

## **Language Textbooks in the Perspective of Education Policies in Pakistan: A Historical Study**

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### **Abstract:**

*Textbooks are generally important in the process of systematic teaching and learning. It defines the uniformed and unanimous course of learning for the faculty and the students organized by the recommended experts of the subjects. Present study has been conducted to highlight the significance of language textbooks for education in the historical perspective and evaluate its treatment in the education policy of Pakistan. After thorough review of the relevant literature and perusal of the Pakistani education policies, it was however, concluded that rationalized management of the textbooks in general and language textbooks in particular through education policies and subsequent patronizing/implementation in the education system can be significantly fruitful for the students and teachers in the process of learning and teaching respectively.*

**Keywords:** study, text book, perspective, education, policy

## **Introduction**

A textbook is a book containing information on a particular subject, used by students at school. A textbook is a tool that is used by the school to provide all information recommended by the authorities to be taught to the students/learners. It reflects and contains the requirements of the objectives as well. According to Cambridge Advanced Learners' Dictionary "a book that contains detailed information about a subject for people who are studying that subject" <sup>(1)</sup> and Oxford Advanced Learners' defines it as "book that teaches a particular subject and that is used especially in schools and colleges". <sup>(2)</sup> Textbooks are used in every system of education that reflects the objectives and aims of the society to bring up the youths on the right directions.

Before the advent of English Latin used to be the most important international language and was dominant in education, politics, communication, and religion in the Western world. Textbooks at that time did not include any skills of language or other required activities except for the rules of grammar. While commenting on the function of textbooks Kelly states that 'in the sixteenth century, initially, the children used to be given 'rigorous introduction to Latin grammar, which was taught through rote learning of grammar rules' and for writing, only sample sentences used to be interpreted and discussed with the bilingual texts and dialogues. <sup>(3)</sup>

## **Textbooks in the Historical Perspective**

Historically, textbooks had no specific function but the teaching of grammar, that too, in a limited frame of reference. Richards<sup>(4)</sup> has also observed this phenomenon as 'the status of Latin diminished from that of a living language to that of 'occasional' subject in the school curriculum.' Even in the past, as mentioned above, the textbooks were not even meant for language development of learners and were just a juxtaposition of some rules and exercises. As Remires nad hall are also of the

view that language lessons are arranged culturally to teach grammar forms to the students in the ESL context<sup>(5)</sup> and Nomnian takes these cultural practices in the textbooks as only qualitative content<sup>(6)</sup>. Titone (1968) has also expressed and shown his concern that in the eighteenth century the European schools exercised the same patterns that were in practice for teaching Latin in the sixteenth century. About language textbooks, he observed that the language textbooks used to include 'abstract grammar rules, 'lists of vocabulary, and sentences for translation'.<sup>(7)</sup> Dahmardeh, however, considered in his study that textbooks are merely a source of learning English as a foreign language<sup>(8)</sup>. A textbook was the reflection of just a few understood rules of grammar in the mid-nineteenth century. Moreover, lessons would include the rigorous practice of the same rules presented in the textbooks that had no innovation or creativity. 'Each grammar point used to be listed, rules and their use were explained, and it was illustrated by sample sentences'. The authors and compilers of language textbooks then were 'mainly determined to codify the foreign language into frozen rules of morphology and syntax to be explained and eventually memorized. Oral work was reduced to a minimum, while a handful of written exercises, constructed at random, came as a sort of appendix to the rules'<sup>(9)</sup>. While talking about these rules and functions, Titone (1968) argues, 'the immediate aim was for the students to apply the given rules by means of appropriate exercises and the sole function was mechanical translation'.<sup>(10)</sup>

Language learning has been a concern of human beings for a long time and efforts have been made to achieve the targets. Devices for oral skills are very necessary as they provide the classroom with active learning and makes the classroom lively and not boring<sup>(11)</sup>. Theories and methods of language learning have not been applied properly in the language textbooks. As a result, students do not really learn the language. This is what has been highlighted by Stern (1983) as well:

The goal of foreign language study is to  
learn a language in order to read its

literature from the mental discipline and the intellectual development that result from foreign language study. <sup>(12)</sup>

Another deficiency that was prevalent in the old style of teaching language was the unawareness of the teaching of oral skills through the language textbooks. As has been mentioned above, the focus was on the teaching of grammar rules. According to Titone, <sup>(13)</sup> the development of oral skills was not the purpose of the textbooks and it was limited to students' reading aloud the sentences they would translate. The sole purpose of constructing the sentences was to illustrate the grammatical system of language and consequently bore no relation to the language of real communication.

A textbook is a directive for the teachers and the written material for the learners/students to go through. It is also one very important need for teaching language in the classroom not only for the ESL/EFL students but for natives as well. L2 learners find the textbook quite effective in language learning. The textbook may not fulfill all the requirements but the use makes it so. Therefore, teachers should be trained enough to use the textbooks judiciously and sensibly. Besides other methods of teaching the textbooks, the teachers can also queer the available resources of classroom for better outcome <sup>(14)</sup>. The training of teachers is as much important as is the formation or compilation of the textbook. The teacher's own teaching style determines the efficacy of the textbook in a language teaching programme. According to Ansary (2002), there are chiefly three main options open to language teachers in the language classroom:

- (a) teachers need textbooks,
- (b) they do not need them, and
- (c) They select them and use some other materials to supplement them. <sup>(15)</sup>

'Any textbook should be used judiciously, since it cannot cater equally to the requirements of every classroom setting'. <sup>(16)</sup>

Textbooks signify and reflect the syllabus. According to Wrong (2009) <sup>(17)</sup>, the textbook selection, evaluation and analysis plays a significant role in the language courses; however, it is given very little attention. By developing the evaluation checklist can facilitate the teachers to objectively examine, evaluate and choose new textbooks. Matthews (1985) underlines the importance of language textbooks especially in primary and secondary school. He states:

This is especially true of teaching in primary and secondary school, where the textbook represents the core of the syllabus to be covered throughout the school year and where the vast majority of class work and homework will derive directly from it.<sup>(18)</sup>

While talking about the extra material to supplement the textbook what is also a part of it, he further highlights that the textbooks are indispensable in the language classroom as the teachers often cannot 'prepare extra 'home-made' teaching materials; in reality it is all too often impossible to find the time. Any material that may be produced will always supplement the textbook, never replace it substantially'<sup>(19)</sup>. He further argues that the textbooks should be compiled and prepared according to some principles and factors such as: syllabus, time available, student's age, interests and background, class size and students level. And for assessing the textbook the following must be considered like: general impression, methodology, grammar, four skills, grading, illustrations and variety.<sup>(20)</sup>

Mahmood (2011) exposed that the quality of the textbooks should include eight elements:

1. Conformity to curriculum policy and scope
2. Vocabulary and format
3. Horizontal and vertical alignment of the text
4. Acceptability
5. Textbook reliability
6. Cognitive development and creative thinking

7. Learning and Assessment
8. Bias free <sup>(21)</sup>

Hutchinson and Torres (1994) while talking about the usefulness of textbooks also advocate that the selection of textbooks should be careful and graded to make the syllabus coherent and appropriate. The texts in the textbooks should include ‘satisfactory language control, motivating texts, tapes and other accessories, such as: video tapes, CD-ROMs, extra resources material, and useful web links. They are often attractively presented. The textbooks provide teachers under pressure with the assurance that, even when they are forced to plan at the last moment, they will be using material which they can have confidence in’ moreover, the implementation of a new course book is also a source of influential stimulus to the teachers for the methodological development <sup>(22)</sup>.

It is evident to notice that textbooks are not only limited to the pages of the course books but also all that material that concerns the textbooks in the prescribed syllabus, for example, the use of tape, CDs, AV Aids, or other helping materials which are also part of the textbook they support in language learning. As far the students are concerned, they also like textbooks for their course because they (textbooks) provide satisfaction and course limitations. Greene and Petty <sup>(23)</sup> view it as principle material source in language arts programme that includes other materials as well. They also state that textbooks are undoubtedly important but that there is ‘the increasing flux of multimedia, materials, filmstrips, games, boxes of cards giving activities, pictures, etc.--- which purport to replace textbooks and/or supplement them.’ Greene and Petty (1975) also observe that the textbook is an important ingredient and the basic guide. They state:

The textbook is an important ingredient of practically every language arts teacher’s programme. For most teachers it is the basic guide to the content to the programme, to the methods of teaching

and the evaluation that should be done.  
(24)

Harmer (2001) describes it in this way:

Students like course books, too, since they foster the perception of progress as units and then books are completed. Course books also provide material which students can look back at for revision, and at their best their visual and topic appeal can have a powerfully engaging effect.<sup>(25)</sup>

Hilton's encyclopedia also points out the usefulness of textbooks that how important they are and how they should be given extra attention within a purposeful framework:

- (a) Textbooks change in response to various pressures. These include: changes in educational purposes, in learning theory and practice, in subject matter, and in printing technologies.
- (b) There is little research to support statements as to the direction and extent of the textbook changes.
- (c) Textbooks seeking to incorporate new learning about content and methods sometimes go to extremes.
- (d) A textbook's influence is modified by how a teacher uses it.
- (e) The idea of a single textbook is increasingly giving way to one in which the textbook is used with supplemental materials, including other textbooks
- (f) Non- textbook teaching is not necessarily good teaching.
- (g) Textbook selection is largely done on a subjective basis (Hilton: 1969).

Kasmaienezhadford, Pourrajab and Rabbani (2015) study the importance of textbooks and impact of pictures used in the textbooks on the student creativity. According to them:

Textbooks are the foundation of school instruction and the main source of information for students and lecturers. Textbooks must be authentic and exciting to be able to identify interested students. If textbooks do not contain these issues, neither teachers nor students have enough strength and energy to work with these textbooks. Evidently, images can influence the quality of the book. Frequently the unique and creative interpretation of characters and setting in pictures can come up students very well. <sup>(26)</sup>

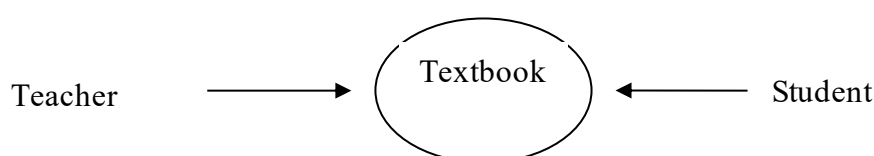
According to Hall <sup>(27)</sup> (2005), besides the textbook as a guide, it is also useful in giving feedback about the course. According to Brown (2006), 'the textbook is a canonizing discourse'.<sup>(28)</sup> Richards <sup>(29)</sup> (2001) describes it as a key component and a major source of learning. It is also a source of providing basic inputs to practice of language. He further says that principally, the textbook serves as a supplement to the teacher's lessons and a major source of unremitting contact with the target language despite the input inculcated by the teacher. Textbooks also consolidate the knowledge provided by the teacher in written form. It can be inferred that there would not have been any effective language teaching throughout the world if textbooks had not been used extensively. Cunningsworth <sup>(30)</sup> (1995) has also proposed a four-point criterion for an effective language coursebook. He says:

- 1 They should correspond to the learners' needs and match the aims and objectives of the language-learning programme.
- 2 They should reflect the uses which learners will make of the language. Textbooks should be chosen that will help equip students to use the language effectively for their own purposes.



- 3 They should take an account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid "method."
- 4 They should have a clear role as a support for learning... like teachers. They mediate between the target language and the teachers.

We can define the relationship like this:



The textbook is the resource that a teacher uses to teach his students proficiently. Here it is important to mention that the language textbook should be equipped well with linguistic principles and reflect the objectives. This will help learners take interest and be attentive, and the teacher must be well trained to achieve the objectives and stimulate his students to concentrate and avoid boredom.

The students are elated and jubilant on the possession of a textbook as they have got the outlines for their learning. So much of the work has also been carried out on this issue as well along with research methodologies, teaching methodologies, and issue of the students learning outcomes (SLOs). Some people are of the view that the textbooks are not necessary whereas others are of the view that they are extremely important. While talking about the advantages Ur (1996) states:

- The arguments for using a textbook are:
  - a textbook is a framework which regulates and times the programs,
  - in the eyes of learners, no textbook means no purpose,
  - without a textbook, learners think their learning is not taken seriously,

- in many situations, a textbook can serve as a syllabus,
- a textbook provides ready-made teaching texts and learning tasks,
- a textbook is a cheap way of providing learning materials,
- a learner without a textbook is out of focus and teacher-dependent, and perhaps most important of all,
- for novice teachers a textbook means security, guidance, and support.

She further explains and gives counter arguments in this regard. She states:

- if every group of students has different needs, no one textbook can be a response to all differing needs,
- topics in a textbook may not be relevant for and interesting to all,
- a textbook is confining, i.e., it inhibits teachers' creativity,
- a textbook of necessity sets prearranged sequence and structure that may not be realistic and situation-friendly,
- textbooks have their own rationale, and as such they cannot by their nature cater for a variety of levels, every type of learning styles, and every category of learning strategies that often exist in the class, and most important of all, perhaps,
- Teachers may find themselves as mediators with no free hand and slave, in fact, to others' judgments about what is good and what is not.

(31)

A quotation from Allwright (1981) is pertinent here:

There is a limit to what teaching materials can be expected to do for us. The whole business of the management of language learning is far too complex to be satisfactorily catered for by a pre-packaged set of decisions embodied in teaching materials. This means however perfect a textbook is, it is just a simple tool in the hands of teachers. We should not, therefore, expect to work miracles with it. What is more important than a textbook is what we, as teachers, can do with it.<sup>(32)</sup>

Textbooks in a language program are inevitably fundamental and essential. For example, sometimes they help both teachers and students at the same time. They reflect the objectives of the curriculum and support the learner. They also work as a tool in the hands of teachers to fulfill the needs and demands of the students according to their age and level. Therefore we cannot spare the compilers and selectors of textbooks. However most of the responsibility goes onto the teachers' shoulders to equip themselves with teaching methodologies and serve the class with motivation and determination to achieve the targets and goals set for them.

Textbooks are given due importance not only by Pakistani scholars and researchers but also by advanced-country scholars and researchers. Language textbooks are not merely tools for the completion of the syllabus but they provide carefully graded material for learning a language. This is now acknowledged virtually by everyone. Greene and Petty (1975) have also recorded their observations in this regard:

School textbooks have been given a great deal of attention in recent years by professional groups of teachers, by governmental agencies, and by the

public. This attention has been a reflection of the general concern with educational problems and is an attention that will continue.<sup>(33)</sup>

The Commonwealth Secretariat in London published a book in this regard to enhance the level of the school system on the right lines. It followed the “World Conference on Education for All” in Jomtien, Thailand in 1990. In this conference, it was decided that efforts would be made and steps would be taken to improve the current situation of schools and textbooks there in. Its report was published in 1993. This focused on many a thing including textbooks. It said about the significance of textbooks that ‘Pupil textbooks are an integral part of the curriculum containing knowledge, explanation, and exercises essential to the understanding of each subject’. (p: 29). It further says; ‘although the nature and level of content in a textbook is important, so is the design, and this must be matched to the level of pupils, the subject and the teaching/learning style which is being encouraged. (p: 30)’

For selection of material it says that first ‘identify as many principles as you can with regard to the management of the textbooks, including their selection, distribution and care.’

In summary the report states three major factors of the textbooks which are known to be the unavoidable: availability (to be in circulation), quality (content selection), and effective use (teachers and teaching methodology) of textbooks. These factors affect learning at school and afterwards as well. It also stated that ‘textbooks support the curriculum by reinforcing and extending the work of the teacher. Thus good textbooks can lead to better teaching. Constraining factors which may limit textbook choice and reduce the frequency of textbook change are cost and caliber of the teacher in schools’ (Commonwealth Secretariat, 1993: 34)

Thus, we can conclude that the textbook in any language is highly desirable and the content selection has to be appropriate

and carefully selected while keeping in mind the level of the learners. It represents knowledge in written form that is available with the students all the time. The effective use of the textbook should also be made possible and teachers should be trained to use it properly to create good learning conditions in the class.

### **Textbooks in Education Policy of Pakistan**

The topic under discussion is sensitive and important for a society where the need for education is substantial for everyone. Therefore, it is necessary to mention that curricula and textbooks should be framed in a way to fulfill the born requirements and needs of a child. If, for example, the child does not get the required material, it does not feel at home and its basic abilities may suffer. It is then difficult to establish intellectual peace in society. Rather it leads to anxiety and frustration among the youth.

In almost every Educational Policy it has been recommended that all the textbooks would be rewritten and reviewed as they did not match and meet the existing requirements. The Ministry of Education felt that perhaps the textbooks were not adequate for students of the country, as they played a vital role in this regard. In 1957 a comprehensive Curriculum was designed which did not address the issue of textbooks. Here is a view of the status and the evolution of textbooks in the country.

### **National Commission on Education 1957**

“The National Commission on Education” in its survey and report found that the existing textbooks were not of the required level. In the committee, the main person who played an important role was D Y Morgan who represented the committee on textbook preparation. It was recommended that the textbooks would be rewritten as they were not of the standard and quality to meet the requirements of modern times.

The report in this regard says:

1. a) The textbook is the most important teaching aid and must be prepared with the utmost care to make it suitable for comprehension by a child of the class for which it is meant.
- b) A good textbook is the result of team work between
  - (i) a teacher of the class concerned,
  - (ii) a subject specialist,
  - (iii) a language specialist, and
  - (iv) an artist for illustrative material.
2. The textbooks should, besides being of good quality, be available throughout the year at reasonable prices all over the area for which they are meant.
3. At present, the textbooks used in our schools are of poor quality; their supply at reasonable prices is not ensured and malpractices of various types prevail in their selection, prescription and distribution. (NCE: 1959)

In this report it was declared that the textbooks already in circulation did not reflect relevant linguistic principles and that the quality of printing was poor. The report also recommended that Textbook Boards be established and the responsibility of textbook writing be given to them. The Textbook Boards would be responsible for the formation of the syllabus and the printing of textbooks. An important point that should be highlighted is that much of the focus remained on the volume, pages, printing and publishing of the textbooks and less attention was paid to content selection according to linguistic principles.

### **National Education Policy 1970 and Textbooks**

The above mentioned Education Policy critically analyzed the situation in the country, especially regarding textbooks. The problem of textbooks was widespread. It was observed that the textbooks already published could not meet the needs of the students and the objectives were not fulfilled. It was also decided that the curriculum committees would be set up. About textbooks it was decided that along with the textbooks, the Textbook Boards should prepare supplementary materials and teachers' manuals to make the teaching effective and purposeful.

The Policy also acknowledged that the textbooks had not been prepared well and according to the language principles. It also 'allowed the private publishers to prepare textbooks subject to prior approval of the Textbook Board.' (NEP: 16)

### **National Education Policy 1972 and Textbooks**

Again it was apprehended that the textbooks available for the students were not of the required standard and the facilities were deficient in this regard. Production and selection of textbooks and the study materials were inadequate and below standard. A bold step was taken in the formation of a Book Foundation. It further said that the deficient facilities brought about the inadequate textbooks and other study materials which did not help achieve the targets and meet the existing level of literacy and education in the country. While talking about the physical standards it said that the textbooks were expensive and inaccessible to a large number of people. This deteriorating condition was seriously addressed and it was recommended that

Steps will be taken to strengthen our national production of textbooks and reading material so that locally produced books will not only be able to compete effectively with similar foreign material but also successfully counter the rising tide of foreign propaganda (NEP 1972: 27).

The Policy further stated:

- 1 Model standard textbooks for teacher trainees, especially supplementary reading material on the religion, history, people and culture of Pakistan and pupils' workbooks and readers will be prepared.
- 2 As the curricula are revised, new and improved textbooks will be simultaneously prepared for publication (NEP 1972: 27).



### **National Education Policy 1979 and Textbooks**

A detailed discussion took place and certain recommendations were finalized. It showed considerable concern about the textbooks and suggested revising the whole curricula along with the textbooks. It also recommended that the textbooks should include the 'content on Islam and Islamic ideology' in addition to the 'promotion of national cohesion and integration'. For the development of textbooks it recommended three major steps that are as under:

Textbooks of all levels will also be revised to ensure that Islamic ideology is protected and high academic standards are maintained...In order to avoid overloading and overlapping, integrated curricula will be introduced...The Textbook Boards will be reorganized to improve their efficiency. Effective liaison will be established between the National Book Foundation and the Textbook Boards (NEP: 56).

In this implementation programme it was also decided that the Ministry of Education would undertake a review of all textbooks and these textbooks would require the approval of the Ministry. Textbook Boards would be reorganized to ensure the availability of the textbooks in time. New staff would be recruited to improve the proof reading and editing of the textbooks. Another important step was that the paper at cheap rates would be arranged for the Textbook Boards. The Boards would be allowed to import the paper duty free (NEP: 1979).

### **National Education Policy 1992 and Textbooks**

This Policy also criticized the prevalent curriculum and syllabus, and suggested a total revision. It observed that the implementation was poor. It said:

A new cycle of curriculum will be initiated and a major effort will be directed towards improving the delivery of curriculum. The curricula shall encourage enquiry, creativity and progressive thinking through project-oriented education (NEP, 1992: 24).

About the textbooks this Policy said that they would be revised and updated. Curriculum would be coordinated as far the selection of textbook was concerned. It gave a comprehensive plan of action for the development of textbooks. It was recommended that:

- 1) Textbooks shall be revised and updated to incorporate new knowledge.
- 2) Curriculum development and book development shall be coordinated
- 3) The scheme of textbook banks will be expanded to include all educational institutions.
- 4) For each course, multiple textbooks may be approved and the institutions may be allowed to select anyone of these textbooks. Private publishers may be encouraged to produce school textbooks.
- 5) A separate budget for books and journals will be reflected in the annual budget for each educational institution. (NEP, 1992: 25)

The recommendations of the policy are good but the problem remains with the implementation. It has

been recommended time and again that the syllabus should be revised and textbooks updated, but we observe that these changes do not take place effectively.

### **1998-2010 National Education Policy and Textbooks**

The latest Education Policy is an advanced form of the previous one. It also addresses the curriculum and textbooks. In the chapter on Secondary Education it first speaks about grading the course of studies for students from beginning to higher levels. It also states what is to be expected from a student when he moves from different levels and approaches the Secondary Level. The expectations from a student who passes the Secondary level English curriculum are:

It is expected the student should leave secondary education stage and be able to speak and write Urdu or English fluently along with communicative skills. So the contents of the curriculum should consist of the components of language. (NEP 1998-2010: 48)

It recommended that first of all the revision of the curriculum of secondary level in the light of the objective of the new policy to be completed in the year 1998 and it mentioned that the curriculum for the secondary level be completed by 1999. About textbooks and curriculum it says that the concept of multiple textbooks would be introduced at the secondary school level.

Textbook Boards are also under discussion in this Education Policy and they are seriously criticized as the standard of the textbooks produced by them remain low and the material obsolescent. While commenting on the delivery of curriculum in the form of textbooks it is

observed and agreed upon that ‘the Textbook Boards enjoy complete monopoly over the production and distribution of textbooks.’ So many observations have been made and new curricula presented, but the traditional way of writing textbooks is followed and the textbooks prepared have no innovations or creativity at all. This policy recommends the strategy reminiscent of the previous one. It said:

It is time to give new orientation to the whole process. In the first instance the entire style of writing textbooks will be transformed. In order to perform that operation effectively, the Ministry of Education will design models for evaluation of textbooks in selected disciplines at secondary level and conduct a model trial. The tried out textbooks will then be handed over to private publishers and the provincial Textbook Boards for designing their textbooks accordingly. (NEP, 1998: 55)

The textbook of English was discussed separately and considered inadequate for students of English at the secondary level. It was recommended that competitive textbooks for English and science would gradually be introduced starting from the secondary level. It said:

The concept of competitive textbooks in science and English will be gradually introduced, initially in science and English at the secondary level. The approved textbooks will then be supplied to the Ministry of Education. The Ministry of Education will select at least three books in each discipline. These

books will become the recommended books (NEP, 1998: 55).

The policy acknowledges the monopoly of the Textbook Boards and the academic mafia dominating the system of education. To improve the declining figures of curriculum implementation some radical changes are required in the system itself.

It is important to point out that the theoretical framework is different from the applicability in practice. This gap brings about the inappropriate delivery of curriculum and syllabus. Consequently, students cannot improve and develop their personalities accordingly. In the case of English, students cannot achieve language competence because of the traditional way of preparing textbooks and using them in the classroom. These textbooks prepare students to cram and pass exams.

## **Conclusion**

The experiences of the educationists and experts conclude that textbooks play vital role in the process of learning. For systematic teaching and learning textbooks are mandatory to be handled carefully. It ensure uniformed and unanimous course of academic learning for the faculty members and learners. Services of subject experts or specialists are required to be sought collaboratively for the selection and arrangement of the material to be incorporated in the textbooks in accordance with the syllabus. This study was particularly conducted to highlight the significance of text books for education in the historical perspective through a detailed literature review on the subject. This aspect of the study concludes that the textbook in any language is highly desirable and the content selection has to be appropriate and carefully selected while keeping in mind the level of the learners. It represents knowledge in written form that is available with the students all the time. The effective use of the textbook should also be made possible and teachers should be trained to use it properly to create good learning conditions in the class.

In the second and main part of the study, Pakistani education policy was critically analyzed. A critical study of the education policy has highlighted multiple problems like irrelevant linguistic principles, poor quality of printing, irresponsibility of staff, inappropriate content selection etc. which need serious consideration of the education policy makers and educations in Pakistan. After thorough review of the relevant literature and perusal of the Pakistani education policies, it was however, concluded that accurate and watchful management of the text books through education policies and subsequent execution in the education system can result into highly significant and prolific achievements for the students and teachers in the education system.

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