RESEARCH PAPER

Developing Communicative Competence among the Learners: An Analysis of Secondary Level Textbooks for English in Pakistan

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ABSTRACT

The study aimed at analyzing the secondary level English textbooks taught in Pakistan to determine their contribution in developing communicative competence and its components covering linguistic competence, sociolinguistic competence and pragmatic competence, among the learners. The data were comprised of eight English textbooks of secondary level taught in all the provinces of Pakistan. There were two main research questions to examine the suitability of the textbooks to develop communicative competence among the students. It was a qualitative and descriptive research. The checklist derived from CEFR (2001, 2020) was the tool to analyze the data. The results showed the presence of most of the items in the textbooks but they were not added in a systematic way which impede in developing communicative competence. The research would help the syllabus and curriculum body to improve the diagnosed area.

Introduction

Communicative competence is the basic need and demand of the modern world of social media. The present social media revolution has connected everyone belonging to different social, cultural and lingual background. Social media is the biggest emerging market with lot of job opportunities, business and educational prospects. English woks as lingua franca and taught in Pakistan as a second language (Arshad et al, 2020). Most of the world communication is undertaken in English language. So, proficiency in English language is mandatory for interaction. Some decades ago, the people had very few chances of interaction with foreigners but now even a child interacts with the world through social media. That is why, the people need to develop communicative competence to meet this modern trend and way of life. Developing communicative competence among learners, therefore, is the key area and real purpose of teaching English. In Pakistan, the Govt. has introduced Single National Curriculum across the country. Under this document, the syllabus for English textbooks would be appropriate and aim at developing communication for national and international forum (SNC 2021, p 3). For this purpose, the textbooks of English play a vital role in developing communicative competence through various exercises and tasks. The purpose of the work was to analyze the secondary level textbooks for English in Pakistan to determine their effectiveness and suitability in this regard.

Textbook analysis is essential to complete the curriculum models (Nunan, 1988). Though textbook analysis is a compulsory practice for improving the curriculum, it must be carried out regularly to encounter and rectify any error. In Pakistan, it is not much prioritized area for investigation so a little literature on textbook evaluation is available within Pakistan. Internationally, it is also rare as compared to other areas of research (Beretta, 1992; Lynch, 1990). Furthermore, most of the studies conducted so far evaluated textbooks quite narrowly and did not address valuable features. Although, the major role of the textbooks is to develop communicative competence among the learners of second language, scholars pay little attention to find out problematic areas in the textbooks for developing communicative competence. That's why the present work on textbook evaluation was an attempt to explain the weak and strong areas in the textbook to determine how successfully or unsuccessfully respond to the needs of the learners in achieving communicative competence. CEFR (2001, 2020) has designed a framework, based on famous theories on communicative competence, for the purpose of textbook analysis, teaching practices and assessment of the learners. The present research used this tool of checklist to analyze the data. The data were comprised of eight English textbooks taught in all the provinces of Pakistan. There were two major questions about development of linguistic competence and sociolinguistic competence through these textbooks. The data were applied on the checklist competence wise, component wise and sub component wise to determine the findings. The result showed that textbooks contained most of the items of the checklist but they were not added systematically in an exact order form. Furthermore, it was revealed that each textbook of particular province was designed differently to teach these principles. Textbook 1 and textbook 2 of the same province may have common design to add contents but they differ the other provinces in the presentation of items of communicative competence. The framework of CEFR (2001, 2020) has offered three main areas for investigation but the present research investigated only textbooks so it was concluded that research in other two areas is also necessary to achieve valuable results and exact knowledge about the phenomenon. Lastly, as the Govt. of Pakistan is going to launch new textbooks for English at secondary level under single national curriculum the curriculum and syllabus designing bodies must focus on authentic model of communicative competence to add its other competences and components in the textbook in a systematic and coherent way to achieve the objective of enabling the student to communicate and interact with others successfully to meet the modern challenges of communication.

Literature Review

Communicative Competence Theories

Communicative competence has been defined and understood by several linguists throughout its existence and there are various viewpoints on its meanings. Chomsky (1957, 1965) evolved this area and established generative grammar as a rule for acquiring and mastering the language. He considered linguistic competence and linguistic performance as the basic component of language acquisition. According to Chomsky (1957), it is essential to master the principles of structure and grammar to become a skillful language user in regard of production and reception. Furthermore, he did not value any social factor in language acquisition. Hymes (1967) was the pioneer to introduce the term communicative competence contrary to Chomsky's (1965) linguistic theory, and advocated the value of functioning role of language. In 1970s, the educationalists accepted and introduced the term communicative competence in the pedagogical context. It has continued influence on the practice and theory of foreign language and second language teaching. Unlike Chomsky (1965), Hymes (1967) valued the social setting and social factors as essential parts to learn foreign language. His

theory emphasized the absolute awareness of structure and grammar to acquire language successfully. He declared the communicative setting and situation as background of proper language usage.

Later, Canale and Swain (1980) discussed the communicative competence from a pedagogical viewpoint. They introduced third component of strategic competence along with linguistic competence and sociolinguistic competence to acquire a language. By strategic competence they mean to design various communicative strategies to compensate the issues or lacking in learning language. In a later work, Canale (1983) thought that discourse competence should also be added to the model for the capability to "combine grammatical forms and meanings to achieve a unified spoken or written text in different genres. [...] Unity of a text is achieved through cohesion in form and coherence in meaning" (Canale, 1983, p.9).

Savignon (1972) considered communicative competence as practical use and introduced a work to develop it into practice. She pointed out that the issue is not static but dynamic, not merely intrapersonal but interpersonal and is more relative than absolute. So, there is need to consider as the skill to perform in actual communicative setting. According to her suggestion, communicative competence is more referred than ability of language.

Bachman (1990) introduced a comprehensive model of communicative competence which contained of six components establishing a hierarchy of competences and he named it language competence. The major competences were organizational competence and pragmatic competence; the earlier had another areas like grammatical competence which included vocabulary, morphology, syntax and phonology and textual competence comprising cohesion and rhetoric organization, the later was thought as illocutionary competence with ideational, manipulative, heuristic and imaginative function and as sociolinguistic competence which comprised of various dialects, register, nature, cultural references and figures of speech (Bachman, 1990).

Bachman and Palmer (1996) termed communicative competence as language ability instead of language competence. The language ability had further component of language knowledge with organizational and pragmatic competence and strategic competence as addition to the hierarchy of above discussed Bachman's 1990 model.

Celce–Murcia (1991) continued the term communicative competence with an addition of actional competence to the competences. According to their definition it is "the ability to comprehend and produce all significant speech acts and speech act sets" (Celce-Murcia, 1991, p. 42). As a result the communicative competence was regarded as linguistic competence, sociolinguistic competence, discourse competence, strategic competence and actional competence under its paradigm. Later Celce-Murcia (2008) suggested a change in order to better understand the complete phenomena so she introduced formulaic competence and interactional competence in place of actional competence. According to her explanation, formulaic competence means all the fixed expressions, collocations, idioms and lexical frames a language has. While the interactional competence should be regarded as the formerly discussed actional competence, conversational competence (as the ability to take turns and perform well in conversations) and non-verbal competence (kinesics, proxemics, haptic behaviour and nonlinguistic utterances).

Studies on Textbook Analysis

In Pakistan, Mumtaz (2017) carried out a research on the topic of communicative competence and she chose English textbook for grade 8th. This work offered motivation to make my work on textbooks analysis to estimate their values to promote communicative competence. The basic gap is that her research was made in the field of "Education" and focused on the features and principles of Education. I shall explore textbook in the field of Applied Linguistics by covering various theories, principles, parameters and sub areas of Applied Linguistics. The research made under the dimension of Applied Linguistics will offer valid and authentic conclusions for the promotion of communicative competence through English textbooks. Secondly the data of her research were textbook of grade 8th while I had explored eight secondary level textbooks for English in Pakistan. The most important research gap is the research methodology. In her research the main qualitative methods included semi-structured interviews, classroom observations, document analysis and survey questionnaires. This type of methodology is always subjective because the questions set in the questionnaire and interview may be biased and specific without following a prescribed parameter from the literature review. Furthermore, the modification in questions are made to get desirable results which makes the results invalid and resultantly unauthentic. She has also used a checklist, developed by herself, for textbook evaluation. English is not our language so we cannot set parameters for its evaluation therefore her own developed checklist cannot be recognized and authenticated. Also, she is not a linguist to develop a checklist for English Textbook analysis. As a research methodology I had used the tool of checklist derived from authentic framework CEFR (2001, 2020). These tools will ensure objectivity to produce valid and authentic results. Lastly, she had not explored the suitability for communicative competence while the present research had explored the area.

Paulikova (2020) conducted same research to know the contribution of Primary level English textbooks in developing communicative competence among learners in Slovakia. She chose three English textbooks for her analysis. She used checklist tool to examine the data. This work also encouraged the researcher to conduct the research in Pakistani background.

Material and Methods

In the pursuit of the investigation to analyze secondary level textbooks for English in Pakistan for the development of communicative competence, a qualitative research was carried out by using checklist tool derived from the literature view. In the first stage, the main competences, sub competences and their components agreed upon by major linguists were derived and then sorted out in MS Excel spread sheet. Different colors and codes were given to them. All the eight textbooks were given short names like P1, P2, S1, S2, K1,K2, B1, B2 where the capital letter represents province and digit 1 represents Grade 9 and 2 Grade 10. In the second stage, each book was studied thoroughly and same colors and codes were used to point out the relevant component. In the third stage, the data were compiled in MS Excel and filled the checklist in order to apply the items of all the components of communicative competence. Lastly, the data were analyzed for the final results and discussion.

Results and Discussion

Communicative competence involves mastering the linguistic competence, sociolinguistic competence and discourse competence. For the achievement of linguistic

competence, the learners need to achieve lexical competence, grammatical competence, semantic competence, phonological competence, orthographic competence and orthoipic competence and their further components. Therefore, it is essential that the textbook for English should be consisted of all these features. Following is the competence wise results from the selected textbooks for English.

Linguistic Competence

All the linguists show agreement on the fundamental importance of linguistic competence to learn and use English language for any purpose. The curriculum and syllabus designers are very particular to add all the main items of linguistic competence in the textbook for learners to achieve linguistic proficiency. All the selected textbooks were examined thoroughly and following items were discussed.

Lexical Competence

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Table 1
Components of Lexical Competence (Y=Yes, N=No)

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Components and sub components of communicative competence	Punjab (PTB)		Sindh (STB)		Balochistan (BTP)		KPK (KPKTB)	
	P1	P 2	S 1	S2	B 1	B 2	K1	K2
Linguistic competence								
• Lexical competence								
o Lexical items								
• Fixed Expressions	y	Y	y	y	y	Y	y	y
• Single word forms	y	Y	y	y	y	Y	y	y
o Grammatical elements								
• Articles	y	Y	y	y	y	Y	y	y
• Quantifiers	y	N	N	N	N	N	y	y
• Demonstratives	y	Y	N	y	y	Y	y	y
• Pronouns	y	Y	Y	y	y	Y	y	y
• Question words and Relatives	y	Y	N	N	y	Y	y	y
• Possessives	y	Y	Y	N	y	Y	y	y
• Prepositions	y	Y	Y	Y	y	Y	y	y
• Auxiliary verbs	y	Y	Y	N	y	Y	y	y
• Conjunctions	y	Y	N	y	y	Y	y	y
• Particles	y	Y	N	y	N	Y	y	y

Lexical items

The textbooks analysis revealed that each textbook contained various exercises and tasks for the development of lexical competence among the learners. The exercises contained glossary, word meanings, column matching, make sentences and fill in the blanks for the learning of single word forms at the end of each lesson. In P1, P2, B1, B2, K1 and K2 there are greater number of exercises and tasks to promote lexical items. For the learning of *fixed expressions,* idioms and proverbs are important items to learn for expression in different context and background. It was revealed that K1 and K2 laid more focus on idioms with lot of exercises at different parts of the books. They developed a situation to use idioms which made the situation comprehendible. P1 and P2 have used idioms in the text to convey the context of the story and then they had asked to use them in the sentences for better understanding. Similarly, B1, B2, S1 and S2 also contained exercises to promote idioms among the learners. For the understanding of *single word forms*, the exercises have been designed to put the learners to consult dictionaries in order to find their exact meanings and usage in various contexts. In P1 and P2, glossary has been provided along with exercises in which students have to find

out their meaning by consulting text or translation dictionary. While, there is different pattern in S1 where the glossary has been given at the end of the book.

All the textbooks for English included exercises to promote vocabulary as key skill. Thus, developing lexical competence was addressed frequently through oral, written, reading and listening methodology. Therefore, it was found that lexical items were dominant area to develop lexical competence among the learners.

Grammatical Elements

Grammatical elements were found on prominent position and preferred item in P1, P2, K1, K2, B1 and B2 because each and every component was found excessively in shape of exercises, tasks and reviews. Most of the components were repeated in different units and lessons. It showed that the basic purpose of all the English textbooks was to enhance the grammatical knowledge among the learners. That is why, various exercises were designed to teach and assess the rules of grammar. However, S1 and S2 had adopted different methodology to teach grammatical elements. These textbooks used texts for practical demonstration of different components of grammatical elements. The use of *article* was taught in P1, S1, K1 and B1 with priority to learn its use in grade 9th. Exercises of fill in the blanks and tick the right option were selected to teach *article*. In textbooks for grade 10th, these exercises were less in numbers in all the textbooks. It showed that learning the use of *article* is the basic requirement for grammar acquisition. The direct exercises for *quantifiers* learning were missing in all the textbooks. However, there were some practical usage of some *quantifiers* in P1, K1 and K2 where the learners could know their usage rightly. The use of *pronouns, question words, relatives and possessives* with other kinds and use of *pronoun* was taught repeatedly in all the textbooks. Lot of exercises and tasks were found for the practice of the students to learn this grammatical element. This part of speech is very significant in language usage so the same emphasis has been laid to teach it. For the understanding of *preposition* various exercises in form of fill in the blanks and tick the right option were given in all the books. However, *preposition* was taught more precisely in grade 10 textbooks because the level of the learners was definitely increased to understand it thoroughly to learn the art of *particle* and *phrasal verbs* as well. Apart from the use of regular helping verbs, the use of *auxiliary verbs* was also included in the exercises of all the textbooks. For example in P1, *auxiliary verbs* were explained for the understanding of the learners and then they were asked to use them in your own way to describe different states. Particularly, the use of can, could, may might and used was also made in the texts of different lessons and later the students were required to develop same situation by using *auxiliary verbs*. Lastly, *conjunction* along with its kinds was also found present in exercises and tasks to explain how it could be used in making compound and complex sentences and joining different parts under different conditions. It was felt necessary to explain this grammatical element at grade 9 to develop students' understanding to know kinds of sentences, later on.

The lexical items and grammatical elements to develop lexical competence among the learners were included in all the textbook with little or more repetition of exercises and tasks. All this would help the learners to acquire linguistic competence towards communicative competence.

Grammatical Competence

Table 2
Components of Grammatical Competence   (Y=Yes, N=No)

Components and sub components of communicative competence	Punjab (PTB		Sindh (STB)		Balochistan (BTP)		KPK (KPKTB	
	P1	P 2	S 1	S2	B1	B2	P.	P 2
• Grammatical competence								
o Elements								
• Morphs	y	Y	y	Y	y	y	y	y
• Morphemes – roots and affixes	y	Y	y	Y	y	y	y	y
• Words	y	Y	y	Y	y	y	y	y
o Categories								
• Number								
• Concrete /abstract, countable/uncountable	y	Y	y	Y	y	y	y	y
• (in)transitive, active/passive voice	y	Y	y	Y	y	y	y	y
• past/present/future tense	y	Y	y	Y	y	y	y	y
• progressive, (im)perfect aspect	y	Y	y	Y	y	y	y	y
o Classes								
• conjugations declensions								
• open word classes: nouns, verbs,	y	Y	y	Y	y	y	y	y
• adjectives, adverbs,	y	Y	y	Y	y	y	y	y
• closed word classes (grammatical elements)								
o Structures								
• compound and complex words	y	Y	y	Y	y	y	y	y
• phrases: (noun phrase, verb phrase, etc.)	y	Y	y	Y	y	y	y	y
• clauses: (main, subordinate, co-ordinate)	y	Y	y	Y	y	y	y	y
• sentences: (simple, compound, complex)	y	Y	y	Y	y	y	y	y
o Processes (descriptives)								
• Nominalization	y	Y	N	N	N	N	Y	y
• affixation	y	Y	y	Y	y	y	y	y
• suppletion	N	N	N	N	N	N	N	N
• gradation	N	N	N	N	N	N	N	N
• Transposition	N	N	N	N	N	N	N	N
o Relations								
• Government, Concord, Valency	N	N	N	N	N	N	N	N

Elements

It was revealed that all the books did not explain the grammatical elements of *morphs and morpheme* in detail as a terminology but however their instances were given by using affixes, prefixes and suffixes through various exercises. These exercises would help them to understand the minimum unit of a word. A large number exercises, however, for the modification of *words* were found in abundance for the introduction of new words and their further usage. Topics on change of verb into noun, use of prefixes and suffixes, gerunds and adverbs were given for understanding of different role of *words* apart from glossary and vocabulary exercises.

Categories

To explain the component of categories of grammatical competence, no exercise was found for *number* in any of the textbooks. Similarly, the sequential or chronological order of *number* was not explained, but the direct use of *number* was seen in different sections of all the textbooks. There were lot of exercises on the topic of noun and its kinds especially the concept of *concrete, abstract, countable and uncountable nouns*was made clear through examples and exercises in all the books. However, S1 and S2 did not add particular definitions of the topic. P1, P2 and K1 laid special focus on *abstract* and *concrete noun. Change of voice* was very common topic in all the textbooks with lot of exercises on *transitive and intransitive verbs*/sentences. Active voice and passive voice topic was not merely added from examination point of view but for general understanding of this phenomena. For example, P2 contains some exercises on *voices* though it is not asked in the paper. The learners could know that some particular verbs don't have objects with them. Lastly, for categories section, all the *past, present and future tenses* especially *progressive tenses* were discovered in all the textbooks. The distinction between different tenses, uses of since and for and various situations for selection of tense were adopted in the selected textbooks. As tenses, next to vocabulary, are the basic requirement for language learning so the value was given with same intensity as compared to other aspect.

Classes

To explain the component of *classes* of grammatical competence, *conjugation declension* was found missing as terminology or component. It was not considered to be added either in describing parts or in any exercise. It was also difficult for the learners to learn it at their own. On the other hand, *open word classes* like *noun, verbs, adjectives and adverbs* had rich representation in all the textbooks. *Nouns* and *verbs* have already been discussed above. Adjective, its degrees, adverbs and its kinds were elaborated again and again so that the learners would use them in the correct way. P1, B1 and K1 had greater number of tasks and exercises to explain the use of degrees and kinds according to structure of the sentence. *Closed word* classes were not added in any of the books but there was general usage of these classes in some texts and questions.

Structure

To explain the component of structure of grammatical competence, *compound and complex words* exercises were added to further describe phrases of various kinds. These exercises, found in all the textbooks, explained the method of making phrases within a sentence or for making sentences. *Noun phrase, adverb phrase, adjective phrase and prepositional phrase* were included in the exercises and examples for the learners in all the textbooks. However, S1 and S2 did not add explanation or detail of the phrases but exercises were there. Mostly, MCQs based exercises were designed to teach the difference and use of various phrases. *Main clause, subordinating clause and coordination clause*, in other words independent and dependent clauses, were explained at various places of B1, B2, K1, k2, B1 and S1 with examples and then these were used to make *simple, compound and complex sentences*. Though, they were not joined at the same places but their understanding was developed gradually for the understanding of the structures of the grammatical elements in the sentences.

Processes

To explain the component of *processes* (descriptives) of grammatical competence, *nominalization* by using 'ion', 'ment' and others with verbs was rarely discussed but the students were given open choices to form nouns from verbs in which they used the rule of *nominalization*. Therefore, examples and exercises were added for general practice of *nomina*

lization. Use of *affixation* was found in all the textbooks. The use of prefixes and suffixes to form new words or to change the meanings was discussed at length with examples. However, the explanation and definition of *suppletion, gradation* and *transposition* were missing in every textbook. There were indirect references of suppletion but nothing was available for the clear understanding of there processes.

Relation

To explain the component of *relation* of grammatical competence, the use of *concord and valence* was found absent thoroughly everywhere. Thus, it was found that the learning material and contents of most of the competences, and their components, of the linguistic competence were included in all the eight textbooks to develop communicative competence. Different exercises and tasks were used for the practice of the learners. However, they were not ordered chronologically and some items were repeated again and again.

Semantic Competence

Table 3
Components of Semantic Competence   (Y=Yes, N=No)

Components and sub components of communicative competence	Punjab (PTB)				Sindh (STB)	Balochistan (BTP)		KPK (KPKTE
	P1	P 2	S 1	S2				P1	P 2
• Semantic competence									
o Lexical structure									
relation of word to general context:									
• reference; connotation;	y	Y	y	y	y	Y		y	y
• exponence of general specific notions;	Y		y	y	y	Y			
o Inter-lexical relations, such as:									
• synonymy/antonym; hyponymy;	y	Y	y	y	y	Y		y	y
• collocation; part-whole relations;	y	Y	y	y	y	Y		y	y
• componential analysis;	N	N	N	N	N	N		N	N
• translation equivalence.	y	Y	y	N	N	N		N	N

Lexical Structure

The semantic competence involved lexical structure and inter-lexical relations. These components were found present in most of the textbooks either in part 1 or part 2. The components of *anaphoric reference, cataphoric reference, denotation and connotation* were explained with examples and then exercises were given for the learners to find exact usage of these items. P1, P2, K1 and K2 laid special focus on them with relevant instances from the text provided in the units. Similarly, the distinction in denotative meanings and connotative meanings along with negative and positive connotation was made clear for the learners to use word and phrases in both the ways.

Inter-Lexical Relations

To explain the component of *inter-lexical relations* of semantic competence, the exercises and examples of *synonyms* and *antonyms* were found in almost every unit of every textbook. The use of *synonyms* was described through guess meanings, MCQs and close ended questions and the students were set free to write different *synonyms* which showed same contextual meanings. Direct *antonyms* and using prefixes and suffixes to make *antonyms* were added in the exercises. However, the use of hyponymy could not be seen in any of the textbooks. The definition or explanation of *collocation* was not mentioned in the textbooks, however its examples were used in all the textbooks. The teacher would explain this item by their own for the understanding of *collocation*. Various words and use of preposition to form *collocation* were noticed. While teaching, the teachers would guide the learners to make a list or underline the group of words which form *collocation*. The other sub component of *componential analysis* was neither defined, nor explained nor any use were discovered in any textbook. This item was completely avoided to be added somewhere in the exercises. There was rich use of the examples of *translation equivalence* in all the textbooks, though it was also not defined or explained like other items. Once again, the teachers would explain this aspect while translating the text. They would explain how the meanings were same in both the languages.

Phonological Competence

Table 4
Components of Phonological Competence　　　(Y=Yes, N=No)

Components and sub components of communicative competence	Punjab (PT		Sindh (STB)		Balochistan (BTP)		KPK (KPKTB)	
	P1	P 2	S 1	S2	B1	B2	P	P 2
• Phonological competence								
o Sound units								
• Phonemes, allophones	N	N	N	N	N	N	N	N
o Phonetic features								
• Voicing, rounding, nasality and plosion	N	N	N	N	N	N	N	N
o Phonetic composition of								
• Words, syllables, sequence of phonemes	Y	Y	N	N	Y	Y	N	N
• Word stress, word tones	Y	Y	N	N	Y	Y	N	N
o Sentence phonetics (Prosody)								
• sentence stress and rhythm	Y	Y	N	N	N	N	N	N
• intonation	Y	Y	N	N	N	Y	Y	N
o Phonetic reduction								
• vowel reduction	N	N	N	N	N	N	N	N
• strong and weak forms	N	N	N	N	N	N	N	N
• assimilation	N	N	N	N	N	N	N	N
• elision	N	N	N	N	N	N	N	N

The data analysis revealed that there was no material in all the textbooks for the development of phonological competence among the learners except the exercises of pronunciation key in P1, P2, B1 and B2. These books also contained exercises on primary stress, secondary stress, intonation, syllables and silent letters. Similarly, no component or sub component was discussed in the textbooks. This might result in poor pronunciation of the students.

Orthographic Competence

Table 5

Components of Orthographic Competence   (Y=Yes, N=No)

Components and sub components of communicative competence	Punjab (PTB)		Sindh (STB)		Balochista (BTP)		KPK (KPKTB)	
	P1	P 2	S 1	S2			P1	P 2
• Orthographic competence								
o the form of letters in printed and cursive forms in both upper and lower case	y	Y	y	y	y	Y	y	y
o the proper spelling of words, including recognized contracted forms	y	Y	y	y	y	Y	y	y
o punctuation marks and their conventions of use	y	Y	y	y	y	Y	y	y
o typographical conventions and varieties of font	y	Y	y	y	y	Y	y	y
o logographic signs in common use (e.g. @, &, $,)	Y	Y	Y	Y	Y	Y	Y	Y

For the purpose of developing orthographic competence among the learners, all the textbooks were contained of appropriate material and contents. There were different writing tasks and exercises for various communicative purposes. The students were involved to write letters, e-mails, applications and situation writings. They were also asked to form groups and write on particular topics and then discuss in a dialogue form.

Printed and Cursive forms

The art of *printed* and *cursive* form of writing was not discussed in the textbooks and it was left entirely upon the teachers. All the textbooks were presented in '*printed* form of writing by using both upper and lower cases of the letters. The use of capitalization was addressed in S!, S2, B1 and B2 for writing applications and formal letters.

Proper Spellings

The textbooks exhibited *proper spellings* of the words and also *recognized contracted forms* of words. In P1 examples for abbreviations and acronyms were also included for the understanding of the learners in using short words.

Punctuation Marks

Punctuation marks and their conventions of use were not only used in the texts but they were also described in all the books so that the student would be able to use them according to the nature of the words or sentences.

Typographical Convention

The presence of t*ypographical conventions* and *varieties of font and logographic signs in common use* was found in the writing exercises of e mail and other internet related documents so that the students would use these symbols to convey meanings without using words or sentences. In fact, most of the components of orthographic competence were used in all the exercises but some of the components were not defined and explained in the textbooks and these were, too, relied upon teachers to explain in their own way.

Logographic Signs

Logographic signs in common use was found in the writing exercises of e mail and other internet related documents so that the students would use these symbols to

convey meanings without using words or sentences. In fact, most of the components of orthographic competence were used in all the exercises but some of the components were not defined and explained in the textbooks and these were, too, relied upon teachers to explain in their own way.

Orthoepic Competence

Table 6
Components of Orthoepic Competence   (Y=Yes, N=No)

Components and sub components of communicative competence	Punjab (PTB)		Sindh (STB)		Balochistan (BTB)		KPK (KPKTB)	
	P1	P 2	S 1	S2	B1	B2	P1	P 2
• Orthoepic competence								
o knowledge of spelling conventions	Y	Y	Y	Y	Y	Y	Y	Y
o ability to consult a dictionary and a knowledge of the conventions used there for the representation of pronunciation	Y	Y	N	N	N	N	Y	Y
o knowledge of the implications of written forms, particularly punctuation marks, for phrasing and intonation	N	N	N	N	N	N	N	N
o ability to resolve ambiguity (homonyms, syntactic ambiguities, etc.) in the light of the context	Y	Y	N	N	Y	Y	N	N

Spelling Convention

All the English textbooks followed the spelling conventions in the texts and exercises some way or the other without discussing it as a topic. The use of capitalization and punctuation is standardized everywhere and their rules were also described and exhibited but the use of term orthoepic was not found anywhere.

Ability to consult a dictionary

Much focus was given in all the textbooks for enhancement of learners' *ability to consult a dictionary* and in P1, P2, B1 and B2the pronunciation keys were given for teaching the *knowledge of the conventions used there for the representation of pronunciation.* Almost at the end of every unit the activity to consult dictionary was given so that the students might develop the habit of consulting the dictionary to know different usage and meanings of word. Some exercises in P1, B1 and K1 involved the students to write synonyms or antonyms of the selected words by using dictionary. However, the exercises of pronunciation were observed not much helpful to learn *knowledge of the conventions used there for the representation of pronunciation.*

Knowledge of the Implications of Written Forms

The practical *knowledge of the implications of written forms, particularly punctuation marks, for phrasing and intonation* was not discovered in any textbook except pronunciation key.

Ability to Resolve Ambiguity

This knowledge is of practical nature and difficult to explain using phonetic symbols and signs in written form in the textbooks. There was usage of some words like 'minute', 'can', 'fair', 'address', 'mean' and 'right' and other homophones in all the textbooks but their distinction was not made clear through exercises or tasks and was left to the teachers to teach this *ability to resolve ambiguity in the light of the context.*

However, the students could know the use of homophones and homonyms in contextual manner.

Sociolinguistic Competence

Table 7
Components of Sociolinguistic Competence   **(Y=Yes, N=No)**

Components and sub components of communicative competence	Punjab (PTB)		Sindh (STB)		Balochista (BTP)		KPK (KPKTB)	
	P1	P 2	S 1	S2	B1	B2	P1	P 2
Sociolinguistic Competence								
• Linguistic markers of social relations								
○ use and choice of greetings:	Y	Y	Y	Y	Y	Y	Y	Y
○ use and choice of address forms:	Y	Y	Y	Y	Y	Y	Y	Y
▪ Frozen,	Y	Y	Y	Y	Y	Y	Y	Y
▪ Formal,	Y	Y	Y	Y	Y	Y	Y	Y
▪ Informal	Y	Y	Y	Y	Y	Y	Y	Y
▪ Familiar	Y	Y	Y	Y	Y	Y	Y	Y
▪ Peremptory	Y	Y	Y	Y	Y	Y	Y	Y
▪ Ritual insult	Y	Y	Y	Y	Y	Y	Y	Y
○ conventions for turn-taking	Y	Y	Y	Y	Y	Y	Y	Y
○ use and choice of expletives	Y	Y	Y	Y	Y	Y	Y	Y

Sociolinguistic competence is another prominent principle to achieve communicative competence. It is related to the skills and knowledge necessary for dealing the social dimension of language usage. Earlier, it was explained as sociocultural competence because language is a socio-cultural phenomenon, much of which included in the Framework, especially in regard of the socio-cultural, is related to sociolinguistic competence. The components dealt with here are which particularly related to language usage and not treated elsewhere like linguistic markers of social relations; politeness conventions; expressions of folk-wisdom; register differences; and dialect and accent.

Linguistic markers of social relations

Linguistic markers of social relations are signs communicated by verbal and nonverbal ways which help in the identification of individuals in regard to the groups which they belong to. For the development of sociolinguistic competence, the component of linguistic markers of social relation contained words of greeting and different forms of addressing others was found in all the books in writing exercises and oral practices. The assignments like group discussion, letter writing, application writing and writing an e-mail exhibited the use of these markers.

The Use and Choice of Greetings

The *use and choice of greetings* like Hello!, Good morning!, How do you do? Good-bye and 'See you later' was found in all the textbooks in one way or the other. These greetings were especially taught in P1, K1, B1 and B2 with examples and exercises.

Use and Choice of Address Forms

All the textbooks were having lot of instances about *use and choice of address forms,* for example to express frozen address forms the phrases like My Lord, Your Grace. For formal address the words like Sir, Madam, Miss, Dr, Professor and for informal address, first name only, such as Jawad! Or no address form are used in the textbooks. Similarly, for familiar address the words like dear, guys ,respectable, sincerely were found and for

peremptory address the representation was made through using surname only, such as Sultan! You (there)! There was no instance found to represent ritual insult, with words like you stupid idiot! And non-sense. To express the *convention for turn taking*the students were directed in P1 by using "will any other student wants to say something on it", "I would like to say" and "Ok, all of you have expressed very well". And lastly, for the *use and choice of expletives* the phrases like dear!, My God!, Oh my Allah were observed in P1, K1 B1 and B2 but no negative expletive like Bloody Hell! etc. were noticed anywhere.

Politeness Conventions

Table 8
Component of Politeness conventions   (Y=Yes, N=No)

Components and sub components of communicativ competence	Punjab (PTB)		Sindh (STB)		Balochistan (BTP)		KPK (KPKTB)	
	P1	P 2	S 1	S	B1	B2	P1	P 2
• Politeness conventions								
• Positive politeness	Y	Y	Y	Y	Y	Y	Y	Y
• Negative politeness	Y	Y	Y	Y	Y	Y	Y	Y
• Appropriate use of Please, thank you	Y	Y	Y	Y	Y	Y	Y	Y
• Impoliteness	N	N	N	N	N	N	N	N

This component of sociolinguistic was addressed multiple times in all the textbooks. The use of *politeness conventions* was taught in practical works through writing composition, role plays and group discussion. For positive politeness, all the textbooks contained exercise material aimed at showing interest in the well-being of a person, exchanging concerns and experiences on 'troubles talk', expressing affection, gratitude and admiration and offering gifts with future wishes for hospitality. For negative politeness there were fewer instances about avoiding face-threatening attitude. However, for the expression of regret and apology for some mishaps there were examples for writing exercises which would cover correction, contradiction and prohibitions. Some hedges like ' I think', 'in my point of view' and tag questions were also present in the data. The noticeable thing was the description and detail of appropriate usage of 'please', 'thank you' and 'thanking you in anticipation' in all the textbooks. The learners would be able to use these phrases in some particular situation and condition to express their politeness conventions. There was no example found to describe impoliteness in any of the books.

Expression of folk wisdom

Table 9
Components of Expression of Folk Wisdom   (Y=Yes, N=No)

Components and sub components of communicativ competence	Punjab (PTB)		Sindh (STB)		Balochist (BTP)		KPK (KPKTB)	
	P1	P 2	S 1	S2	B1	B2	P1	P 2
• Expression of folk wisdom								
▪ proverbs	Y	Y	Y	Y	Y	Y	Y	Y
▪ idioms	Y	Y	Y	Y	Y	Y	Y	Y
▪ familiar quotations	Y	Y	Y	Y	Y	Y	Y	Y
▪ expressions of belief, attitude and values	Y	Y	Y	Y	Y	Y	Y	Y

For the incorporation and reinforcement of common attitude, the fixed formulae make a substantial support to popular culture. There is frequent usage of *folk wisdom* in terms of proverbs, idioms, familiar quotations and expression of beliefs which are very

common for understanding. The understanding of this accumulated *folk wisdom* is a significant component of the linguistic aspect of sociocultural competence.

There was abundant material to represent proverbs, idioms, familiar quotations and expression of beliefs etc in the entire data of textbooks. Firstly they were used in the texts and then the students were asked to use them in the sentences of their own choice to explain their sense and meanings. Apart from these items, many folk tales were also included in the textbooks to learn the folk wisdom for practical use in real life.

Register Differences

Table 10
Components of Register Differences   (Y=Yes, N=No)

Components and sub components of communicative competence	Punjab (PTB)		Sindh (STB)		Balochistan (BTP)		KPK (KPKTB)	
	P1	P 2	S 1	S2	B1	B2	P1	P 2
• Register differences								
▪ frozen	Y	Y	Y	Y	Y	Y	Y	Y
▪ formal	Y	Y	Y	Y	Y	Y	Y	Y
▪ neutral (consultative)	Y	Y	Y	Y	Y	Y	Y	Y
▪ informal (casual)	Y	Y	Y	Y	Y	Y	Y	Y
▪ Intimate	Y	Y	Y	Y	Y	Y	Y	Y

Register is a term which is used to refer to systematic differences among varieties of language used in various contexts. This is a very broad concept, which could cover what is here dealt with under 'tasks' , 'text-types' and 'macro-functions'. Although, the terms *register* and *register differences* were not considered important to be added at this level but its models and principles were discovered in all the textbooks. An efficient mentor would be able to teach these principles by using the texts, examples and tasks provided in all the textbooks. There were various verses from the Holy Quran, religious commandments and leaders' speeches to represent frozen register which can never be changed. There were many famous poems in the textbooks to represent frozen type of register. The composition writing like application, letter, dialogue, e-mail, group discussion and role plays in the textbooks exhibited all the other types of register like formal, neutral, informal and intimate. These activities certainly were found in abundance and helpful to learn various varieties of language to use in different situations for better and effective communication.

Dialect and Accent

Table 11
Components of Dialect and Accent   (Y=Yes, N=No)

Components and sub components of communicative competence	Punjab (PTB)		Sindh (STB)		Balochistan (BTP)		KPK (KPKTB)	
	P1	P 2	S 1	S2	B1	B2	P1	P 2
• Dialect and accent								
▪ social class	N	N	N	N	N	N	N	N
▪ regional provenance	N	N	N	N	N	N	N	N
▪ national origin	N	N	N	N	N	N	N	N
▪ ethnicity	N	N	N	N	N	N	N	N
▪ occupational group	N	N	N	N	N	N	N	N
▪ paralinguistics	N	N	N	N	N	N	N	N
▪ body language	N	N	N	N	N	N	N	N

There were some listening and speaking activities in all the textbooks to represent and practice dialect and accent but it could not be determined whether the

activities referred to social class, regional provenance, national origin, ethnicity and other forms with clear distinction. As the textbooks are being taught in different provinces separately so the teacher would use all these forms in the activities or tasks but the methodology adopted in one province would not be adopted in another province. So, all the provinces use different dialect and accent and their forms for the understanding of sociolinguistic competence. On the other hand, it was found that no activity was subject to teach any particular form in the entire data.

Discussion

Developing the communicative competence among the learners is a complex phenomenon. The role of textbooks is very unique to teach them the principles of communicative competence covering all its sub competences and components. All the eight English textbooks, taught in Pakistan, were analyzed through an authentic and vibrant checklist which was designed on the models of renowned linguists and authorities on communicative competence. The results indicate much diversions in the prospects for the development of communicative competence. It was found in the content analysis of all the eight English textbooks that there was lot of variation in the existence of the competences and all the textbooks differed in definition, explanation and interpretation of their significance. However, all the textbooks were found parallel in giving emphasis on some competences and components. For example, it was noted that all the textbooks gave equal importance for the development of lexical and grammatical competences. The textbooks contained frequent occurrences and then multiple tasks and exercises of these components for the practice and learning of the students. It was observed that grammar rules were the key area in all the textbook and lot of effort was made in this regard to cover most of the grammatical items. These results were found in matching with the results of Paulikova (2020), who analyzed contents of three English textbooks used in Slovak primary schools. The result of present study also matches with Mumtaz et al (2020), in regard of vocabulary development through textbooks. The next aspect of phonological competence has not been given much weightage in any textbook. However, the textbooks taught in Punjab and Baluchistan have some exercises on pronunciation key, stress and intonation which also don't help the learners to achieve standard accent in English for communication. This is a neglected area found in the present research and almost same results were found by Paulikova (2020). While on the other hand, all the eight textbooks for English have sufficient material for the development of orthographic competence. All the sub components like spelling, punctuation and spacing equally were handsomely addressed. Again, the results match with Paulikova (2020), Mumtaz (2020) and. For the development of orthoepic competence no contribution has been made by any textbook except some exercises on spelling conventions. This area was also not found in other works as well. The components of sociolinguistic competence have been found by the representation in all the textbooks which offer a variety of occurrences with lot of opportunities to develop the competence. The instances and exercises for linguistic markers, politeness conventions, folk wisdom and register differences help to achieve sociolinguistic competence.

The answer to the research question no one about development of linguistic competence has been addressed quite successfully but in different way by every textbook of English for secondary level. Within the linguistic competence, all the six competences are present at various levels in the textbooks in form of definition, explanation, tasks and exercises. Four components, lexical, grammatical, orthographic and orthoepic, are in dominating position towards the development of linguistic and further communicative competence. Particularly, the rules of grammar are the key note

in these textbooks. Sociolinguistic competence has enough presence and practice in all the textbooks but the terminology used in the checklist has been found missing entirely but their examples and usage is helpful to achieve this competence. However, there is no specific use of defining material of the sub components of sociolinguistic competence. The textbooks for English taught at secondary level in Punjab, KPK and Baluchistan are better equipped with relevant material with details and repetition at various level. However, the textbooks for English taught in Sindh lack definitions, explanations and examples rather there are direct exercises for the students to answer without any prior knowledge of the topic, at various levels. Thus, they develops communicative competence in very complex way.

While applying the results on the framework of CEFR (2001, 2020), it is found that though most of the items have been provided in the textbooks but there is no complete representation of communicative competence model in the systematic and coherent way. The items are not mentioned chronologically rather some parts of the same item have been divided in book 1 and book 2 separately which delays the learning process. Therefore it is quite difficult to assume that students follow accurately what the textbooks provide and find no extra chances for practicing the target language from the teachers, there is a threat that some textbooks give them insufficient preparation for some features of language usage. The results of the data support the ideology of Richards and Schmidt (2014), Celce Murcia (1991) and Canale and Swain (1980) that for the development of communicative competence all its competences and components are required to be developed and added at the same rate. However, it is important to mention that the results gained from the analyses are of descriptive nature only and they cannot be generalized, as the outcomes are rather of a qualitative nature than of quantitative.

Conclusion

In the present study, the framework of CEFR (2001, 2020) was briefly reviewed to determine the role of textbooks in developing communicative competence among the learners. The findings of the research brought out the fact that the selected textbooks for the study were not designed in accordance with the CEFR (2001, 2020), as a whole in one textbook. However, a number of the components of communicative competence were found present in one textbook of any province and some components were found present in the other textbook. Furthermore, the components were not added in a sequence or order to meet the framework rather there was random spread of the components in all the textbooks which would not be helpful to achieve the desired result of developing communicative competence. Any set of the textbooks of any province was not found suitable to prepare the students for interaction with the world. The textbook should be comprised of more exercises and tasks related to communicative activities in the classroom and all the components of communicative competence in a precise representation in the textbooks would be helpful to achieve the objective of effective interaction.

Recommendations

In order to determine the development of the communicative competence in actual classrooms, a deeper research would be required to be done. Teaching methodology observations and assessment and interviews with students and teachers would surely offer a more realistic picture of the entire process that how the communicative competence is developed in real conditions. The development of communicative competence at the secondary level in Pakistan may be explored to a

greater deal, and, not to mention that the whole foreign language education process may be improved in quality. As CEFR (2001, 2020) model describes textbook analysis, teaching practices and assessment for determining the development of communicative competence among the learners, this work is primarily on textbook analysis and it is necessary to conduct research in other two areas of the model for valuable results and exact knowledge about the phenomenon. Lastly, as the Govt. of Pakistan is going to launch new textbooks for English at secondary level under single national curriculum the curriculum and syllabus designing bodies must focus on authentic model of communicative competence to add its other competences and components in the textbook in a systematic and coherent way to achieve the objective of enabling the student to communicate and interact with others successfully to meet the modern challenges of communication.

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