THE SELECTION/DEVELOPMENT OF ENGLISH TEXTBOOKS IN THE PERSPECTIVE OF LINGUISTIC PRINCIPLES AND LANGUAGE SKILLS

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ABSTRACT

The selection of appropriate academic material is one of the most significant academic measures exercised in the field of education. The seriousness of this phenomenon is increased manifold when it is the case of teaching and learning of a foreign/second language. English has gained the status of an important academic language (language of instruction) in Pakistan. Various English textbooks are being taught in different education systems in Pakistan. In the academic culture here, these textbooks are strictly followed by the teachers and learners. Present study has reviewed the significance of linguistic principles and language skills in the selection or development of textbooks. It is finally concluded that selection/development of the academic material (textbooks) in these perspectives may result into better teaching and learning of English language.

Keywords: Selection, development, textbooks, perspective, linguistic principles, language skills

1. INTRODUCTION

The researchers take it as axiomatic that there should be a body of principles for the development of a viable teaching programme. Linguistic principles have both breadth and width in their range and application. One may say, and rightly, that the whole paraphernalia of grammar rules, conventions, use, usage, language learning strategies and pronunciation can be discussed under the heading of linguistic principles. Taken in this way, linguistic principles are a set of generic guidelines which may assist a learner acquire language competence. In other words, one may say that linguistic components should be covered and controlled by some rules and principles to make the language learning smooth and effective.

For language learning and teaching some tools can be used; these are usually audio-visual aids, handbooks, brochures, electrical devices, units of advanced technology and textbooks. They may be used by teachers in the classrooms in line with different methodologies. However, the textbook is the primary focal point of this research. The researchers have looked at linguistic principles and language skills that can be applied to the development and content selection of the language textbooks.

2. LINGUISTICS PRINCIPLES AND TEXTBOOKS

The researchers have offered some principles on the basis of which the language course books should be prepared. These principles should be considered for language textbook selection and preparation so as to get the maximum out of the set targets. The researchers think that the current set of textbooks indicates an inadequate appreciation of the following principles in their makeup and planning.

2.1. Primary Principles

1. Language learning is basically an unconscious process of assimilation and it is best achieved in a social setting where the language is spoken.
2. Familiarize the ears of the learners to the acoustic qualities of spoken words and the eyes with the written words. Repetition (both for listening and speaking) is conducive to retention, and will enable the learners to use the productive skills. (effective use of language skills)
3. Teach basic language structures first and then proceed to the deeper understanding rather than merely surface structure i.e. move from the structural aspect of language to deeper and more meaningful use of language and generative aspect of life. (syntax and semantics)
4. Textbooks should be designed to include oral and written language in a ratio suitable for the competency and skills of the groups of learners, and dialogue and class discussion should be one of the major activities in language teaching and learning. (selection and gradation)

2.2. Ancillary Principles

1. The language laboratory is an auxiliary tool for language learning and should receive attention in textbooks in the form of exercises.
2. Use of multi-media and information technology should be integrated for email workshops and computer-based instruction.
3. Textbooks should be student-active, illustrative and practice based.
4. The use of literature in a language class should be age-appropriate and commensurate with their abilities and competencies.
5. The cultural base of the target language should be introduced

3. LANGUAGE SKILLS AND TEXTBOOKS

The significance of the considerations of language skills particularly in the selection or development of textbooks is discussed in the following:

3.1. Integrated Skills

Linguistics teaches us that a language is *a set of skills* in four areas, listening, speaking, reading and writing, and that two of these skills (listening and reading) are passive or receptive, and two (speaking and writing) are active or productive. However, curriculum planning in Pakistan at this stage tends to continue to treat language as *a body of knowledge* to be internalized as grammatical rules and usages. By 'skill' we understand the training of both brain and muscles to the point where responses, activities and processes become automatic or nearly automatic. Clearly, the development of skill requires training of a different kind from what we see in educational institutions in the country today. Linguistics also teaches us that the separate skills of language are used within different contexts. In other words, listening and speaking, or what are known as the oral skills, belong to a different convention from reading and writing, or what are known as the literacy skills. This is relevant to what the researchers have already stated in the section entitled "Introduction" chapter 1. In most countries, the oral skills complement and run parallel with the literacy skills, so that the language in use is perceived as an integrated and self-supporting whole Mostly it is observed that all four skills are not included in the language textbooks. Moreover it is the common practice that reading and writing skills are given primary importance and the rest are not taken into account. Despite the fact that all four skills occupy the central point in the teaching/learning of a language, not much attention is given to this. Reading and writing enable the students to comprehend the graphic symbols but the importance of oral skills should not be underestimated. However, in Pakistan, one or two Pakistani languages are used for the oral skills, while English is frequently used for the literacy skills, leading to the fragmentation and disintegration of the linguistic mechanisms that underscore an individual's communicative health. This phenomenon also needs to be identified, as it is relevant to language planning and the production of course material.

The term Integrated Skills is also known as the Integrated Approach or the Language Arts which almost have the same meanings and applicability. Language Arts according to Richards, et al (1992) refer to:

> Those parts of an educational curriculum which involve the development of skills related to the use of language, such as reading, writing spelling, listening and speaking. The term is used principally to describe approaches used in first language teaching which try to develop language skills together rather than separately. (Richards, et al, 1992)

The integrated approach in language teaching, is defined in the Longman Dictionary as 'the teaching of language skills of reading, writing, listening and speaking, in conjunction with each other, as when a lesson involves activities that relate listening and speaking to reading and writing'. Carol Read as quoted by Matthews, Spratt, & Dangerfield (1985) state that integrated skills are:

> The integration of skills in the language classroom can be defined quite simply as the series of activities or tasks which use any combination of the four skills – Listening (L), Speaking (S), Reading (R), and Writing (W) –in a continuous and related sequence. (Matthews, Spratt, & Dangerfield: 1985: 72)

Basically language teaching should involve the four skills in a language programme to get the best results. The importance of integrated skills is highly acknowledged as they can develop the language of the learners through 'the interlocking nature of the activities and, as a result, they are not taught in isolation but in closely interwoven series of tasks which mutually reinforce and build on each other'. He further says that there are two main reasons for devising activity sequences which integrate the skills. The first is to practice and extend the students' use of a particular language structure or function and the second is to develop the students' ability in two or more of the four skills within a constant context. (Matthews, Spratt, & Dangerfield: 1985: 73)

We can infer that modern language learning approaches involve all four skills, as they are interrelated in the development of the learner's skills for second language learning. According to these insights it would be unwise to omit any skill from the curriculum development and content selection.

3.2. Receptive Skills

As stated earlier, all skills need to be addressed equally namely: listening skills (LS), reading skills (RS), writing skills (WS), and speaking skills (SS). Speaking skills and writing skills are said to be the productive, while reading and listening are passive or receptive. In other words listening and reading skills are the inputs and speaking and writing skills are the outputs. According to Krashen (1985):

> The successful acquisition by students of the second language is bound up with the nature of the language input they received. It has to be comprehensible even if it is slightly above their productive level, and students have to be exposed to it in a relaxed setting. (Krashen: 1985)

Harmer explains the skills that although they are receptive but they have some dissimilarities as well. He also says that these skills are 'the ways in which the people extract meanings from the discourse they see or hear. There are generalities about this kind of processing which apply to both reading and listening.' (2001: 199)

Reading skill can be useful in many respects for learning a language and the impact of the language through 'reading' is long lasting. Chastain describes through reading students acquire 'greatest language ability and individual learning, by the end of their course.

> It can serve as a vehicle for entering into the *belles letters* of the country's present and past civilization. The ability to read will stay with them longer than the other skills, and it is the skill that will be the most convenient to use. Reading remains a valid goal in the second language classroom. (Chastain: 1976: 308)

However, there is an obvious and critical difference between reading in your own language and in a foreign language and this is where psycholinguists have focused their attention. Indeed different languages and scripts may require variations in emphasis on components of any reading model. (Barnett, 1991). However Alderson (2000) describes the second language reading factor as a linguistic threshold. He says:

> Measures of readers' vocabulary knowledge routinely correlate highly with measures of reading comprehension, and are often, indeed, the single best predictor of text comprehension….poor readers tend to use or over rely on word-level cues, and to focus on intrasentential rather than intrasentential consistency. (2000: 35, 41)

Reading tends to be given primary importance in any language programme except in the audio-lingual method of teaching which emphasizes the oral skills. Reading skills can thoroughly develop the learner's personality provided the learning material is commensurate with their abilities and concern. The teacher is also an important source that can additionally provide the students with some material to support their

language knowledge. Reading has diverse effects on the learner in respect of vocabulary, structures, speaking, and comprehension, and the student is exposed to world civilizations as well. Freeman (1986: 10) says that the primary skills to be developed are reading and writing. Some attention is given to speaking and listening, and almost none to pronunciation. Chastain views the ability to read for comprehension as 'the most important component of knowing a second language'. He also says that it is the basic source of improving other skills as well. He states:

> In the sense that, along with listening, it is the major means of learning more about the language and its people, reading is basic to the improvement of other language skills and the expansion of knowledge. (Chastain 1976: 326)

Textbooks should be written in simple language reasonably, gradually and adequately as they are used primarily for the students to read and understand. In this way the students will learn the foreign/second language in a better way. Chastain argues:

> Although reading comprehension is one of the basic skills to be acquired during the language course, it may be the least teachable of the four language skills. By its nature reading is solitary. The teacher cannot play an active role while the students are practicing reading comprehension. (P: 313)

Through reading a child learns about the nuances of language gradually. It is unreasonable to expect the learner to jump suddenly to higher stages. Students need to proceed from easy to difficult. If students are not provided materials which are graded or in the form of a series of 'increasingly difficult levels of reading materials', it will be difficult for them to develop the language skills. (P: 313-314)

Reading and listening provide a base for speaking and writing. Students have to be habituated to reading and listening not only in the class but also on their own. These skills should be fostered and given primary attention. The listening skill is also important for teaching language. This skill has its own utility and advantages. In some parts of the curriculum in English-speaking countries listening skill is segregated intentionally, or it is not given importance. It is criticized as 'listening practice is hardly touched on or if it is, it will be incidental or even accidental! If one of our aims is to teach our students oral communication, then we have no option but to give prominence to the development of listening skills' (Matthews, Spratt, & Dangerfield: 1985: 60). It is also mentioned that the students should be familiarized with the acoustic qualities of the spoken words so that the learners understand the spoken words and understand it. It is also described that:

> "Communication cannot successfully take place unless what is spoken is also understood… we should aim to provide our students with sufficient listening practice to enable them to understand with reasonable ease both native and non native speakers of English when they speak at normal speed in unstructured situation" (Matthews, Spratt, & Dangerfield: 1985: 60)

Chastain (1976) has almost the same view about listening skills in a language programme. He views this skill as 'the forgotten skill in the language programme.' As a result, students cannot develop their speaking ability or correct pronunciation. While emphasizing the significance of listening, he says that the 'the neglect of listening is not justified' and it also serves as the 'basis of the development of speaking'. He argues:

> Listening is at least as important as any of the other skills, perhaps more so. The phonological system of the language is acquired by listening, and oral communication is impossible without a listening skill that is much more highly developed than the speaking skill. (1976: 278)

According to Greene (1975: 116) teachers and planners both tend to undermine the importance of listening as they consider that it should not be considered a separate subject. Moreover, too little attention has been given to listening instruction and this condition has tended to persist. It is also evident that students should try to tune their ears to listening to a level that they understand language during the first listening otherwise they might be able to communicate but will be unable to receive language. This can slow down learning, and disturb the social implications of language. Ur (1996:108) says that 'in real life discourse is rarely 'replayed' and suggests, therefore, that one of our tasks is to encourage students to get as much information as is necessary or appropriate from a single hearing.' It is also suggested that students get far more benefit from a lot of listening than they do from a long pre-listening phase followed by only one or two exposures to the listening text.

We can gather from the foregoing that the practice of both the receptive skills i.e. listening and reading should not be excluded as they both serve to improve and develop the productive skills. Greene's view is that reading is known to be the only skill for language learning and other skills are not given as much importance as they are separated from reading:

Reading is an interactive process occurring between the reader and the text, which results in the understanding of the text. The texts include letters, words, sentences, and paragraphs that represent meanings. The purpose of including reading skill in language programme is to have direct access to the literature of the target language. Through reading in language programme students get to know the distinctive forms of culture in the literary texts. This approach can impart different areas of language learning such as: vocabulary, grammar, and sentence structure, etc. In this, at lower level, the learners read only sentences and paragraphs presented in language textbooks. Students can also come across the authentic materials what is limited to the works of great authors and can only be available at the higher levels. Reading different materials aside from the textbooks also develops communicative competence among the learners. The purpose of reading also determines the appropriate approach to reading comprehension. Consequently, we can say that reading is the essential part of language teaching at any level.

Reading while learning a language is very important particularly at elementary and the secondary levels. According to Spratt, if one learns English, reading English is indispensable. Matthews, Spratt, & Dangerfield (1985) also emphasize the need of reading as 'the students need to read to consolidate their spoken knowledge.'

> They first practice a new structure orally and then read a short text which has been especially written to include many examples of the same structure. However, short texts of this kind very often do not contain the same kind of language as 'real' reading texts, which typically feature a wide range of structures and vocabulary, appropriate styles of registers, sentence joining, devices, varying formats, and specific kind of textual organization. (Matthews, Spratt, & Dangerfield: 1985: 64)

It is worth noting that through reading children can develop some fluency of language, they can improve their vocabulary, they can recognize grammatical structures, and above all, they can develop the habit of reading.

3.3. Productive Skills

The productive skills of writing and speaking are different in many ways from the receptive skills. The receptive skills are easier than the productive skills. Receptive skills relate to passive memory, whereas the productive skills relate mainly to the active memory. Receptives are concerned with the comprehension and productives are with the function of the language. All things regarding language learnt in the former skills are used in the latter. These include lexis, structures, sounds, and grammar. For communication to be successful, discourse has to be structured in a way that is understood by listeners and readers. In general, fewer formulaic phrases are found in writing than in speech. Wray (1999: 227-228) supports this skill as 'Writing is one of the means of expression as speaking is. Writing deals with the symbols and speaking with sounds.'

It is a matter of common observation that in the oracy skills, less importance is attached to the receptive skill (listening) while in the literacy skills, less importance is accorded to the productive skill (writing). Students might never need to write to natives or other people but for communicative purposes the importance of writing skill cannot be downgraded. It is a valuable asset in the classroom as the second language learner seeks to gain competence and to functionalize his productive skills. Chastain is of the view that writing is an important skill in the second language classroom. He says:

> Writing is a recognized object among most language teachers, and as such, it should be emphasized in the classroom. Although the development of true literary ability in the second language is extremely unlikely at this level, a situation may arise in which there is a need to communicate a written message in that language. If so, the students should be ready to do so. (Chastain, 1976: 363)

Greene and Petty (1971) also describe writing as a significant skill in the language programme as it is the means to express one's thoughts. They say that 'the effectiveness of thought, and thus of writing, is dependent upon both the natural ability and the expression of the individual. Written expression is also closely tied to oral expression since speaking is the primary means for expressing thought.' (1971: 284). According to them writing is a 'personal act' and also 'the expression of self.' They say:

> It is a process that is done for a purpose, which results in a product. It is a process of thought and emotion that requires certain skills and abilities to gain the product and accomplish the purpose. (1971: 284)

While teaching writing and speaking, students' thoughts and abilities should be developed through different exercises in the textbooks. Textbooks containing different activities regarding the skills mentioned here can improve the learners' abilities. However practice can be helpful in this regard. In teaching writing, punctuation contributes a lot in the cohesive and coherent writing. Many errors are generated because of errors in punctuation. Robert (1964: 12) claims that studies carried out on secondary school children and adults indicate that errors in punctuation persist all over the educational system, at all levels. To be skilled in the use of punctuation is a hard task; however, it can be acquired through continuous efforts and attention. As for secondary school students, attention has to be given to the teaching of punctuation for the improvement of writing skills.

Greene (1947) explains that children should be taught alphabetizing, indexing, footnotes and bibliographies as well so that they understand the ways of writing right from the beginning. For example alphabetizing can create many a problem if used incorrectly in writing. An older textbook recognized the importance of children learning how to decide what they want to look for in an index.

Speaking is of primary importance in language teaching/learning. It is one of the productive skills and is very often used for communicative purposes. There are many methods and techniques for building up confidence and developing the abilities of the students for speaking. Language programmes do not offer much of the oral skills as the focus remains on the traditional way of teaching and passing tests which results in the students' failure to learn the language. Mackintosh (1964) also states that the oral skills were not a part of language teaching even before 1920's, but later on it was realized they were as necessary as literacy skills. He discovered that 'the school programme has traditionally given a considerable amount of teaching attention to written expression, but it is only in recent years, perhaps no more than thirty or forty years, that teaching of oral expression has been recognized as deserving of similar attention.' (Mackintosh: 1964)

Freeman's idea (1986: 22) about speaking skills is also very practical as he says that it is the 'natural order' while learning the native language. He says that speech is more basic to language than the writing form [both are productive]. Second language educators have long espoused speaking as a major objective in the second language class. It is observed that a large number of students are enrolled to only learn to speak the language. Speaking a language needs confidence. Practice of speaking following the listening skills is one of the major learning techniques for speaking. Speaking components can be listed as: grammar, pronunciation, vocabulary (morphemes), developing performance and competence, and drills. Chastain (1976) states:

> Especially in speaking, students learn to do what they do. Repeating dialogs, drilling patterns, and memorizing rules, vocabulary, and verb endings are not the expressions of language skill, but means to achieving skill. Those students who drill constantly may become fluent in manipulating structures, but be unable to use that same structure to express their own ideas. (p: 358)

Harmer also talks about the same matter as the language use is not the utterances which are memorized but the effective use of language by a learner. He says that learners can be effective speakers if they 'process language in their heads and put it into coherent order' this approach will not only make the learners' intended utterances comprehensible but also meaningful. He says:

> Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences. One of the main reasons for including speaking activities in language lesson is to help students develop habits of rapid language processing in English. (Harmer, 2001: 271)

Textbooks should be given a proper room for speaking activities in the second language classrooms. One important argument must be developed here is that of the teacher's role in exploiting the textbook in the classroom. He is the sole trainer in the class and elaborates language to the students using textbooks. His role also underwrites the validity and appropriacy of the language textbook. A bad textbook limits his options.

Integrating the skills can be profitable and constructive in the class. Learners otherwise may learn a few new words or expressions but the use of the language will remain out of reach. Until the ears are tuned to the language, communication does not take place effectively. Krashen (1987) views language learning through effective inputs that can ultimately bring about some visible outputs. Schütz (2007) quotes Krashen and says:

> The best methods are therefore those that supply comprehensible input in low anxiety situations, containing messages that students really want to hear. The methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvements comes from supplying communicative and comprehensible input, and do not from forcing and correcting production. (Schütz: 2007)

Another measure of the effectiveness of language textbooks is if they are accompanied with the use of modern technology and the language laboratory they can enable students to make use of the learned knowledge accurately and frequently. According to Harmer (2001: 144), 'The language labs can be equipped with tape decks, headphones, microphones, and new computers with internet facility in the lab. This technological advancement in the field of education particularly in language teaching has brought changes in learning the second language.' In these labs students can work individually, in pairs or in groups or can be assisted by teachers or trainers. Students can have multiple benefits with regard to language learning. They can also interact with each other or a written text can be sent through the computer screen for group learning for students and teachers can give tests through this. An important function that these labs can perform is the self assessment of the learners. Students can find opportunities for both extensive and intensive reading and listening.

The lab can also offer advantages which may be impossible or difficult in the classroom. Through labs the students can compare their own voices with that of a native speaker. They can communicate with their fellows or the teacher in the lab by pressing a key without disturbing their fellows in the lab. It also helps learners get trained in all aspects of language. They are motivated and open to guidance.

Talking about the activities of the lab Harmer (2001: 145) says that in labs the students have the opportunity to repeat and test what they hear and the feedback is available instantly. 'Drilling is another important activity that can enable students to perform better, and all four skills can be focused in a better way. Teaching and testing students can also be relatively trouble-free and simple.' (Harmer p: 144-145)

Although it is utopian at this stage to expect all schools throughout Pakistan to be equipped with language laboratories, planners (and teachers) should be aware of their advantages. Textbooks should incorporate as many of these advantages as possible. These are summarized as follows:

1. self-learning
2. self-paced learning
3. sustained exposure
4. self-assessment and self correction

3.4. Native-Like Intuition

Language textbooks should be prepared in a way that students are exposed to a native-like atmosphere while learning the second language. As mentioned earlier, using all four language skills in language textbooks is possible and helpful when the medium of instruction usually remains the target language, otherwise the learning process may be impeded. The students should be provided a social setting where they could test their target language abilities and get them corrected when need be. Krashen (1987) says that 'language does not require extensive use of conscious grammatical rules, and does not require tedious skill development.' The acquisition of language is an unconscious process of learning which is achieved in the environment and situations where the target language is used by both by the trainers and the trainees. In the first chapter of his book he advocates three different approaches for the use of material in the second language classroom. In deciding how to develop language teaching methods and materials, one can take three approaches to make use of second language acquisition theory. The approaches include: 'make use of applied linguistics

research, and make use of ideas and experience from intuition.' These approaches should, in fact, support each other and lead to a common conclusion.

The teacher is the main source for the provision of relevant situations through textbooks in non-native areas. Freeman (1986) says that the teacher has to be the target language and he should provide the learners a native speaker like atmosphere in the class. As a result, students would copy the model. He says:

> The learning of the foreign language should be the same as the acquisition of the native language. We do not need to memorize rules in order to use our native language. The rules necessary to use the target language will be figured out or induced from example. (1986: 40-42)

This is only possible when the textbooks are in line with the teaching methodology prescribed by the Education Boards. The learning of a language can be highly effective if the textbooks support the method of teaching to create a native-like environment.

Course material should be developed or selected within an overall framework of theory and practice, reiterates Hassan (2004), and this can provide the opportunity of native like experiences to learn language, otherwise it might suffer from irrelevance at best, and adversarial corrosion at worst. Course planning encompasses, or should encompass, a totality of vision. By this it means that the 'what' should be accompanied by the 'why' and 'how,' and everything should be bent to the same ends, namely, (1) learning sufficient English for the student to function when he progresses to higher levels, and (2) correcting previous derelictions and mistakes. Student motivation tends to remain low if they are unaware of why they are in a language class to learn language or just pass the exam. All these factors come into the selection and development of study material that can arouse the students' motivational level to the understanding of the language. Unfortunately, most students at this level (and at lower levels) do not understand why English is being inflicted on them. Ground facts in the country have to be identified and considered.

As we see that different methods are applied to the teaching/learning of language that sometimes can mix the vocabulary of the students and two languages may intermingle to the extent that failure is almost certain. Using L1 in the teaching of L2 can impede and slow down the development of learning process.

Poole (1999: 05) also describes learning a language as instinctive. He says 'language is instinctive in so far as we are all born with a predisposition to speak, we all acquire a language without tuition and when we do not consciously convert our thoughts into speech' Widdowson (1975: 116) has also highlighted the need of intuitive learning that is also possible through linguistic features [principles] in the textbooks. This literary presentation can be helpful and useful for learners. He says that the meanings derived from the literary text are of indefinable description and 'there must be a point, therefore, when a consideration of linguistic features of a piece of literary discourse shades off into an intuitive sense of significance.' Intuitive learning has a strong impact on the learners to internalize language and develop competence.

Widdowson further highlights the importance of intuition in language learning. He says:

> It would seem reasonable to that there is also a point in the learner's progress when allowance should be made for the exercise of intuition and for the appreciation of the artistic value of the message which the literary work conveys. (Widdowson 1975: 116)

The foreign language learner is learns two languages at the same time as compared to the native language learner. As a result, the former has 'a smaller total vocabulary,' sometimes the vocabulary is also mixed when both the languages are the source of communication. Then, the sentences are short, incomplete and ambiguous. Owing to having syntactic and structural differences in languages, foreign language learners may also make mistakes and errors in inflection, proper use of verbs and tenses, determiners, use of adjuncts, semantics, and negative forms of sentences. (1962: 135)

Krashen and Tarrel (1983) also focus on the achievement of competence among students. They say:

> Adults have two distinctive ways of developing competences in second language… acquisition that is by using language for real communication… learning, knowing about language. (Krashen & Tarrel (1983)

Therefore, it is highly desirable that students should be provided a native like atmosphere and opportunities in the language textbooks to develop their intuitional learning and use of language. As Richard (2001) also

states that 'all methods of language teaching involve the use of the target language. All methods thus involve overt and covert decisions covering the selection of language items (words, sentence patterns, tenses construction, function and topics etc.) that is to be used within a course or method.'

This indicates quite emphatically that students ought to be exposed to a native-like atmosphere that can help in the retention and assimilation of communicative skills. It is a far cry from the "learn a few forms and utterances by heart in order to pass exams" approach which is current in Pakistan today.

4. CONCLUSION

Pakistanis fall under a type of society where multiple languages are spoken (multilingual society). English is very important language in the educational, social and official context of Pakistan. It is taught as a subject/language from very beginning to the graduation level in the academic circle in Pakistan. The selection of apposite academic material is one of the most significant academic measures need to be exercised in the field of education. In case of a foreign or second language, the seriousness of this phenomenon is increased manifold. A variety of English textbooks published by Oxford University Press (OUP), Cambridge University Press (CUP), Punjab Textbook Board, Sindh Textbook Board, KPK Textbook Borad, Baluchistan Textbook Board etc. are being taught in the education systems in Pakistan. In the academic culture here, these textbooks are strictly followed by the teachers and learners. Keeping in view the significance of textbooks, it is pertinent to discuss their systematic selection/development for successful learning through these textbooks. The significance of linguistic principles has been reviewed in this regard. The ultimate objective of language learning is to develop language skills for successful communication. This aspect has also been emphasized comprehensively to be taken into consideration for the selection/development of textbooks in accordance with the requirement of the syllabus for a particular level. It is finally concluded that the selection of the academic material or textbooks for a language in these perspectives may result into better teaching and learning of a language in general and English in particular.

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