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RESEARCH PAPER

An Evaluation of English Textbook at Primary Level in Punjab, Pakistan

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PAPER INFO	ABSTRACT
	This study aims to evaluate the theory of the English textbook in Punjab, which is entitled *Punjab English Textbook Board, Lahore, Pakistan*. This paper reports the benefits of the text's method, teachers' challenges, and needs regarding the new English curriculum of grade v (public level). To carry out this study, the mixed-method approach was employed. Qualitative data have collected through a checklist (Ur, 1996) and interviews, which assist to explain and interpret the findings of the quantitative data. However, quantitative data have collected through a survey and impressionistic method. The findings of this study have revealed that the Punjab English textbook of the primary level has managed according to the task-based language teaching (TBLT) method. This book can enhance speaking, reading and writing skills except for listening skills. However, teachers have given positive feedback about the textbook's teachings methods, despite facing many challenges such as large class size, lack of teachings materials, and examination pattern etc. The study suggests that reading activities should balance with other activities and supporting aids (audio-video) should provide to the teachers. Moreover, the examination system should be language-oriented, which can enable the learners to an efficient language users of the target language.

Introduction

Some teachers and authors have the notion that traditional teaching methods cannot properly build up the four skills (reading, listening, writing, and speaking) of the language in SLA (second language acquisition). These teachers and authors believe that traditional methods focus on memorizing, answering and not questioning, checking and not correcting, and individual learning rather than group

work learning. For all these reasons, the Punjab government has changed the curriculum of the primary level of the year 2017-2018 and introduced collaborative learning (Task-Based Learning Teaching). However, the present research evaluated the Punjab English textbook Board, Lahore of the primary level (5th class) for finding the learning theory of this textbook. Further, the researcher identified the benefits of this new method, and the challenges of the public primary teachers, which they are facing while adopting the method and techniques of this new curriculum. Moreover, the research offered some insights, which will be overcome the difficulties of the public primary teachers.

Task-Based Language Learning (TBLT)

TBLT principles follow Dewey's (1852-1959) strategies of experiential learning; TBLT focuses on the real-life situations' activities and rehearsal in the classroom (Ellis, 2009; Hu, 2013). However, the new concept of language learning, TBLT is based on the constructive theory of learning.

Constructivist takes thoughts from psychology and physiology. Constructivist believes that cognitive development can be embellished due to social interaction (Piaget, 1970; Vygotsky, 1978). Constructivist beliefs in this assumption that humans learn (development of human behaviour) when a child's genetic development triggers with culture by using specific humans' tools (speech). The second assumption of constructivism is that human beings have the phase zone of proximal development (ZPD). This concept indicates the specific phase, in which human beings seek individually as well as with other knowledgeable persons (Vygotsky, 1978). The third assumption of constructivism is that the individual learning process, increase due to activities (Dewey, 1938/1997). This vision, arguing that learner's involvement in activities helps to understand the meaning of the word easily. According to this vision, learning is a continuous process. Another assumption of a constructivist is that individuals construct meaning through culture (Bruner, 1984). This vision emphasized that meaning-making is influenced by traditions and culture (Bruner, 1984). In other words, individuals learn when they interact with culture. To conclude, according to constructivism, the learning procedure works under these assumptions, role of culture, interaction, cognitive development, experience, and meaning-making. Moreover, personal experiences help to make meaning, and negotiation helps learners in conceptual growth (Driscoll, 1994; Herrill, 1991). Recently, the constructivist school of thought got fame in education. Although, this theory is emphasized on these implications like, proposed comprehension, group work, and imitation of real-life experiences rather than memorizing.

Literature Review

TBL developed because previous methods did not achieve the goal of satisfaction. Previous methods like PPP (presentation- practice-production) established by the behaviourist school of learning (Ellis, 2003; Long and Crookes, 1993; Lynch, 2000; Nunan, 1989; Platt, Brooks, 2002). Formerly, expected that language could learn through the grammatical principles and structure of the language. This certified that cramming of the theoretical grammar rules was not discovered the communicative skill in the learners for the real-life setting (Ahmadian, 2012; Ellis, 2003, 2005; Krashen, 1985; Prabhu, 1987; Willis and Willis, 2007). Basic beliefs of the TBLT linked with constructivism; like learners' motivations, cognitive abilities, and self-confidence (Bygate, 2001; Ellis, 2009; Lin, 2012; Robinson, 2011; Willis, 1996).

Nunan (2004) has divided the task into two categories, one is pedagogical tasks, and the other is real-life tasks. The main pedagogical aim is, to focus on the rehearsal of the real world's actions in the classroom. The pedagogical task creates communicative activity in the classroom to attain the target language. Through real-world tasks, learners can interact with the real situations of the world via communication, like reserving an air ticket, job interviews, and forming friendships in the social circle. The basic purpose of the TBLT is not to communicate, however, creates a pragmatic meaning in the learners' mind (Ellis, 2009).
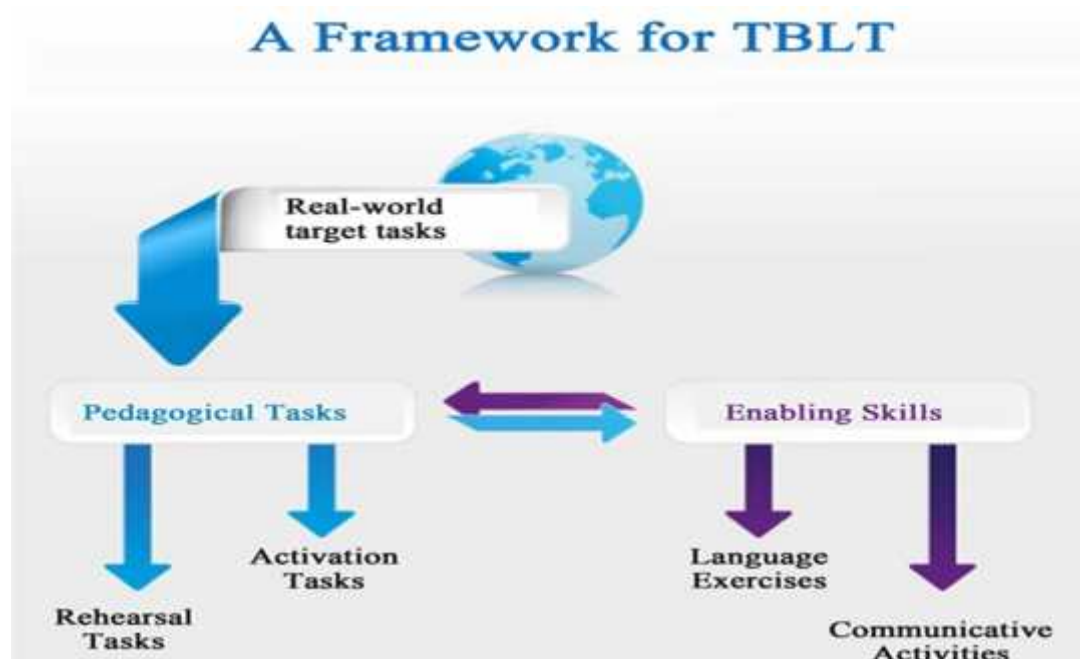

Figure 1. Framework for TBLT by Nunan (2004: p. 25).

Task

A task completes the goal of communication via using activity in the classroom. However, its main concern to understand the meaning of a word according to its usage (Bygate, 2001). Learners systematically learn communicative competence while the procedure of the task controls and regulates by teachers(Bygate, 2005; Littlewood, 2004, 2007, 2016; Prabhu, Sae-Ong, 2010).In the classroom task and activities focus on the meaning of the sentence rather than the structure of the sentence (Nunan, 2004).

TBLT believes in the principle that language learning can develop successfully when language teachers provide the task which relates to the real-life situations, like compiling qualities of a good friend, find the difference between two pictures and text, and talking with someone on a phone. These types of tasks can be nurtured the learners' natural capacity for learning. TBLT does not focus on the systematic attempt of language learning in which language learns bit by bit. TBLT encourages the students to learn the target language actively and meaningfully.

Task-Based Language Teaching (TBLT) Approach

TBLT approach's process deal with two main questions of what and how. In other words TBLT approach design associates with the decisions like what kinds of tasks, learners will perform, what is the order of tasks? While performing the task learners participate, communicate and cooperate among themselves. Afterwards, learners learn how to learn collectively. At the time of activity, teachers should not correct them; moreover, teachers should not neglect the self-esteem of the learners (Pollard, 2008).

Components of the TBLT Framework

Willis (1996) suggests these components of the task. In the first phase, teachers should put forward the outline of the task by giving them pictures; text and vocabulary etc. learners attach these materials with the task and prepare themselves for performing a task. This stage is called a pre-task. Sae-Ong (2012) suggests that the task's frame of the teachers should be motivated for the learners. In the next phase, they rehearsal the task, familiarize themselves with the context of the task, prepare them for debate, report etc., this phase is called a preparation task. Earlier stages give the foreground to the next step, in the step learners perform, present, and produce a task. This step is called a realization task. After performing a task, teachers and learners focus on the language, which uses during the task, like review the structure of the sentence, vocabulary, etc. Teachers use the strategy of feedback and evaluation for the further betterment of the task. The whole framework of the task is called the task cycle.

Evaluation

Evaluation can be taken as a different process in applied linguistics. However, evaluation is a process in which investigate, develop and construct subjective judgment. Evaluation can be attempted for these reasons, such as Evaluation explores the value of something for meaningful purposes (Alderson, 1992; Brown and Rodgers, 2002). Nunan (1992) states that evaluation "involves not only assembling information making value judgment" (p. 185). Lynch (1996) explained that "the systematic attempt to gather information to make judgments or decisions" (p. 2). Harmer (2001) makes a difference between evaluation and assessment, "the assessment of a coursebook in an out of class judgment as to how well a new book will perform in class. Coursebook evaluation, on the other hand, is a judgment on how well a book has performed in fact" (p. 301). In the domain of material evaluation, Cater and Nunan (2001) explained evaluation as "the process of measuring the value of learning materials. This can be predictive pre-use evaluation, on-going whilst-use evaluation, or retrospective post-use evaluation" (p. 223).

Evaluation Models

Cunningsworth (1995) and Ellis (1997) divided the material evaluation into three different categories. They claim that the first category of the material evaluation (predictive or pre-use) can provide the prediction about the learning consequences of the textbook, the second category (in-use evaluation) designed to analyze the outcome of the textbook while teaching, and the third category (retrospective or post-use (reflective) evaluation) designed to highlight the effective insight about the improvement of the textbook. Moreover, the present research will examine the textbook through introspective or post-use evaluation using Ur (1996) checklist to find out the learning outcome of the textbook for further improvement.

During the last three decades, different models of textbook evaluation have been introduced. Every model is designed on certain principles of evaluation. Major checklists of the 1970s, 1980s and 1990s have been presented in the following table (1) (Riazi, 2003).

Table 1
Influential textbook evaluation checklists in the ESL context

Decade	1970s		1980s			1990s		
Year	1975	1979	1983	1988	1991	1995	1996	1998
Checklist	Tucker	Daoud and Celce-Murcia	Williams	Sheldon	Skierso	Cunnings-worth	Ur	Little-jo hn

McGrath (2002) explains that textbooks can guide teachers in making learning plans for students. Moreover, nowadays the market is full of English coursebooks, and it is difficult to select the best book for learners (Johnson, 2008). However, material evaluation examines the weaknesses and strengths of the textbook. It helps teachers in making informed judgments about the textbook.

Garinger (2001) recommended selecting these books, which evaluated and examined by using checklists. Tomlinson (2003) gives favours to material evaluation "thorough, rigorous, systematic, and principled (p. 5). Material evaluation helps writers, publishers, teachers, educational institutions, and ministries in establishing the best educational policies for learners. Material evaluation can create more understanding in learning a language for learners. Moreover, this thing helps in formulating fresh policies and developing new materials for betterment in the learning process (Cunningsworth, 1984; Tomlinson, 2003).

Material and Methods

Sample

This study involved Pakistani public primary teachers of Gujranwala. Table (11) has shown that most participants in this study have 4-6 years of experience in teaching. Overall, 200 public primary English teachers participated in this study. However, 93 females and 65 males were included in the analysis.

Instrument

The primary purpose of this study to evaluate the public primary English textbook of Punjab, and further to highlight the teachers' concerns, obstacles, and opinions about this new syllabus. Firstly, we developed a checklist for evaluating the textbook. However, the checklist has constructed after reviewing the literature of Byrd (2001), CunningsWorth (1995), Litllejohn and Tomlinson (2004), Mukundan (2011), Nation and Macalister (2009), and Ur (1996). In all studies, the researcher found that some frameworks of the evaluation are vague, and some checklists are either too short or too long and, these checklists do not fulfil the requirements of an appropriate checklist for evaluation. Therefore, it was necessary to modify the framework of the checklist for applying in the local context (Sheldon, 1988). The researcher took the elements of Ur (1996) checklist and added and deleted items according to the need of the study. Since previously three different types of research successfully evaluated English textbooks and obtained effective results through this framework. These English books are "Move Ahead 3" (Ellis, Wilson and Tylor, 2001), "Touch Stone" (McCarthy, Mecarten and Sandford, 2010), and "Step Forward, Step by Step, Lesson Plan (Adelson-God Stein, 2007). Therefore, these studies assured me the validity and

reliability of the Ur (1996) evaluation framework for the textbook. Evaluation of the textbook was done at two levels.

At Level 1: The impressionistic evaluation method analyzed the different activities of the textbook, which highlighted the elements of the TBLT.

At Level 2: checklist examined separately and more analytically general appearance, layout and design, visuals, objectives, teaching aids and methods, table of contents, exercises and social and cultural context provided through the book. For this kind of evaluation, the researcher had adapted 73- items evaluative checklist. The items on the evaluation checklist have grouped under three domains: (1) Physical and utilitarian attributes (25 items), (2) Efficient outlay of objectives and supplementary materials (32 items), and (3) learning-teaching content (18 items). The first category was further divided into three sub-categories; (1) General appearance (9 items); (2) Layout and design (12 items); and (3) Visuals (4 items). The criteria in the second category, on the other hand, included the following; (1) Book objectives (10 items), (2) Teaching aids (6 items), and (3) Teaching methods (14 items). The criteria in the third category included the following sub-categories, (1) Subject and content (9 items) and (2) social and cultural contexts (9 items).

Secondly, the survey questionnaire has selected to identify the teachers' attitudes and teachers' obstacles and challenges about this new syllabus. However, the current survey questionnaire has divided into two sections. The first section has designed for collecting demographic information. In the next section, the researcher designed 20 questions to investigate the teachers' agreement and disagreement (attitude) about the principles of the TBLT. These questions were designed under the Five-Likert scale, which ranged was "strongly agree" to "strongly disagree." Additionally, the validity of the questionnaire of the present study has been checked through the content validity. The researcher has given the copies of the questionnaire to the supervisor and co-supervisor for reviewing, and have made some modification and correction for making this study suitable, according to the Pakistani context. Further, in the validation process of this study, the items of the questionnaire have adapted from these studies, Jasim (2011), Pohan (2016), and Xhaferi (2013).

Data Analysis

The SPSS (version 19.0) program was used to analyze the data. The quantitative data of the study were measured by using arithmetic means. The data from the survey questionnaire and impressionistic evaluation method were analyzed quantitatively by using SPSS. Moreover, statistical results were presented visually, in tables and graphs. The present study used thematic analysis to examine qualitative data of the checklist. Concerning, the qualitative data of the interviews, firstly,

interviews' recordings have transferred into the text for further investigation. Therefore, in the qualitative analysis, the researcher derived different open codes from the existing literature and obtained TBLT factors from the checklist and questionnaire. The researcher used Nvivo 9 for transcribing, managing, and analyzing the qualitative data. The coding tools of Nvivo 9 saved my time.

Results and Discussion

First Level of Evaluation

At level 1, different types of activities of the textbook were deeply evaluated through the impressionistic method. This method exhibited that 115 different activities were used in the public English primary textbook (5th class). The detail of activities is given below in Table 2

Table 2
Activities throughout the Textbook

Name of Activity	No. of Activity	Total Activities	Percentage
Vocabulary	18	115	15.65
Speaking Skill	12	----	10.43
Reading Skill	40	----	34.78
Writing Skill	14	----	12.17
Grammar	22	----	19.13
Pronunciation	11	----	9.56
Encyclopedia Skill	01	----	0.86

Table 3
Detail of Vocabulary Items

Sr. No.	Name of Activity	No. of Activity	Percentage
1	Matching Column	11	61.11
2	Multiple Choice	08	44.44

Table 4
Detail Related to Speaking Skill

Sr. No.	Name of Activity	No. of Activity	Percentage
1	Single/ Group Discussion	11	91.66
2	Describe the picture	01	8.33

Table 5
Shows Detail of Activities for Reading Skill

Sr. No.	Name of Activity	No. of Activity	Percentage
1	Pre-readings, activities	11	27.5
2	Comprehension questions	15	37.5

3	Comprehension cause and effect	01	2.5
4	Comprehension about the main idea	01	2.5
5	Comprehension skill about predicting the outcome	01	2.5
6	Putting the right word in the sentence	02	5
7	Analyzing text	01	2.5
8	Comprehension of multiple choice	07	17.5
9	Comprehension true/false	01	2.5

Table 6
Detail of Activities for Writing Skill

Sr. No.	Name of Activity	No. of Activity	Percentage
1	Summary	02	14.28
2	Paragraph	05	35.71
3	Interview writing	01	7.14
4	Comparing and contrasting paragraph	01	7.14
5	Descriptive paragraph	01	7.14
6	Story	01	7.14
7	Personal narrative skill	01	7.14
8	Writing an informational article	01	7.14
9	Write adverb of frequency	01	7.14

Table 7
Detail of Grammar Items

Sr. No.	Name of Activity	No. of Activity	Percentage
1	Simple sentence	01	4.54
2	Declarative and interrogative sentences	01	4.54
3	Imperative and exclamatory sentences	01	4.54
4	Verb	03	13.63
5	Noun	01	4.54
6	Common and proper noun	01	4.54
7	Singular and plural noun	01	4.54
8	Countable and uncountable noun	02	9.09
9	Article	02	9.09
10	Pronoun	01	4.54
11	Present and past tense	01	4.54
12	Future tense	01	4.54
13	Adjective	02	9.09
14	Adverb	02	9.09

| 15 | Punctuation | 01 | 4.54 |
| 16 | Compound word | 01 | 4.54 |

Table 8
Detail of Pronunciation Activities

Sr. No.	Name of Activity	No. of Activity	Percentage
1	Silent sound	04	36.36
2	Beginning and ending consonant sound	03	27.27
3	Beginning digraphs	01	9.09
4	Ending digraph	02	18.18
	Rhyming words	01	9.09

In the whole textbook, only one skill was found about the encyclopedia skill.

Second Level of Book Evaluation

Close evaluation of the textbook has done through an adapted checklist. However, three evaluators have filled the checklist. See appendix (A).

Findings of the Quantitative Data

Reliability Analysis

The 200 questionnaires were distributed to public primary English teachers, and 158 questionnaires were returned. Further, the data have entered into SPSS (version 19.0). Firstly, check the internal consistency of the scales for noticing their reliability. Therefore, SPSS has helped in calculating the Cronbach Alpha Coefficients. Table (20) is presented the result of this test. The first area of the questionnaire (problems regarding TBLT) has ten items, and its alpha value is (.981), and a second area of the questionnaire (benefits regarding TBLT) has ten items, and its alpha value is (.984). Both alpha values are highly acceptable in social sciences and in some other studies (Jeon and Hahn, 2006; Jasim, 2011; TZU-BIN LIN, 2012), which are related to the context of my study.

Table 9
Reliability of Scales in the Questionnaire

Sr. No	Names of Scales	Numbers of Items	Cronbach Alpha Value
1	Problems Regarding TBLT	10	.981
2	Benefits Regarding TBLT	10	.984

Table (10) and table (11) have shown the demographic information of the participants. With 158 participants, 93 (58.9%) were females, and 65 (41.1%) were males.

Table 10
Distribution by Gender

Gender	Frequency	Per cent
Female	93	58.9
Male	65	41.1
Total	158	100.0

However, table (11) has shown that 58.2% of responses fell into the 4-6 years' experience category, and only .6% of responses fell into the 21+ years' experience category.

Table 11
ELT Experience among Participants

Experience (years)	Frequency	Per cent
1-3	49	31.0
4-6	92	58.2
7-10	14	8.9
11-15	2	1.3
21+	1	.6
Total	158	100.0

Questionnaire Analysis

Table 12
Teachers' Problems Regarding TBLT (*n*=158)

Mean Values of Teachers' Responses		
Items	Mean	Std. Deviation
1) Form-focus work is easier to manage.	2.63	.993
2) Teachers' role is not clearly defined in TBLT.	2.77	.950
3) It conflicts with the learners' perception of my role as a teacher who is the provider of the target language.	2.78	.919
4) It cannot be implemented with low-ability students who lack the linguistic resources to convey meaningful messages.	2.72	.972
5) The role of grammar is not clearly defined in TBLT.	2.78	.982
6) I do not see a significant difference between focused tasks and form-focused activities.	2.77	.952
7) It is complex since it has many varied options that are not easy followed like form-focused approaches such as PPP.	2.59	1.112

8) I need a special materials designer to design task-based lessons in my context.	2.70	.976
9) Learners and other stakeholders may not find legitimacy in TBLT because it is not consistent with their perception that language learning should be based on a textbook.	2.87	.995
10) It is not as easy to assess learners' progress as it is with PPP.	2.80	.941

Table 13
Teachers' Perception concerning the Benefits of TBLT (*n*=158)

Mean Values of Teachers' Responses		
Items	**Mean**	**Std. Deviation**
11) Tasks are purposeful and emphasize communication and meaning.	2.91	1.1777
12) Tasks provide the input and output processing necessary for language acquisition.	3.08	1.019
13) It is learner centred because tasks are relevant to learners' needs.	3.12	.999
14) Tasks result in a higher level of communicative interaction.	3.23	.959
15) It promotes a higher level of thinking.	3.14	.954
16) New lexical items are introduced within a meaningful context.	3.15	.950
17) Task achievement is motivational and thus learning is promoted.	3.11	.971
18) Learning difficulty can be negotiated and fine-tuned.	3.11	.948
19) It makes language learners be users of language rather than only learners of language.	3.23	.983

Discussion

Analysis of the checklist and impressionistic methods' responses have been answering the research questions of 1 and 2, and these have been explored the elements of TBLT in the public primary (5th class) English textbook, and additionally have been explained the perfections of TBLT tasks, regarding its practices and implications.

Concerning the analysis of the questionnaire and interview methods' responses, these have been addressed, the answers of the 2 and 3 research questions, and have been exploring the teachers' views about the TBLT method, and further, these tools have been addressed the benefits and challenges of TBLT from the teachers' reports.

Qualitative analysis of the checklist has shown, that 3 public English teachers of the primary class have agreed, that there are many elements of TBLT in this

textbook, as the book has an inductive approach for learning. Teaching methods are learner-centred. Activities of the book can increase the communicative competence of the learners. Learners can speak the target language outside the classroom situation due to the speaking activities of this textbook, and some activities provide chances for the learners to take responsibility for their learning. Additionally, the impressionistic method revealed, this textbook has 10.43% speaking activities, 34.78% reading activities and 12.17% writing activities. Along with the elements of TBLT, there are some flaws in the textbook regarding the effective implementation of this method. The textbook has an inadequate balance among language skills, as listening activities are missing in the textbook. Both audio-visual aids are neglected, and CDs and cassettes are not available for the teachers. However, there are no fun elements in the activities.

Regarding these research questions, I conducted surveys with 158 public primary English teachers and conducted three interviews.

According to the analysis of the scale items, the majority of the teachers have shown a positive attitude towards the TBLT method. However, mean values of the teachers' responses have presented, that most teachers agreed to these items, such as TBLT method provides the opportunity for communicative interaction for the learners (3.23), learners became language users, rather than passive learners (3.23), and TBLT method gives the familiarity of the lexical items within the purposeful context (3.15). Furthermore, teachers also agreed on these points, that the TBLT method increases the thinking level of the learners (3.14), and activities of the TBLT method provide the meaningful and purposeful learning process (3.11).

Although, the other 10 items, revealed the problems and challenges of the teachers while using this method in their classroom. According to the highest mean values, teachers gave more importance to these challenges, such as they thought learners' assessment is difficult in TBLT rather than PPP (2.80), and they felt problems when the administration and examination pattern do not allow them to use it (2.80). Further, they thought, that teachers' roles and grammatical roles do not clearly define in this method (2.78).

Further, qualitative analysis of the interviews gave more in-depth facts about the benefits and problems of the TBLT method. However, analysis of the interviews has explored, that public primary English teachers like to use it in their classroom, and they want to use it in future. However, the experiences of these teachers with this method revealed that this method provides the contextual meaning of the word, and easily develops the understanding of the abstract word. This method enhances the interest and increases the motivational level of below-average learners. Moreover, this method can accommodate the ability and age level of the learners. Along with all these benefits, these teachers revealed some problems and challenges, which they are facing

in adopting this method, such as they feel a need for the equipment (CDs and audio-visual materials), and hands-on training according to this method. Further, these teachers explained, that they do not use this method, due to restricting the examination pattern and large class size.

Conclusion

This study has explored the application of TBLT in the curriculum of the public primary (5th) class. This study aim is to examine the TBLT tasks in public primary English textbooks by employing the impressionistic method and checklist method. Further, this study aimed is, to discover the teachers' attitudes (teachers' beliefs, benefits, problems, and challenges about TBLT) about this new teaching method by conducting surveys. Concerning the first and second research questions, I have selected the impressionistic method and UR's (1996) checklist method for evaluating the textbook. The impressionistic method has assisted in recognizing the TBLT tasks of the public primary (5th) English textbook. This textbook has 10.43% speaking tasks, 34.78% reading tasks, and 12.17% writing tasks. However, listening tasks have not included in this textbook. According to the results and findings, it can be concluded in general that public primary English textbook has TBLT tasks, and UR's (1996) checklist has indicated in-depth aspects about the theory of the textbook.

From the textbook evaluator's point of view, the paper of the textbook is, of low quality, and the outside cover is less informative and attractive. The textbook has not provided a complete table of contents, and the textbook has no bibliography. The textbook has not proper balance between the four skills (listening, reading, writing, and speaking) and the content has not underlined the important knowledge for the learners. However, the government has not provided audio materials and cassettes' aids to the teachers. Mostly, this textbook provides localized activities and gives less importance to listening skills. This textbook does not contain fun elements, which can increase the interest level of the learners. Although, the textbook provides less information about different cultures, traditions and characters.

Recommendations

According to these findings, the next edition of the textbook should reduce the reading activities and make a balance between the whole language skills of the activities. Additionally, the government should provide audio-visual aids, to the government teachers for the assistance of the learners, and should try to add fun elements to the activities. Further, the government should add guidance in the teacher's guidebook, and arrange training, about the speaking activities and listening activities, and should add exposure for the learners about different traditions and cultures. Moreover, the English examination should add projects like role-playing,

interviews, speeches, contextualized assignments (reviews, stories, articles and so on), rather than formal examination, like cramming of grammatical knowledge and rules.

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