



Application of English Textbook for Teaching of Integrated Language Skills Through Classroom Activities: A Survey on English Teachers

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Abstract

Application of English textbooks for Integrated Language Skills (ILS) development of bi-lingual students remains a challenge for English language teachers through integrated classroom activities in Pakistan. This research measured the opinion of the English teachers of private schools of District Central Karachi about the application of English textbook to develop ILS of bi-lingual students through integrated classroom activities. Literature reported that locally designed English textbooks in Pakistan proved insufficient related to interactive classroom activities for students and as a pedagogical resource for the teachers. A survey was designed bearing 45 items related to 6 variables from diversified dimensions of the research objectives. Five hundred questionnaires were received and fed in SPSS for data analysis and treatment. The findings proved that the current classroom activities based on prescribed English textbooks were not supportive to develop ILS of bi-lingual students. A significant difference in the opinion of male and female was found about application of English textbooks related to classroom activities, experiential learning, reflective thinking skills, teachers' perception and affective factors in second language acquisition process. Regression model predicted that Second language acquisition was based on classroom activities, experiential learning and teachers' perception about the application of English textbook. This study recommends that reading skill must be emphasized more in English textbooks with speaking, writing and listening skills for ILS development of bi-lingual students.

Keywords: *Integrated Language Skills, Integrated Classroom Activities, English Textbook for developing ILS Teaching Practices, Teachers' Perception about English Textbook, Second Language Acquisition through Affective Factors.*



Introduction

Integrated classroom activities are the real source of teaching of Integrated Language Skills (ILS) through English textbook in a language classroom. An English teacher who believes language education can broaden horizons and motivate bi-lingual students can make a significant impact on the academic progress of the students in a language classroom. In the next few years the ILS development through English textbook will be the core interest of the researchers because of the monotonous, outdated and isolated style of current practices of English pedagogy. It is still questionable whether the ILS development through English textbook will be supportive to improve the performance of bi-lingual students through innovative classroom activities or not? Furthermore, the notion of ILS development of bi-lingual students appears to be widespread interest of teachers in second language acquisition process. Hence, this paper measures the perception of English language teachers about the application of English textbook as a resource for developing ILS of bi-lingual students of private schools of District Central Karachi, Pakistan.

Mansoor (2004) stated that the English language pedagogy in private schools of Karachi was synonymous to teaching of other subjects. Since 2010, there has been a rapid rise in the use of ILS development of bi-lingual students through the application of English textbook with the help of integrated classroom activities in Pakistan. Azhar et al. (2020) also argued that “Pakistan is striving to adopt teaching of English as a language instead of a subject since English is being treated as a subject with a focus on reading and writing skills only” (p.30). Hence, reading comprehension, reading aloud from the prescribed English textbook and essay writing skills were the main focus of English teachers in a language classroom (Mansoor, 2004). This situation hampers students to understand the facts from the actual text or analyze any situation, critical discourse on any topic and debate on any argument. Baig et al. (2021) suggested that the ILS development through English textbooks emphasized more on integrated classroom activities in the second language acquisition process.

Khan and Rahaman (2019) noted in the literature that English textbook writers in the post-colonial countries should facilitate learners to represent themselves while keeping the insight of Practical Linguistics to execute politically correct and pedagogically fruitful English textbook through different activities for bi-lingual students. Few researches have addressed the dilemma about how to develop ILS through English textbook in a language classroom with the aid of



different classroom activities used by male and female English teachers differently (Akmal et al., 2020; Hilma et al., 2021; Pirzad & Abadikhah, 2022).

English textbooks designed for secondary schools in Karachi were heavily relying on controlled activities related to grammar, comprehension, translation and essay writing skills of the students rather than the development of ILS (Aftab, 2012). In another research Nawab (2012) noticed that English textbook at secondary levels in Karachi only developed the reading or writing skills simultaneously. These English textbooks did not supply any learning material to hone the speaking and listening skills of the bilingual students at all. Habib and Umar (2017) noted that English textbooks in Pakistan were not favoring to develop ILS of bi-lingual students through experiential learning rather than focusing on memorization of facts. These English textbooks hardly provided any activity for bi-lingual students and for teachers to apply all four language skills in the classrooms. Hence, these English textbook failed to develop the ILS of bi-lingual students in perspective of modern English pedagogy.

Mansoor (2004) observed that English Language Teaching Methodologies in private schools in Karachi revolved around the English textbook mostly written by foreign authors and publishers. These English textbooks had failed to diagnose the current proficiency of the English language of bi-lingual students in the context of Karachi. Mansoor found that local English language teachers were unsuccessful to translate these foreign English textbook for developing the ILS of bilingual students. Mansoor observed the followings:

The present English courses have very heavy literature content and so become an additional subject of study for the students and a burden, rather than provide language support to the students or help them become proficient in English. Students and teachers for the public sector also show more dissatisfaction with the quality of course materials available to them in English (p.365).

The present English courses are outdated and presently there is a dire need to revise courses and develop English textbooks and materials that are tailored to meet the learning and target needs of students in higher education (p.368).

This research paper measures how well classroom activities are to be designed by English teachers to develop the ILS of bi-lingual students to improve English language pedagogy. This paper also focuses on acquiring the understanding from the opinion and practices of English



teachers about the ILS development of bi-lingual students based on especially designed classroom activities through prescribed English textbooks.

Research Objectives

1. To identify whether the classroom activities were supportive to develop Integrated Language Skills (ILS) or not with the application of English textbook.
2. To evaluate the disparities of the opinion of male and female English teachers in the use of classroom activities through English textbook for the ILS development of bi-lingual students

Research Hypotheses

- 1) There is no significance difference in the opinion of male and female English teachers about Integrated Classroom Activities, English Textbook for developing ILS Teaching Practices, Teachers' Perception about English Textbook , Second Language Acquisition through Affective Factors

$$\mu_m = \mu_f$$

- 2) Integrated Classroom Activities, English Textbook for developing ILS Teaching Practices, Teachers' Perception about English Textbook can predict the Second Language Acquisition through Affective Factors.

Literature Review

Biloon (2017) observed that 'being native or non-native is not the most important factor in English language teaching... rather the qualities such as communicative competence, linguistic awareness[through classroom activities], teaching strategies and ability to explain subject matter'(p.131)within the parameter of the English textbook parallel with the development of ILS among bi-lingual in English language pedagogy. Asakereh et al. (2019) noted that classroom activities were very helpful to develop ILS of bi-lingual students to work on their communicative competence through English textbook in a language classroom. Precisely, communicative competence seems to be incomplete without the ILS development in a bi-lingual classroom. Shaikh and Memon (2021) observed a gap in the literature about the scarcity of empirical studies examining the impacts of classroom activities in the ILS development of bi-lingual students in a classroom. The gap could be bridged with a reasonable induction of native literature to eliminate



the problems of contextualization caused by foreign English literature through several diversified classroom activities so that bi-lingual students could be familiar with local literature for the ILS development in second language acquisition. Hence, the ILS development has enhanced a number of factors including modern language pedagogy, content knowledge and especially integrated classroom activities to support language teaching and learning process based on the application of prescribed English textbook in a local context.

To focus on one aspect of English Language Pedagogy or pay attention to one skill excessively through classroom activities was identified as the core problem in prescribed English textbook for ILS development of bilingual students in a language classroom setting (Yassin et al., 2019; Hussain & Lohar 2020; Shumaila & Ali, 2022). Many researches observed that English language teachers ignored the speaking and listening skills and focused more on memorization of grammar rules and fixed pattern of structures without promoting ILS development of bilingual students in a language classroom (TaHERi et al., 2020; Akbarpour & Mavaddat, 2021). This situation deprived students to learn and apply the English language in perspective of experiential learning, reflective thinking skills, affective factors and the impacts on their performance (Shaikh & Memon, 2021).

Andayani and Gilang (2015) found that the students' cultural treasure comprehension could have high learning interest with the use of Integrated Skills Approach as a main language pedagogical resource. Pardede (2017) reported that the ILS development should be presented all four language skills with parallel to the bi-lingual students' abilities to use the English language in natural communication. Damayanti et al. (2018) showed that the English textbooks were not balanced for all four components of language skills and found that English textbook for 9th graders had the appropriate proportion of two language skills (Writing and Speaking) whereas there was no reasonable proportion of two language skills (Listening and Reading) in the prescribed English textbook.

Audrey (2018) observed that learner centered method of English pedagogy and integrated classroom activities enabled the learners to develop conceptualization, speaking and reading skills. Goodazi et al. (2020) found that in Iranian context English textbooks suffered from some critical shortcomings in terms of activities, methodology, topics, design and insufficiency of teaching ILS and noticed the pitfalls of classroom activities which needed to be revised in the prescribed English textbook from the perspectives of the ILS development of bi-lingual students



in a language classroom. Shaikh and Memon (2021) interpreted the correlation between analytical skills in reading comprehension through English textbook by the Sind Textbook Board and with the Oxford Progressive English used in Cambridge “O Level” in the perspective of Revised Bloom’s Taxonomy. It was found that reading comprehension questions in English textbook for 10th grade were solely based on memorization which hindered the potential of the learners to think critically and perform creative tasks. Ulla and Perales (2021) suggested that in order to develop ILS of bi-lingual students the instructional materials in the form of classroom activities should be collaborative and cooperative in nature to facilitate students to learn from one another. Finally, Alsulami (2021) suggested that listening skills should be supported with the proper modern equipments and writing tasks should be compulsive and apt to the students’ level for the ILS development through diversified classroom activities.

Research Methodology

This quantitative research designed a Survey to measure the perception of English language teachers related to the application of English Textbook for ILS development of bilingual students of private schools of District Central Karachi. Gay, Mills and Airasian (2012) stated that survey collects data based on people’s opinion to answer a question about the topic or test a hypothesis. Hence, survey in this research collected the opinion of English language teachers whether ILS of bi-lingual students could be developed through prescribed textbook or not. This paper is a part of the corresponding author’s PhD thesis.

A questionnaire with 5-point Liker scale has been designed based on the several variables to measure: Application of English Textbook for developing ILS Teaching Practices (AETILSTP), Integrated Language Skills related to Activities in English Textbooks (ILSAET), English Teacher’ Perception related to ILS in English Textbook (ETPILSET), Experiential Learning Exposure through English Textbook (ELEET), Impacts of the Application of English Textbook on Students Performance (IAETSP) and Second Language Acquisition through Affective Factors (SLAAF). The questionnaire was designed and pilot tested for the validity and reliability. Forty-five items were included and divided into six major variables as per requirements of the research objectives. The items were comprised of close-ended questions. Six-hundred questionnaires were distributed among the female and male English language teachers; out of which 547 questionnaires were returned. Surveys were fed in SPSS version 25. After that, the data were cleaned and the normality of variables was tested. Simple Random Sampling was used to draw



90% (500) from the total population. Descriptive statistics, independent sample *t*-Test, Correlation and Regression were used for the statistical treatment of data.

Cronbach's Alpha was computed for Reliability of the Application of English Textbook for developing ILS Teaching Practices (AETILSTP)= .866 , Integrated Language Skills related to Activities in English Textbooks (ILSAET) = .854 , English Teacher' Perception related to ILS in English Textbook (ETPILSET) = .832, Experiential Learning Exposure through English Textbook (ELEET) = .843, Impacts of the Application of English Textbook on Students Performance (IAETSP) = .844 and Second Language Acquisition through Affective Factors (SLAAF) = .869. No item was deleted to improve the reliability.

A panel of experts from different universities were requested to review the content and criterion validities of the survey questionnaire and assigned particular items to the series of different constructs. The final shape of the questionnaire after incorporating the feedback of panel experts was administered for the factor analysis. Factor analysis was performed in SPSS with 45-items. A Principal Component Analysis and Varimax Rotation with Eigen value greater than 1 and not with a fix factor was performed in SPSS. Factor analysis showed that the number of constructs/Factors remained same in the output of Varimax Rotation.

All ethical considerations were followed and there was no deception involved. The participants were briefed and informed acknowledgments were collected from the research participants.

Discussion and Analysis

Table 1 presented the demographics of research participants wherein out of 500 respondents, 178 (35.6% of the total) male English teachers and 322 (64.4% of the total) female English teachers participated in this survey. For the dimension 'Affiliation' 55% participants were working in local boards, 14.4 % with Federal Board and 30.6% respondents were working in private schools under Cambridge system. For 'Qualification' 14% respondents were undergraduates, 45.8% English teachers were holding masters degrees and 10% teachers were holding M.Phil or Ph.D degrees.



Table 1
Demographics of Research Participants

	Demographics	Frequency	Percent	Valid Percent	Cumulative Percent
Gender	Male	178	35.6	35.6	35.6
	Female	322	64.4	64.4	100.0
	Total	500	100.0	100.0	
Affiliation	Local Board	275	55.0	55.0	55.0
	Federal Board	72	14.4	14.4	69.4
	Cambridge System	153	30.6	30.6	100.0
	Total	500	100.0	100.0	
Age	20-25	176	35.2	35.2	35.2
	26-30	86	17.2	17.2	52.4
	31-35	86	17.2	17.2	69.6
	36-40	69	13.8	13.8	83.4
	41-45	33	6.6	6.6	90.0
	46-50 and above	50	10.0	10.0	100.0
	Total	500	100.0	100.0	
Qualification	SSC or O levels	12	2.4	2.4	2.4
	HSC or A levels	59	11.8	11.8	14.2
	B.A or B.S	149	29.8	29.8	44.0
	Masters	229	45.8	45.8	89.8
	M Phil	45	9.0	9.0	98.8
	PhD	6	1.2	1.2	100.0
	Total	500	100.0	100.0	
Overall Proficiency Level of the English Teachers	Do not know	38	7.6	7.6	7.6
	Need to improve	77	15.4	15.4	23.0
	Fair	214	42.8	42.8	65.8
	Good	146	29.2	29.2	95.0
	Excellent	25	5.0	5.0	100.0
	Total	500	100.0	100.0	
Overall Proficiency Level of Bi-lingual Students	Do not know	91	18.2	18.2	18.2
	Need to improve	162	32.4	32.4	50.6
	Fair	155	31.0	31.0	81.6
	Good	84	16.8	16.8	98.4
	Excellent	8	1.6	1.6	100.0
	Total	500	100.0	100.0	
Teaching Experience of English at	Primary Level	175	35.0	35.0	35.0
	Secondary Level	227	45.4	45.4	80.4
	Both Levels	98	19.6	19.6	100.0
	Total	500	100.0	100.0	



In table 2, male English teachers (N=178, M= ~3.1, SD=.7) had minor difference in opinion with their female English teachers (N=322, M=~3.5, SD=.7) about the variable AETILSTP, ILSAET, ETPILSET, ELEET, IAETSP and SLAAF.

Table 2
Group Statistics for the variables

Group Statistics					
Variables	Gender	N	M	SD	SEM
AETILSTP	Male	178	3.52	.77	.058
	Female	322	3.71	.78	.044
ILSAET	Male	178	3.41	.76	.057
	Female	322	3.59	.73	.041
ETPILSET	Male	178	3.39	.74	.056
	Female	322	3.52	.74	.041
ELEET	Male	178	3.41	.83	.063
	Female	322	3.61	.73	.041
IAETSP	Male	178	3.40	.78	.058
	Female	322	3.56	.77	.043
SLAAF	Male	178	3.39	.72	.054
	Female	322	3.63	.74	.041

In table 3, an independent sample *t*-Test was computed to compare the opinion of male and female English language teachers. For the variable AETILSTP $t(498) = 2.63, p = .00 < .05$; hence, there was a significant difference in the opinion of male and female English language teachers. It meant that both male and female English language teachers used different approaches of ILS development in their teaching practices. For the variable ILSAET $t(498) = -2.59, p = .01 < .05$; hence, there was a significant difference in the opinion of male and female English teachers. It meant that both the male and female English language teachers employed different classroom activities for developing ILS in English language pedagogy. For the variable SLAAF $t(498) = -3.53, p = .00 < .05$; hence, there was a significant difference in the opinion of the male and female English teachers. It meant that both the male and female English language teachers used different approaches in the implementation of SLAAF for developing ILS in English language pedagogy. For the variable ELEET $t(498) = -2.74, p = .00 < .05$; hence, there was significant difference in the opinion of the male and female English teachers. It meant that both the male and female English language teachers executed different experiential learning approaches for bi-lingual learners through ILS in English language pedagogy. For the variable IAETSP $t(798) = 2.15, p = .03 < .05$; hence, there was significant difference in the opinion of the male and female English teachers. It



meant that both the male and female English language teachers used diversified approaches in the implementation of IAETSP for developing ILS in English language pedagogy.

Table 3
Independent Samples t-Test

	F	P	t.	df.	p.	MD	SED	95% Confidence Interval of the Difference	
								Lower	Upper
AETILSTP	0.10	0.751	2.63	498	0.00	-0.192	0.073	0.336	0.049
ILSAET	0.34	0.556	2.59	498	0.01	-0.180	0.069	0.316	0.044
ETPILSET	0.01	0.897	1.91	498	0.05	-0.133	0.069	0.269	0.004
ELEET	4.34	0.038	2.74	498	0.00	-0.198	0.072	0.340	0.056
IAETSP	0.00	0.945	2.15	498	0.03	-0.156	0.073	0.299	0.014
SLAAF	0.35	0.553	3.53	498	0.00	-0.243	0.069	0.378	0.108

As shown in table 4, Pearson Product Correlation was performed to measure the relationship among the variables of study. The relationship between the variables IAETSP and SLAAF ($r = .643$) is positive, statistically significant and account for 41.3% in SLAAF. The relationship between the variables IAETSP and AETILSTP ($r = .399$) is positive, statistically significant and account for 15.9% in AETILSTP. The relationship between the variables IAETSP and SLAAF ($r = .314$) is positive, statistically significant and account for 9.8% in SLAAF. The relationship between the variables ILSAET and IAETSP ($r = .481$) is positive, statistically significant and account for 9.8% in IAETSP. The relationship between the variables ILSAET and SLAAF ($r = .374$) is positive, statistically significant and account for 13.9% in SLAAF. The relationship between the variables ILSAET and AETILSTP ($r = .520$) is positive, statistically significant and account for 27% in AETILSTP. The relationship between the variables ETPILSET and IAETSP ($r = .735$) is positive, statistically significant and account for 54% in IAETSP. The relationship between the variables ETPILSET and SLAAF ($r = .551$) is positive, statistically significant and account for 55% in SLAAF. The relationship between the variables ETPILSET and AETILSTP ($r = .592$) is positive, statistically significant and account for 35% in AETILSTP. The relationship between the variables ETPILSET and ILSAET ($r = .574$) is positive, statistically significant and account for 32.5% in ILSAET. The relationship between the variables ELEET and IAETSP ($r = .566$) is positive, statistically significant and account for 32% in IAETSP. The relationship between the variables ELEET and SLAAF ($r = .437$) is positive, statistically significant and account for 19% in SLAAF. The relationship between the variables ELEET and



AETILSTP ($r = .567$) is positive, statistically significant and account for 32.1 % in AETILSTP. The relationship between the variables ELEET and ILSAET($r = .674$) is positive, statistically significant and account for 45.4% in ILSAET. The relationship between the variables ELEET and ETPILSET($r = .602$) is positive, statistically significant and account for 36.2% in ETPILSET.

Table 4
Correlation among AETILSTP, ETPILSET, ELEET, ILSAET, IAETSP and SLAAF

		IAETSP	SLAAF	AETILSTP	ILSAET	ETPILSET	ELEET
IAETSP	<i>r.</i>	1					
SLAAF	<i>r.</i>	.643**	1				
AETILSTP	<i>r.</i>	.399**	.314**	1			
ILSAET	<i>r.</i>	.481**	.374**	.520**	1		
ETPILSET	<i>r.</i>	.735**	.551**	.592**	.574**	1	
ELEET	<i>r.</i>	.566**	.437**	.567**	.674**	.602**	1

** . Correlation is significant at the 0.01 level (2-tailed). N=500 *p.* (2-tailed)=.000

Regression Model no.1 was performed wherein $R = .80$ where $R^2 = .64$ where $F(5, 495) = 176.292$ where $p = .000 < .05$ showing the model is significant for prediction. In addition, $R^2 = .64$ depicted that the predictors successfully explained 64.1% of the variance in the outcome variable IAETSP.

Table 5
Regression Model no: 1

Model Summary				
Model	R.	R ²	Adjusted R Square	Std. Error of the Estimate
1	.801 ^a	.641	.637	.470

a. Predictors: (Constant), SLAAF, AETILSTP, ILSAET, ELEET, ETPILSET

Table 6
ANOVA Table for the Model no 1

ANOVA ^a						
Model		SS	Df	MS	F	<i>p.</i>
1	Regression	194.32	5	38.86	176.29	0.000 ^b
	Residual	108.90	494	.220		
	Total	303.23	499			

a. Dependent Variable: IAETSP

b. Predictors: (Constant), SLAAF, AETILSTP, ILSAET, ELEET, ETPILSET



Table 7
 Coefficient Table for the variable SLAAF, AETILSTP, ILSAET, ELEET, ETPILSET as predictor of IAETSP

Model		Unstandardized <i>B</i>	Standardized		<i>t</i>	<i>p</i>
			Coefficients Std. Error	Coefficients <i>Beta</i>		
1	(Constant)	.206	.130		1.587	.113
	AETILSTP	-.107	.036	-.108	-3.005	.003
	ILSAET	.004	.040	.004	.105	.917
	ETPILSET	.543	.043	.519	12.769	.000
	ELEET	.175	.041	.175	4.305	.000
	SLAAF	.329	.034	.313	9.550	.000

a. Dependent Variable: IAETSP

In table 7, the Regression Equation is predicting in the following:

$$IAETSP = -.107 AETILSTP + .543 ETPILSET + .175 ELEET + .329 SLAAF \dots (1)$$

For the variables AETILSTP decreases in -.107 unit, ETPILSET increases in .543, ELEET increases in .175 unit and SLAAF increases in .329 would consequently increase the one unit in IAETSP as shown in Equation 1.

Similarly, Regression Model no.02 was performed wherein the variables $R = .65$ where $R^2 = .43$ where $F(5, 494) = 74.66$ where $p = .000 < .05$ is showing a significant model to predict. In addition, $R^2 = .43$ depicted that the predictors successfully explained 43% of the variance in the outcome variable SLAAF.

Table 8
 Regression Model: 02

Model Summary				
Model	R	R ²	Adjusted R Square	Std. Error of the Estimate
1	.656 ^a	.430	.425	.564

a. Predictors: (Constant), IAETSP, AETILSTP, ILSAET, ELEET, ETPILSET

Table 9
 ANOVA Table for the Model no 2

ANOVA ^a						
Model		R ²	Df	MS	F	<i>p.</i>
1	Regression	118.722	5	23.744	74.660	.000
	Residual	157.107	494	.318		
	Total	275.829	499			

a. Dependent Variable: SLAAF



b. Predictors: (Constant), IAETSP, AETILSTP, ILSAET, ELEET, ETPILSET.

Table 10

Coefficient Table for the variable ETPILSET and IAETSP as predictor of SLAAF

Model		Unstandardized Coefficients		Standardized	T	p.
		B	Std. Error	Beta		
1	(Constant)	1.159	.148		7.842	.000
	AETILSTP	-.017	.043	-.018	-.394	.693
	ILSAET	.014	.048	.014	.284	.776
	ETPILSET.	.147	.059	.147	2.507	.012
	ELEET	.065	.050	.069	1.320	.187
	IAETSP,	.474	.050	.497	9.550	.000

a. Dependent Variable: SLAAF

In table 10, the regression equation is predicting the following:

$$SLAAF = 1.159 \text{ Constant} + .474 \text{ IAETSP} + .147 \text{ ETPILSET} \text{----}(2)$$

For the variables ETPILSET increases in .147 and IAETSP increases in .474 unit would consequently increase the one unit in SLAAF as shown in Equation 1.

The findings in table 1 reported that 42% English teachers in this survey demanded more knowledge and pedagogical skills to develop their own language skills prior teaching of the English language. 49% English teachers reported that their students did not have sufficient proficiency of the English language as a secondary language. 14% under-graduate English teachers were hired by the private schools without having their academic and professional qualifications to teach either at the primary or secondary level of education. Ali, Kolachi and Azam (2023) reported that teachers' qualification played an important role in designing the integrated classroom activities based on the prescribed English textbooks for the better pedagogical practices. These pedagogical practices enabled bi-lingual students to integrate the second language acquisition with their current language proficiency. Baig et al. also noted the mismatch between the students' proficiency and textbook activities designed by the teachers. Baig et al. confirmed that application of English textbooks was strongly rely on the subject knowledge and teaching expertise of the teachers. Hence, it was suggested by Baig et al. that teacher should incorporate the classroom activities related to thinking skills and communication skills from the prescribed English textbooks for the ILS development of bi-lingual students.



Aftab (2012) stated English textbooks used in private and public schools at grade 6th level in the context of Karachi were not supportive to develop ILS of bi-lingual students. This study found that English textbooks did not have the depth required to develop ILS of bi-bilingual students related to their experiential learning and change in teachers' perception about the application of English textbooks. Syed, Quraishi, and Kazi (2019) noted that the incorporated activities in prescribed English textbook in Pakistan did not focus on all four language skills rather than developing oral communicative competence. Syed et al. observed the missing of training mechanism in the schools for their English language teachers to integrate all four language skills through innovative classroom activities based on prescribed textbook for ILS development of bi-lingual students. Syed et al. highlighted the flaws of the activities in prescribed English textbooks used in Pakistan in the following manner:

Many activities present in the textbook offer meaningless and discrete-point exercises; which do not contribute to any skill development and were not connected with [the] idea of skills development. There is limited oral interaction presented in the textbook in the form of oral skill development; to a great extent these activities involve oral drilling of contrived language. (pp.110)

This research observed that male and female English teachers used different approaches and classroom activities while applying prescribed English textbook. The easy access to advanced and authentic material related to ILS in English language pedagogy based on prescribed English textbook was not available on any local platform for English teachers. Naseem et al. (2015) supported the findings by critiquing on the present situation in Pakistan as:

The textbook does not fulfill the general objectives of teaching [of the] English language at the specified educational institute. The objectives do not make any balance between four skills: listening, speaking, reading and writing. The book is very dull and drab. Visuals are also very poor. Audiovisual aids are altogether ignored. There is no workbook and CD accompanying the student's book. There is no teacher's guide to aid the teacher. The activities of [prescribed English]book are not designed in a way to encourage students to bring real objects in class to illustrate some points of learning (pp.35).

The findings of the current study supported that the English textbooks failed to support the development of ILSs through classroom activities in language classrooms and showed that there were several factors hindering the students' performance to develop ISL enrolled in private schools in Karachi. The present English textbooks were bearing no room for technological aid. Ali, Azam and Saba (2023) found that English teachers needed "to modernize the ways in which



they teach by incorporating several different topics [for ILS development] that are related to technology into each of their classes [for bi-lingual students] (p.685).”

Conclusion and Recommendation

The prescribed English textbooks in the private schools of district Central Karachi failed to develop ILS of bi-lingual students. These English textbooks were not equipped with any allied or supplementary material related to the exposure of experiential learning, reflective thinking skills and affective factors involved in second language acquisition process. These English textbooks were designed in disproportion of ILS and usually revolved around the conventional pedagogies of English. Many schools hired non-graduate teachers without prior assessing the knowledge and skills of these teachers. There was no mechanism of mentorship available for the fresh teachers. This research also observed that different teachers used different approaches of teaching from different sources other than the prescribed English textbooks. In conclusion, the quality English language pedagogy is not possible without the quality of teaching exposure based on prescribed English textbook in the bi-lingual classrooms.

This research recommends the following suggestions:

1. This research recommends the revision in recruitment mechanism in private schools of district Central Karachi. It is strongly recommended that prospective English teachers should have either 16-year of education in MA (English Literature) or MA (English Linguistics) or professional qualification of B.Ed (Hons) programs with specialization in English Content and Pedagogy. It is also recommended that fresh appointments in English department should serve under the supervision of senior teachers regarding the lesson planning, classroom instruction and evaluation.
2. This research recommends that private schools of District Central Karachi should conduct workshops, seminars, and observations for novice English teachers regarding the applicability of prescribed English textbooks in the ILS development process of bi-lingual students.
3. This research recommends English textbook publishers in Karachi to design English textbook with reflective and experiential learning activities, links the contents of English



textbook with the interactive activities with pragmatic views, colorful images, pictorial descriptions and with story-telling skills, exercises based on ILS development, adequate visuals exposure of text, experiential learning and reflective thinking skills activities, critical readings, analytical essays, excerpts from newspapers or Magazines, ILS critical reading passages, title reading technique and inference-based comprehensions and links of the tutorials of ILS on YouTube for pedagogy of English to bi-lingual students.

4. This research recommends English language teachers to take the advantages of different mobile applications such as ‘Coursera’ and ‘Grammarly’ through their android/IOS smart phones and tablets. This insight of new knowledge can be helpful for the English teachers to learn new instructional techniques in the English language pedagogy for developing ILS of bi-lingual students through the application of prescribed textbooks. It is further suggested that English teachers should get the new insights of ILS development through downloading diversified applications of English language pedagogy and viewing different Vlogs and YouTube videos to enrich the material of their prescribed English textbook.

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