

English Language Learning Materials Development Policy of Pakistan: Provisions and Execution

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Abstract

The aim of this research is to assess the sufficiency of provisions and execution of English Language Learning Materials Development Policy of Pakistan. For the realization of this, the policy documents were abstracted to know what has been provided in connection with the development of English learning materials in Pakistan. Further, the evidence regarding the execution of the policy was collected through a questionnaire. The results of the study indicate that the policy provides only rudimentary guidelines regarding the selection, regulation, and capacity building of the writers and the publishers of the materials. Besides, the researcher has found that curricular guidelines, some principled approach to the materials development and selection, the development process, hierarchy and transitional signals in the materials, context relevance, the use of technology in the development of materials, evaluation of the developed or selected materials are the aspects that have not been attended to. Only 26% of the executions have so far become possible. The consequences of this insubstantial policy are that the teachers, while using the materials that are developed or selected following the guidelines of the policy, mainly keep their focus on form items of English language and thus remain unable in engaging the learners as well as teaching them how to use language in terms of communicative intent.

Keywords: Policy, learning materials, principled approach, evaluation, communicative intent.

Introduction

In an ESL teaching-learning situation, learning materials play a major role in the provision of a nourishing input. Highlighting the significance of learning materials, Ampa, et al. (2013) say that these are frequently the most concrete part of the teaching and learning process. Further, the quality of language input and practice in the classroom is indicated by them. The activities in the classroom, that are presented either for communicative interaction or language practice, are mostly fueled by learning materials. These also serve the purpose of reference for students when they are made to learn items of grammar, vocabulary, pronunciation, etc. Therefore, it is the learners' essential need that they receive sufficient target language input of right kind in terms of "linguistic complexity, diversity, communicative intent, feedback," etc. In addition,

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along with the quantity of input, in Krashen's view, comprehension of input whether it takes place through its modification or contextual support is also necessary. One more view is that learner's output is also important for the worthwhile acquisition of L2 (Ellis, 2005; Pica, 2002; Anthony, 2008).

As mentioned above instructional and learning materials have very significant role in the learning process. In addition to this as per national policy demands, they are required to contribute to the enhancement of the quality of learning and preservation of national identity as well as culture. Further, they have to help in maintaining ideological and administrative control. However, when it comes to the development of English learning materials, the learning materials development policy of a country or community needs to play the role of a path provider. In this area of research many researches have been carried out whose account is as follows:

Al-Jardani (2017) examines the learning materials policy with reference to the variations in textbooks required for different regions to fulfill the needs of learners in their respective regions. If such variations are allowed, the textbooks will not be able to supply equal language input or exposure all over the country because textbooks are to be developed on the basis of a national curriculum. Chen (2013) examines the materials policy when the development and publishing of textbooks given in the hands of private publishers. She says although the private publishers claim that books are written in the light of the curriculum guidelines and are approved by some government agency, yet the books published by different publishers are incompatible with reference to content consistency and continuity from one grade level to another. Fitzpatrick (2011) examines the English learning materials development policy in terms of its providing guidelines for the solution of certain problems i.e., to inform the teachers in which way they should use materials in the classes. Teachers follow the officially approved textbooks but sometimes they do not think positively of them. In this situation the teachers look towards the policy that it should tell how the quality and capacity of textbooks is there and whether these correspond to the curriculum as well. But instead of doing this, the policy offers openness regarding the selection of contents and projection of culture, etc.

Hu (2005) says that in China a new policy on textbook production has been adopted for supporting curriculum and syllabus developments. The new policy has given considerable local autonomy for the development of textbooks under the textbook evaluation committee. Quite recently the local publishers in China have started collaboration with overseas publishers and writers for the production of up-to-date learning materials. The result of this policy is that the recent textbooks are more "innovative, learner-centered and communicatively-oriented" because these follow "new conception of education, and international developments in language education." According to Silver and Skuja-Steele (2005), in most of the Asian countries a syllabus is prepared at the national or regional level by the Ministry of Education. When this

syllabus is changed, the changes are applicable nation-wide and teachers are supposed to apply these changes at class level as well. In contrast, in the Western countries, no national syllabus is prepared. These syllabus guidelines are implemented through textbooks. Further, there are two aspects to the use of textbooks and materials. If books are used keeping in view the classroom priorities and on daily basis, their use becomes aligned with the needs of a particular class and if this is done, their use comes closer to the structural priorities. In simple, thus individual needs of students can be addressed. Contrary to this when textbooks are used keeping in view the prescribed syllabus and standardized assessment, although teachers find guidance in respect of what should be selected to teach, the choices for teachers at classroom level become limited and issues of time and material coverage also arise. Altinyelken (2010) says that mostly policies are well framed and curricula well-designed and carry enviable aims, however, to realize these aims is not frequently possible on account of lacks in the learning materials and thus resources, time, and effort allocated for this purpose go wasted.

Keeping in view the need and significance of learning materials, countries frame English learning materials development policies. Pakistan also has framed one. This policy has two major areas: 'textbook development' and 'reading and learning materials development' (National Textbook and Learning Materials Policy and Plan of Action, 2007). The purpose of this paper is to examine this policy with reference to its vision, provisions, lacks and its execution level in the public sector schools and colleges and to recommend how it should be upgraded so that it can provide for the materials that are indispensable for the learning of English language for communicative interaction and transaction.

Review of the Related Literature

For understanding and evaluating the policy under investigation and determining the quality of the English learning materials, a number of concepts and issues seem very important. These are: input and learning, English learning materials development, materials selection and adaptation, language learning materials as contextual materials, role of technology in English learning materials development and use, and English learning materials evaluation.

Input and Learning

Input in the English language classrooms is commonly provided in the form of learning materials. But for the appropriacy of the provided input, the materials writers and teachers should know the nature and role of input materials and how learning goes in the classroom. For this purpose Cotterall (2000) says that the learners should be made to know a number of learning options and to understand also what the consequences of their choices will be. As a result they will be able to try to know the role of input texts and tasks and will test various strategies and ask the teacher or peers to give feedback on their performance. Along with this cognitive activation, the learners

should be provided with rich input. Bianco (1987) emphasizes the need of the richness of the types, purposes, and functions of the target language which is provided as input because the same is supposed to be assimilated. Further, the learners usually need to find the language provided as input not only for learning its formal items attentively with emphasis on accuracy but also to use it as a communicative medium that expresses content. The content which is particularly related to the resolution of problems, actual situations, real-life roles in meaningful ways adds to the motivation and retention of the consciously received materials. Further, the receiving of the target language not only brings its formal items, but also its associated knowledge i.e., culture as well as social and historical aspects. Tomlinson (2008) suggests that the input in the garb of learning materials should help learners acquire as well as develop English language through the opportunities for acquisition and development avoiding focus solely on linguistic items. First, for the purpose of acquisition, the materials should facilitate a rich experience of language in use through contextualization; comprehensibility; feelings of being motivated, relaxed, positive and engaged; availability of language and discourse features; and provision of learner's needs for achieving "deep and multi-dimensional processing of the language". The facilitation and provision of needs can be made possible through providing exposure to an authentic use of language (language and discourse features) contained in spoken and written texts that can engage learners cognitively and affectively. Expressing their views on the sufficiency and appropriateness of input materials Gándara, et al. (2003) say that appropriate input materials, curriculum, and students' academic performance are correlated. Therefore, the learners require sufficient appropriate input materials for learning English as per development standards. If the students do not cover sufficient input materials, their skills remain imperfect. Therefore, it can be said that on the whole the learners should be provided with rich, authentic, sufficient, and contextually appropriate input.

English Learning Materials Development

English learning materials can include various things that are used by teachers and learners for the purpose of input or exposure during the process of learning of English. While defining English learning materials and their use, Tomlinson (1998) terms them as sources through which language input is provided in the classroom and they are used in such a way that the possibility of assimilation or language promotion gets enhanced. Becoming a bit more specific, Salas (2004) defines materials development as a process of producing or generating any kind of activity or exercise "(games, role plays, readings, problem-solving situations, group discussions, etc.)" utilizing raw texts and situations keeping in view certain level of students and section of the course content that needs further practice and development. However, the materials developed whether they are in the form of exercises or textbooks may not be appropriate and sufficient for children's language acquisition (Hoa & Tuan, 2007). Therefore, it is necessary that development of materials should be led by the insight

gleaned from the way the children acquire language. For example, taking care of the insight of the way children acquire language, in China, syllabus renewal has been utilized to incorporate progressive and scientific thinking i.e., new theories and findings from around the world (Hu, 2005). The significance of the said insight to be used as a basis for English learning materials development has been vividly demonstrated in Tomlinson's principled approach to materials development. According to Tomlinson (2008), the process of writing starts with the collection of spoken and written texts that can engage the learners affectively as well as cognitively. Next the writers develop a principled, text driven and flexible framework as well as write sample communicative tests to assess the impact of the materials developed later on classroom use of the textbook. In the end, a group of editors will see whether the learning points in the units correspond to the syllabus pre-developed by them. In the end, the final version of the units will be developed and fit into a structure for the purpose of principled cohesion.

Materials Selection and Adaptation

It is a common experience that the materials that reach the teachers are not frequently appropriate for a certain set of students. They are so as per view of Salas (2004) because they either do not correspond to the students' proficiency level, interests, wants and needs or do not provide the text types or category of activities considered suitable by the teachers. In this situation materials are required to be adapted to the needs and level of the target students. If the authentic texts are not simplified, it sometimes becomes difficult for the learners to process them. While utilizing the existing schemata of learners, they can be supported through the use of aids like grids, graphic organizers, semantic maps, study guides, etc.

Adaptation is the use of some ways of making textbook or other materials more suitable and malleable. According to Salas these ways are "omission, addition, reduction, extension (lengthening an activity to draw attention to other language features), rewriting/modification, replacement, re-ordering, and branching (offering alternative ways to do the same activity, e.g. drawing, writing, preparing a speech, looking for a song)." Actually, teachers in the process of adaptation can seek texts and ideas from old textbooks or books from other disciplines and adapt them to the current teaching/learning needs.

For the purpose of materials selection and adaption, the materials writers or teachers first need to know the demand of the objectives of the course and then select certain text-types and regalia and if required they adapt these materials to make them fit for certain set of students or grade level. For example, Shaaban and Ghaith (1997) report how they selected and adapted their required materials. Actually, they required to develop theme-based instructional materials that were authentic, useable and relevant for teaching the themes in focus. They took the materials, sequenced and aligned them to the teaching objectives. They further report that the materials that were not found

either written in good way or were not at the level of the set of students were adapted by excluding extraneous text features such as unnecessary views and examples. On account of such exclusion the gaps or disconnections that arose were rectified by sentence connectors. Further, supporting evidence or examples were included to clarify the difficult texts while keeping the texts safe from oversimplification so that they might not lose their authenticity which is contrary to the demand of the theme-based language teaching. Thus keeping in view the level, needs, and context of the learners materials may be reformulated and adapted.

Language Learning Materials as Contextual Materials

For the promotion and facilitation of learning of English, various materials are considered and consumed; however, with different purposes. According to Riazi and Mosalanejad (2010) language learning materials not only facilitate the learning of language, they have also a great impact on the other components of instructional situation. For example, these have power to change the objectives of the situation or increase or decrease the motivation level of the learners. Another form of the impact of learning materials according to Tomlinson (2003) is that these (textbooks) provide consistency, systematicity, cohesion, continuation, and progression. Ampa, et al. (2013) say that the learning materials also serve as the contextual materials and help learners establish link between the content and the context of life. Thus the students become able to pick meaning in the learning process if it takes place in appropriate contexts and utilize their acquired knowledge and skills in applicable contexts. However, materials selected from textbooks are not mostly contextual because these do not support the students to process new information or knowledge in such a way that this becomes meaningful in their own frame of reference. The textbook material does not qualify for the said purpose because according to Tomlinson (2003) the contents of the textbooks do not map with the learners' needs as well as their specific contexts.

Use of Technology in English Learning Materials Development

In the present day world, technology is being used in classrooms and educational institutions. However, in less developed language teaching and learning situations, very little use of technology is made. Shamim (2017) expresses her concern and wonders at technology not being used 'even where it is available in the institution.' This backwardness has very serious implications. First, the learners of a setting, where technology is not involved, lose opportunities of learning. Secondly, the technology-shy societies may lose their race of progress. On the other side, the mention of corpus data, concordances, etc., are signaling that the educational world is at the doorstep of new generation of computerized materials. Now computer-mediated resources, tasks, and learning environments available in institutions, are inviting the attention of teachers and learners towards their use. Throwing light on the significance of technology, Reinders and White (2009) say that technology can help generate learning materials as well as

perform the function of an efficient and effective means of delivering input materials. In addition, technology has made possible the provision of outside classroom opportunities of learning in the form of digital spaces where students can share, give and receive feedback and promote their views. However, the major issue related to the use of technology in the area of learning materials is to learn the ways of constructing activities and tasks based on the use of computer and its networks.

Materials Evaluation

In this age, many textbooks are available in the market. However, the selection of textbooks is not made on their merit. Mukundan and Kalajahi (2013) say that generally selection of textbooks is not made on the basis of their intrinsic pedagogical value but on the basis of the fame of the publishers or under the sway of their skillful marketing. Thus the choice of textbooks frequently goes wrong and consequently results in the students' failure and the objectives of teaching and learning English are not achieved. Commenting on the development of textbooks that leads towards the said failure, Tomlinson (2008) says that textbooks are mostly developed keeping in view the success in the market, trends of teachers and liking of administrators. The focus of such books is mostly on the formal aspects of English language instead of the opportunities for language acquisition. Next the writers of such textbooks follow their intuition instead of basing their writing on some principled approach. Further, in some situations, the writers of textbooks do not have the required expertise. Consequently the textbooks written by them are not useful.

In view of above account, Mukundan and Kalajahi (2013) suggest that, for avoiding these negative consequences, the textbooks and other materials should be first evaluated to make it certain that these can effectively facilitate the realization of learning objectives. In this regard, the ministry of Education or some other relevant agency should first seek to know the strengths and weaknesses of the textbooks, whether they are selected from the market or prepared by some appointed team. Such evaluation is required from another aspect as well that is up-datedness of English learning materials along with their suitability to the learners. Riazi and Mosalanejad (2010) emphasize the need of the evaluation of teaching and learning materials for knowing their appropriacy. For the purpose of evaluation that is based on the evaluation criteria, information about the materials is collected and analyzed and finally this information is interpreted to draw conclusions about the utility of the materials. If it is found that the learning materials are lacking the required traits, they are either adapted and amended or replaced with some other better materials. Aviles (2000 in Riazi & Mosalanejad, 2010) says that Bloom's taxonomy of educational objectives can be utilized for the purpose of learning materials evaluation. However, for the purpose of informed evaluation, a criteria list is required to be developed. These criteria should be

about the learning materials in terms of their quality of facilitating teaching learning process on the one hand and discursual quality on the other.

Keeping in view the background and various concepts related to the quality and scope of the learning materials and their development, the following research questions have been framed:

Research Questions

1. How does the policy foresee effective and context specific learning materials?
2. What are the provisions of English learning materials development policy of Pakistan?
3. What mechanism for the evaluation of materials and follow up has the policy provided?
4. What is the level of execution of the policy in the educational institutions?

Methodology

The researcher has used two methods. First content analysis and second the survey method. Thus the information required for answering the research questions was collected through the analysis of the English Learning Materials Development Policy of Pakistan Document and a questionnaire. For the purpose of knowing about the policy provisions related to textbook development, the National Textbook and Learning Materials Policy and Plan of Action 2007 were examined. The section 2.3 of the same document was looked into to know the provisions related to Reading and Learning Materials Development in Pakistan. The points related to both of these areas were first enlisted in two sections and were analyzed later. The information related to the execution of the policy was collected through a questionnaire which has two parts. The first part carried 15 prompts which were meant to collect information regarding the execution of the policy from the teachers of the public sector educational institutions. Four levels of response were devised i.e., rarely, partially, maximally, and fully. The level of the teachers ranged from the Primary School Teachers (PSTs) through Elementary School Teachers (ESTs), Secondary School Teachers (SSTs) and to the Intermediate Level College Teachers. Further, the information was collected from the teachers of four districts i.e., Bahawalpur, Lodhran, Rahim Yar Khan and Bahawalnagar. The questionnaires were sent to 72 teachers. However, 42 teachers responded from the four target districts. The second part of the questionnaire comprised five open questions for the collection of the critical views of the teachers regarding the policy.

Data Analysis

The intents of the policy related to both the areas i.e., Textbook as well as reading materials were abstracted into items for bringing out the findings of the study. Later these findings were discussed and assessed to answer the research questions. As

far as the information collected through the questionnaire, it was analysed using descriptive statistics through Microsoft Excel and percentage and average of the percentages were drawn. The reliability coefficient of the questionnaire was found at the level of 89. This information gleaned through the questionnaire has been presented in table1 and represented with the help of the figure 1. The information received through the open questions was sifted for the critical points of the teachers which has been presented in the Table 2.

Results

Provisions for Textbook Development

In connection with the textbook development, the policy has provided for the following:

1. Facilitating, regulating and monitoring the process of textbook development and approval.
2. Constituting a body to select and prescribe textbooks to be used in the public sector schools.
3. Supporting publishers in their capacity building for their being competitive
4. Monitoring of the quality and cost of textbooks.
5. A no objection certificate from Federal Government (Curriculum Wing) as a part of reviewing and approval process.
6. Provision of resources and training for materials writers.
7. Catering to multi-grade environments (self-learning) through the publishing special or supplementary materials.

Provisions for Reading Learning Materials

The section 2.3 of Development of School Reading and Learning Materials provides following items.

1. Invitation of submission of manuscripts and samples of reading and learning materials for review and certification.
2. Enhancement of public investment and recurrent expenditure in school libraries and school educational materials.
3. Providing resource centers for publishers for training and support in capacity building of publishers in development and marketing of supplementary materials.

Area-Wise Execution Level of the Policy

Table 1

Provision of Appropriate Learning Materials

	Sub-areas	Level
1	Budget Provision	35%
2	Materials Availability	40%
3	Graded Materials	32%
4	Multi-grade Materials	21%
5	Self-learning Support Materials	23%
	Total	30%

Table 2

Promotion of Learning Materials

	Sub-areas	Level
1	Paper Quality	50%
2	Printing Quality	52%
3	Quality Assurance Mechanism	24%
4	Materials' Promotion	14%
5	Parents' Motivation	17%
	Total	31%

Table 3

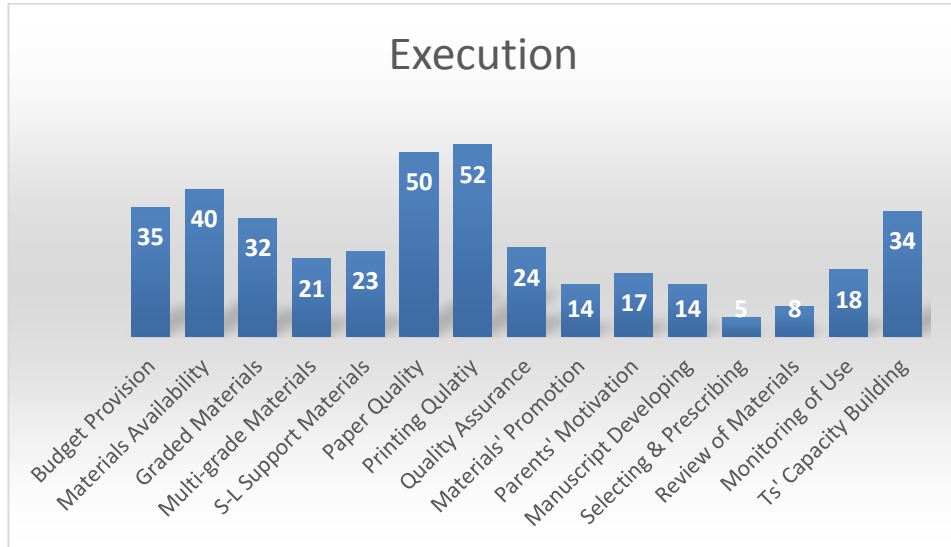
Teachers' Role in Materials Development and Use

	Sub-areas	Level
1	Manuscript Developing	14%
2	Selecting and Prescribing	05%
3	Review of Materials	08%
4	Monitoring of Use	18%
5	Teachers' Capacity Building	34%
	Total	17%

Table 4

Overall Execution

Area I	Area II	Area III	Total
30%	31%	17%	26%



S-L: Self Learning, Ts: Teachers

Figure 1. Area-wise Execution Level of the Policy

The Table 1 indicates that learning materials availability, paper quality, and printing quality are comparatively better. Next, budget provision, gradation of materials and teacher's capacity building are medium. Multi-guardedness, self-learning support materials, quality assurance mechanism, materials promotion, parents' motivation, teacher's role in manuscripts development as well as their role in materials selection and prescription, review of materials and monitoring of the use are at the lowest ebb. If the overall execution of policy is seen, it is 26%.

Table 5

Critical Review of the Policy

No	Points for review	Teachers' Positions
1	Dichotomy regarding the reading supplementary materials choice	The majority of the teachers did not agree to the policy provision that the private sector schools be given free choice in selecting reading and supplementary materials opposite to the public sector schools who are bound to use materials prescribed by the Textbook Boards. The teachers were of the view that this dichotomy generates a specially privileged class in the society that has always hindered progress and seen things from the point of view of the western culture.
2	Acquisition of Learning Materials from Open Market	The teachers supported the idea of acquiring learning materials from the open market. They supported this idea on the ground that learners needs vary from one region to another or from rural area to urban areas. This decision should lie by the teachers because they better know the needs and academic level of their students. However, some teachers posited that this acquisition should be overseen by a committee of teachers.
3	Development of Reading and Learning Materials by teachers themselves	This idea was supported that teachers should in certain respects be made capable to develop/select reading and learning materials themselves. It is necessary because the materials provided by the textbook boards are of generalized nature and these do not work perfectly in every situation and at every academic level.
4	Availability of Textbook Boards' Resource Center for Teachers	The teachers supported this idea with this view that these centers will be sowing beds of materials development skills and enrichment.
5	Enhancement of the quality of the existing learning materials	The quality enhancement of the learning materials can come through teachers and materials development experts. Next the awareness of the needs of the learners on regional basis can illuminate the path of the learning materials developers.

The Table 2 presents the critical views of the informants. The views in the table have been presented comprehensively. That is why they need no further interpretation.

Findings and Discussion

In the area of textbook, the policy aims at facilitating, regulating and monitoring textbook development and selection process. All this will be done through selection and approval of textbooks; capacity building of publishers; provision of resources; and training for materials writers. As far as the publishing of special or supplementary materials are concerned, the policy provides for the review and certification of reading and learning materials; enhancement of funds for school libraries; provision of resource centres for publishers training and support for development and marketing of supplementary materials. These aspects of the policy are discussed as follows.

Development of Materials

The Materials Development Policy of Pakistan has not detailed who will write learning materials. One thing can be understood from the policy document that it is the publisher who will get the materials written. Moreover, the policy also does not provide arrangements for research which is always needed for the growth and meeting the requirement of emerging times. In short, the policy is nothing more than a procedure of the logistics of learning materials. In addition, the policy suffers from many other deficits. First, the textbooks and supporting learning materials developed through the procedures laid down by the Ministry of Education, Pakistan are not based on any set standards or criteria. National Education Policy (2009) highlights this deficit: “A key deficit is the absence of clearly articulated minimum standards for most educational interventions and their outcomes. Even where these are established, there is no measurement or structured follow up. As a result, the impact of the interventions remains subject to anecdotes or speculation and the true picture never emerges. Since standardization has not been the part of the governance culture, relevant indicators have not been developed (Section 1.6, No. 29).” For assuring quality and required level of learning, standards for language learning should necessarily be developed. For example, American Foreign Language Education Commission (ACTEL) spent three years to develop standards for Foreign Language Learning in the 21st Century for all students in K-12 grades (Hai-lin & Xiao-ling, 2010). Similarly, in Pakistan, “under the STEP project, professional standards for teachers have been developed (Bashiruddin & Qayyum, 2014). Still another example is of The National Department of Education of South Africa. It reports: “The DNE has developed explicit guidelines that ought to inform the development of learning materials and has intimated that the development thereof is not the prime responsibility of commercial publishers.” Further, Tomlinson (2003) says “it is extremely useful to develop a set of formal criteria for use on particular evaluation and then to use that set as a basis for developing subsequent content-specific sets” (p.27). In simple words, Tomlinson is suggesting that in the beginning criteria with a broader scope need be developed and later these criteria can be amended for the evaluation of particular cases. On the close examination, another

deficit of the policy becomes noticeable i.e., that the policy has not specified fundamental characteristics of textbooks and learning materials. Further, the policy has not laid down the basic principles of the materials development. In other words, the policy has assigned critical areas of the development of the learning materials to the publishers. This move by the policy makers appears to be leading nowhere. Many experts view that assigning the task of materials development to the publishers is not a right move. For example, Baxen and Green (1998) say that the responsibility of the learning materials development should not be assigned to the commercial publishers because they are market oriented. Still another deficit is that no curriculum-informed guidelines for textbook content have been prepared by the respective government agency. This lack results in content-wise dramatic variations in approved textbooks written by different writers. Therefore, Chen (2013) suggests that additional guidelines should be made available that provide more specific learning goals. Further, the content for each grade should be determined to make the occurrence of sequential and systematic learning possible. Still further, the policy has paid no attention to certain aspects: quality of learning, national identity and culture, and maintenance of ideological and administrative control. Keeping these gaps in view, Khalid (2007) recommends that the task of developing textbooks and other learning materials should be performed corresponding to “Pakistan’s cultural ethos and desired goal of national progress and development.” Still another deficit of the policy is that it provides nothing about the promotion of materials quality and scope. There should be a mechanism of revision of textbooks and materials. According to Riazi and Mosalanejad (2010) after regular intervals retaining good points of materials, shortcoming should be removed or reduced.

Capacity Building of Materials Writers

The policy says that resources and training facilities will be provided for the materials writers. Again the policy does not provide any criteria which the materials writers can follow while writing their materials. Tomlinson (2008) asks the textbooks and materials writers to base their selection or writing on two types of criteria. (1) Universal criteria: what facilitates language acquisition according to the beliefs of the materials writers supported by the findings of language acquisition research; and (2) local criteria: needs and wants of the target learners confirmed by the results of triangulated needs and wants analysis.

Capacity Building of Publishers

According to the policy, textbook boards provide assistance in capacity building of publishing industry through three things: making resource centers available; providing training for the individuals working in the industry, and enabling publishers to know how to market the developed learning materials. Thus the main focus of the policy is to promote and strengthen the role of publishers regarding the quality

effectiveness of the textbooks and other related materials. The result of this approach is that teachers who are the major actors are excluded from the whole process of English learning materials development. The policy further says that textbook boards will open their resource centres to the publishers and extend support in enhancing the publishers' marketing capacity as well. This picture explicitly shows that keeping teachers out of the process of materials development and empowering the publishers will not be able to make textbooks and other learning materials effective and engaging.

Review and Selection of Materials

The policy entrusts selection of textbooks and related materials to the Textbook Boards. These boards select Textbooks and materials available with the publishers and seek no objection certificate from Federal Ministry, Curriculum Wing before the said materials are allowed to be utilized. The boards take care of the contents that these have been selected as per the aims of national curriculum. However, one aspect appears to be missing whether the materials are appropriate in terms of regional contexts, local educational levels and these are equitable as well. For example, the criteria for evaluation and review of the produced materials is provided by the respective curriculum which is simply a set of statements indicating aims, benchmarks, and anticipated outcomes. These criteria are not concrete enough to guide the publishers. For example, nothing is available to enlighten the path of the publishers that they are able to attend to local culture; know the principles of learning; priorities, styles of the students; and flexibility. Khalid (2007) in "the White Paper on the Education in Pakistan" is extremely critical of this position. He emphasizes that the state should take all the arrangements of preparing, printing and publishing of textbooks in her own hand so that all the steps of learning materials development and publishing could be taken in a scientific manner. He further says that the government should provide for review of the developed learning materials after every five years. Still another issue that is related to materials development policy is who should be given the responsibility of evaluation and what expertise should the evaluators carry and where specific curriculum-informed guidelines for textbook content should come from. Altinyelken (2010) says that in the present age, a lot is being written and acknowledged that policy makers should not simply frame or give policy aims but they should also plan for the implementation stage of the reforms. This is necessary because policy aims and their translating into reality are interdependent.

Execution of Policy Provisions

The level of execution the policy is extremely low. The teachers who are supposed to execute the policy have been kept at the receiving end. They are never involved in the processes of materials selection and development. Whereas it is the teachers who can fill the gaps of the materials which are developed and administered from the top.

Conclusion

The problem of this study was to examine provisions and execution level of the English learning materials policy of Pakistan. In the result of investigation, it was found that the policy in respect of its provisions is quite general and underdeveloped. The policy makers have kept themselves mostly to the level of logistics. The policy has said nothing about curricular guidelines, approach to development, use of materials in the classroom, context specification, the quality of materials that can engage learners, needs of gifted students, support of materials in students transition from one grade to the next one, how the selection of the materials will be made, how the classroom teachers should use materials, how the materials to be evaluated and the use of technology in the development and use of materials. Further, the level of execution of the policy has been found very low. Therefore it is concluded that the policy of English materials development need be revisited by the policy makers for its maturity and up-gradation.

Recommendations

1. The learning materials should have capacity to make the learners know a number of learning options and understand also what the consequences of their choices will be. As a result they will be able to try to know the role of input texts and tasks and will test various strategies and ask the teacher or peers to give feedback on their performance. Cotterall (2000) supports this view saying that it is necessary that development of materials should be led by the insight gleaned from the way the children acquire language.
2. Accelerated materials for the gifted and talented students should be made available. Casey and Koshy (2013) report that need for accelerated materials was felt in 1999 when “the British government launched an education programme for gifted and talented pupils as part of its Excellence in Cities initiative (EiC)” (p. 2).
3. Materials that are developed for various grades should also take care to save the learners from being caught up in difficulties on account of transitions from one grade to another. Flower (1990) explains this point saying when students make transit from school to college suffer from difficulties on account of conflicting signals. Kirst and Bracco (2004) talking over these conflicting signals say that if the policy signals regarding standards of materials are not clear and consistent the postsecondary education of students is seriously harmed.
4. The policy should specify the roles of administrators, teachers and materials writers; provide a continuous materials updating mechanism; ensure a sequence of cognitive skills from the lower to higher ones; make certain that development of materials is based on some principled approach (Tomlinson, 2008; Riazi & Mosalanejad, 2010).

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