

## CHAPTER II

### LITERATURE REVIEW

#### 2.1. The Importance Of Textbooks

The textbook is a significant part in teaching and learning. According to some experts, there must be several things that must be considered. When choosing a textbook, a variety of various considerations must be made. When choosing a textbook, McGrath (2001:19–21) outlined a number of variables for both teachers and students. As for learner factors, it focuses on aspects such as age range, competency level in the target language, motives for studying the target language, sex distribution ,and so on. The learner's needs are listed after the learner's variables and include things like dialect, a focus on language skills, a focus on the language system (grammar, vocabulary, phonology), and attention to mechanics (spelling, punctuation).

In terms of instructor factors, the emphasis was on language proficiency, methodological proficiency, awareness, and teaching experience. It is also crucial to take into account details about the institution and the particular program for which the information is intended. He gave examples like the educational system's level (kindergarten, primary, secondary), class size, the program's purpose, the syllabus, and other things. Related to McGrath (2001), Skierso (1991:432-434) identified a range of prerequisites that must be met before the evaluation process can begin. Information about the pupils, the teacher, the institution, and other topics is required. Although she refers to the procedure as a survey, she concurs with McGrath in recommending a preliminary assessment so that the least appropriate textbooks might be omitted (p 435). The only authentic source of knowledge available to students and teachers, according to Bano (2005), is the textbook. A well-planned textbook prevents unnecessary repeats and keeps both teachers and students on the right track (Deuri, 2012).

Textbooks serve as a kind of road map for teachers, pointing them in the right direction as they present their lessons and ideas (Tomlinson,

2008); they also help to change the curriculum (McGrath, 2002); and they are especially helpful for newer, less-experienced teachers who are less confident about delivering communicative ELT lessons (Mares, 2003; Tomlinson, 2008). Asghar (2010, p. 405) quotes Cortazzi and Jin as saying that a "textbook is seen as an authority and can also be viewed as an ideology in the sense that it reflects a worldview or cultural system, a social construction that may be imposed on teachers and students and that indirectly constructs their view of a culture.

To quote Sheldon in Aghazadeh (2015, p. 1115): "The invisible heart of each ELT program". They serve as a lesson plan and working schedule for teachers and students, and they outline the goals of language learning. They are equally beneficial to teachers and students. According to Hutchinson and Torres in Lawrence and Vimala (2012), textbooks play a crucial and beneficial role in teaching second languages because they are inseparable from the ELT classroom. Although Grant (1987, p. 8) asserts that "the perfect book does not exist," efforts should be taken to incorporate the best textbook that is relevant and suitable for a particular group of students in the course.

According to MacGrath (2002, p. 4), "What is important is that teachers should see the course book not as the course but as an aid to fulfilling the aims and objectives which they have set for themselves, textbooks should work as supporting materials for the teachers but should not dominate the entire classroom activities." Before creating a textbook, it is important to take into account factors like the backgrounds, needs, and language learning theories of the target learners and teachers (Tomlinson & Masuhara, 2010).

The Curriculum Wing and Ministry of Education, with the aid of the Textbook Review Committee, evaluate textbooks from pre-primary to upper secondary level after they have been developed by the Textbook Boards and private publishers with the participation of subject and pedagogical experts from across the nation. The ministry accepts the textbook for use in schools and colleges after the committee's recommendation (Mahmood, Iqbal, & Saeed, 2009).

According to Aftab (2011) and Shah, Majeed, Waheed, and Anjum (2013), the learning needs and requirements of the students are never taken into account when developing textbooks at Pakistan's higher secondary level. These books promote rote learning and give pupils the tools they need to simply pass exams with respectable grades. The information in textbooks is out-of-date, has little to do with actual life, and does not help students develop their four fundamental language abilities of speaking, listening, reading, and writing. These textbooks don't appeal to students and don't foster their intellectual or creative curiosity.

Authors such as Tomlinson, Richards, and Crawford, quoted in Aftab (2011, pp. 53–54), advocate choosing textbooks that guarantee students' participation in a true, beneficial learning environment where they never feel overburdened with information but rather enjoy the learning process. They must be learner-centered and discovery-based, as well as promoting their creative and analytical abilities.

Additionally, the textbook "...should provide authentic language and be conceptualized, realistic, relevant, and purposeful." Who said this? Where is the source? Above all, these books should help students produce successful language outputs, help students understand the relevance and usefulness of the information, and help students feel as though they have learned something from the books.

According to Tomlinson in Aftab (2011, p. 60), administrators choose 85% of the language textbooks used in schools, while instructors choose the remaining 15%. This method of choosing course materials is popular in Pakistani private schools, where imported textbooks are recommended based on their aesthetic appeal rather than a critical analysis of the course materials.

A textbook is a book that provides all of the content a student needs to accomplish a course or subject within the academic year. A series of the chapter, question-answer and activities are incorporated in the curriculum to help students enhance their learning levels. A book that is utilized in the study of a subject, such as one that contains a presentation of a subject's principles. A literary work that is pertinent to the study of a subject.

Textbooks are very beneficial to new teachers. The topics to be covered and the layout of each lesson are meticulously detailed. Textbooks are chunks of information a textbook is a teaching instrument (material) that delivers the curriculum's subject matter. A textbook provides the teachers all the plans and lessons you need to cover a topic in detail.

## 2.2. Students' Critical Thinking

All elements of life, including education, have experienced a significant change in the twenty-first century. Students in the twenty-first century should acquire different talents than those students in the previous century did. The demand for 21st-century skills, their integration, and classroom implications are the main topics of recent research on curriculum development and education reforms (Savu et al. 2014; Cox, 2014; Boholano, 2017).

The research literature offers convincing evidence for the effective application of critical thinking in recognizing the criticality and linguistic proficiency of language learners. In this regard, Brown and Keeley's (2007) advice on how to increase students' capacity to respond critically to written essays, websites, claims, and arguments is to teach them how to ask the proper questions. The usage of textbooks in the classroom will help.

★ As a result, the idea of 21st century talents has recently gained a great deal of attention in this literature (Robinson & Kay, 2010; Fandio, 2013; Savu et al., 2014; Cox, 2014; Boholano, 2017). It appears that everyone agrees that critical thinking, cooperation, communication, and creativity are 21st century talents (Walser, 2008; Nadire, 2009; Black, 2009; Bashir, 2013; Mathis, 2013; Bialik & Fadel, 2015; Uehara, 2016).

Critical thinking abilities are one of the 21st-century life skills that need to be fostered in the educational process, according to Liu et al. (2015). The idea of critical thinking covers all kinds of knowledge and represents meaningful student involvement in the process of knowledge building through in-depth reflection and thought. Since they constantly seek solutions to the queries they pose, curiosity and inquiry are essential traits of persons who think critically (Saleh:2019)

Through critical philosophy, the phrase first appeared in literature in the middle of the 20th century with the idea of seeking out facts to back up claims or views (Rezaei, et al. 2011). (Hughes, 2014). Critical thinking was characterized by Brown and Keeley (2007:2) as a combination of qualities and abilities that included: 1. awareness of a set of connected critical issues; 2. aptitude for posing and responding to pertinent critical questions; and 3. a willingness to apply critical questions in your daily life. Textbooks will ensure students' critical thinking by providing various interesting and meaningful activities.

Critical thinking abilities do, in fact, entail the identification and evaluation of informational sources for reliability, the indication of prior knowledge, the drawing of connections, and the derivation of conclusions (Thurman, 2009). The following is a brief overview of the main characteristics of critical thinking: thinking critically and suspecting; assessing situations from various angles and dimensions; being open to innovations and changes; having an open mind; viewing ideas objectively; being open-minded; thinking critically; and paying close attention to details.

In D. Cluster's (2001) opinion, a person's capacity for independent thought is one of the primary requirements for the development of critical thinking. He attributes the idea of critical thinking with the following five characteristics:

1. Autonomous thought is a component of critical thinking. Within the context of this way of thinking, each person independently forms ideas, judgments, and beliefs. No one can think critically for us; we only do it for ourselves. So, only when thinking has unique character can it be essential. Students should use independent thought to tackle challenging tasks. Independence is thus the first and most important quality of critical thinking.
2. This information is merely the starting point for critical thinking; it is not the end. Processing mountains of "raw" information, such as facts, concepts, texts, theories, and ideas, is necessary in order to produce complex thoughts.

3. The process of critical thinking starts with the formulation of the issue, followed by its justification, defense, and resolution, including decision-making. We are all aware that people are naturally quite curious and strive to learn everything new and "fresh". All life possesses the trait of curiosity.
4. The goal of critical thinking is a strong argument. A person with critical thinking skills resolves their own problems and provides arguments to back it. Additionally, he is aware that there may be alternative solutions to the same issue, and he makes an effort to demonstrate why his solution is the most logical and reasonable one.
5. Social thinking is a component of critical thinking. We clarify and dive deeper into our own positions when we debate, read, talk, object, and share perspectives with others.

Critical thinking is defined by Paul (1988) as arriving at a conclusion in accordance with the goals and knowledge, whereas Norris (1985) identifies it as students applying prior information and revising it after the valuation process (as mentioned in Demirel, 2012). According to Seferoglu and Akbyk (2006), critical thinking is the ability to examine situations, events, or ideas carefully and make judgments about their reliability and validity while considering principles of logic and the mind. With the help of this higher-order thinking skill, it is possible to make sense of already-known information or circumstances in order to fill in gaps and fix errors in order to get to appropriate conditions (Howard, Tang, and Austion, 2015; Watson & Galser, 1980).

Critical thinking was defined by American psychologists Elder and Paul (2008) as self-directed, disciplined thinking that demonstrates improvements in cognition and corresponds to a specific mode or domain of thought. Additionally, he said that when engaging in critical reflection, we should adapt our thinking to fit the logic demands of the sort or mode of thought at hand. If we have been accustomed to thinking critically in a strong sense, that is, in the interests of other individuals or groups, we will develop particular ways of thinking, including intellectual humility,

intellectual boldness, intellectual persistence, intellectual honesty, and faith in reason.

According to Braus and Wood (1993), critical thinking focuses on solving specific problems and is defined as intelligent reflective thinking. According to them, critical thinking is the pursuit of common sense, or learning how to make judgments based on logic and reason rather than emotion, while also taking into account opposing viewpoints and attempting to reject one's own convictions.

Critical thinking, according to Halpern (2000), is "the use of such cognitive skills and strategy which increase probability of reception the desirable result, when we estimate results of our thinking processes — how much correctly the decision was made or how much successfully we have coped with a task." Her definition of critical thinking involves an assessment of the thought process, or the line of reasoning that leads to the conclusion. Since critical thinking is focused on receiving a desired outcome, Halpern (2000) has also referred to it as directed thinking.

Cluster (2001) argued that it is hard to compare critical thinking to other types of thinking, such as memorization, comprehension, and creative intuition. Although it is crucial to improve memory, memorization does not constitute thinking. The formation of independent thought is linked to intellect rather than memory function. It is one of the key foundations for the development of critical thinking, according to the author.

### **2.3. How Does The Guided Textbook Influence Students' Critical Thinking**

This textbook influences students' critical thinking abilities based on Cluster's theory. The presence of activities encourages independent learning by providing links for additional information. Engaging with the book helps students stay updated on new technology. The "Let's Surf" section offers more content through additional links. Snyder & Snyder (2008) stated that diverse learning resources prevent reliance on routine learning and provide alternative education options.

The exercise in this instructional material help students turn raw information into knowledge that they can understand, which also benefits

the critical thinking abilities. These exercise are part of studying and according to Zohar (2004), students should analyze the content instead of just receiving it passively. They should think critically and creatively, go beyond what is written and deeply explore the subject while focusing on the content itself. Teachers ca help students develop this skill bu encouraging them to reflect aritically on different topics.

This textbook helps students express their problems and make judgments. Students can do this by listening and collecting ideas. They can also make persuasive arguments. Bullen (2007) says critical thinking skills can be improved in four areas: clarity, assessing experiences, making conclusions, and using strategies and methods.

The textbook improves critical thinking by offering activities that promote social thinking. These activities include debates, reading, storytelling, and sharing ideas and opinions. The book aims to achieve teaching and learning goals effectively, not just acquire knowledge. This aligns with Dam,ten & Volman's argument 2004 that critical thinking should be a broader goal accomplished through quality learning experiences.

The Go English book was designed with a variety of tasks due to critical thinking. The book includes project-based learning, HOTS exercise, mid term test, and final test to improve critical thinking in problem solving. The activities in the book include Welcoming Activity, Let's Dig it up, Let's Build the Vocabulary, Let's Listen, Let's Speak, Learning Outcome Progress 1, Let's Study, Let's Read, Learning Outcome Progress 2, Let's Write and Present it, Learning Outcomes Progress 3, Let's Have Fun, Let's Surf, Let's Do It, and Let's Learn. It also includes project-based learning, HOTS exercise, mid test, and final test.

## **2.4 Previous Studies**

The researcher used a number of references from relevant studies to strengthen and support the concepts in this investigation. This research is related to a few other studies. In Punjab, Pakistan, the English textbook used in higher secondary education was appraised by Asghar (2010) with the title: Change for the Better : An Evaluative Study of an English Textbook. 150

randomly chosen male and female students from the city of Lahore, Pakistan, were interviewed and provided with a questionnaire to provide the data. The study of the data revealed serious flaws in the educational philosophy and teaching methods, both of which fall short of developing learners with critical thinking skills and independence. The book also falls short in encouraging pupils to become proficient in the intended language, English. Additionally, the participants' answers demonstrated that English teachers lack the skills necessary to properly teach the students.

Another study was carried out by Aftab, Sheikh and William (2014) with the title: An Evaluation of an English as Second Language ESL Pakistani College Textbook: Meeting the Needs of the Pakistani Students. This study was to evaluate the Intermediate English Textbook “Prose and Heroes” taught as a compulsory English course book at XI and level in Lahore, Pakistan. To understand students' and teachers' perspectives on the subject mixed-methods holds technique was adopted. Both students and teachers voiced unhappiness with the chosen textbook because it did not encourage in-depth reading among students or assist them in developing their productive skills. They added that Pakistani culture was not well reflected in the book, which primarily represented American/European culture (s).

The study was conducted by Shoukat and Ghani (2015) with the title: English Language Teachers’ Opinion on Intermediate English Textbooks Taught in Punjab Pakistan. The results of the current study's analysis of the benefits and drawbacks of the English language textbooks used in higher secondary education in Punjab, Pakistan revealed that: the teachers believe that the subject matter, exercises at the end of chapters, number of solved examples, and explanation of challenging concepts in these textbooks are not up to the standard; the teachers believe that the script is error-free; Teachers also stated that crucial terminology are offered in textbooks for English language instruction at higher secondary level in Punjab, Pakistan, helping students attain curriculum objectives. Overall, English language teachers at the higher secondary level in Punjab, Pakistan are dissatisfied

with the English language textbooks used to teach the subject there. The result is in line with numerous research on textbooks.

Naseem, Shah, and Tabassum (2015) with the title Evaluation of English Textbook in Pakistan: A Case Study of Punjab Textbook for 9th Class, expressed a similar viewpoint and found issues in the book's external design as well as internal content. They believe that the book is poorly designed and does not adequately advance the students' four fundamental language abilities. The absence of both audio-visual aids leaves no possibility for improving the cognitive and creative abilities of learners.

In Punjab, Pakistan, the Intermediate level English textbook "Good-bye Mr. Chips" was evaluated by Lodhi et al. (2019) with the title Evaluation of English Textbook of Intermediate Class from Students' Perspective. 200 Intermediate students from Multan's public and private schools, both male and female, participated. A questionnaire was used to gather the data. Due to the book's failure to advance students' linguistic abilities, they came to the conclusion from the data analysis that it was not up to the standards of the teachers and students. The four linguistic abilities were not evenly distributed. Additionally, English teachers did not set up activities in the classroom to make the book appealing to the pupils while they were being taught.

The analysis in the current study brought to light a variety of flaws that were discovered in the book Mr. Chips. Since many years ago, the work has been taught in both private and public colleges. However, during their academic careers at the intermediate level, students experience distress and run into numerous issues. The book being discussed lacks all appeal, interest, and involvement. The vast majority of students agree that the book falls short of fostering useful and efficient linguistic competence in readers. Additionally, research shows that teachers don't engage students in engaging activities when teaching them from textbooks.

A study was conducted in 2012 by Zohrabi, Sabouri, and Behroozian with the title: An Evaluation of Merits and Demerits of Iranian First Year High School English Textbook. This study was to evaluate the benefits and drawbacks of the English textbook used in the first year of high school in

Iran. A closed-ended questionnaire was used to gather information from 126 male and female language students. The study's conclusions emphasized the book's advantages and disadvantages. The disadvantages were the absence of AV aids, CDs, a workbook, and activities to improve students' listening and speaking skills. The external appearance, font size, binding, and fastening were deemed to be highly attractive.

Akef (2015) did a second study to assess with the title: Evaluating the English Textbook "Iraq Opportunities" Book 6 for the 2nd Intermediate Stage. This study was to evaluate the English textbook for the Second Intermediate level, "Iraq Opportunities." The selection of secondary schools and English teachers was done using a random sampling technique. To gather the data, a checklist was given to 26 male and 36 female teachers. The book's external look, aims, instructional aids, and content domain all have significant faults, according to statistical analysis of the data. Additionally, the book lacked context, provided no pedagogical advice for teachers, and did not encourage students to write freely. The majority of the English textbooks recommended in Pakistan are unsuccessful because they do not address the communicative skills of the target learners, according to Aftab (2011, p. 346), who closes her discussion. Most of the flaws noted by her in Pakistani English textbooks are in accordance with those pointed out by linguists (Tomlinson, 2003, 2008; Mares, 2003) in language textbooks.

The status of learning and teaching English in Pakistan has been poor and ineffective as a result of the inadequate and poor quality of textbooks (Khalid, 2011). According to Warsi (2004), the English course books are being recommended without taking into account the learners' proficiency with the target language. However, scholars like Abbas (1998), Khan and Khan (2016), Mansoor (2003), and Warsi (2004) blame students' lack of competency and subpar performance in the field of English equally on incorrect pedagogy and inadequate teaching materials.

Garcia (2018) discovered that the primary causes of Pakistani students' low English proficiency were their teachers' inadequate training and their bad teaching strategies. William, mentioned in Tabassum (2018), asserts that while a textbook is a necessary tool in every language classroom,

the instructor is ultimately responsible for making the material engaging and helpful for the pupils. According to a study by Kabir (2015), the majority of English language teachers in Bangladesh have trouble properly using the newly developed EFL textbook since they haven't received the required training. It further revealed that even seasoned and qualified English language teachers employ the grammar-translation method when instructing from the aforementioned English textbook, which encourages students to memorize the answers to questions that are likely to appear on the exam paper rather than developing their analytical and creative thinking skills. To promote communicative language abilities, these teachers frequently neglect to involve pupils in creative and communicative activities in the classroom. Similar results were obtained by Asghar (2010) when researching an English textbook used in Punjab, Pakistan, at the higher secondary level. He suggests an effective pedagogical strategy to the English textbook in question that might help the teacher and the students both achieve the goals outlined in the national curriculum.

According to Warsi (2004) with the research title: Conditions Under Which English is Taught in Pakistan: An Applied Linguistic Perspective state that if the target learners are given the right English language textbooks, their language competency can be increased. Fortunately, there are a ton of literature available on teaching English in Pakistan. Because there are so many English language textbooks available, it is now much simpler for policymakers and curriculum planners to select the books that will help students reach the necessary academic goals (ibid). Shah (2004) argues that changing textbooks is necessary today to improve students' language learning in light of teachers' suggestions regarding English course books. The textbooks should be rewritten to include greater room for the target learners' communicative ability and the development of the four English language fundamental abilities. Additionally, such publications must be created with an emphasis on improving the students' practical as well as theoretical knowledge and ensuring their participation in the learning activities.

It is abundantly evident from the explanation above that textbooks are the primary knowledge source for both teachers and students, and their significance in Pakistani second-language classrooms cannot be understated. Being an integral part of the English language classroom, care must be taken while designing English language textbooks at the higher secondary level. They ought to be created in a way that fosters the development of the students' creative and communicative abilities while also being interesting to both teachers and students.

The textbook contents should also be carefully developed in order to correspond to the teaching objectives and make use of stimulating, engaging exercises that deliver English in a methodical and thorough manner. Because textbooks are considered to be an important component of the educational process, many scholars have been eager to do research in this area in order to enhance and modify textbooks. There are a lot of pieces of information out there about textbooks. To systematically examine the impact of ELT textbooks on learners' academic literacy, Tomlinson (2003) emphasized the importance of deriving from principles of language learning and providing the fundamental basis for any material evaluation (p.28), because linguistic and language theory can provide a clear lens for how language should be learned and taught, as well as show the extent to which an ELT textbook impact learners' academic literacy.

A brief history of the development of materials was provided by Tomlinson (2001). He added that until the 1990s, when publications on this topic first started to be published, the study of materials development was not given any significant priority. In the 1980s, a few books were published. He cited Sheldon (1987) and Cunningsworth (1984:69) as examples, but aside from these two authors, materials development was viewed as a subset of technique. He argued that more research was still required on the benefits of creating materials in various ways and the outcomes of various types of materials.

Nevertheless, only a little amount of study has been done on the impact of ELT textbooks on students' academic literacy (Santos, 2008; Sunderland et al,2000; Tomlinson,2003). Nahrkhalaji (2012) conducted one

of the rare studies in this field, with the title: *An Evaluation of a Global ELT Textbook in Iran: A Two-Phase Approach*, assessing the use of textbooks in two EFL classrooms at the same school in Iran. Nahrkhalaji concluded that dialogues in textbooks enable teachers to successfully foster student participation in classroom learning based on observation of students and teacher interactions in two classrooms. At the same time, the classroom teacher uses pictures from the textbook to help students better comprehend the meaning of new vocab in the textbook.

Santos (2008) conducted research in Brazil with the title: *Investigating the Textbook in Situated Practices: What Goes on in Literacy Events Mediated by the EFL Textbook?* on the use of textbooks in primary schools. Santos underlines that the value of textbooks content is dynamically deconstructed depending on the teacher's teaching approach, thanks to the open interaction between teachers, students, and textbooks. To demonstrate the triadic link between teachers, textbooks, and students learning Spanish as a foreign language, Mantero (2002) investigated a textbook-focused Spanish literature course at an American institution

Lawrence (2011) with the title *Textbook Evaluation: A Framework for Evaluating the Fitness of the Hong Kong New Secondary School (NSS) Curriculum* investigated the suitability of a set of secondary EFL textbooks used in Hong Kong to meet the requirements for the academic literacy development of students enrolled in local programs. Lawrence concluded that a series of textbooks responds to requests from local programs to develop student's academic literacy using criteria based on language theory, such as Tasks can initiate students to differentiate types of texts (eg, informational, persuasive); such assignments can improve students' communicative competence through realistic contexts (p.70)

From the above information dealing with the result of the previous study about the use of textbook, the researcher then developed the different textbook from the previous researcher. This textbook called *Go English XI for Senior High School Students*. This book is aim to boost students' critical thinking by providing up to date issue that is inserted in every topic and activity of the book.