Evaluation of Listening Skills in Grade 5 English PCTB Textbooks

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ABSTRACT
Textbook Evaluation refers to the procedure under which the decision is made about the selection of textbook by emphasizing the need of learning-teaching scenario. This paper seeks to evaluate the listening skills in Grade 5 English Textbook for apprehending what role listening skill has to play in textbook of this level by analyzing the recruitment of listening skills at the primary level. This research addresses what percentile the listening activities are given along with the other activities in the book. This research also lists the problems seen as per the implication of listening skills. The research methodology focuses on the quantitative and qualitative analysis of listening skills through Cuningsworth’s framework to assess what kind of activities are involved and are they beneficial for learners. From Cunning worth’s model, three main aspects are looked at in detail: Appropriacy, motivation for the learner and learners’ content, and pedagogic analysis and language content. The findings reveal that the first two sections contribute more as compared to pedagogic content. The textbook authors should revise the textbook content related to listening skill after consulting listening skills theory and its evaluative perspectives for primary grade learners. Thus, the findings imply that book has some shortcomings as more activities can be incorporated promoting communicative and linguistic competence and critical listening skills.

KEYWORDS: Textbook Evaluation, Listening Skills, Speaking Skills, PCTB, Primary Grade Textbooks

INTRODUCTION

Use of instructional materials such as textbooks is essential in language pedagogy since they can serve as a syllabus and a self-study source for learners. Cunningsworth worth (1995) stated that the textbooks are considered helpful because most of the purposes and aims have already been prepared in a set of practices based on what students need to learn. The textbook is not only beneficial for teachers helping them to prepare materials and achieve the teaching aims and objectives but also for students assisting them to achieve their learning needs (Sheldon, 1988). As the most essential teaching tool, the textbook can be employed in both formal and informal situations of education and is very successful in self-study by students. According to Marsh (1992), it is a crucial tool that teachers use to encourage students and ensure that they have a thorough comprehension of the topic and problem. Textbooks have an important role in teaching and learning English, as these are considered vital for classroom input in the form of text material, activities, and explanation (Hutchinson & Torres, 1994) but Grant (1987) stated, "perfect books do not exist". So, to provide guidance to teachers and for designing activities, textbooks are evaluated.

Textbook evaluation is a dynamic process which retrieves the suitability and appropriateness of practice that already exists (Rea-Dickens & Germaine, 1992). Evaluation has been defined as a variety of processes in the field of applied linguistics. Lynch (1996) defined evaluation as “the systematic attempt to gather information in order to make judgments or decisions”. Therefore, it is very useful for both teachers and students to develop innovative modifications in textbook’s context. Sheldon (1988) has provided many logical reasons for evaluating a textbook. Selecting a textbook and evaluating it provides an administrative and educational design which may help the teachers and evaluators for the future as well. Ansary and Babaii (2002) put forward that as teachers, it is our responsibility to evaluate a book in order to look for what is present and what is missing; unfortunately, we don’t step forward for this. But it is the utmost requirement for presenting something new which may add productivity in the existing body of textbooks.

Razmjoo (2007) reports because students feel safe when textbooks help them achieving their goals, hence it is utmost important to evaluate and create a book up to the mark. Mukundan (2007) describes the crucial importance of evaluating a textbook as its quality can determine the success or failure of any student. Though, there are many reasons for evaluating a textbook; yet Cunningsworth worth (1995) places emphasis on weakness and strengths in the evaluated textbook. McGrath (2002) highlights the impressions that book creates on readers as a reason for its evaluation by looking from cover book and then to individual chapters. Hence, McGrath (2006) proposed, “Impressionistic method”, “in-depth study” and check list approach. The goal of material evaluation could be of any reason as a book might be specifically chosen because of its suitability in a specific context. To evaluate the textbook, Cunning worth (1995) proposed a checklist that mainly focuses on eight aspects. It
begins with aims and approaches, design and organization, skills and topic, methodology and language content, teacher book and practical considerations. Cunning worth (1995) and Ellis (1997) proposed three basic stages of textbook evaluation and they were named as, “pre-use, in-use and post-use” evaluation.

In this perspective, individual language skills can also be evaluated in a textbook; hence this article attempts to evaluate the Listening Skills in the English textbook of Grade 5 by Punjab Curriculum and Textbook Board (PCTB henceforth). In a multilingual Pakistani context where English is considered as second language in an academic scenario, Listening to English language might always be impacted by L1 listening. Moreover, listening skill being a multilayered process includes discriminative (to distinguish sounds in the message), comprehensive (to understand the factual ideas), and critical listening skills (to evaluate and judge) (Adelmann, 2012; Brownell, 2016; Johnson & Long, 2007). Critical listening is the highest level of listening, going beyond discriminative and comprehensive listening levels. According to Wolvin and Coakley (1996, p. 316), “Critical listening is listening to comprehend and then evaluate the message.” Vandergrift et al. (2006) has further classified critical listening skill into ‘Directed attention’, ‘Problem solving’ listening and ‘evaluative’ listening. Masterclass (2021) has stated the seven types of listening skills and the main emphasis is placed on communication skills. Describing the types of listening, there are discriminative, comprehensive, informational, critical, biased, sympathetic and therapeutic listening. Bourdead’hui et al. (2021) in their research highlighted the importance of critical listening in the classroom context.

Moreover, Gulec and Durmus (2015) researched on elementary level regarding the development of listening skills in students focusing on how listening in the school and at school level require certain pre-requisites that highlight the attention of the students towards the listening material, guidance of the teacher and appropriate listening material. They emphasized the presence of audio-visual aids and their role in increasing listening comprehension. They further added that another effective way to increase listening comprehension is to introduce the drama as a medium of conveying certain aspects that are included in their books.

Rost (2011) asserted that teaching materials for listening consist of some form of input and some form of a task or a sequence of tasks. Through active participation of students and questions-answers among students and teacher, these techniques can be employed. In this regard, Cunning worth (1995) in order to evaluate the kind of listening material, activities and actualization of syllabus proposed a checklist.

**Rationale of the Present Study and Research Questions**

According to Single National Curriculum (SNC, 2020) the collective experience of teachers and learners enable to focus on oral communication skills which put high emphasis on Listening and Speaking activities within the book. Moreover, the SNC focuses on teaching all the four skills in spiral progression. Naqvi (2021) states that it focuses on what needs to be done in order to achieve stability in learners' need on personal, social and ethical level? Mahmood (2020) debates about SNC by stating that to develop competencies, it has put emphasis on oral communication giving it standard 1 and 2, starting from acceptable pronunciation leading to improved communication in level 1 while level 2 leads to social communication.

As the current article focuses on listening skills, it intends to answer if listening skill is appropriately recruited in the primary grade PCTB textbooks. Further, it tests the association of relevant textbook passages with the listening skill and identifies the kinds of listening employed in the selected chapters using Cunning worth’s (1995) listing of listening material. In addition to that the activities, pre, while and post listening tasks to be performed in the book related to listening activities are also evaluated. Oral communication is the two-way process involving listening and speaking; therefore, the current article also seeks to evaluate if the listening skills thus presented in the book are contributing to the actualization of syllabus; how are they sequenced in order to bring them into practice? What aspects of vocabulary and pronunciation skills are presented to support the listening skills? Finally, the evaluation process extends to how well acquainted the teachers are when it comes to oral communication. Thus, the current article seeks to answer following research questions:

1. What type of listening activities are present in the book and how are they employed?
2. What type of vocabulary support is given in the text and what type of activities provide readers a range of communication?
3. What role does a teacher play in developing listening and speaking skills?

**LITERATURE REVIEW**

A number of studies focus on textbook evaluation from multifaceted perspectives. Ahmad (2015) in his textbook evaluation for listening skills suggested using effective passage and authentic recorded material for effective listening to promote pronunciation and develop learner’s listening skills. Ratmanida&Suryanti (2019) explored listening to materials and speaking skills in their descriptive research focusing on how listening skill and speaking materials are relative in the textbook for senior high school in Indonesia. Zhao (2013) conducted research on implication of listening performances stressing on two main points that were general attributes and learning-teaching content. He explained how four skills must be considered while devising a book and those skills must be evaluated on the basis of types of learners and proficiency of teacher.

Fatima et al., (2015) evaluated the English textbook of Grade 7 and 8 by conducting in-depth analysis. She found the percentage of listening and speaking activities to be 7.14 and 13 percent in both the books respectively. Atifningar et al.,
(2020) evaluated Grade 12 English language textbook for Afghanistan reporting that no proper recruitment of Listening and Speaking skills were present at the level of Grade 12.

Zhang (2020) conducted research based on listening material in English book in the context of China employing the checklist proposed by Cunnings worth. He evaluated the percentages of MCQs, note taking exercises, paraphrasing, and the presence of pre-, while, and post listening activities. Suryani (2020) analyzed the speaking material with reference to listening comprehension for Grade 10 English textbook through descriptive assessment by following four stages: linguistic support, content based and effective support, skills support and diversity and flexibility. The findings revealed that somehow speaking material used in the book did not suffice for the communication function.

RESEARCH METHODOLOGY

The current article focuses on the employment of the listening skill based on Grade 5 English Textbook approved by SNC. The course book is designed in a way that it incorporates all the four skills i.e., reading, writing, listening and speaking. There are fourteen chapters within the book. All the chapters are short and easily comprehensible. Similarly, the book emphasizes presenting the readers with the training to spell and the importance of comprehension. Furthermore, vocabulary building, and critical thinking are also emphasized. The chapters almost have similar activities but their nature varies as each chapter introduces something new within the activity.

The current research employed a mixed method approach as both qualitative and quantitative premises were touched. According to Shorten (2017), “Mixed method approach makes the use of qualitative and quantitative data within the same study” enabling the researchers to have a panoramic view of their research. As listening skills were to be evaluated in Grade 5 textbook approved by Single National Curriculum published in 2020, data was collected from six chapters in total: two chapters from the beginning, two from the middle and two from the end (Chapter 1 and 2, 7 and 8, 13 and 14) employing random sampling technique. A part of research also focused on teaching and learning strategies with reference to employment of listening skills using the method of critical observation.

Moreover, Cunnings worth (1995) model for textbook evaluation was the basis of research. Some relevant aspects from his checklist were selected that proved to be appropriate enough to go with the evaluation of listening skill recruited in the selected chapters. The most importantly, it analyzes the questions based on the kinds of materials used in the book and employed in each chapter evaluating if proper listening material is employed in each chapter according to the level of students. Similarly, the level of accuracy, fluency and the kind of motivation learners must have for practically listening skill are also monitored. After data analysis, tables are made to assess the correct percentage of listening skills as per employed in each selected chapter and the results are discussed.

THEORETICAL FRAMEWORK

The following aspects are selected from the Checklist proposed by Cunnings worth (1995).

Section I. Appropriacy

The materials, language focus and activities are adaptable to personal learning and teaching styles or in general appropriate for your learners.

a. Are the materials used in the book authentic and up to date to an acceptable degree?
b. Is there practice in all four skills? If so, is it balanced? If not, which skills are omitted?
c. Does the coursebook use authentic listening material appropriately?
d. Is there a balance between accuracy and fluency? How the balance between accuracy and fluency in speaking and writing achieved?
e. How long the units as shorter units are more motivating than the longer ones?
f. Does the material discuss and identify areas of student need?
g. Is the material suitable for use in a self-study mode? Does it have a key to exercises?

Section II. Motivation and the Learner

a. Do you feel that the material is suitable for different learning styles and is it sufficiently transparent to motivate both students and teachers alike?
b. Are learners encouraged to use language creatively?
c. What is the attitude towards the use of students’ mother tongue?

Section III. Pedagogic Analysis and the Language Content

a. What techniques are used for recycling and reinforcement of communicative interaction?
b. How thoroughly and systematically are each of the following aspects of the phonological system covered? Is the pronunciation work built on the other types of work, such as listening, dialogue practice etc., or does it stand separately?
c. Are there CDs or cassettes for pronunciation practice?
d. Is there any attempt to match language style to social situations?
e. Which geographical variety of English (British, American, International, other) is taught??
f. What materials or activities are missing from the book which should be included?
g. What helpful ways of learning are missing from the book which should be included?

Data Analysis
In this section, the analysis of six selected is documented in detail from three different perspectives of Cunnings worth’s model.

I. CHAPTER 1: CHECKING THE ‘APPROPRIACY’ OF MATERIAL

‘Patience’ is the first chapter telling a story to teach learners a message to show patience. Afterwards, those questions are asked which emphasize on Listening skills as working in a group is suggested and listening to the ideas proposed by teammates is enforced. After the chapter ends, an exercise of Oral Communications given. The main emphasis of it is on Learning the sounds and learning to speak. In the first section, Listening of ‘Silent Letters’ is emphasized through the words that have silent letters as in High, knife, switch etc. Students are given the option to think about other silent letters as well. Critical Listening skill as Bourdeaud’hui (2021) states is critical listening skill is employed when students are supposed to listen to the words and later to create words from themselves that have silent letters in them. In a similar way, the paragraph reading also employs the critical listening skill as students are supposed to detect the topic sentence and later on supporting details while the teacher is supposed to read. After that comes roleplay whereby children are supposed to listen to what group mates are saying and then they are supposed to answer appropriately. Moving further, the stress is laid on correct pronunciation whereby children listen to how teacher pronounces and then they speak the word with correct pronunciation. The last exercise is about syllable division providing the medium for listening by identifying the syllables in words after having auditory input. Thus, materials used in this chapter are up to the mark.

Further, all four skills are practiced as there is a proper exercise devoted to writing, reading comprehension, speaking exercises and listening skills as well. The chapter uses authentic listening material for the beginning level. Unit is short and thus gives motivation for learners to employ listening activities. This chapter also discusses the areas that students need to make an improvement with respect to listening skills. Material can support self-study mode but still some teacher aid is required.

Motivation for the learner
Material given in the first chapter is sufficient for both learners and teachers as the beginning has given a fair chance to students and teachers to practice their skills and learners to learn the basic comprehension of listening to silent letters. Similarly, working in a group and focusing on what listening is imparted from group mates can motivate the learners. Mother tongue is not used rather target language is practiced.

Pedagogic Analysis and the Language Content
There are activities for communicative interaction and for the development of strategies for communication. The group activities and also the engaging activity with teacher provide confidence and as well as medium for communication. Pronunciation work is built up on listening practice as well because the students have to listen and then participate therefore the learning is emphasized.

II. CHAPTER 2: CHECKING THE ‘APPROPRIACY’ OF MATERIAL.

‘Be Grateful’ is the second chapter that begins by putting the main emphasis to writing skill as students are supposed to name the vegetables and fruits drawn. In Pre-reading activity, a poem brings listening skill into discussion as teacher has to explain the experiences relating it to poem and students are supposed to listen to it and reply accordingly. Moving further, Oral Communication is the exercise that is introduced to students focusing mainly on vowel sounds as they are supposed to identify and elaborate the vowel sounds when the teacher utters them. In the same way, ‘Expressing the opinion’ is an exercise where critical listening skill has been employed as in this listening task students are supposed to express themselves correctly and spot the expressions as well. For instance, from this line, “I am sorry Amma, I did not bring my English workbook”, students have to spot the word for expression by listening. There is the practice of all four skills alongside the practice of accuracy and fluency in a balanced way. Unit exercises are short, and each discusses the areas that students need to improve and work on. The chapter motivates the students to spot the accurate answers and correct responses to the statements spoken in the activity of role play.

Motivation and the Learner
Material is suitable for all kinds of learning styles and is efficient enough to motivate the students and teachers to work hard while mother tongue is not brought into use.
Pedagogic Analysis and the Language Content

There are activities for communicative exchange of ideas and a proper listening-based communication such as the conversation in which students are supposed to spot the words for ‘Expressions’ with a special emphasis given to pronunciation and dialogue practice.

III. CHAPTER 7: CHECKING THE “APPROPRICY” OF MATERIAL:

The name of this chapter is ‘What Goes Around, Comes Around’. The teacher is asked to tell students what fable is and students are advised to listen carefully. After that as Vandergrift et al. (2006) has talked about the directed attention in listening, this technique in listening skill is employed over here where the students are supposed to focus on the fable, looking at the text and listen carefully so that when asked they could answer appropriately. After that an exercise comes of Oral Communication, in which the teacher is supposed to narrate the lines and students are supposed to spot the Vowels and Consonants. For example, in this sentence, ‘The frog intended to get into the mischief’, the students are supposed to spot the words beginning from vowels such as ‘intended’ and ‘into’ and as for ‘frog’ ‘to’ and ‘get’ consonants are to be identified. After that student are supposed to shift from the listening skill to speaking skill by uttering the sentences/words starting with vowels and consonants testifying the listening skill. An important concept of Homonyms is given by explaining the concept to the students as they are supposed to analyze the words accordingly, such as ‘Match stick and Match’, ‘Kitchen sink and Ship sink’, ‘Tie a knot and Tie shirt’. After that, students are asked to identify the homonymic words within the sentences developing their listening ability alongside the knowledge of personal pronouns. Materials provided in the chapter are relevant to all four skills. Further, there is a portion devoted to speaking skill as well where children have to interact with the teacher and answer the questions appropriately. As far as writing skill is concerned, there is an exercise in which a portion is devoted to creative writing, but the proper guidelines are missing. The book uses authentic listening exercises, but they are related to the ones used before. Students are supposed to provide proper feedback after listening to what the teacher has to say, and their critical listening abilities are tested. Material used in the book discusses the areas that students need to improve such as creative listening abilities and listening comprehension. Material can be exploited as a self-study mode because of the guidelines but still it requires someone to guide.

Motivation and the Learner

The material is suitable for both learners and teachers as it is transparent providing all kinds of instructions. Teachers are advised to tell students what fable is and what moral lesson does it teach you? In the same way, students are advised to listen to the teacher and narrate the fable constructed by their own imagination. Learners are motivated to find other examples of homonyms and pronouns; for which, teachers are motivated to teach them productively. As the book is in English but because of the Pakistani context, the teacher it is deduced that the teacher uses mother tongue in order to communicate to the students the basic concepts given in the book. As there is more emphasis on reading and writing, along with the maximum use of mother tongue Grammar Translation Method is emphasized. So, there is a possibility of using mother tongue within the classroom.

Pedagogic Analysis and the Language Content

Recycling and reinforcement are used in this chapter as well. Identification of consonant and vowel sounds and dialogue practice is recycled alongside the reinforcement of listening and deducing information. Individual sounds are given priority as students are supposed to find out the vowels and consonants sounds and after that sentence level is practiced. Pronunciation is built up on listening and dialogue practice as well. Language style is matched with social situations as well because some chapters are set up in the social contexts. Other variety of English is used that could be classified as Pakistani English as the names and objects used in the book have names that are used in Pakistan like the names of people, e.g., ‘Ali, Danish, Hamzaetc.’ In the similar way the practice of dialogue given as in activity in the Chapter ‘Patience’ is based in the Pakistani context of playing cricket matches. Similarly, the discussion of ‘Fruit Market’ as a discussion in the Pakistani scenario makes it relative to Pakistani English.

IV. CHAPTER 8: CHECKING THE ‘APPROPRICY’ OF MATERIAL.

‘Do what is right’ begins with reading activity providing instance for oral communication, after which critical thinking is also emphasized. Materials provided in the chapter are relevant and related to all four skills. There is a proper section devoted to reading alongside the pre-reading activities as well. Further, there is a portion devoted to speaking skills where children have to interact with the teacher and answer the questions appropriately. As far as writing skill is concerned, an exercise is devoted to creative writing in the end is, but the proper guidelines are missing. The book uses authentic listening exercises, but they are related to the ones used before. Students are supposed to provide proper feedback after listening to what teacher has to say and their critical listening abilities are tested. Material can be used in a self-study mode due to the provided guidelines but still it requires someone to guide. This chapter employs the problem-solving listening where the students are supposed to create inferences out of the text and fill in the blanks with those inferences drawn e.g., ‘Mohsin dropped a purse’. Here the answer drawn out is due to the problem-solving listening.
Motivation and the Learner

The material that is provided in the book is suitable but not up to the degree it should be as activities that are provided must bring the new advanced skills but instead it is focusing on the same level of grammar being involved; the long and short vowels, the oral communication involved is similar as it was in the previous chapters present. The new exercise involved is the introduction of personal and possessive pronouns used. The introduction of prepositions present is a new topic introduced to learners. The learners are encouraged to participate in the communication, but the motivation provided is similar to previous chapters. Anything entirely new and highly motivating is not present in the chapter.

Pedagogic Analysis and the Language Content

Recycling and reinforcement are used in this chapter as well. Language analysis and vocabulary development are the focus. Pronunciation is built up on listening and dialogue practice as well. Language style is matched with social situations as well because some chapters are setup in the social contexts. Other variety of English is used that could be classified as Pakistani English. Students are supposed to detect appropriately short and long vowels. Teacher plays an active role in narrating the importance and value of stress and syllable division. Vocabulary building depends upon the concept of adjective which teacher is supposed to narrate to the students. After that the students are supposed to listen to the narration and spot the adjectives.

V. CHAPTER 13: CHECKING THE ‘APPROPRIACY’ OF MATERIAL

‘When Something Went Wrong’ is the chapter taken from the end of the book. It begins with pre-reading activity asking the students to predict the content of a text from topic/pictures, title/headings by using prior knowledge and exercise of oral communication is given. The main emphasis is on learning the sounds, listening and responding appropriately to the sentences with rising and falling intonation patterns. Another activity that comes under the heading of oral communication is learning to speak. It is dialogue-based activity in which students are advised to practice the given dialogues with proper intonation. Critical listening skill is employed over here to distinguish the words that are spoken with low intonation to the words spoken by high intonation pattern. After comes the role play whereby teacher has to speak these dialogues with proper use of intonation and students have to listen and notice the rise and fall of the teacher’s voice enabling them to repeat these dialogues with correct intonation.

The third activity that can be associated with listening skills is that of missing letters in which students have to spell, pronounce and then complete the words. Here directed listening skill is employed as students are supposed to listen carefully to detect the missing sound. As a result, these materials are up to par. Additionally, all four skills are practiced because there is a separate activity for writing, reading comprehension, speaking, and listening. For the beginner level, the chapter uses actual hearing material. The unit is short, which encourages students to engage in listening exercises. Although the material supports self-study, some instructional or teacher assistance is still required.

Motivation for the Learner

The material presented in this chapter is sufficient for both students and teachers since it provides an opportunity for students and teachers to practice their abilities and for learners to master the fundamentals of listening comprehension.

Pedagogic Analysis and the Language Content

There are activities for communicative contact as well as the development of communication techniques. The group exercises, as well as the engaging activity with the teacher instilling confidence and give a channel for communication. The learning is not passive, rather it is active learning as both students and teachers are involved. Because students must listen and then engage, the emphasis on learning is placed through pronunciation exercises. The teacher is supposed to provide the instructions and guidelines in English but is deduced to switch language for better understanding.

VI. CHAPTER 14: CHECKING THE “APPROPRIACY” OF MATERIAL.

‘The final chapter selected is titled ‘Together We Live’, and it focuses on the concept of pitch of sound. The chapter emphasizes listening and speaking skills and has a shorter length to motivate learners. It incorporates metacognitive and critical listening skills as students are expected to identify the tone in which the speaker is communicating. The chapter also fosters intrinsic motivation through creative and problem-solving listening activities, such as creating a paragraph by listening to words provided by the teacher.

Motivation of Learner

Learners are motivated as the teacher as well as students are supposed to play the active part. Moreover, the involvement of teacher with the student in detecting the intonation pattern and comprehension test motivate the learners. Since intonation patterns are the newly introduced topic in this chapter so the learners feel motivated enough to learn and practice these.
Pedagogic Analysis and the Language Content

Active learning is involved, and both the teachers and students are supposed to play the part. Further, the technique of reinforcement is used. Pakistani English is used e.g., the activities such as ‘Going to Fruit market’ uses the word ‘Bazar’. Moreover, the names such as Hamza and Ali are also an indicative to Pakistani English being used.

FINDINGS AND DISCUSSIONS

Based on the analysis, the following table is made that presents the findings and the comparison quantitatively in the consolidated manner. What follows is the discussion that compares the findings with the other studies carried out in the same field.

| Table 1. Percentage of listening skills in six chapters of Grade 5 PCTB textbook |
|-------------------------------------------------|--------------------------|---------------------------|
| Activities                                      | Divisions | Details                                | %     |
| Oral Communication                              | 3         | Team work, Role Play, Dialogue Practice, Word making | 60% |
| Listening Comprehension                         | 2         | Detecting the word, Blank Filling      | 20% |
| Expressing relevant opinions                    | 1         | Reaction suggestion                    | 5%  |
| Grammar                                         | 1         | Regular Irregular verbs, Articles      | 5%  |
| Pronunciation                                   | 1         | Silent letters, Syllable Division and Practice | 10% |
| Oral Communication (Related to Sounds)          | 3         | Vowel, Consonants, Discussions, Short and Long vowels | 50% |
| Listening Comprehension                         | 2         | Role play and response giving          | 15% |
| Grammar                                         | 2         | Tense’s Structure and Personal Pronouns and spellings | 20% |
| Pronunciation                                   | 2         | Homonyms, Vocabulary, Compound words   | 15% |
| Oral Communication (Related to Intonation Patterns) | 3         | Dialogue Practice Non-Verbal Cues Expressions with tones | 60% |
| Listening Comprehension                         | 2         | Analogies and Missing Letters          | 15% |
| Grammar                                         | 1         | Tense’s Structure                      | 10% |
| Pronunciation                                   | 2         | Rhythms Stress Intonation, Syllables   | 15% |

The research under study is significant as it informs the readers regarding how much emphasis has been given to listening skills among the other three skills i.e., reading, writing, and speaking. It informs the readers about which activities are involved in contributing to listening skills along with the idea that either the skills employed are useful and up to the level or not. Similarly, the current research article helps to elaborate the activities that are helpful in developing the interest to detect what information is missed. In addition, it also draws attention towards the activities that are interpersonal in nature so that it may make listening comprehension clear. Evaluation of Listening skills in grade 5 English PCTB textbook has revealed that oral communication has been given the foremost importance whereas, the listening comprehension is given importance on the second level. The listening and speaking skill are related in a way that what is being spoken is heard and later comprehended. This notion finds support from Al-Janaydeh and Deif(2021) as well who evaluated the listening skills in EFL Textbooks revealing that the most focused activity was answer and question based on listening comprehension. This particular point correlates with the research under study as the involvement of question and answer technique in selected chapters from beginning, middle and end incorporate mostly the same activity. The point with which it varies from the Al-Janaydeh and Deif(2021) is that their study focused on the importance of grammatical aspect whereby the evaluation of listening activities in Grade 5 PCTB books highlight the importance to pronunciation skills as well.

Another aspect highlights the absence of technology assisted authentic audio-visual aids for teaching of oral skills like pronunciation and listening skills at this level. The justification can be that all the teachers might not be equally proficient in English oral communication skills, so supplementary audio-visual aids should be added in the textbook. This finding is also contended by Malik and Asif (2022) based on analysis of phonics content in PCTB primary grade textbooks. They pinpointed the scope of technology enhanced language learning, suggesting incorporating it in textbooks. Moreover, the assessment scheme of the oral skills must be now shifted from the written mode towards the oral mode. Ahmad (2015) also evaluated the textbooks from the perspectives of recorded material and its impacts on the pedagogic process; while the PCTB book for Grade 5th approved by SNC does not employ the use of recorded material for improving or testing the listening skill of the students at primary level. The research article under study just focuses on the written material and group discussions as main...
emphasis was placed on the listening skill and its recruitment thus it came under the observation that listening skill and its comprehension were not that emphasized.

Another aspect inferred unequal importance given to all the skills in Grade 5 textbook. This perspective is supported by Zhao (2013) who pinpointed a dire need for equating all the four skills as equal percentages of all the skills can prove to be helpful in many ways. The listening activities in grade 5 textbooks do not exhibit variety, depriving the learners from multifaceted opportunities for practicing listening skills that impact the cognitive processes of learners. From this dimension, Goh and Yusnita (2006) and Al-Alwan, et al. (2013) emphasized the positive effect of listening skills on student’s mind by increasing their intuitive ability.

As inductive approach is not employed, no creative elements are present in the textbook; the textbook does not provide models for final achievement tests. Pronunciation is given least attention in terms of oral assessment. There are no audio-visual aids for articulation and listening rehearses. The exercises don’t motivate the learners to communicate smoothly. Undoubtedly, the learners are expected to peruse the provided text and afterward answer really to the given inquiry. Except for a couple of inquiries, these exercises use no mental capacities (like assessment, inferring and interpreting). A study by Gulec and Durmus (2015) pinpointed on the fact that it would be highly influential if the audio-visual aids are included in the classroom along with the introduction of Drama as an effective module towards listening, the PCTB book for 5th grade approved by SNC does not give any activity that would involve the audio-visual aid. It could be summarized as the PCTB book approved by SNC for 5th grade does not emphasize on the importance of the audio-visual aids along with the fact that least attention is given to the critical listening skills with respect to the activities provided in the book.

RECOMMENDATIONS

Based on the above ends and to accomplish the declared objectives of this study we set forward the following recommendations:

(a) Textbooks should be periodically revised to incorporate new ideas and information. They should offer something fresh and engaging to motivate students to learn and should include listening and speaking skills, in addition to reading and writing.

(b) A well-defined system should be established that outlines the roles of textbook designers, educators, learners, and school principals at each stage of learning and teaching.

(c) When revising textbooks, the positive aspects of the current materials should be retained while addressing any weaknesses and minimizing them.

(d) Educators and researchers should be involved in the selection and modification of textbook materials before any changes or upgrades are made.

(e) Textbook authors should be knowledgeable in materials development and incorporate relevant principles into their writing and revisions. They should also introduce activities that use audio-visual aids, such as storytelling and creative dialogue delivery, and new recreational methods in the books and classrooms.

Overall, these recommendations should help to improve the quality and effectiveness of textbooks in promoting language learning and development.

CONCLUSION

From the above-mentioned findings, it can be concluded that the listening activities present in the book are solely related to Comprehension, Responding and Roleplaying with an emphasis on oral communication. Rehearsal and responding techniques are also employed. Rehearsal is done not only by looking at the teacher, but it involves careful listening skill and then comprehension which will bring mimicking or rehearsal. The vocabulary employed is easy but puts a great emphasis on grammatical inclusion thus relating itself with the listening comprehension proposed. Grammar is taught by teacher; students are supposed to listen to careful instructions given by teachers and after that they are supposed to detect the grammatical unit mentioned by the teacher. Thus, the findings indicate shortcomings in the textbooks.

The textbook is unable to meet the overall goals of the objective language and is contrary to advance familiarity and improve language abilities. The assessment features a different arrangement of deficiencies which need pressing concentration and ensuing cures to further develop the English language abilities of the students. It is fundamental to say that another course reading ought to be planned to use refreshed material which is of interest and worth to various students. The said book needs to address all skills (i.e. listening, speaking, reading and writing). It ought to incorporate more exercises which advance linguistic and communicative capability. The textbook ought to likewise contribute in motivating students for developing critical listening skills.

This study included a tiny scope assessment restricted to a single textbook. In any case, taking into account the enlightening idea of the information got through this research project, comparable investigations genuinely ought to be embraced for a bigger scope, and that the perspectives and encounters of students and teachers from all over Pakistan ought to be consolidated in the research.
REFERENCES


