



Journal for Social
Science Archives

Journal for Social Science Archives

Online ISSN: 3006-3310

Print ISSN: 3006-3302

Volume 3, Number 2, 2025, Pages 749 – 767

Journal Home Page

<https://jssarchives.com/index.php/Journal/about>



Evaluating ESL Instruction Material Through Communicative Language Teaching Principles

Dr. Mamona Yasmin Khan¹ & Rabia Hussain²

¹Professor, Department of English, The Women University Multan, Email: mamona.6231@wum.edu.pk

²PhD Scholar, Department of English, The Women University Multan, Email: rabiagayyaum84@gmail.com

ARTICLE INFO	ABSTRACT
Article History: Received: April 05, 2025 Revised: May 27, 2025 Accepted: June 06, 2025 Available Online: June 12, 2025	<i>This study evaluates how far English language educational resources in Pakistani public primary schools reflect Communicative Language Teaching (CLT) principles. A mixed-method analysis which uses content analysis on surveys studies Pakistan's Multan district elementary schools. A total of 355 teachers (232 males and 123 females) took part in the research by following a systematic selection process. The researcher gathered data by using an adapted CLT-based checklist. SPSS software was used for both descriptive statistical analysis and inferential statistical calculations. Most teaching professionals state that textbooks successfully implement the principles of CLT. The alignment between communicative approaches was verified through textbook content analysis of grades six to eight. The evaluation found many CLT implementation obstacles but teachers successfully resolved most of these issues. The study proposes that researchers should perform analogous assessments at the intermediate and college education</i>
Keywords: CLT, ESL instruction, textbook evaluation, content analysis, elementary education, language pedagogy.	
Corresponding Author: Rabia Hussain Email: rabiagayyaum84@gmail.com	
	

Introduction

Global English has taken center stage as the world's primary language which serves as a vital component in educational activities and technological systems as well as cross-country communications. The importance of English as a Second Language (ESL) in Pakistan stands prominently recognized since schools at this level establish basic language abilities. The widespread acceptance of Communicative Language Teaching (CLT) as a second language teaching approach stands because it promotes interaction and learner-centeredness alongside real-life communication (Richards 2006; Littlewood 2019). Official language teaching policies across contexts show strong support for CLT but textbooks and instructional material demonstrate variable actual implementation across educational contexts. This research assesses the CLT

implementation level within Pakistani public elementary ESL textbooks at grades six to eight teaching levels in Multan district.

Through CLT students learn language authenticity in social interactions instead of memorizing rules (Savignon, 2020). The essential core principles of CLT are designed around four language skills integration (listening, speaking and writing and reading) with learner autonomy and task-based learning and authentic content usage (Larsen-Freeman & Anderson, 2019). National curriculum documents of Pakistan officially support the utilization of Communicative Language Teaching yet practices within classrooms adhere predominantly to traditional and grammar-oriented methods because of several system, cultural, and resource-based obstacles (Rahman, 2022). Textbooks given to learners show problematic inconsistencies with stated curricular communicative objectives.

Public educational institutions particularly benefit from textbook influence as these institutions often experience restricted access to supplementary educational materials and limited teacher training (Cunningsworth, 2021). The assessment of textbooks stands as a necessary process to verify their capacity in supporting the intended communicative targets. The successful implementation of Communicative Language Teaching requires textbooks to include meaningful communicative tasks alongside authentic contexts and contextualized grammar and activities that promote learner interaction (Grant, 2018; Nunan, 2022). Research conducted across different regions of the developing world including Pakistan shows ESL learning materials do not meet these performance standards (Ali, 2021; Mehmood & Akram, 2020).

Studies analyzing Pakistani textbooks found substantial shortcomings in applying communicative language teaching principles. The research by Ahmed and Mahmood (2023) showed that primary-level English textbooks emphasize reading and writing instruction but offer negligible coverage of listening and speaking practice. Most exercises in these materials use mechanical drills instead of helping students develop communicative abilities in language use. Empirical assessments of instructional materials should become a critical priority because they demonstrate the effectiveness of teaching materials at developing communicative competence.

This study uses a combination of research methods through teacher surveys and textbook content analysis to study ESL educational materials used in public elementary schools. The research area consists of Punjab's Multan district where it captures authentic educational settings that span both rural and semi-urban domains of Pakistan. Building on the fundamental connection between elementary stage education and future academic performance it remains essential to initiate learners with communicatively-based ESL instruction from the very beginning (Butt & Rashid, 2021). Research included teacher perceptions to establish a full understanding regarding the application or non-application of CLT principles in classroom teaching practices and learning materials.

The requirement for teachers to teach communicative lessons is limited by the materials they need to work with. Textbooks serve either as pedagogical tools or roadblocks for communicative teaching methods according to Harwood (2018). The analysis of textbooks must incorporate both their written curriculum alignment to CLT principles and the daily practical usage perspective of their classroom educators. Teaching strategies used by teachers increase when the textbooks present their content through communicative elements effectively according to Hassan & Khalid (2022). When textbooks fail to incorporate communicative elements teachers tend to shift teaching approach to the traditional teacher-centered style.

This research project works to address the existing literature gap through a systematic review of English language textbooks for Multan district sixth, seventh and eighth-grade students. A CLT-based checklist and teacher questionnaire assessment explores textbook content alignment against CLT principles and teacher feedback on textbook effectiveness. The study investigates how textbook content addresses the implementation challenges of CLT following recent Pakistani curriculum reforms.

The effective language teaching in Pakistani public schools requires ESL textbooks to incorporate CLT principles. This research analyzes textbook content and places it inside teachers' day-to-day instructional practice. The research investigates both textbook content analysis and classroom implementation to develop more effective insights into how teaching materials help or block communicative language learning. The results can help curriculum developers along with textbook authors and education policymakers and teachers who work to improve the delivery of English education throughout Pakistan's public education sector.

Research Objectives

Any research project's objectives play a crucial role in outlining the primary finding of the investigation. It provides a summary of all the research. The goals Any research project's objectives play a crucial role in outlining the primary finding of the investigation. It provides a summary of all the research. The current study's goals were in line with the

- i. To analyze the content of English textbooks of grade 6th, 7th and 8th meets with the requirements of communicative language teaching.
- ii. To compare teachers' opinions of the state of ESL in Elementary level English with respect to CLT principles based on demographic factors such as gender, location, academic background, professional background, and experiences.

Research Questions

Any research project has numerous essential research questions that are crucial to the project's conduct. The following inquiries guided current research:

- i. Does the material in the English textbooks for grades six, seven, and eight align with the principles of communicative language teaching?
- ii. How do educators feel about the state of ESL materials in relation to CLT principles at the elementary school level in English based on demographics?

Literature Review

The new focus on language communication skills in teaching has led us to move away from past grammar-focused and audio-target methods toward classroom practices that focus on interaction and interaction. CLT theory centers language teaching on real communication activities while letting students take control of their learning process while learning grammar in context and using all four communicative skills (Richards, 2006; Littlewood, 2019). Since CLT has taken over global language education it now depends more on learning materials including textbooks. The research looks at early-stage teaching of CLT in Pakistan while reviewing textbooks' influence on languages and how students here face CLT adoption difficulties.

Communicative Language Teaching: Principles and Applications

The development of Communicative Language Teaching methods occurred because traditional language teaching methods focused excessively on grammatical rules instead of creating meaningful language usages. Under the Communicative Language Teaching framework language operates as a communication instrument instead of operating through abstract rule systems (Savignon, 2020). A CLT-oriented classroom allows students to engage in activities that recreate real-life interactions through authentic conversations as well as role-playing and information-sharing and problem-solving tasks (Larsen-Freeman & Anderson, 2019). The activities help students build fluency skills while developing pragmatic abilities and encouraging critical thinking coupled with cooperative learning competencies.

The central component of Task-Based Language Teaching (TBLT) centers task performance since this approach follows the principles of CLT (Ellis, 2009). The teaching approaches of CLT and TBLT share core operational components which include contextualization through learner interaction and communication learning objectives. These theoretical frameworks teach students practical language skills for navigation in various social situations. The conversion of pedagogical ideals into practical educational approaches faces challenges when working with traditional education systems.

Textbooks and Their Role in CLT Implementation

Public school systems depend heavily on textbooks for language teaching programs across their language teaching system. These resources establish the plan for learning and control what students study each day plus how they will be tested and trained (Cunningsworth, 2021). Textbooks for CLT need to display these elements: real-life texts, communication-based learning activities, grammar learned through contextualized situations, and language skill combination methods (Nunan, 2022). Textbook quality helps define interaction-based learning in classroom classrooms (Harwood, 2018).

According to Grant (2018), teaching materials should provide learners direct speech opportunities instead of just focusing on language forms. A textbook follows CLT principles when it includes activities that let students be in roles, solve problems, and work without specific limits. Textbooks need to support different learning approaches and allow students to take control of their learning as part of the language education method. Although public schools mostly tailor their textbooks toward exams they do not prioritize communication practice according to Ali (2021).

Textbook Evaluation and Content Analysis in ESL Contexts

Evaluation of textbooks exists as a well-recognized field of research within the domain of applied linguistics. The three dimensions of ESL textbook evaluation are presented by Cunningsworth (2021): learner needs evaluation, methodological assessment, and curriculum alignment assessment. Textbooks must fulfill requirements related to addressing learner needs, display methodological correctness and maintain curriculum alignment. McGrath (2013) declares content analysis to be a fundamental approach for determining textbook compatibility with CLT frameworks for pedagogical purposes. Research using standardized checklists and rubrics enables analysts to measure how textbooks enable language skill development while presenting grammatical content and enabling learner interaction.

Various research studies in the global southern countries use content analysis methods to analyze English language textbooks. Masuhara and Tomlinson (2017) conducted a study of Asian ESL textbooks and discovered that textbooks claimed to be communicative but delivered mechanical exercises that eliminated authentic communication opportunities. The empirical study conducted by Alrabai (2015) in the Middle East revealed that textbooks received CLT endorsement from educational authorities but continued following traditional teaching patterns due to minimal student-centered activities.

CLT in the Pakistani Context

The citizens of Pakistan use English as their second language while also using it to gain social advancement and succeed academically. Both public and private institutions start teaching English from early education grades. Research shows that public schools have communicative intentions in their curricula yet the actual classroom performances remain noncommunicative (Rahman 2022). Multiple conditions account for the educational divide including unprepared teachers and large classes with an exam-focused approach and the nature of textbooks.

Research done by Mehmood and Akram (2020) showed that English textbooks employed in Pakistani public secondary education display a dearth of fundamental CLT characteristics. Vocabulary memorization and grammar exercises and reading comprehension occupy most of their educational content while listening and speaking receive little attention. The content analysis performed by Ahmed and Mahmood (2023) established that primary level textbooks implemented dialogue-based activities but these activities lacked both open-endedness and interaction in practice.

The understanding of teachers about CLT increases the complexity of the situation. Hassan and Khalid (2022) uncovered that public school teachers understood CLT directives yet textbook mandates constrained their implementation of these principles. Several teaching professionals expressed their lack of willingness to use learner-centered approaches because textbooks contained insufficient communicative tasks. Time limits combined with academic deadlines forced teachers to stick with conventional teaching methods which focused on teacher-led instruction.

Despite these efforts various curriculum changes have successfully integrated communicative practices into textbooks of the Punjab Curriculum and Textbook Board (PCTB). Studies by Butt and Rashid (2021) demonstrate a CLT alignment in redesigned sixth to eighth grade English textbooks through the incorporation of dialogues and role-plays and group tasks. The consistency of district-to-district reform implementation remains unknown in schools across Pakistan.

Research on English textbooks at the primary and secondary levels exists but there is an important absence of evaluations of elementary-level textbooks (grades six to eight) as taught in Pakistan's rural public schools. Most research to date has analyzed content alone or teacher perceptions without bringing these areas together. Few studies analyze specific educational challenges which teachers face within semi-urban and rural areas of Multan district like the ones in this research area.

The study joins content analysis to teacher feedback to provide an extensive look into the implementation of CLT principles in both text materials and classroom practice. This research develops on prior research outcomes by studying curriculum reform effectiveness through surveys of teaching staff in Pakistan. The evaluation framework strengthens through this dual method

approach while delivering practical guidance to curriculum developers and education policy makers and educators who want to enhance public school ESL instruction in Pakistan.

Methods and Material

Research Design

The study was quantitative and qualitative in nature. Cross- sectional survey was used for the collection of data for quantitative results and a checklist was used for the qualitative analysis.

Population

The researcher especially looked into the opinions of the instructors on the textbooks in the three Tehsils (Jalalpur, Pirwala, Multan City, and Multan Sadar) of the District Multan Elementary level schools.

Table 3.1 Population of the research

Sr. No.	District	Tehsils	No of teachers	
			Males	Females
1	Multan	Jalalpur	340	305
2		Multan City	735	767
3		Multan Sadar	1058	938
	Total		2133	2010
		Grand total		4143

Source: School information system (SIS PUNJAB, 2024).

Sample of Study

The current research sample was created utilizing an online sample calculator (calculator.net, 2023), and it included 355 elementary school teachers from District Multan. The steps below were used to choose the study's sample. Out of the three tehsils in the district of Multan, two were chosen as the sample. Using the nth number of the sample computation, 357 instructors were chosen using a systematic random sampling approach.

Table 3.2 Sample of the study

District	Tehsils	Elementary school teachers		
		Male	Female	Total
Multan	Multan	108	73	181
	Renala khurd	126	50	176
	Grand Total	234	123	357

Data Collection and analysis

For the collection of the data the questionnaires were adapted and after the approval of the expert committee the questionnaire were distributed manually to get data from the teachers of the district Multan. Additionally, a Google form is created to gather the data. The researcher receives 255 replies via Google Form and 102 manually. The researcher visited schools and enlisted the assistance of colleagues to gather data.

The data for the current study was analyzed using both quantitative and qualitative methods. Quantitatively, data gathered through questionnaires were analyzed using SPSS (version 25), applying graphic and all the tools of statistics for example frequency, percentage, mean, and standard deviation, along with inferential statistics including independent samples t-tests and one-way ANOVA. Qualitatively, the content of English textbooks for grades three, four, and five—published by the Punjab Curriculum and Textbook Board (PCTB)—was examined using a content tracing technique with a checklist adopted from Ahmad et al. (2019). These textbooks, developed in line with the national curriculum and distributed across Punjab’s public and some non-elite private schools, contain various texts, including poems and general life-based content. The study focused specifically on the lesson texts, comprising 11 lessons in the grade three textbook, 13 units in grade four, and 14 units in grade five.

Results

Demographic Information of Respondents

This section deals with demographics information of respondents

Table 4.1 Demographics information of respondents

Demographic information		Participant response	
		Frequency	%age
Tehsil	Multan	180	50.7%
	Renalakhurd	175	49.3%
	Total	355	100%
Gender	Male	233	65.6%
	Female	122	34.4%
	Total	355	100%
Locality	Urban	179	50.4%
	Rural	176	49.6%
	Total	355	100%
Qualification	BA/BSc	243	68.5%
	MA/MSc	72	20.3%
	M.phil	32	9.0%
	PH.D	8	2.3%
	Total	355	100%
Professional Qualification	B.ED	313	88.2%
	M.ED	42	11.8%
	Total	355	100%
Experience	0-10 years	301	84.8%
	11-20 years	41	11.5%
	21-above	13	3.7%
	Total	355	100%

Table 4.1 represents the descriptive statistic used to analyze sample participants demographic information.

1. The table 4.1 displays that (50.7%) respondent from tehsil Multan and (49.3%) from

- tehsil Renala khurd. Population of Tehsil Multan is more than the Renala khurd.
2. The table 4.1 shows that (65.6%) male and (34.4%) females in the sample of the current study. Researcher has more interaction with the male teachers.
 3. Moreover, table 4.1 describes that (50.4%) response from urban and (49.3%) from rural area.
 4. Table 4.1 shows that the qualification of participant is (68.5%) BA/BSc, (20.3%) MA/MSc, (9.0%) M.Phil and (2.3%) PhD. (68.5%) shows that mostly teachers working at Elementary level are BA/BSc because of experienced teacher are BA/BSc.
 5. A table 4.1 also shows that professional qualification of the participants. (88.2%) is BE.D and (11.5%) are ME.D. This percentage shows that the professional qualification of the teachers at Elementary level is BE.D and some rare are M.ED.
 6. Table 4.1 also shows the experience of the participants. (84.8%) are from 0-10 years' experience, (11.5%) are 11-20 years and (3.7%) are 21-above years. Mostly respondents of the sample were youngsters therefore (84.8%) respondents have 0-10 years

Content Analysis of Elementary School English Textbooks

A systematic, objective research technique called content analysis is used to examine qualitative or quantitative data. It entails analyzing and deciphering the text to find themes, patterns, and meanings. A checklist was used to analysis the content of the English language textbook of class three, four and five.

Class Six English textbook

Using the checklist which was adopted from (Ahmad et al., 2019) class six textbook is analyzed.

Table 4.6 (a) Activity and Task

Statements	Textbook page	Textbook unit	Textbook content	Observations
Statement 1	69-70	7	Role play, knowledge and problem solving.	CLT Principles followed
Statement 2	6	1	Learning to speak activities 1and 2	CLT Principles followed
Statement 3	18	2	Vocabulary building activity 1	CLT Principles followed
Statement 4	28	3	Grammar all activities	CLT Principles followed
Statement 5	38	4	Learning to speak	CLT Principles followed
Statement 6	65	7	Full unit and all activities	CLT Principles followed

Table 4.6(a) describe that the recent English textbook of the Government sector followed the CLT principles. Researcher analyzed that the activities and task in the English textbook of class six

followed the CLT principles. Table also shows the unit numbers, page number and textbook content evidence.

Table 4.6 (b) Communication Skills

Statements	Textbook page	Textbook unit	Textbook content	Observation
Statement 1	77	8	Oral communication all activities	CLT principles followed
Statement 2	87	9	Vocabulary building all activities	CLT principles followed
Statement 3	90	9	Creative writing in your notebook	CLT principles followed

Table 4.6(b) depict that the communication skills are present in the class six textbook and the references were also show in the given table. CLT principles were followed.

Table 4.6 (C) Language Usefulness, Content and Subject

Statements	Textbook page	Textbook unit	Textbook content	Observation
Statement 1	93	10	Full unit be aware be safe	CLT Principles follow
Statement 2	111	12	Time to think full unit	CLT Principles follow
Statement 3	65	7	Full unit colors of Pakistan	CLT Principles follow
Statement 4	119	12	Grammar all activities	CLT Principles follow
Statement 5			Textbook content list	CLT Principles follow
Statement 6	54	6	Valuing other full unit	CLT Principles follow

Table 4.6(C) shows that the language of the textbook content and subject was also according to the CLT principles. The examples were also given in the table.

Table 4.6 (D) Overall Perception

Statements	Textbook page	Textbook unit	Textbook content	Observation
Statement 1	69	7	Learning to speak	CLT Principles followed
Statement 2	79	8	Analytical reading	CLT Principles followed
Statement 3	87	9	Language focus	CLT Principles followed

Table 4.6(D) shows that the overall perception about the class six textbook also in the favor that the Textbook followed the CLT principles.

Class Seven English Textbook

Using the checklist which was adopted from (Ahmad et al., 2019) class three textbook is analyzed.

Table 4.7 (a) Activity and Task

Statements	Textbook page	Textbook unit	Textbook content	Observations
Statement 1	10,19	1,2	Creative writing	CLT Principles followed
Statement 2	35	4	Daily routine	CLT Principles followed
Statement 3	52	5	Grammar	CLT Principles followed
Statement 4	60	6	Grammar	CLT Principles followed
Statement 5	59	6	Learning to speak	CLT Principles followed
Statement 6	88	9	My culture my pride full unit	CLT Principles followed

Table 4.7(a) describe that the present English textbook of the public sector followed the CLT rules. Researcher analyzed that the activities and task in the English textbook of class seven followed the CLT principles. Table also shows the unit numbers, page number and textbook content evidence.

Table 4.7 (b) Communication Skills

Statements	Textbook page	Textbook unit	Textbook content	Observation
Statement 1	93	9	Read the poem with action	CLT principles followed
Statement 2	101	10	Learning to speak (talk about picture)	CLT principles followed
Statement 3	106	10	Creative writing	CLT principles followed

Table 4.7(b) depict that the communication skills are present in the class seven textbook and the references were also show in the given table. CLT principles were followed.

Table 4.7 (C) Language Usefulness, Content and Subject

Statements	Textbook page	Textbook unit	Textbook content	Observation
Statement 1	45	5	Full unit	CLT Principles follow
Statement 2	71	7	Vocabulary building	CLT Principles follow
Statement 3	88	9	Full unit my cultural my pride	CLT Principles follow
Statement 4	94	9	Language focus	CLT Principles follow
Statement 5			Textbook content list	CLT Principles follow
Statement 6	88	9	Full unit	CLT Principles follow

Table 4.7(C) shows that the language of the textbook content and subject was also according to the CLT principles. The examples were also given in the table.

Table 4.7 (D) Overall Perception

Statements	Textbook page	Textbook unit	Textbook content	Observation
Statement 1	108	11	Lets talk activities	CLT Principles followed
Statement 2	114	11	Change the given statements	CLT Principles followed
Statement 3			Full book	CLT Principles followed

Table 4.7(D) shows that the overall perception about the class seven textbook also in the favor that the Textbook followed the CLT principles.

Class Eight English Textbook

Using the checklist which was adopted from (Ahmad et al., 2019) class five textbook is analyzed.

Table 4.8 (a) Activity and Task

Statements	Textbook page	Textbook unit	Textbook content	Observations
Statement 1	12	12	12 full unit	CLT Principles followed
Statement 2	5	1	Reading and critical thinking	CLT Principles followed
Statement 3	58	6	Reading comprehension	CLT Principles followed
Statement 4	32	3	Learning to write	CLT Principles followed
Statement 5	99	10	How to keep our environment safe and clean	CLT Principles followed
Statement 6	95	10	Eid-ul-Azha full unit	CLT Principles followed

Table 4.8(a) describe that the present English textbook of the public sector followed the CLT principles. Researcher analyzed that the activities and task in the English textbook of class Eight followed the CLT principles. Table also shows the unit numbers, page number and textbook content evidence.

Table 4.8 (b) Communication Skills

Statements	Textbook page	Textbook unit	Textbook content	Observation
Statement 1	33	3	Oral communication	CLT principles followed
Statement 2	138	14	Learning the sound	CLT principles followed
Statement 3	141	14	Analogy	CLT principles followed

Table 4.8(b) depict that the communication skills are present in the class Eight textbook and the references were also show in the given table. CLT principles were followed.

Table 4.8 (C) language Usefulness, Content and Subject

Statements	Textbook page	Textbook unit	Textbook content	Observation
Statement 1			Full content	CLT Principles follow

Statement 2	125	13	Vocabulary building	CLT Principles follow
Statement 3	94	10	Full unit Eid-ul-Azha	CLT Principles follow
Statement 4	20	2	Grammar	CLT Principles follow
Statement 5			Textbook content list	CLT Principles follow
Statement 6	4	36	Unforgettable moments of my life	CLT Principles follow

Table 4.8(C) shows that the language of the textbook content and subject was also according to the CLT principles. The examples were also given in the table.

Table 4.8 (D) Overall Perception

Statements	Textbook page	Textbook unit	Textbook content	Observation
Statement 1	29	4	Question answer dialogue	CLT Principles followed
Statement 2	48	5	Learning to speak	CLT Principles followed
Statement 3			Full book	CLT Principles followed

Table 4.8(D) shows that the overall perception about the class Eight textbook also in the favor that the textbook followed the CLT ingredients..

Teachers Response according to Demographic by applying t-test

This section describes how the data was analyzed to determine how teachers' opinions varied according to their gender, location, educational background, work experience, and professional qualifications. The researcher examined the Elementary textbooks in light of CLT principles.

Table 4.4 (A) Variation of Teachers Opinion on the basis of Gender.

Variable	Type	Value (N)	(Mean)	(SD)	(F)	Sig.
Gender	Male	230	2.5	.30	3.16	.073
	Female	124	2.5	.28		

Table 4.4(A) illustrates a descriptive and inferential examination of the teacher's viewpoint on gender. An independent samples t-test reveals that, in terms of gender, the male teacher's mean

score (2.5) is equal to the female teacher's mean score (2.5). There is a statistically insignificant difference in the responses from male and female respondents, as indicated by the significant value (.073) being bigger than the (.05).

Table 4.4(B) Variation in Teachers Opinion on the basis of Location

Variable	Category	(N)	(Mean)	(SD)	(F)	(Sig.)
Locality	Village	174	2.5	.34	22.8	.003
	City	180	2.5	.24		

The differences between participants by location are detailed in Table 4.4(B). The average response rate from respondents in rural areas (2.5) is the same as that from respondents in urban areas (2.5). There is a statistically significant difference between respondents who live in rural and urban areas, as indicated by the significance value (.003) being smaller than the .05.

Table 4.4 (C) Variation in Teachers Opinion on the basis of Tehsil.

Variable	Category	(N)	(Mean)	(SD)	(F)	(Sig.)
Tehsil	City	170	2.4	.33	3.05	.09
	Sadar	185	2.7	.33		

The differences between respondents by Tehsil are seen in Table 4.4(C). Renala Khurd's mean score of 2.5 is lower than Multan's mean score of 2.7. The statistical insignificance of the difference between Tehsil Multan city and Multan Sadar is indicated by the significance value (.08) being smaller than (.09).

Table 4.4 (D) Variation of Teachers Opinion on the basis of Professional Qualification

Variable	Category	(N)	(Mean)	(SD)	(F)	(Sig.)
Professional Qualification	B.ed	310	2.5	.28	2.90	.08
	M.ed	44	2.5	.39		

The discrepancy in the respondents' professional qualifications is seen in Table 4.4(D). Equal to the mean score of the M.Ed. (2.5), is the mean score of the B.Ed. (2.5). Since the significance value (.08) is higher than the threshold (.05), the difference in the respondents' professional qualifications is statistically inconsequential.

Table 4.4(E) Variation in Teachers Opinion according to Academic Qualification

	Sum of Square	Df	Mean Square	F	Sig.
Between group	.26	3	.085	.904	.44
Within group	32.9	351	.094		
Total	33.1	354			

The differences in teachers' opinions based on academic qualifications are displayed in Table 4.4(E). The tabular value (.05) is smaller than the computed significance value (.44). This

demonstrates that, in terms of statistical significance, there are less differences in instructors' opinions about the evaluation of ESL content in light of CLT principles according to academic background.

Table 4.4(F) Variation in Teachers Opinion according to Experiences

	Sum of Square	Df	Mean square	F	Sig.
Between group	.234	2	.12	1.3	.3
Within group	32.9	352	.09		
Total	33.1	354			

The differences in teachers' opinions based on their teaching experiences are shown in Table 4.4(F). The tabular value (.05) is smaller than the computed significance value (.3). This demonstrates that there isn't a statistically significant difference in the attitudes of teachers based on their academic background.

Discussion

The majority of teachers thought that the present language textbook adhered to CLT principles, based on study findings about the assessment of ESL material in line with those principles. The research also shows that the CLT principles were adhered to in the English language elementary textbooks. These findings demonstrate that the elementary level language textbook adhered to the principles of communicative language education, making it appropriate for instruction. These findings disagree with several previous findings from both domestic and foreign research.

According to a study conducted in Punjab by Ahmad et al. (2019), language textbooks from the public and certain private sectors do not adhere entirely to the communicative language teaching principles and are therefore unsuitable for teaching language skills to learners. Tok (2010), for example, conducted a research on the textbook which was used in the schools of Turkish and found that the methods employed there are absurd and ineffective in improving students' communication skills.

Aftab's (2012) study, which drew on textbooks produced in Pakistani English, characterizes the activities as controlled and created. Furthermore, the textbooks used at a well-known private school in Punjab, Pakistan, emphasize grammar skills more than speaking abilities, despite the fact that speaking talents are more important (Shah et al., 2015).

Causar et al. (2016) discovered in another research that the activities and content in the textbook were inappropriate. The examination reveals that the planning, substance, and structure of the textbook are all incorrect. In this case, planning, outline, and organization are incomparable. The explanation is because these categories haven't been assessed in this study. English has supplanted Graddol (2006, 2008) and Meierkord (2006) as the first global lingua franca as the world's primary language (Brutt-Griffler, 2006; Northrup, 2013).

Furthermore, its application has grown dramatically on a global (Northrup, 2013) and international (Kachru, 2006; Northrup, 2013; Richter, 2012) level, particularly for goals pertaining to communication. Owing to these reasons, it is the language that is taught as a second or foreign

language the most often in the globe (Crystal, 2012; Graddol, 2006, 2008). To provide students with the necessary knowledge, specialized textbooks are used as the major source.

Textbooks are meant to help students stay in touch with the language; Prabhu (1987) saw them as having pre-built and thoroughly stated contents (Richards, 2001). In addition, they function as a useful tool for ideas, activities, and self-directed learning. They also help less experienced teachers and operate as a resource for students. In a similar line, Brown claims that the instructor does not oversee a communicative language teaching classroom. Rather, he only provides direction and oversight. Developing communicative competence (Hinkel & Foltos, 2001) and empowering students to converse in the target language (Savignon, 1997) are the primary objectives of communicative language instruction. To put it simply, this means that CLT lessons are theme and topic-oriented.

As Aftab (2012) notes, the Pakistani educational system is beset with shortcomings, and thus far it has not succeeded in creating a conducive atmosphere for the teaching of communicative languages (Panhwar, Baloch, and Khan, 2017). On the other hand, a number of contextual problems (including big class numbers and an excessive dependence on conventional teaching techniques) are listed by Panhwar, Baloch, and Khan (2017).

Because the researcher used the most recent elementary English language textbook, the findings differed from those of the prior research. Although there were several difficulties in implementing the CLT principles, Punjab's elementary English language textbooks currently follow them based on content analysis and instructor opinions. The English language skills of the class is lacking. Instructors provide enough time for the creation of language lesson materials. Teachers' proficiency in spoken English is likewise lacking. The school education department set up several training programs to improve the professional attributes of teachers and address their limited proficiency in spoken English.

Conclusion

The research clarifies how the ESL content was evaluated using CLT principles. The study's findings were similar to the research mentioned above. The primary findings of the study that brought the whole research project to a close are listed below. The results indicate that the present English language textbooks adhere to the principles of communicative language education. The majority of the educators agreed with the viewpoint. The results of the content analysis lead to the conclusion that the sixth, seventh, and eighth grade English textbooks include a lot of examples, indicating that the communicative ability is the primary focus of the textbooks.

Furthermore, based on the data, it is determined that there are some obstacles to the adoption of the CLT, such as instructors' limited proficiency in spoken English. The level of English competence among the pupils in the English language class is poor. The majority of educators agree with the assertion. It is inferred from the results that teachers allow enough time to develop the communicative materials.

Overall, the results of this study indicate that while English language textbooks adhered to communicative principles, applying CLT presents certain difficulties. Subsequent investigations may examine the perspectives of educators and guardians on language textbooks that adhere to CLT principle

References

1. Aftab, A. (2012). English language textbooks evaluation in Pakistan (Doctoral dissertation). University of Birmingham.
2. Allwright, R. L. (1981). What do we want teaching materials for? *ELT Journal*, 36(1), 5-18.
3. Alptekin, C. (1993). Target-language culture in EFL materials. *ELT journal*, 47(2), 136-143.
4. Bagarić, V., & Djigunović, J. M. (2007). Defining communicative competence. *Metodika*, 8(1), 94-103.
5. Baumgardner, Robert J. 1993 *The English Language in Pakistan*. Karachi: Oxford: Oxford
6. Baumgardner, Robert J. 1995 *Pakistani English: acceptability and the norm*. World Englishes
7. Baumgardner, Robert J. 1998 *Word-formation in Pakistani English*. English World-Wide
8. Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy*. (3rd ed.). New York: Pearson Education, Inc.
9. Brown, J. D. (1995). *The elements of language curriculum: A systematic approach to program*
10. Brutt-Griffler, J. (2006). Languages of wider communication. In Brown (ed.). *Encyclopedia of Language & Linguistics*. Elsevier. pp. 690–697.
11. Calculator, N. (2023). Sample Size Calculator. *Obtenido de Sample Size Calculator*: <https://www.calculator.net/sample-size-calculator.html?type=1&cl=95&ci=5&pp=50&ps=1750&x=47&y=26>.
12. Canale, M. (1983). From communicative competence to communicative language pedagogy.
13. Chomsky, N. (1965) *Aspects of the theory of syntax*. Cambridge: MIT Press.
14. Chomsky, N. (1984). *Modular approaches to the study of the mind*. San Diego, CA: State University Press.
15. Chomsky, N. (1993). *Language and thought*. Wakefield, RI: Moyer Bell.
16. Coskun, A. (2011). Investigation of the Application of Communicative Language Teaching in the English Language Classroom--A Case Study on Teachers' Attitudes in Turkey. *Online submission*, 2(1).
17. Crystal, D. (2012). *English as a global language*. Cambridge University Press.
18. Cummins, J. (2017). *Language, Power and Pedagogy: Bilingual Children in the Crossfire*. Multilingual Matters.
19. Dong, Y. (2007). The challenges of teaching communicative English to Chinese tertiary students: a case study in a Chinese university. Unpublished master dissertation: Unitec Institute of Technology, Auckland, New Zealand.
20. Dos Santos, L. M. (2019a). English language learning for engineering students: Application of a visual-only video teaching strategy. *Global Journal of Engineering Education*, 21(1), 37-44.
21. Fatiloro, O. F. (2015). Tackling the Challenges of Teaching English Language as Second Language (ESL) in Nigeria. *IOSR Journal of Research & Method in Education*, 5, 26-30.
22. Feryok, A. (2008). An Armenian English language teacher's practical theory of communicative language teaching. *System*, 36(2), 227-240.
23. Freeman, D. & Anderson, M (2000) *Techniques and principles in Language teaching* (2nd Ed.). Oxford: Oxford University Press. From <http://www.hltmag.co.uk/sep01/Sartsep018.rtf>

23. Gall, M.D (1981). Handbook for evaluating and selecting curriculum materials. Oregon: University of Oregon.
24. Graddol, D. (2006). English next (Vol. 62). London: British Council.
25. Grant, N. (1987). Making the most of your textbook (Vol. 11, No. 8). London: Longman.
26. Hanna SkorczynskaSznajder (2009). A corpus-based evaluation of metaphors in a business English textbook. *English for Specific Purposes*, 29(1), p30-42.
27. Harumi, S. (2011). Classroom Silence: Voices from Japanese EFL Learners. *ELT Journal*, 65, 260-269. <https://doi.org/10.1093/elt/ccq046>
28. Hayes, U. (1997). Helping teachers to cope with large classes. *ELT Journal*, 51(2), 106-
29. Hutchinson, T., & Torres, E. (1994). The textbook as an agent of change. *English Language Teaching Journal*, 48(4): 315-328.
30. Hymes, D. (1964). Introduction: Toward ethnographies of communication. *American Anthropologist*, 66(6/2), 1-34.
31. Hymes, D. (1971). Pidginization and creolization of languages. London, UK: Cambridge University Press.
32. Hymes, D. (1972). On communicative competence. In *Sociolinguistics* (pp. 269–293). London, UK: Penguin.
33. J. T. Roberts (1999). Demystifying materials evaluation. *System*, 24(3), p375-389.
34. Joan Lesikin (2001). Potential Student Decision Making in Academic ESL Grammar Textbooks. *Linguistics and Education*, 12(1), p25-49.
35. Kachru, B. (2006). English: World Englishes. In Brown (ed.). *Encyclopedia of Language & Linguistic* Elsevier.
36. Khan, I., & Khan, S. (2016). Learning Difficulties in English: Diagnosis and Pedagogy in Saudi Arabia. *Educational Research*, 2, 1248-1257.
37. Kitao, K., & Kitao, S. K. (1997). Selecting and developing teaching/learning materials. *The Internet TESL Journal*, 4(4), 20-45.
38. Larsen-Freeman, D. (2001). Teaching grammar. In M. Celce-Murcia (Ed.), *Teaching English as a second language*.
39. Li, D. (1998). It's always more difficult than you plan and imagine: Teachers' perceived difficulties in introducing the communicative approach in South Korea. *TESOL Quarterly*, 32(4), 677-703.
40. Liao, X. (2000). Communicative language teaching innovation in China: Difficulties and solutions. ERIC database, (ED443294). Retrieved from <http://www.eric.ed.gov/PDFS/ED443294.pdf>
41. Mahboob, Ahmar 2004 Pakistani English: morphology and syntax. In: Bernd
42. Mahboob, Ahmar 2009 English as an Islamic language. *World Englishes* 28(2): 175–
43. Mahboob, Ahmar, and Nadra H. Ahmar 2004 Pakistani English: phonology. In: Bernd
44. Makielski A. (2018). A Content Evaluation of Iranian Pre-university ELT Textbook. *Theory and Practice in Language Studies*, 4, 995-1000.
45. Moss, D., & Ross-Feldman, L. (2003). Second language acquisition in adults: From research to practice. Retrieved from http://www.cal.org/CAELA/esl_resources/digests/SLA.html
46. Nasstrom Jr, R. R. (1970). Militancy and Leadership in the National Education Association, 1959-1969.
47. Nazari, M., Miri, M. A., & Golzar, J. (2021). Challenges of second language teachers' professional identity construction: Voices from Afghanistan. *TESOL*
48. Ozsevik, Z. (2010). The use of communicative language teaching (CLT): Turkish EFL teachers' perceived difficulties in implementing CLT in Turkey. Unpublished master dissertation, University of Illinois.

49. Rao, Z. (2002). Chinese students' perceptions of communication and non-communicative activities in EFL classroom. *ELT journal*. 30(2),85-105.
50. Richards J., Platt J., Weber H. (1985), *Longman Dictionary of Applied Linguistics*, (2nd ed.), Longman Group UK Limited, England.
51. Richards, J. C & Rodgers, T. S. (Ed.). (2001). *Approaches and Methods in Language*
52. Richards, J. C. (1993). *Beyond the textbook: The role of commercial materials in language*
53. Sarwar, S., &Bhamani, S. (2018). Measuring school support for learning English as a foreign language through SSELL. *Journal of Education and Educational Development*.
54. Sheldon, L. E. (1988). Evaluating ELT textbooks and materials. *ELT Journal*, 42(4), 237-246.
55. Sheldon, Leslie E. (1988). Evaluating ELT textbooks and materials. *ELT Journal*, 42 (4), 237-246.
56. Thornbury, S. (2006). *How to teach grammar*. Harlow: Longman. *The communicative approach to language teaching* (2nded.). Oxford University Press.
57. Ying, L. (2010). *Communicative activities in ELT classrooms in China*. Unpublished master dissertation, University of Wisconsin-Platteville.
58. Thornbury, S., &Meddings, L. (1999). *The roaring in the chimney*. Retrieved on June 7, 2019
59. Vongxay, H. (2013). *The Implementation of Communicative Language Teaching (CLT) in an English Department in a Lao Higher Educational Institution: A Case Study*. Unpublished master dissertation, Unitec Institution of Technology, New Zealand.
60. Xiangying Jiang (2006). Suggestions: What should ESL students know? *System*. 34(1), p36-54.
61. Yaqoob, H. M. A., Ahmed, M., &Aftab, M. (2015). Constraints faced by teachers in conducting CLT based activities at secondary school certificate (SSC) level in rural area of Pakistan. *Educational Research International*, 4(2), 109-118.
62. Yasemin K. (2009) .Evaluating the English textbooks for young learners of English at Turkish primary education, *Procedia - Social and Behavioral Sciences*, 1(1), p79-83.
63. Yilmaz, C. (2011). Teachers' Perceptions of Self-Efficacy, English Proficiency, and Instructional Strategies. *Social Behavior and Personality: An International Journal*, 39, 91-100. <https://doi.org/10.2224/sbp.2011.39.1.91>
64. Zeng, G., &Takatsuka, S. (2009). Text-based peer-peer collaborative dialogue in a computer-mediated learning environment in the EFL context. *System*, 37, p434-446.