to offer academic and practical skills that learners can use to complete their studies or build their careers after graduating from school.

(2006: 2)

4.1.2 Content and Approach

The curriculum follows a ‘product aspect’ attitude that employs both information-based and proficiency-based objectives. These goals are largely explained in respect to competencies which are additionally categorized into standards. The standards include benchmarks that are aimed to be achieved on various stages – grades I- XII. Lastly, the Benchmarks are stated as Students Learning Outcomes (SLOs) which are supposed to be accomplished grade-wise. The following figure (Figure: 3.1) illustrates directorial features of the curriculum structure:

Figure: 1



(Adapted from “National Curriculum for English Language: Grades I – XII”, 2006: 6)
Organization of the Curriculum (2006) Framework

The curriculum booklet continues to maintain competencies, standards, benchmarks, and SLOs. It is not viable to mention each and every benchmark and the SLO in the present article because these are listed in detail for each stage/level. But, some are offered in Appendix-B below.

The booklet possesses both language usage and assessment attitudes, emphasizing language proficiency and grammar:

...the curriculum places greater emphasis on the understanding and use of the English language in different academic and social contexts than on acquiring knowledge about the language for its own sake. Such an approach acknowledges, on one hand, the importance of teaching the knowledge about the language system; on the other, it moves a step forward to emphasize the appropriate use of that knowledge so that students’ ability to communicate in real-life situations is improved and made effective for various purposes.

(2006: 2)

It copes with every language skill, by focusing on reading and writing proficiencies. The booklet recommends incorporation of skills but these are dealt with discretely. Similarly, the booklet indicates mostly ‘discrete’ outlook, however, claiming that every individual aspect (which are stated) should be instructed in an incorporated manner [find details in Appendix- B below]. Besides, it emphasizes both accurateness and fluency. Therefore, however, the emphasis is on form primarily when coping with the structural and lexical features of the language, the functions of a few grammatical elements are also stressed. Likewise, roles are listed chiefly in the context of verbal skills.

4.1.3 Task Types and Instructional Technique

The document recommends various tasks; these incorporate oral tasks, group discussion, play-acting, assessment, demonstrations, and assignments. The booklet focuses on cognitive skills, for instance, reasoning, examination, appraisal, and inference essentially on the advanced level. It also promotes the perceptual feedback of the students. Nonetheless, excluding a few benchmarks associated with composing skills, the booklet is implicit regarding the development of learners’ creative skills.

The curriculum booklet identifies that the learners should be able to carry out interpretative tasks in which they are assigned a reason “to speak, read, write or listen” (2006:150), and the instructor should not speak a lot. Furthermore, it is proposed that the instructor should just try to improve errors.

4.1.4 The Curriculum and the Coursebooks

The curriculum claims that coursebooks play a vital role in the educational context of Pakistan:

A textbook remains one of the most extensively used resources in Pakistani classrooms as learning materials are not easily available in some teaching-learning contexts.

(2006:160)

But it is recommended that in the future just coursebook will not be the asset employed for evaluation. In its place, it will be “a contributing resource for acquisition of the SLOs” specified in the curriculum (2006: 160). The details and particulars of this latest function are not pointed out in the booklet. In its place, there are a few recommendations for the

English instructors like they should not inactively teach the coursebook, but they should acclimatize and augment the available materials with their instructional materials and classroom tasks (NCEL, 2006). This proposal emphasizes the need for instructors' training to develop their materials.

The curriculum booklet also offers guiding principles regarding coursebook preparation. The coursebook writers /designers are recommended to make themselves acquainted with a variety of features of the booklet and base every reading-text of the book on the target SLOs. It is praiseworthy that the textbooks are supposed to be based on the curriculum, more willingly than the other way round. Nonetheless, some type of liberty and flexibility might have been granted to the materials designers in the matter of choice of content and subject matter.

4.1.5 The Curriculum and the Relevant Students

Generally, the National English Curriculum (2006) seems to provide guidance for students' educational and professional needs. Initially, it stresses the major linguistics aspects – structure, lexis, phonetics, and the four language skills. Besides, it suggests attentive reading and writing tasks and proposes various activities based on reading-texts. The curriculum booklet also discusses communication skills and recommends genuine speaking tasks based on a realistic approach, for example, debates, speeches, and role-play.

Nonetheless, a few significant features of language study are overlooked. Like, listening comprehension tasks are not listed. Conclusively, to hear the airport/railway station pronouncements, address, and TV/radio programs are supposed to have importance in the daily life of Pakistanis and every part of these need training. Besides, there appears to be a concealed focus on reading writing competence, while the data acquired during the first phase of the current study has illustrated that verbal English expertise is required in the job market of the country. Lastly, around 50% of the subject matter recommended by the booklet are moralistic, for example, peace/populace/environs, morals, sex impartiality, education, the self-esteem of hard labour and might not promote an extensive range of tastes. Likewise, the focus is on Pakistani culture at initial grades assuming that the young learners do not like to study the customs and traditions of other countries. These weak points might have been decreased if a thorough 'need analysis' had carried out for the development of the curriculum.

4.1.6 The Instructional Scenario

The aims of the current curriculum booklet may be practicable just once an extreme renovation of the instructional scenario incorporating the management and teachers is carried out. The booklet itself points out that most of the instructors are not adequately proficient to fulfill the objectives. The curriculum developers believe that teachers' training regarding enhancing their competence in the English curriculum will prepare them to acquire set goals of the document. But this appears to be a very simple view of the scenario. Initially, inculcating alterations in the attitude (possibly a prolonged procedure) may not be very simple. Most significantly just the teachers' training about comprehending the booklet may not in fact make them understand the integrated notions and various methods needed to execute the document. In its place, they should be supported to attain realistic proficiency and skillfulness to enhance the learners' English language expertise in proportion to the offered objectives and through the recommended methods.

4.2 Analysis of Teachers' Outlook Regarding Curriculum And Coursebooks

This analysis aims to highlight relevant instructors' perceptions about how much the curriculum facilitates students to enhance their linguistics skills.

4.2.1 Needs Analysis

the majority of the respondent instructors consider that English will be required chiefly for higher education and jobs in both Pakistan and overseas. According to them, English will also be needed to fill common forms, composing a CV and formal and informal letters. Same as 30% of the instructors, consider that English will be required to work in the country.

4.2.2 The SLOs

Most of the instructors believed that the curriculum booklet focused on correctness and fluency. They consider that obtaining enough information about grammar will not serve the purpose (which is to learn a language). Though the booklet offers comprehensive instructions to enhance students linguistic skills but the approved coursebooks do not accomplish the goals set in the booklet. More than 80% of the teachers wanted the textbooks (taught at the HSC level in Sindh province) to be changed. They argued that the books must emphasize on functional grammar rather than pure literature. Skills are offered

in discrete-point activities in the books. There should be an integration of skills in the offered activities. All of the interviewees assured that the textbooks do not incorporate any Listening and speaking tasks.

4.2.3 Instructors' Outlook Regarding Prescribed Textbooks Based On The Curriculum

Only 15% of the respondents were satisfied with the coursebooks. The majority found the coursebook to be limiting. They believe that books do not facilitate learners' creative skills. They suggested that more sections related to grammar, skills, vocabulary, and mechanical aspects should be added. The subject matter of the reading –texts are restrictive, a variety of themes may be included to develop the interest of the students. Moreover, the vocabulary employed in the books is complicated and old-fashioned since most of the texts are from the previous century. The topics related to everyday life are ignored and few texts related to science are added.

4.2.4 The Coursebook Choice Criteria

All of the instructors assured that they were not part of any textbook selection board. The coursebooks are developed and approved by the panel of authorized people (consisting of 10 to 12 members only). Later on, the books are prescribed for the entire province. This shows that authorities ignore the valuable perspective of the people who act as a bridge between the learners and coursebooks. The mentioned standard for selecting a coursebook is very restraining. This may be the reason that the existing textbooks do not fulfill the linguistic demand of the target students.

5.0 Conclusion

The basic aim of the article was to discover whether the HSC level national curriculum for the English language and the coursebooks based on the booklet enhance the linguistic skills of the students studying in public sector institutions of Karachi, Sindh. In particular, this curriculum booklet appears too rigid and restraining. Whereas the SLOs to be achieved can guide the material developers to prepare coursebooks with an organized set of features for each target level, there may have been the capacity for selection keeping in view that both learners and instructors can possess diverse interests and requirements. The booklet does not include the teachers' diverse instructional methods and different concepts regarding learning a language. Lastly, it is significant to highlight that it is impracticable to advise precisely which skills/aspects/beliefs are supposed to be achieved at every advance

level. Therefore, supposing the students to acquire even the majority of the SLOs at the completion of every level appears an unrealistic scenario.

Similarly, most of the interviewed teachers stated that the existing coursebooks should either be changed or modified. They think that the books are less efficient, limiting, and do not accomplish the objectives of the intermediate level provided in the curriculum booklet. The books are supported by those instructors who promote teaching English through grammatical rules and ask learners to carry out discrete-point activities. The majority of the teachers believe that there is no single task that offers integrations of language skills. A few compositions, rearranging/correction/conversion of sentences according to given context are claimed to be the most effective sections of the coursebooks.

Appendix - A

Language Curriculum/Syllabus Evaluation Criteria Checklist [see section 3.2 above]

1. Is the curriculum detailed or general?
 2. What are the objectives in operational terms?
 3. Are the objectives realistic and practical?
 4. What is to be taught or learned in the form of an inventory of items?
 5. How is it to be taught (suggested procedures, techniques, and materials)?
 6. Does the curriculum follow 'language use' approach, 'language analysis' approach or both approaches? ['Language analysis' approach focuses on language structure, while 'language use' approach stresses employing language for "actual communication" (Dublin et al., 1986: 27).]
 7. Does it have a 'language content dimension', 'process dimension' or 'product dimension' approach?
 8. Does the curriculum present 'knowledge based objectives', 'skills based objectives', both kinds of objectives or neither kind?
 9. Does the curriculum adopt a 'discrete' viewpoint or 'holistic' viewpoint, or a combination of both? [The 'discrete' viewpoint focuses on distinct and isolated elements of language and the syllabus based on this viewpoint primarily lays stress on language form, accuracy and language analysis. On the other hand, the 'holistic' approach is concerned with "longer spans of language or discourse", instead of isolated sentences. A syllabus adopting this viewpoint emphasizes language function, fluency and language use. (Dubin et al., 1986)]
 10. Does it stress accuracy, fluency or both?
 11. Does it stress language form, function or both?
 12. Is the curriculum structural, notional, functional, situational, a combination or does not fit any such classification?
 13. Which skill/s does it emphasize? Does it foster integration of all skills?
 14. Does it allow the use of a variety of activities?
 15. Does it foster creativity?
 16. Does it allow the use of deduction, evaluation, analysis and interpretation?
 17. Does it recognize the use of developmental errors?
 18. Does it allow the use of a variety of teaching techniques?
 19. Are there any competent teachers to teach this subject?
 20. Is it appropriate for a variety of learning styles?
 21. Is it compatible with the students' individual needs and interests?
 22. Does it make use of topics which are appropriate and of interest to the students?
 23. Does it cater to the students' short term and long term future goals?
 24. Are there any inconsistencies in the curriculum?
 25. Are there any weaknesses in the curriculum?
- (Some aspects adapted from Dubin et al., 1986: 28)

Appendix – B

Teacher's Interview Questions

1. When will your students need to use English language?
2. Which of the following techniques do you find the most useful in teaching English to your students?
3. Are the English language textbooks beneficial for enhancing linguistics skills of HSC level learners?
4. Which exercise/activity of the textbook is the most useful in helping your students learn English language skills?
5. What is missing from your English textbooks?
6. What do you like to change about your English textbooks?
7. Are you involved in selecting the English textbooks for your class?
8. What should be the aim of an English textbook?

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