

Effectiveness of English Language Textbook in Developing Oral Communicative Competence of High School Students

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Keywords: English Textbook Development, ESL Teaching and Learning, Oral Communicative Competence

DOI No:

<https://doi.org/10.56976/jsom.v3i3.108>

This study aimed to evaluate the revised English textbook "Comprehensive English Book One for Class XI" prescribed by the Sindh Textbook Board for its effectiveness in fulfilling the language needs of ESL students in Pakistan, particularly in developing oral communicative competence (OCC) of high school students. Using an interpretivist approach, the research adopted a qualitative method, employing semi-structured interviews with thirty participants-ten teachers and twenty students, purposively selected, along with participant observations. Data from these sources were analyzed using thematic analysis, ensuring validity and reliability through methodological triangulation. The findings indicated that the revised textbook was highly effective in enhancing students' oral communicative competence. However, a major issue identified was the improper classroom implementation of the textbook, undermining its overall effectiveness. The study highlights the need for improved ESL teaching practices in Pakistan, and contributes to existing literature on textbook development. It recommends capacity-building measures for teachers to optimize the use of teaching resources and ensure effective implementation of the revised textbook.

1. Introduction

The need for English speaking mastery has been increased due to English as a global language recognized in every country (Pennycook & Candlin, 2017). Similarly, Communicative competence, nowadays, has become an essential skill for everyone who wants to be active in global community. The main goal of someone learning English is to speak English well because a person's benchmark in mastering English is how they can communicate using English (Prawiro et al., 2022). Likewise, the quality of communicative competence (CC, oral proficiency) in students' life will also define professional communication later in life because in today's challenging environment, students must not only possess academic expertise, but also the oral communicative competence which enhances their learning and employability prospects in the future. Keeping in view the current economic situation, it is no longer sufficient for a new graduate to have knowledge of an academic subject, but it is also necessary for students to have oral proficiency which will maximize their chances of employment. Therefore, the ability to speak English is widely considered a key to upward social mobility (Ting et al., 2017).

According to a quantitative data analysis, 80% of teachers and students concur that the oral activities in the textbook improve students' speaking abilities. Qualitative insights show increases in students' participation in class, confidence, and fluency. Nonetheless, the research highlights certain obstacles, including insufficient preparation for educators in communicative language teaching (CLT) and the requirement for more captivating speaking exercises (Shakil & Sadiq, 2024). Nosheen et al., (2020) hold that people in Pakistan are interested in improving not only their own language skills but also those of their children. Many parents desire their children to speak English fluently, and this is a major reason for the growing trend of enrolling children in English medium schools. Although English language, in Pakistani schools, is taught from the Kindergarten level, yet the students promoted to high school are unable to communicate in English level. The problem lies with methodology because many teachers focus on improving reading and writing skills of students; neglecting the significance of oral communication competence (OCC).

In the context of English as a Second Language (ESL) education, the effectiveness of instructional materials plays a pivotal role in fostering language proficiency among students (Ahmad et al., 2021). Textbooks, as core components of the curriculum, significantly influence the development of various language skills, including oral communicative competence (OCC). In Pakistan, where English is not the first language, the challenge of equipping students with proficient communication skills in English is particularly pronounced (Alfadda et al., 2020). Moreover, based on the researcher's perspective, teachers in Pakistan heavily rely on textbooks so far as the teaching resources are concerned (Knight, 2015; Richards, 2014). Similarly, the use of textbooks is a prevalent method of teaching English as a second language (Bojanić & Topalov, 2016). This approach has been adopted to cover the vast syllabus and to meet the requirements of exams (Bhutto & Rind, 2022). According to a study by Ammar and Naveen et al., (2015), Pakistani

teachers consider textbooks as an essential tool in English language teaching. They rely on textbooks to cover the syllabus and prepare students for exams. Another study by Baig et al., (2021) reveals that teachers in Pakistan prefer using textbooks due to their availability and accessibility.

Despite the importance of textbooks in language teaching, it has been argued that there are certain limitations for a textbook to be used as the only teaching resource in terms of language learning. For textbooks can be outdated, culturally biased, and may not cater to the individual needs of students. Hence, the situation calls for incorporating other teaching approaches, such as using multimedia resources, interactive activities, and real-life situations to enhance students' language learning experience (Pathan et al., 2021)

As a result, there is a dire need to develop a textbook that not only meets the students' needs to develop their comprehensive language skills; especially OCC but also makes the language learning experience enjoyable for both students and teachers. In Pakistan, attempts have been made to evaluate English textbooks; taught in different grades with different perspectives, however, the English language textbook taught in public schools and college at grade eleven has not been evaluated since the English textbook for grade eleven was update by Sindh Textbook Board (STBB) in 2022; after almost five decades. Therefore, this study focuses on analyzing the effectiveness of the revised English language textbook “Comprehensive English Book One for class XI” (Test edition) with a special reference to English taught as a second language and more importantly, development of OCC. Since like any other developing country, teachers in Pakistan, depend on the textbook to a large extent. It is therefore, needed to measure the quality of the recommended textbook in terms of OCC development, it implies that there is an enormous number of grade XI learners who may get affected as result of studying the prescribed textbook. Therefore, it is pertinent to look into the effectiveness of the said textbook used to develop OCC among grade XI learners.

1.1 Research Objective and Question

The objective of the study was to explore perceptions and experience of teachers and students regarding effectiveness of the English language textbook in developing oral communicative competence. Therefore, the study attempted to answer the question “What are the perceptions and experience of English language teachers and high school students with the revised English textbook regarding its effectiveness in terms of developing oral communicative competence?”

1.2 Significance of the Study

The significance of this research study lies in its potential to enhance English language teaching and learning in Pakistan and beyond. The research findings will offer practical solutions for modifying English language textbooks, improving the development of Oral Communicative Competence among learners of English as a second language. The outcomes will provide guidance for teacher training institutes and policymakers, while also contributing to the broader field of

language acquisition and pedagogy. Ultimately, this study has the potential to positively impact language education practices and advance the understanding of effective teaching strategies worldwide

2. Literature Review

Language acquisition and learning represent distinct aspects of linguistic development. "Acquisition" involves unconscious, real-life immersion where grammar is secondary, while "learning" involves formal understanding and explicit knowledge (Lessard-Clouston, 2018). Modern linguistic literature emphasizes Communicative Competence over traditional linguistic competence, focusing on language production and speaking skills (Savignon, 2018). However, effective learning requires an appropriate environment for skill development (Hashim & Yunus, 2018). Moreover, Anak Yunus and Hua (2021) suggest language acquisition is iterative, involving grammar, vocabulary, and social context comprehension. Islam (2017) argues that the need for understanding grammar and vocabulary, along with the ability to interpret meaning in various contexts. Therefore, the cyclical nature of language acquisition, applicable to first, second, or third languages, underscores the universality of this process (Kvashnina & Martynko, 2016). Aziz and Kashinathan (2021) advocate for a curriculum that addresses grammar, vocabulary, and sociolinguistic competence. Hence, the focus on oral communicative competence (OCC) and the cyclical nature of acquisition highlight the need for a multifaceted approach to develop language proficiency in diverse contexts.

Linguists like Savignon (2018), Bakar et al., (2019) and Sayyora (2021) emphasize that effective oral communication involves using phrases rather than complete sentences and relies on the interaction between speaker and listener. Successful conversations require collaboration, with both participants acting as addressors and decision-makers (Meenambal & Meenakshi, 2022). Flexibility is essential, as turn-taking requires adapting to the partner's knowledge and cues (Mayo & Barrioluengo, 2017). Conversation formality and topics adjust based on interlocutors, making it dynamic and adaptable (Izquierdo et al., 2021).

These insights suggest that speaking tasks should simulate real-life scenarios, encouraging learners to anticipate and adapt in real-time, rather than relying solely on controlled materials like dialogues and drills (Ramirez & Laurencio, 2015). Tasks should involve decision-making under time constraints and limited vocabulary to reflect actual conversational challenges (van der Veen et al., 2017). Understanding ellipses in spoken language is crucial (Reid, 2015), and topics should be familiar but introduce new information without undermining learners' existing knowledge. Tasks must resonate with learners' maturity and interests, avoiding scenarios that compromise their identity (Pitura, 2022). Emotionally engaging and enjoyable speaking activities enhance learning effectiveness (Manurung, 2017a).

English as a Second Language (ESL) is a significant concern in Pakistan, where proficiency remains low despite English being the official language for business and education. The education system has failed to provide adequate English learning opportunities, creating a

language gap that hinders social and economic mobility (Younas et al., 2020). According to the English Proficiency Index (2023), Pakistan ranks 64 (Low proficiency) out of 113 countries. The factors impeding ESL acquisition in Pakistan include poor learning environments, lack of audio-visual facilities, inadequate libraries, and unqualified language teachers (Ali et al., 2020). Additional challenges include ineffective teaching methods, low learner motivation, irregular attendance, and family-related issues. Total immersion in the target culture is essential for effective language learning, but this is difficult for Pakistani learners (Solangi et al., 2021)

Moreover, the role of teachers is crucial in developing language skills and oral communicative competence (OCC), yet many teachers lack the necessary qualifications and proficiency (Khan et al., 2017). Therefore, the Pakistani government has launched initiatives to improve ESL, such as the English Access Micro-scholarship Program for economically disadvantaged students, and the National Education Policy 2017 which promotes early English education. However, challenges persist, including inadequate infrastructure, lack of qualified teachers, and ineffective teaching methods, making ESL acquisition in Pakistan a complex issue (Kalyar et al., 2019).

The need to equip students in Pakistan with effective communication skills in English is particularly critical due to the socio-economic advantages associated with English proficiency. English serves as a gateway to higher education, better employment opportunities, and socio-economic mobility (Lodhi & Akash, 2019). Proficiency in English is often linked to improved career prospects and access to global resources and networks, which can significantly impact an individual's quality of life and socio-economic status (Abbas & Iqbal, 2018). Therefore, English proficiency is essential for Pakistan's participation in the global economy. As English is the lingua franca of international business, science, technology, and diplomacy, individuals who are proficient in English are better positioned to contribute to and benefit from global interactions (Ly, 2023). This underscores the importance of effective instructional materials that can adequately prepare students to meet these global challenges.

The significance of instructional materials in ESL education cannot be overstated, as they serve as the primary resource for developing language proficiency among learners. Instructional materials, particularly textbooks, provide structured content and systematic practice opportunities that are essential for learners' language development (Baleghizadeh & Amiri Shayesteh, 2020). Textbooks are meticulously designed to cover various language skills, including reading, writing, listening, and speaking, thereby playing a vital role in shaping students' linguistic abilities (Newton & Nation, 2020).

In fact, in contexts where English is not the first language, such as Pakistan, textbooks become even more crucial. They offer a consistent and reliable framework for language learning that students might not otherwise have access to in their daily environment (Khan et al., 2017). In these settings, textbooks are often the primary exposure students have to standardized English, making them indispensable tools for both teachers and learners (Syed et al., 2019). Recent studies

highlight the pivotal role of well-designed textbooks in promoting not only language skills but also critical thinking and intercultural awareness, which are essential in today's interconnected world (Ahmad et al., 2021). Effective instructional materials that are contextually relevant and pedagogically sound can bridge the gap between theoretical knowledge and practical application, thus enhancing the overall learning experience (Lessard-Clouston, 2018).

Moreover, in Pakistan, English language textbooks are essential resources for language development, emphasizing the need for textbooks that cater to diverse student needs and equip them with lifelong skills, particularly oral communicative competence (OCC) (Liu et al., 2021). However, current textbooks have limitations that hinder comprehensive language skill development, especially in OCC. Manurung (2017b) states that textbooks are key components of language teaching and deserve careful consideration. In Pakistan, textbooks face criticism for outdated methodologies, poor language quality, and a narrow focus on exams, inhibiting critical thinking and deeper understanding (Syed et al., 2019). Therefore, the selection of textbooks is crucial as they serve as reliable teaching and learning tools. Textbooks should include varied tasks such as pronunciation, reading, grammar activities, speaking, listening, and writing (Liu et al., 2021). Therefore, careful selection and evaluation of textbooks are important to promote second language acquisition and OCC development

Previously, publishing houses of provincial government were primarily responsible for providing textbooks to public schools. However, in 2001, the Federal government introduced a 'deregulation policy' to involve the private sector in developing school books. This policy aimed to provide users with choices and induce competition among providers, ultimately promoting knowledge, empowerment, and participation (Suhag & Khan, 2020). Besides, the effectiveness of textbooks in improving oral communicative competence has been documented in various contexts. For instance, a study by Kausar et al., (2016) highlighted that textbooks incorporating authentic communicative tasks lead to better speaking performance among students. Similarly, Mumtaz and Quraishi (2020) conducted a study to evaluate the English language textbook "English for Class 8" prescribed by the Punjab Textbook Board. The results indicated that the textbook failed to meet the learners' needs for acquiring English as a foreign language for communicative purposes. The tasks in the textbook did not focus on sociolinguistic and extended verbal expression in the target language. Including tasks that challenge learners to produce meaningful utterances could significantly enhance the textbook's effectiveness in developing speech proficiency. Since the English language textbook for grade XI is revised, this revision demanded its evaluation for the betterment of language acquisition and OCC development. Therefore, the study aimed at evaluating the revised English textbook for class XI in terms of its effectiveness in developing oral communicative competence from the perspective of teachers and students.

3. Research Methodology

This research study was built upon an interpretivist philosophical framework, which holds that reality is constructed rather than existing as an objective entity (Bryman, 2016). The study

employed a qualitative approach to explore the complex relationship between English language textbooks and the development of oral communicative competence among high school students in Sindh, Pakistan. The interpretivist paradigm guided the selection of qualitative methods to gain in-depth insights into the dynamic processes of language learning in this specific context (Morse, 2020). The research aimed to investigate the subjective experiences of both students and teachers regarding the effectiveness of English language textbooks in enhancing oral communicative skills. To accomplish this, interviews were conducted to gather a range of perspectives on the challenges, preferences, and insights of the participants (Gerring, 2017b). Additionally, observations were conducted to provide a contextualized understanding of the educational setting. Similarly, in line with the study's objectives, a case study approach was adopted to emphasize the collection of individuals' accounts to explore their perceptions and experiences as articulated during interviews. This approach facilitated a thorough analysis of one or more cases, enabling the discovery of rich, holistic themes and narratives (Rahi, 2017). To ensure the robustness of the findings, data and results were triangulated, integrating them into a coherent and meaningful context. For this study, the revised English textbook for class XI was selected as the focal case, with the unit of analysis being the section on oral communication competence.

3.1 Data Collection Method

The current study utilized semi-structured interviews and participant observation as techniques for collecting qualitative data. By employing an interview guide, the researcher was able to conduct interviews that were both focused and structured, while ensuring that discussions remained within the intended scope (Ruslin et al., 2022). Similarly, participant observation provided firsthand insights that might not have been obtained through interviews alone, and it also served as a means of triangulation, allowing for the comparison and validation of findings obtained through interviews (Noble & Heale, 2019).

Thirty participants, comprising twenty students and ten teachers, were selected for in-depth individual interviews. The interviews were designed to explore the impact of a revised English textbook on the enhancement of oral communicative competence (OCC) among high school students. To facilitate structured questioning and ensure that discussions remained within the intended scope, an interview guide was created for the study, which dictated the sequence of inquiries and aided interviewers in effectively ending discussions or following up (Clark et al., 2021). The study utilized distinct interview guides for teachers and students, which were developed to align with the study's objectives. Additionally, to systematically gather data through participant observation, an observation checklist was employed, which is a widely used instrument in performance evaluation and behavioral analysis. Likewise, thematic analysis, an analytical technique that enables researchers to identify, analyze, and report patterns within data, serves as the foundation for analyzing qualitative data (Braun & Clarke, 2019). This approach allows for a deeper understanding of the data, facilitating the identification of naturally emerging patterns rather than imposing predetermined themes (Terry & Hayfield, 2020). Through the process of coding and analyzing the data, themes and sub-themes were derived from the codebook. The

researcher then finalized the names of each theme, providing descriptive narratives and supplementing these themes with select quotations from the original text. This approach aids in effectively communicating the essence and significance of each theme to the reader, offering a comprehensive understanding of the data and its implications (Bryman, 2016).

4. Data Analysis and Interpretations

Table No 1: Improvement in Textbook Quality

Themes	Statements of Teachers and students along with the data emerged from observation
Comprehensive language coverage	<p>The new textbook focuses all four key language skills—reading, writing, speaking, and listening. It covers a huge gap of the previous textbook, which did not provide balanced coverage of these areas. This shift represents a positive development, as it promotes a more comprehensive and effective approach to language learning. (Interview with TF1)s</p> <p>I believe the revised textbook adequately addresses the shortcomings of its predecessor and significantly enhances language learning across all aspects. (Interview with TM1)</p>
Grammar section	<p>The revised textbook introduces separate grammar portions in each unit. I have extensively reviewed almost all the topics covered. Additionally, the textbook incorporates exercises on figures of speech and other grammatical aspects. A significant departure from the previous edition lies in its accessibility and simplicity, making it more user-friendly. (Interview with TF4)</p>
Reading strategies	<p>This book is a definite improvement over the previous one. It's packed with activities similar to those in Oxford and Cambridge textbooks. It covers reading strategies comprehensively, including pre-reading, during reading, and post-reading activities. (Interview with TM3)</p>
Oral communication section	<p>Certainly, in terms of exercises, the revised textbook introduces a notable addition with its emphasis on oral communication segments. This aspect significantly enhances the students' communicational abilities, which are invaluable. Furthermore, the exercises provided in the revised edition [regarding speaking skills] are of paramount importance. (Interview with TM1)</p>
Activity-Based and Student-Centered Approach	<p>The previous book was more teacher-centered, whereas this one is activity-based and student-centered, with greater student involvement. So, overall, it's an improvement. (Interview with TF2)</p> <p>The new textbook is more interactive, increasing student involvement compared to the old one. The exercises require students to discuss, dialogue and debate, leading to more interaction. (Interview with TM2)</p> <p>The textbook is packed with activities and students' engagement to foster their language skills similar to those in Oxford and Cambridge textbooks. (Interview with TM3)</p>

The statements collectively highlight key improvements in the new textbook, emphasizing enhanced content quality, student engagement, and comprehensive language skill development. TF1 notes that the new edition's balanced focus on reading, writing, speaking, and listening fills a gap in the previous version, offering a more holistic language learning approach. TM1 echoes this, acknowledging the textbook's improvements in fostering well-rounded language skills. TF4 highlights the inclusion of grammar sections and simplified explanations, which improve accessibility and student comprehension. TM3 emphasizes the structured reading strategies, aligning the textbook with renowned materials like Oxford and Cambridge editions, while TM1 underscores the importance of oral communication exercises for developing students' communicative competence. The shift from a teacher-centered to a student-centered approach, as TF2 points out, promotes active learning and critical thinking. TM2 further praises the interactive exercises that foster discussion and debate, enhancing collaboration and communication skills. These improvements position the textbook as more dynamic, engaging, and aligned with modern educational practices.

Table No 2: Speaking Skill Enhancement

Themes	Statements of Teachers and students along with the data emerged from observation
Emphasis on OCC	<p>[...] at the end of each unit, there's a section for oral communication skills where students engage in speaking activities based on given situations. I believe it'll help improve their speaking skills. (Interview with TF)</p> <p>Certainly, in terms of exercises, the revised textbook introduces a notable addition with its emphasis on oral communication segments. This aspect significantly enhances the students' communicational abilities, which are invaluable. (Interview with TM1)</p>
Real-life Situational Practice	<p>[...] there are dialogues that put students in real-life situations, encouraging them to communicate in English through role-play. (Interview with TM3)</p> <p>[...] at the end of each unit, there's a section for oral communication skills where students engage in speaking activities based on given situations. I believe it'll help improve their speaking skills. (Interview with TF1)</p>
Group Activities and Collaborative Learning	<p>[...] there are speaking exercises in various units where students work in groups to share their ideas, which help enhance their speaking abilities. (Interview with TF2)</p>

The statements collectively highlight how the revised textbook enhances students' speaking skills through a variety of targeted activities. According to TF, the inclusion of dedicated sections at the end of each unit focused on oral communication allows students to engage in speaking tasks based on real-life situations, which is expected to significantly improve their speaking abilities. TM1 further emphasizes this point, noting that the introduction of oral communication segments

represents a major enhancement, as these exercises develop students' communicative abilities, which are seen as invaluable for language proficiency. TM3 points to the use of dialogues and role-play scenarios that simulate real-life situations, encouraging students to practice English in a natural and interactive way. Such activities provide practical opportunities for learners to develop fluency and confidence in spoken English. Additionally, TF2 mentions group-based speaking exercises found in various units, which promote collaborative learning and the sharing of ideas among students. This interaction in group settings not only fosters communication but also enhances their ability to express thoughts and ideas verbally. Overall, these additions and improvements suggest a strong focus on enhancing speaking skills through engaging, real-world, and interactive activities, positioning the revised textbook as an effective tool for language learners.

Table No 3: Teaching Methods and Strategies

Themes	Statements of Teachers and students along with the data emerged from observation
Dominance of teacher-centered teaching method	<p>I start by sharing the chapter objectives, then I read the text, translating and explaining it line by line. Sometimes, I ask students to read aloud. (Interview with TF2)</p> <p>Firstly, I explain the main points of the text to students in Sindhi, then I read the text line by line for them, explaining the meanings of new words. Meanwhile, students listen to my explanations. (Interview with TF3)</p> <p>I explain the content paragraph by paragraph, clarifying meanings of new words as needed, and emphasize correcting pronunciation.(Interview with TF4)</p> <p>The teacher delivered a lecture and explained the key topic, "Self-Reliance." He read the lesson himself and translated each sentence into Sindhi. He also explained the meaning of new words.(Interview with SF3)</p>
Out-dated grammar-translation method	<p>[...] I translate parts into the local language for better understanding. I also explain the meanings of new words since not all students have dictionaries [...].(Interview with TM2)</p> <p>The teacher delivered a lecture and explained the key topic, "Self-Reliance." He read the lesson himself and translated each sentence into Sindhi. He also explained the meaning of new words.(Interview with SF2)</p> <p>The teacher read the lesson aloud, and we listened to him. Then, he translated each sentence into Sindhi to help us understand. (Interview with SF1)</p>

The statements collectively reflect traditional, teacher-centered teaching methods and strategies that prioritize translation, direct explanation, and clarification of vocabulary. TF2, for instance, starts by sharing chapter objectives and then reads the text, translating and explaining it line by line, which suggests a focus on comprehension through step-by-step guidance. TF3 also uses translation, explaining the text in Sindhi to ensure that students grasp the main points, while

new vocabulary is clarified as students listen. This method shows an emphasis on comprehension facilitated by the teacher’s translation into the students' native language, rather than encouraging independent analysis. Similarly, TF4's strategy involves explaining the content paragraph by paragraph while focusing on correcting pronunciation. This indicates a detailed, teacher-led approach where the teacher controls the learning process and students primarily listen, with attention given to language mechanics like pronunciation. TM2 and SF3 further support this pattern, both highlighting the use of translation into the local language (Sindhi) for better understanding, especially considering the lack of dictionaries among students. The emphasis on translating and explaining new words underscores the central role of the teacher in ensuring comprehension. Moreover, the repeated focus on translating into the local language across different interviews indicates a shared reliance on this method as a means of facilitating understanding, particularly in contexts where students may struggle with unfamiliar vocabulary or concepts.

Table No 4: Focused Areas in Instruction

Themes	Statements of Teachers and students along with the data emerged from observation
Priority on reading and grammar skills	<p>My focus is primarily on reading skills, and I do cover some grammar skills. However, I skip writing and oral communication exercises because many students struggle with even understanding tenses. Therefore, they are not equipped to handle oral communication or writing tasks. (Interview with TF3)</p> <p>Not really. We mostly prioritize reading activities, and unfortunately, many teachers don't emphasize speaking skills. (Interview with TM3)</p> <p>I primarily focus on reading comprehension and some grammar exercises, skipping writing tasks due to students' weak grammar foundations. Additionally, students struggle with advanced writing tasks like essays, so I prioritize reinforcing basic grammar skills. (Interview with TF4)</p> <p>The teacher usually focuses on reading skills and ensures we do all the exercises related to it. As for the writing and oral communication parts, the teacher tells us we'll do them later. (Interviews SF4)</p>
Implementation failures and lack of consistency	<p>Implementation failures indeed exist, primarily due to teachers not prioritizing the oral communication component. Teachers play a crucial role in ensuring comprehensive language education, and they should not overlook this aspect. Parents also need to hold students accountable for their language development. (Interview with TM1)</p> <p>The textbook is crucial, but teachers often skip oral communication exercises due to lack of accountability. Students also struggle with basic English comprehension, hindering progress. (Interview with TM4)</p> <p>Honestly, we often skip the oral communication part in each unit. The focus tends to be on written exercises, and the teacher rarely encourages us to speak. Delivering presentations or</p>



engaging in speaking activities is usually bypassed. Although there was a recent opportunity for presentations, the teacher suggested doing them at home instead. (Interview with SM1)

Textbook
Utilization

[...] The teacher says that we should complete the reading tasks effectively first, and then we can move on to other sections. However, even though the session is about to end, we haven't completed anything apart from the reading section. It seems like the rest of the sections, like writing, grammar, and oral communication, are considered less important compared to reading. (Interview with SF4)

Both teacher and students were not wholeheartedly implementing the oral communication section of the book. May be they were more prone to reading and writing exercises which would be tested in final examination. (Observation with TM2, TM5, TF1, TF3)

Influence of
Systemic Factors

Implementation failures indeed exist, primarily due to teachers not prioritizing the oral communication component. Teachers play a crucial role in ensuring comprehensive language education, and they should not overlook this aspect. (Interview with TM1)

It varies from teacher to teacher due to our system's lack of consistency in implementation and accountability. The oral communication exercises can be lengthy, and students, with weak academic foundations, struggle to grasp them. Therefore, we mainly focus on reading and writing, with minimal attention to speaking skills. Despite this, the book's inclusion of speaking activities marks a significant improvement over the previous edition, which lacked them. (Interview with TM3)

The statements reveal a predominant focus on reading skills and grammar exercises in classroom instruction, with significant neglect of oral communication and writing components. TF3 highlights this issue, explaining that due to students' weak understanding of tenses, they skip writing and oral communication exercises, prioritizing reading instead. This reveals a lack of balance in skill development, where students' struggles with basic language elements lead teachers to avoid tasks that foster productive skills, such as writing and speaking. Similarly, TM3 emphasizes that teachers prioritize reading activities while often overlooking speaking skills, which suggests a systemic issue where oral communication is not considered a crucial aspect of language learning. Similarly, TF4 and SF4 further reinforce this reading-dominant approach, with TF4 noting a focus on reading comprehension and basic grammar exercises, while writing is often skipped due to students' inability to handle advanced tasks like essays. SF4 adds that although the teacher ensures all reading exercises are completed, the other sections, including oral communication and writing, are left for later but are rarely addressed. This shows that reading is often prioritized at the expense of other vital language skills, limiting students' overall language proficiency. Likewise, TM1 and TM4 point to implementation failures, particularly in the area of oral communication. TM1 stresses that teachers' lack of prioritization of oral communication exercises results in incomplete language instruction, while TM4 blames both teachers' lack of accountability and students' struggles with basic comprehension for the neglect of speaking tasks. These views highlight a systemic problem where oral communication is consistently underemphasized, leading to imbalanced skill development. Moreover, SM1 and SF4 confirm that

oral communication tasks are frequently skipped, with SM1 noting that even opportunities for presentations are bypassed, further diminishing students' exposure to speaking activities. SF4 adds that despite promises to cover other sections, the focus remains primarily on reading throughout the course. This leads to an incomplete instructional approach, leaving out essential components like writing, grammar, and oral communication. Additionally, the observations of TM2, TM5, TF1, and TF3 suggest that both teachers and students focus heavily on reading and writing exercises, likely due to the final examination structure. This exam-focused mentality often pushes oral communication to the margins, despite its inclusion in the textbook. TM1 and TM3 both agree that the system's lack of accountability plays a role in the inconsistent implementation of speaking exercises. TM3 also notes that while the new textbook introduces speaking activities, their implementation varies, and the focus remains primarily on reading and writing due to students' academic weaknesses.

Table No 5: Students' Participation and Discipline

Themes	Statements of Teachers and students along with the data emerged from observation
Low participation rates	<p>I attempt to implement the oral communication exercises, encouraging students to deliver presentations. However, only a few students come forward, and most struggle with even basic reading and writing tasks [...](Interview with TF4)</p> <p>Students often lack the English-speaking atmosphere and feel shy or have limited English skills, which makes them reluctant to participate.(Interview with TF1)</p> <p>Low level student engagement was found. The students were struggling in understating the instructions related to OCC section of the unit. They were communicating in native language, avoiding the target language for certain reasons. (Observation with TM2, TF4, TM3, TF3)</p>
Academic background and discipline	<p>Yes, definitely the oral communication exercises are effective, especially for those who actively participate in activities, there's a noticeable improvement in their speaking skills. However, about 70 to 80% of students remain passive and don't participate much. This could be due to their weaker academic background, particularly for those from public schools. (Interview with TM2)</p> <p>Some students don't pay attention, talk among themselves, and don't listen to the teacher. There's a lot of noise and indiscipline in the class...If students participate more and the teacher is stricter, the class environment could improve.(Interview with SF3)</p>
Need for teacher support and encouragement	<p>Yes, we did a few, and we also prepared presentations. However, we haven't had the opportunity to deliver them in front of the class yet. Out of 30 to 35 students, only three of us prepared presentations, and the teacher wrote our names down, but we haven't presented yet. (Interview with SF2)</p> <p>Only about 10 to 15 out of 50 students participate in oral communication skills and express their ideas in English. [...]The teacher should find ways to make students more active as many of them are quite passive and lazy in participating in classroom activities. (Interview with SM3)</p>



The statements reveal challenges in student participation and discipline, particularly in oral communication activities. TF4 notes that while some students engage in presentations, most struggle with basic reading and writing, limiting participation in speaking tasks. TF1 and TM2 highlight that many students, particularly from public schools, feel shy or lack confidence in English, leading to passivity in class. TM2 observes that although oral communication exercises are beneficial for active students, around 70-80% remain passive due to weaker academic backgrounds. Classroom observations by TM2, TF4, and TM3 show that students often use their native language, avoiding English due to difficulty understanding instructions. Additionally, SF3 describes discipline issues, with students being inattentive and disruptive, which hampers participation. SF3 suggests that stricter discipline and increased involvement could improve the classroom environment. SF2 highlights that out of 30-35 students, only three prepared presentations, but were not given the opportunity to present, pointing to a lack of follow-through in encouraging participation. Similarly, SM3 notes that only 10-15 out of 50 students actively participate in oral tasks, calling for more strategies to engage the passive students. Overall, the analysis shows low participation in oral communication exercises due to weak language skills, shyness, and a lack of motivation. Discipline issues, such as inattentiveness and noise, further disrupt the learning process. A more structured approach and strategies to engage passive students could improve both participation and discipline, enhancing the overall learning experience.

Table No 6: Challenges in Implementation with the Textbook Content

Themes	Statements of Teachers and students along with the data emerged from observation
Challenges with English language teaching in schools	<p>No, I don't believe it (revised English textbook) is effective because students lack a strong foundation in English language skills, even after completing matriculation. Ideally, by the time a student reaches the 11th standard, they should have a solid grasp of English language concepts. However, the reality is that many students lack clarity even on basic concepts like nouns and pronouns. (Interview with TF3)</p> <p>Our education system needs improvement, especially regarding English language teaching in schools. Teachers should also be proficient in English. (Interview with TF1)</p>
Time constraints and curriculum management	<p>One major challenge is the time constraint. The exercises in the textbook are lengthy, and fitting them into the class schedule without falling behind on other topics can be difficult. Also, since oral communication skills are not assessed in exams, there's less emphasis on them. (Interview with TF2)</p> <p>One thing I've noticed is that the exercises in each unit are quite lengthy. This makes it challenging to cover the syllabus in time. It would be helpful to shorten the exercises to some extent for better manageability. (Interviews with TM2)</p> <p>I think the units or exercises could be shortened to fit better into the class schedule. There's a lot of content that we can't cover in the limited time available. (Interviews with TM2)</p>
Attendance issues and	<p>Attendance issues and irregularities, such as winter holidays and elections, disrupt the continuity of lessons. Furthermore, the inconsistent student population makes it difficult to</p>



institutional pressures	<p>maintain a cohesive teaching approach. As a result, I prioritize exercises that are assessed in annual examinations, such as reading comprehension and grammar, over oral communication tasks. (Interview with TF4)</p> <p>Lack of checks and balances and institutional pressure to complete the curriculum are reasons. Introducing evaluation and accountability for teachers could improve implementation. (Interview with TM4)</p>
Inconsistency in teaching approach and implementation	<p>It varies from teacher to teacher due to our system's lack of consistency in implementation and accountability. The oral communication exercises can be lengthy, and students, with weak academic foundations, struggle to grasp them. Therefore, we mainly focus on reading and writing, with minimal attention to speaking skills. Despite this, the book's inclusion of speaking activities marks a significant improvement over the previous edition, which lacked them. (Interview with TM3)</p>
Need for simplification and adaptation of material	<p>No, I don't believe it (revised English textbook) is effective because students lack a strong foundation in English language skills, even after completing matriculation. Ideally, by the time a student reaches the 11th standard, they should have a solid grasp of English language concepts. However, the reality is that many students lack clarity even on basic concepts like nouns and pronouns. (Interview with TF3)</p> <p>It varies from teacher to teacher due to our system's lack of consistency in implementation and accountability. The oral communication exercises can be lengthy, and students, with weak academic foundations, struggle to grasp them. Therefore, we mainly focus on reading and writing, with minimal attention to speaking skills. Despite this, the book's inclusion of speaking activities marks a significant improvement over the previous edition, which lacked them. (Interview with TM3)</p>

The statements highlight key challenges in implementing the revised English textbook, focusing on weak foundational skills, time constraints, and institutional inefficiencies. TF3 notes that many students lack basic English proficiency, such as understanding nouns and pronouns, making it difficult to engage with advanced content. TF1 adds that improvements are needed in both the education system and teacher proficiency. These concerns underscore the barriers to effectively using the textbook. Similarly, time constraints are another major issue, with TF2 and TM2 pointing out that lengthy exercises prevent full syllabus coverage. TF2 notes that oral communication is often neglected since it is not assessed in exams, leading to a focus on reading comprehension and grammar. TM2 and TM3 suggest shortening units to better manage class time. Similarly, institutional issues, such as attendance irregularities, further complicate implementation. Likewise, TF4 mentions that disruptions like holidays and elections, along with inconsistent attendance, hinder lesson continuity. Teachers prioritize exam-related content, reducing the focus on speaking activities. TM4 highlights the lack of accountability and pressure to complete the curriculum, which leads to rushed instruction and skipped speaking exercises. TM3 and TM4 note inconsistent implementation across teachers, with some focusing more on reading and writing due to students' weak oral communication skills. Despite these challenges,

TM3 acknowledges that the inclusion of speaking activities in the textbook is an improvement, though they are not always fully implemented. Overall, the main challenges include poor foundational skills, time constraints, institutional issues, and lack of accountability, all of which limit the textbook’s effectiveness, particularly in promoting oral communication.

Table No 7: Barriers in English Proficiency

Themes	Statements of Teachers and students along with the data emerged from observation
Struggles with foundational skills	<p>Implementing oral communication is challenging because many students lack even basic reading skills. When students struggle with reading, speaking becomes even more challenging. If they cannot understand English, they lose interest in learning the language altogether. (Interviews with TF3)</p> <p>Mainly because they struggle with understanding the text and vocabulary, so they avoid speaking, even in Sindhi, as they feel lost. (Interviews with SM2)</p>
Focus on building foundations	<p>I attempt to implement the oral communication exercises, encouraging students to deliver presentations. However, only a few students come forward, and most struggle with even basic reading and writing tasks. I prioritize building their foundational skills in grammar and reading comprehension before delving into speaking exercises. (Interview with TF4)</p>
Barriers in teaching methodologies and curriculum	<p>This deficiency is a significant challenge, particularly in our context. Several factors contribute to this, including teachers' lack of interest or training in fostering speaking skills. Additionally, outdated teaching methodologies and curriculum materials hinder students' progress. The revised textbook addresses these issues by offering more advanced content and effective teaching methods. (Interview with TM1)</p>
Variability in student progress	<p>Yes, definitely. Especially for those who actively participate in activities, there's a noticeable improvement in their speaking skills. However, about 70 to 80% of students remain passive and don't participate much. This could be due to their weaker academic background, particularly for those from public schools.</p> <p>(Interview with TM2)</p>
Institutional support and assessment	<p>Yes, it does by dedicating a section to oral communication. However, without institutional support, it's challenging to implement effectively. (Interview with TM4)</p>
Need for summative assessment	<p>[...] The teacher responded that these skills are not important because they're not assessed in exams. He believes that focusing on reading and writing is enough for exam preparation. The other sections like grammar and oral communication can be quickly covered in the remaining weeks before exams. (Interview with SF4)</p>

The statements reveal several barriers to English proficiency, particularly related to students' foundational skills, institutional priorities, and teaching methodologies. One of the most significant challenges is the students' lack of basic reading skills, as highlighted by TF3. When



students struggle with reading, it affects their ability to engage in oral communication, making speaking activities even more challenging. TF3 emphasizes that students who cannot understand English often lose interest in learning. The text highlights several barriers to English proficiency, focusing on weak foundational skills, disengagement, outdated teaching methods, and institutional inefficiencies. Many students, as noted by TF3, lack basic reading and writing skills, which hampers their ability to participate in oral communication exercises. This leads to disengagement, where students avoid speaking activities due to insecurity and difficulty understanding the language. SM2 and TF4 observe that this creates a cycle of avoidance, where students focus on reading and grammar rather than speaking. Moreover, outdated teaching methodologies and a lack of focus on oral communication are further obstacles. TM1 points out that many teachers are not trained or interested in fostering speaking skills. Although the revised textbook addresses these issues with updated content, challenges in its implementation persist. Similarly, participation issues also play a role, as TM2 reports that only 20-30% of students actively engage in speaking exercises, with the majority remaining passive due to weak academic backgrounds, particularly in public schools. This passivity exacerbates the gap between engaged learners and those falling behind. Likewise, institutional support is also insufficient, as TM4 notes the difficulty in implementing oral communication exercises without proper backing, such as teacher training and resources. SF4 emphasizes that teachers prioritize exam preparation over speaking skills, further limiting comprehensive language development. In short, weak foundational skills, lack of engagement, outdated methods, and a focus on exam-related content hinder English proficiency. While the revised textbook offers improvements, institutional support and proper teacher training are crucial for fostering well-rounded language skills, especially in speaking.

Table No 8: Need for Professional Development

Themes	Statements of Teachers and students along with the data emerged from observation
Lack of induction training	TF1: No, there wasn't any induction training before I joined as an English lecturer. TF3: No, I was not. TM3: Not yet. (Interview with TF1, TF3 and TM3)
Discrepancy between promises and reality	No, there hasn't been any induction training provided yet, despite being informed that it would occur within the first 9 months. (Interview with TF4)
Recognition of need	This deficiency is a significant challenge, particularly in our context. Several factors contribute to this, including teachers' lack of interest or training in fostering speaking skills. Additionally, outdated teaching methodologies and curriculum materials hinder students' progress. The



professional development	revised textbook addresses these issues by offering more advanced content and effective teaching methods. (Interview with TM1)
Longevity Does Not Guarantee Development	No, unfortunately, despite almost a decade of teaching; even I am to be promoted Assistant Professor from Lecturer, yet I have not received any professional development training. (Interview with TM4)

The statements emphasize a critical gap in professional development for English lecturers, which hinders effective teaching and limits the potential impact of curriculum reforms. None of the teachers—TF1, TF3, and TM3—had received any induction training before joining their roles, a practice that would typically help new educators adapt to their responsibilities and align with institutional goals. This lack of preparation suggests that teachers are entering their roles without the necessary foundational training to effectively teach English, especially in a context where many students struggle with language skills. Likewise, TF4’s experience echoes this concern, as they had been informed they would receive induction training within nine months but had not yet received it. This delay points to broader systemic issues in the professional development infrastructure, potentially affecting the quality of education delivered in classrooms. Without proper training, teachers may not be equipped with modern, effective teaching strategies or knowledge of how to implement the revised textbook’s content. While, TM1 highlights that the lack of training, combined with teachers' general disinterest in fostering speaking skills, creates a significant challenge for language learning. This deficiency is further compounded by the use of outdated teaching methodologies and curriculum materials. TM1 acknowledges that while the revised textbook introduces more advanced content and better teaching methods, its effectiveness is limited without proper teacher training. This indicates that while curriculum updates are crucial, they are insufficient without corresponding professional development to ensure that teachers can successfully implement these changes in the classroom. Likewise, TM4’s statement reveals that even after nearly a decade of teaching and a forthcoming promotion from lecturer to assistant professor, they have not received any professional development training. This absence of ongoing training demonstrates a systemic neglect of continuous teacher education, which is essential for maintaining and improving teaching quality. As teachers progress in their careers, professional development becomes even more critical to keep pace with pedagogical advancements and evolving student needs.

4.1 Discussion

The response offers a detailed overview of the new textbook's approach to balancing reading, writing, speaking, and grammar skills, highlighting its aim for a holistic development of language proficiency. This objective is crucial, given the previous textbook's tendency to skew towards certain skills, leading to imbalanced student competencies. The response effectively underscores the significance of addressing these gaps to ensure a more rounded linguistic education. However, it could delve deeper into the potential challenges of implementing such a balanced curriculum across diverse educational contexts.

The discussion on the comprehensive approach of the textbook, especially its focus on literacy and practical communication abilities, is well-articulated. The inclusion of a dedicated section for OCC enhancement acknowledges the importance of speaking skills in real-life contexts, which is particularly pertinent in our globalized world (Lianzhong et al., 2023). Nevertheless, the response could benefit from a more critical examination of how effectively the textbook can cultivate these skills in varied classroom settings, especially considering factors like class size, teacher proficiency, and resource availability. Moreover, the smooth transition to the revised textbook is attributed to its practical nature, which the responses suggested; makes the learning process more engaging and effective. This assertion is plausible, yet it would be more robust with empirical evidence or specific examples from classroom experiences (Rao, 2019). Furthermore, the response does not address potential resistance or challenges faced by teachers and students during the transition, which could provide a more nuanced understanding of the implementation process.

Similarly, the inclusion of a separate grammar section in each unit is presented as a significant strength of the new textbook, aiming to systematically build students' grammatical knowledge. However, the responses rightly points out the challenge posed by students' weak foundational knowledge, particularly in public sector schools. This critical observation highlights a significant barrier to the effectiveness of the textbook's advanced grammar sections. The suggestion for additional support or remedial instruction is appropriate, but the response could explore this recommendation in greater depth, perhaps by discussing specific strategies or support systems that could be put in place, as suggested by Barto (2017). Moreover, the comprehensive coverage of reading strategies, including pre-reading, while reading, and post-reading techniques and activities, is another positive aspect noted in the response. This structured approach is praised for enhancing engagement, comprehension, and critical thinking (Ma & Lin, 2015). While the response clearly articulates the benefits of this method, it could be more critical by considering the practical challenges of implementing such structured activities consistently. Factors such as time constraints, varying student reading levels, and the availability of supplementary materials could impact the effectiveness of these strategies.

In short, the responses of teachers provided a thorough overview of the new textbook's strengths, particularly its balanced approach to language skills and communicative approach to develop OCC. However, it could benefit from a more critical discussion of the practical challenges and contextual factors that may influence the successful implementation of these features. By addressing these aspects, the response would offer a more balanced and insightful critique of the new textbook's potential impact on language education.

The interview findings highlight that the revised English textbook introduces a significant shift towards student-centered learning through interactive exercises. This approach, which contrasts with the traditional teacher-centered model, is praised for enhancing student involvement, engagement, and fostering critical thinking and problem-solving skills. The emphasis on experiential and activity-based learning aligns with contemporary educational



theories, aiming to improve understanding, retention, and academic performance. However, the success of this student-centered approach largely depends on effective implementation. The findings indicate that some teachers may not be adequately trained or comfortable with the new pedagogical methods, posing a challenge to the smooth transition. Additionally, the effectiveness of interactive activities is contingent on sufficient classroom resources, manageable student-teacher ratios, and proper facilitation by teachers. Without these, the benefits of the approach could be undermined.

Group tasks and peer learning are also seen as strengths of the revised textbook, promoting interpersonal skills like communication, cooperation, and conflict resolution. However, disparities in student participation and potential conflicts within groups are identified as challenges that require careful teacher management. Teachers need to be equipped with skills to foster equitable participation and guide students in developing collaboration and conflict resolution skills. Similarly, the teachers' responses highlight the revised English textbook's inclusion of a dedicated section for enhancing oral communication skills as a significant advancement. This shift reflects a contemporary understanding of the importance of speaking abilities in professional and social contexts, aiming to prepare students for real-world communication. Teachers commended this balanced approach, which complements traditional reading and writing instruction. However, the success of this initiative depends on effective implementation, including teacher proficiency and adequate professional development.

The textbook's alignment with contemporary demands underscores the importance of both written and verbal interactions, crucial for academic and professional success. While the emphasis on oral communication is praised, maintaining a balanced integration of language skills—reading, writing and speaking—is vital for comprehensive language education. The inclusion of real-life scenarios in speaking activities enhances the practical relevance of language learning, though these activities must be inclusive and representative of students' diverse experiences to be fully effective. Likewise, teachers praised the revised textbook's use of dialogues, role-play, and group work to enhance oral communication skills, noting its emphasis on real-life situations and practical learning. Role-play, in particular, was recognized for fostering creativity, spontaneity, and confidence in social interactions, helping students retain vocabulary and linguistic structures. The consistent inclusion of a dedicated oral communication section in each unit ensures systematic practice, while group work promotes collaborative learning, peer support, and confidence in speaking. However, the success of these strategies depends on effective implementation, which requires strong teacher facilitation, cultural sensitivity, and the ability to manage group activities and provide feedback. Challenges such as large class sizes, limited resources, and varying student proficiency levels can hinder the effectiveness of these approaches. The findings highlight that some teachers lacked the necessary instructional skills and sensitivity to create relevant and engaging scenarios for students. Therefore, ongoing professional development for teachers and regular evaluation of student progress are essential to optimize these pedagogical strategies.



Additionally, the findings revealed several implementation challenges in English language teaching. A key issue was the medium of instruction, where a bilingual approach using both local languages (Urdu and Sindhi) and English aimed to enhance student comprehension by integrating familiar languages. While this strategy supports cultural inclusivity and immediate understanding, it may hinder the development of English proficiency, limiting students' global opportunities. Teachers attempted to balance instruction in local languages with English exposure, but careful management is necessary to avoid compromising long-term language development. Another challenge was the weak academic background of students, particularly those from public schools, who struggled with English comprehension and preferred using their native language. This language barrier negatively impacted their academic performance, highlighting the need for revised instructional strategies that support gradual English development alongside native language instruction. Likewise, teacher proficiency in English also emerged as a significant concern. Many teachers lacked fluency and confidence, leading to inadequate instruction and hindering students' development of essential oral communication skills. The absence of induction training further exacerbated these challenges, leaving new teachers unprepared and affecting the quality of education.

Furthermore, the findings also critiqued the continued use of traditional, teacher-centered methods like the Grammar-Translation Method (GTM), which focuses on translation and memorization rather than practical language use. This approach contradicts the student-centered methods promoted by the revised textbook, underscoring the need for updated methodologies that align with modern educational standards and foster practical language skills. Finally, the study highlighted systemic issues related to evaluation and accountability in enhancing oral communication skills. Teachers often prioritize reading and writing, which are easier to assess, over oral skills due to curriculum pressures. While the findings proposed robust evaluation and accountability mechanisms to address these issues, concerns were raised about the feasibility and potential drawbacks of such measures, including increased teacher workload and the risk of focusing too much on assessment metrics rather than genuine language proficiency.

5 Conclusion

The study aimed to assess the revised English textbook's effectiveness in developing oral communicative competence (OCC) among high school students. It found that the textbook is highly effective in enhancing OCC through well-structured, student-centered activities like group discussions, presentations, and role-playing. These activities encourage active participation, crucial for improving OCC. The book covers most language competencies outlined in the National Curriculum for English (2006), except for pronunciation, stress, and intonation, where it lacks dedicated exercises. While the textbook is rich in content for reading, writing, grammar, and vocabulary, it fails to provide sufficient listening and pronunciation exercises. Essential components like phonetics and clear assessment criteria for OCC are missing. The absence of supplementary materials, such as audio-visual aids and a teachers' manual, further limits the



textbook's potential in fostering oral communication skills. Despite its strong design, the textbook's effectiveness is compromised by poor implementation. Teaching practices remain largely teacher-centered, reducing student engagement and hindering language skill development. Teachers and students often skip the OCC section due to several factors, including the absence of summative assessment, time constraints, and students' weak foundational skills. Additionally, the use of the native language as the medium of instruction during lessons undermines OCC development. The study concludes that while the textbook has the potential to significantly improve OCC, its success depends on proper implementation. Teachers' reluctance to adopt student-centered pedagogies and the lack of training and support hinder its effectiveness. For the textbook to achieve its intended goals, adherence to its design and adequate teacher training are essential.

5.1 Recommendations

The revised English textbook's effectiveness is hindered by improper implementation, highlighting the need for continuous professional development programs (CPDP) to improve teachers' language proficiency and pedagogical skills. These programs should focus on modern teaching methods such as Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT), with mandatory induction training for new teachers. Systemic changes in teacher training, curriculum design, and classroom practices are necessary to properly integrate oral communication skills and support student engagement. The curriculum should be updated to include listening skills, currently missing from outlined competencies. This omission affects students' oral communication development. Incorporating listening exercises and skills like pronunciation, stress, and intonation—such as phonemes and phonetic symbols—will enhance students' spoken English proficiency and meet national curriculum standards.

5.2 Limitations of the study

The research relied on the subjective perceptions of teachers and learners regarding the effectiveness of the English language textbook in developing oral communicative competence. These individual perceptions could be influenced by personal biases, experiences, and teaching styles, introducing a degree of subjectivity into the study's findings, however, necessary measures were taken to minimize the same by employing methodological triangulation, interviews from multiple stakeholders with distinct demographics.

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