

Assessment of English as a Second Language Material with Communicative Language Teaching Principles at Primary Level in Punjab

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Abstract

English is recognized as international language but in Pakistan it is considered as second language. This research is conducted on the Assessment of English as a second language (ESL) material with communicative language teaching (CLT) principles at primary level in Punjab. This research analysis is the English textbooks meet the requirements of communicative language teaching. The researcher used the descriptive survey approach to meet the goal of the research. The population of the research is the primary schools teachers of the district Okara of different demographic background. The researcher employed the systematic random sampling strategy to choose the sample and finally, 355 teachers (232 males and 123 females) of the public primary schools of the district Okara are selected as the sample of the study. A Questionnaire of three likert scale consists of 37 statements for getting the opinion of the teachers about the current states of ESL material with accordance of CLT principles is used. SPSS software is used for the both descriptive and inferential statistical approaches. After applying statistical operations researcher analyze that the majority of the respondent are in the favor of that the current English language textbooks of the primary school of the public sector is according to the CLT principles.

Key Words: English as Second Language Material, Communicative Language Teaching, Assessment, Primary Level.

1.1 Introduction

English as a second language (ESL) is the way that people who does not speak English as their first language learns English in an English-speaking setting. English as a second language also mean teaching English to people whose first language is not English in a special way. There are about 7000 different languages in the world. And a person can choose to learn a language based on what he wants. He can also choose a language based on what it can do for him. Keeping this in mind, a foreign language is thought to be easier for children to learn, and it can help them in their careers in the future (Stein-Smith, 2017).

Communicative Language Teaching (CLT) is the popular way to teach languages today. It was formed in the 1960s, when European educators were worried about American practices like audio legalization and British practices like situational language teaching. They said that communicative competence should be emphasized in language instruction rather than mastery of linguistic structures (Richard & Rogers, 2001, p.153).

In the late 1970s and early 1980s, these findings helped the field move from a communicative method, also called Communicative Language Teaching, to a linguistic structure-centered approach. In the early 1990s, countries like Pakistan, where English is studied and spoken as a foreign language, adopted the CLT method because of the need for international communication.

Communicative language teaching has a wealthy, if not always consistent, theoretical base. Larsen-Freeman (2001), Brown (2001), and Richards (2006) all describe key concepts of CLT that are similar or the same:

1. The goals of a classroom are to focus on how well people can communicate.
2. The target language is more than just a tool for study; it's also a way to communicate.
3. Language methods are meant to get students interested in using the language for important things.
4. To keep language learners interested, fluency may need to be more important than accuracy. Accuracy can't be rated in a vacuum, but in the context of how it is used.
5. Students must be able to both use and understand words in order to communicate in a real way.
6. Students should be able to get help from teachers on how to improve how they understand, how they learn, and how they learn.
7. The teacher serves as a facilitator to set up communicative activities and as a guide or advisor during the activities. This means that students are encouraged to build meaning through real language interaction with others.

1.2 Significance of study

This research is highlighted the area of communicative language teaching in the current English as a second language textbooks. This research also attracts the focuses of the other researcher, curriculum developer on the importance of communicative language teaching. Different researchers, language policy makers, curriculum developers, teachers and students know the current status of CLT in the primary schools textbooks at Punjab level. This research also beneficial for the future researchers. This study exposes the real scenario of primary level's classrooms whether CLT is implemented there or not. The study's findings assist in emphasizing the importance of teachers and pupils. They will be able to comprehend that learning and teaching English has other goals besides only helping students pass exams. Teachers will worry about their classroom procedures and approaches. Students will be inspired to efficiently learn English

1.3 Objectives of Study

Objectives of the any research are many important for describing the main point of the study. It gives the overview of any research. The objectives of the current research were under:

1. To find out the opinion of teachers towards the status of English as the second language (ESL) material in light of communicative language teaching (CLT) principles at Primary level English.
2. To find out the current status of communicative language teaching material at primary level.
3. To find out the challenges in adopting Communicative language teaching in ESL classroom.
4. To compare the opinion of teachers towards the status of ESL in light of CLT principles at Primary level English on the basis of demographic i.e. locality, gender, academic qualification, professional qualification and experiences.

1.4 Research Questions

Research questions of any research are many important and play the main role to conduct the research. Current research were the following questions

1. What is the opinion of teachers towards the status of English as the second language (ESL) material in light of communicative language teaching (CLT) principles at Primary level English?
2. What is the current status of communicative language teaching material at primary level?
3. What are the challenges in adopting Communicative language teaching in ESL environment?
4. Is there any comparison in teachers opinion towards the status of ESL in light of CLT principles at Primary level English on the basis of demographic i.e. locality, gender, academic qualification, professional qualification and experiences.

1.5 Literature Review

People want to learn English more and more every day. All over the world, people need English lessons because more and more people want to learn English. If people want to learn a language, then (Abrejo et al., 2019). Pakistani kids, their parents, and their jobs all want them to be good at English. Several studies (Mansoor, 1993, 2005; Rahman, 2011; and Ahmar & Mahboob, 2002) on how people feel about English have shown this to be true. The British Council's reports on English support this choice, but they say that the home tongue should be used for basic schooling and English for higher levels,

But the PEELI report (PEELI 2013) says that English skills are very low among teachers in both the business and public sectors. Even though study shows that basic education should be taught in the students' native language, parents still like it when English is used at all levels. This makes sense when you consider that knowing English is a sign of high social status and the most sought-after skill for well-paying jobs in the country (Rahman, 1996; 2007).

First, English was taught so that people could learn about the society of the target language (TL). This led to the Grammar Translation Method (GTM), which only had to teach rules and information. Then there is the audio-lingual method (ALM), which is the next step (Hassan et al, .2021). There are many ways to teach English as a second language, but not all of them help us meet the communication goals we want. Because of this, we have to pick and use the best ways to do things.

Communicative Language Teaching (CLT) is often used to teach language, according to Richards & Rogers (2001). CLT is its own model for studying and theory. One important thing to keep in mind is that CLT is not a way to teach a language. Instead, it is a system that can be used to make many different methods (Richards & Rogers, 2001). It put a lot of weight on the idea that students should be able to speak in a wide range of settings, and this gave people who make curriculums a sort of road map.

As the world's economy and technology have grown, speaking English has become much more important (Ur, 2007, Ander, 2015). It is no longer just the language of people who were born in the United States (Roomaine, 1999). There has been a lot of growth in the use of English in international contact (Kachru, 2006; Northrup, 2013). Meierkord (2006) calls English as a modern language the first global lingua franca, and it has become the world's first language (Brutt-Griffler, 2006; Northrup, 2013).

English is used a lot for publishing books and newspapers, as well as for foreign diplomacy, entertainment, communication, and trade. English is now the language of diplomacy and contact with people from other countries, which is another good thing about it. In 2012, English was one

of the six official languages, and the UN agreed with this. English is also one of the most popular foreign or second languages taught all over the world (Crystal, 2012).

Work and government in Pakistan are now mostly done in English. Pakistan has both Urdu and English as its official languages. English is also seen as the language of power, and Rahman (2007) says that it has more rich culture history than any other language spoken in Pakistan. Most business contracts, government documents, shop and street signs and other things in Pakistan are kept in English. The court in Pakistan also uses English (Hassan, 2021). (Kausar et al., 2016) says that all stages of school in Pakistan teach English.

As part of the English Language Initiative (PEELI, 2013), all state schools in Punjab, Pakistan, will teach in English. Mansoor (2005) says that in advanced education, English is very important. So, English is the language of instruction in colleges and universities for all courses except language classes (Mashoori, 2010). But this study is mostly about teaching in elementary school. The English language is very important, which is why it is taught as a foreign or second language in more places around the world, including Pakistan (Ander, 2015; Crystal, 2012; Graddol, 2006, 2008).

1.6 Research Design

It is a quantitative research to check the alignment of English language textbooks with CLT principles. Descriptive and cross sectional survey was used as the research design.

1.7 Population

The researcher specifically investigated the perspective of teachers about the textbooks at primary level schools in the District Okara from three Tehsils (Renala khurd, Okara and depalpur). 4143 teachers of primary level schools in Okara district are taken as target population.

1.8 Sample and Sampling Technique

The sample of this research calculated by using online sample calculator (calculator.net, 2023) and the sample of the study consist of 355 teachers teaching in public schools of Okara district. Sample selection targeted from two tehsil of district Okara out of three. Three hundred and fifty seven teachers were selected through systematic random sampling technique by using nth value of sample calculation.

1.9 Research Tool

The instrument of research is the tools that are utilized by researcher to collect the data they need. To collect the data for the study in hand, the researcher adapted the survey from (Ahmad et al., 2019), (Coskun, 2011) and (Sarwar&Bhamani, 2018) with certain modification in accordance with CLT principles. Keeping in understanding the objectives of the study one questionnaires of three likert scales were prepared to get the opinion of the teachers about the current status of the CLT in primary level textbooks in Punjab. The questionnaires of the study is consist of 37 set of questions two main sections (1 demographic information) and (2 CLT principles related questions) with multiple options (yes, no, and to some extent).

1.10 Expert Opinion

To find the answer of the research questions, a questionnaire on three point Likert Scale is adapted and passed through some process of selection and rejection before its final stage. All the possible effort of the researcher was made to set the questionnaire as per the requirement of the objective of the study for gathering the correct information of the respondent. For the validation of the research tool relevant professors and experts were consulted.

1.11 Reliability of the Tool

The dependability of the tool is assessed using the method's determined coefficient of correlation between the variables and factors. The Chronbach Alpha value, which was deemed valid and dependable, was .75.

Table 1 Reliability of the instrument

Sr.#	Statements	Cronbach Alpha
1	37	0.75

Table depicts that the reliability value of the tool was 0.75 which is in the favor of the tool.

1.12 Data Collection

A Google form was developed for the collection of the data. Researcher gets 102 responses manually and 255 by Google form. Data were collected by the researcher by visiting schools and with the help of colleagues.

1.13 Statistical Analysis

The Statistical Package for Social Sciences (SPSS) programmer for analysis version 25 was used to analyze the data obtained from the study instrument (questionnaires). The acquired data were analyzed using descriptive statistics, such as frequency, percentage, mean, and standard deviation, as well as inferential statistics, such as independent samples T-test and one way ANOVA.

1.14 Factor Wise Analysis

Table 2 Describe the factor wise analysis

Factors	Mean
Activities and Tasks	2.2
Skills (Communicative)	2.6
Language usefulness, content and subject	2.6
Overall Perception	2.6
Teaching and Learning Support	2.6
Challenges in Adopting CLT	2.5
Total	2.5

*Scale with 3 options (Yes=3, No=1 and to some extent=2).

Table 2 shows that the overall mean of the all factors (2.5) was describe that the respondents of the current study believe that the current textbooks of the public sector is according to the CLT principles.

1.15 Analysis of Teachers Opinion on the Basis of Demographic by Using t-test

This section explains the analysis of data to find the difference between teacher's opinions based on their gender, locality, academic qualification, professional qualification and teaching experiences. Researcher applied both the descriptive and inferential statistical techniques (i.e. mean, SD and independent samples t-test) to analyze the primary textbooks in the light of CLT principles.

Table 3 *Difference of Teachers Opinion on Gender Based*

Variable	Category	N	Mean	SD	F	Sig.
Gender	Male	232	2.6	.31	3.18	.075
	Female	122	2.6	.29		

Table 3 portrays descriptive and inferential analysis of teacher's opinion on gender based. With regard to gender, an independent samples t-test indicates the mean score of the male teacher (2.6) is equal to the mean score of the female teacher (2.6). The significant value (.075) is greater than the (.05) which shows that there is statistical less significant difference between male and female respondents.

Table 4 *Difference of Teachers Opinion on Locality Based*

Variable	Category	N	Mean	SD	F	Sig.
Locality	Rural	175	2.6	.35	22.9	.000
	Urban	179	2.6	.25		

Table 4 elaborates the difference between participants by locality. The mean score value of rural respondents (2.6) is equal to the mean score value of the urban (2.6). The significance value (.000) is less than (.05) which indicates that there is statistical significant difference between rural and urban respondents.

Table 5 *Difference of Teachers Opinion on Tehsil Based*

Variable	Category	N	Mean	SD	F	Sig.
Tehsil	Renala	175	2.5	.30	3.03	.08
	Okara	180	2.6	.30		

Table 5 depict that the difference between respondents by Tehsil. The mean value of Renala khurd (2.5) is less than the mean score value of the Okara (2.6). The significance value (.08) is greater than (.05) which shows that there is statistical less significant difference between Tehsil Renala khurd and Okara.

Table 6 *Difference of Teachers Opinion on Professional Qualification Based*

Variable	Category	N	Mean	SD	F	Sig.
Professional Qualification	B.ed	313	2.6	.29	2.89	.09
	M.ed	41	2.6	.38		

Table 6 indicates the difference between the respondents by professional qualification. The mean score value of the B.ed (2.6) is equal to the mean score value of the M.ed (2.6).the significance value (.09) is greater than the (.05) which indicates that there is statistical less significant difference between the respondents professional qualification.

Table 7 *Difference of Teachers Opinion on Academic Qualification Based by Using ANOVA*

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

Table 7 shows the difference of teacher’s opinion on the basis of academic qualification. The calculated significance value (.44) is greater than the tabulated value (.05). This shows that statistically there is no significant difference among teachers opinion about assessment of ESL material in the light of CLT principles by academic qualification.

Table 8 *Differences of Teachers Opinion on Experiences Based by Using ANOVA*

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

Table 8 depicts the difference of teacher’s opinion by teaching experiences. The calculated significance value (.3) is greater than the tabulated value (.05). This shows that statistically there is less significant difference between teacher’s opinions by academic qualification.

1.16 Discussion

According to the research “Assessment of English as a Second Language Material with Communicative Language Teaching Principles at Primary Level in Punjab “most of the teachers believe that the current language textbook were according to the CLT principles. The analysis also reveals that the primary textbooks of the English language followed the CLT principles. These results shows that the language textbook at primary level followed the communicative language teaching principles therefore, it is suitable to be taught to the learners. These results not match with the many past results of international as well as national/local studies.

Such as the study by (Ahmad et al., 2019) on language textbook in Punjab, declares that language textbook of public sector and some non-elite private sector do not fully follow the CLT principles and not suitable to taught to the learners. For instance, the Tok (2010) study on the textbook used in Turkish schools claims that the practices utilized there are nonsensical and incapable of enhancing communicative ability. The study of Aftab (2012), which was based on textbooks written in Pakistani English, describes the activities as being manufactured and managed. Additionally, (Shah et al, .2015) study reveals that the textbooks used in a renowned private school in Punjab, Pakistan, place more of an emphasis on grammar skills than speaking abilities, which are more crucial.

Another study by (Kausar et al., 2016) found that the textbook's exercises and material were unsuitable. The investigation finds that the textbook's organization, planning, and content are all improper. Here, organization, planning, and outline cannot be compared. The reason is that in this study, these categories have not been evaluated. The first global lingua franca, as described by Graddol (2006, 2008) and Meierkord (2006), has been replaced as the first language of the world by English (Brutt-Griffler, 2006; Northrup, 2013).

Additionally, its use has significantly increased on an international (Kachru, 2006; Northrup, 2013; Richter, 2012) and worldwide (Northrup, 2013) scale, notably for communication-related objectives. Due to these factors, it is the language that is taught as a second or foreign language

the most frequently worldwide (Crystal, 2012; Graddol, 2006, 2008), and for this purpose, specific textbooks are utilized as the primary source to give students the right contents.

The purpose of textbooks, which Prabhu (1987) viewed as having pre-built and fully specified contents, is to aid students in maintaining contact with the language (Richards, 2001). They also serve as an effective resource for material presentation, self-directed learning, activities, and ideas, as well as a resource for learners and support for less experienced teachers. In a similar vein, the teacher does not take charge of a communicative language instruction classroom, according to Brown. Instead, he only oversees and facilitates the actions. The main goal of communicative language teaching, which is to develop communicative competence (Hinkel&Fotos, 2001) and moreover to enable learners to communicate in the target language (Savignon, 1997). To put it simply, this means that CLT lessons are theme and topic-oriented.

In fact, the Pakistani education system, which Aftab (2012) describes as being riddled with flaws, has thus far failed to establish an environment that is favorable to the teaching of communicative languages (Panhwar, Baloch, and Khan, 2017). The cause is that CLT encounters numerous obstacles in Pakistan. According to Yaqoob, Ahmed, and Aftab (2015), barriers to the development of CLT environments in Pakistan include mother tongue influence, large class sizes, a lack of time, an unsupportive domestic environment, a lack of motivation, and oral exams. In contrast, Panhwar, Baloch, and Khan (2017) list various contextual issues (such as large class sizes and an overreliance on traditional teaching methods).

Researcher studies the latest English language textbook of primary level therefore the result were different form the past research. On the basis of the finding of teachers opinion and content analysis, current English language textbooks of the primary level in Punjab were followed the CLT principles but there were some challenges in adopting the CLT principles. English language class has lack in proficiency in English language. Teachers also give the sufficient time to the preparation of the language class material. Teachers also have lack in the spoken English competence. School education department arranged the different kind of training for enhanced teachers professional qualities and for overcome the lack of spoken English competence.

1.17 Conclusions

The study sheds light on the assessment of the ESL material in the light of CLT principles. The results of the research resembled the above discussed studies. Following are the main points of the study which concluded the overall research study.

1. Conclusion of the study is that the current English language textbooks are according to communicative language teaching principles. Majority of the teachers were in the favor of that statement.
2. Additionally, from the findings it is concluded that there are some challenges in adopting the CLT like teachers lack in the spoken English competence.
3. The students of the English language class have low level of English proficiency. Majority of the teachers support the claim.
4. Based on the findings it is concluded that teachers give sufficient time to prepare the communicative materials.

Overall the finding of the current study suggests that the textbooks of the English language followed the communicative principles but there are some challenges in adopting CLT. Future research can explore the experiences of the students and parents about language textbook which followed CLT principles.

1.18 Recommendation

The following important recommendations on the basis of the findings were made throughout the research;

1. A well-structured training programmed for English instructors at the Primary level has been sorely lacking. Even though English is one of the required subjects for several of the instructors some of them had training in CLT. Some of them lack a firm understanding of the CLT approach and how to use it in the classroom to improve students' communicative ability. The students may succeed on the exam with the assistance of a teacher who is unfamiliar with CLT, but they will not be proficient in the four English language skills. In order to properly advise children, teachers require the right materials from the school administration. Additionally, materials for communication tasks should be created.
2. Regular evaluation of teaching methods and strategies is necessary to monitor student progress and the quality of instruction.
3. Some directions pertaining to the communicative job are included in the current textbook. To encourage students' creativity and communication, teachers must implement these directives and assignments. The learners will not be able to develop communicative competence if the activities are limited to gap-filling, matching, ticking, and teaching grammatical structure. The teachers should plan several activities that will aid the students in improving their speaking and listening abilities. Whether or whether the lessons are exam-related, teachers must nonetheless adhere to the textbook.
4. The school administration must give all the tools necessary for students to improve their four skills, including as audio-visual resources, tape recorders, and other tools, in order for teachers to use such tools in the classroom and for students to be motivated and engaged in taking English language classes.

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