| **RESEARCH ARTICLE**

Evaluation of English Textbook Taught as an Intensive English Course at King Khalid University from Communicative Competence Perspective

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| **ABSTRACT**

The study investigates the communicative proficiency skills and content's suitability in Unlock textbook. The study adopts a descriptive analytic method, student questionnaire, and teacher interview as an instrument of data collection. The findings of the study have revealed that Unlock textbook is a well-designed textbook activating the basic interpersonal communicative skills and cognitive proficiency aspect in terms of academic English language, applying critical thinking skills, and providing students with suitable communicative proficiency and academic skills. Nonetheless, it consumes lots of time in using video exercises as warming ups and it is based on problem solving approach which contrasts students' learning process' familiarity approach which is based on rote learning. The study recommends that Video exercises in Unlock should be reduced to one exercise, critical thinking should be integrated with the skills as reflection, and Unlock one should be composed of phonological awareness lessons to provide students with reading remedial classes.

1. Introduction

Saudi universities impose a course of English as an intensive English course or a preparatory year program course in order to promote students' interpersonal communicative [1]proficiency and basic cognitive academic proficiency. Hence, English is considered a medium of instruction in particular schools such as medical school and engineering faculty, whereas, in other colleges, Arabic is a medium of instruction and English is a major requirement course aiming to promote students' English level in terms of academia and interpersonal communication aspect. As the result, English Language Center at King Khalid University exerts lots of efforts in terms of the quality and efficacy of textbooks in connection with their relevance to the curriculum standards and learning outcomes of students to select an appropriately updated textbook, Unlock series, which assists prepare students to be competent English communicators. Garinger (2002) argues that one of the steps to select a proper textbook is to find out how far a textbook is in agreement with the program and the course.

1.1 Statement of the Problem

The selected textbook, Unlock, puts explicit heavy burdens on the students and teachers in terms of excessive warming-ups using video tasks; excessive separated critical thinking drills in terms of language and epistemic configuration. As the result, students feel boredom, frustrated and develop a tendency to be exam-oriented. Furthermore, the textbook's approach is based on an inductive and problem-solving approach while students are accustomed to learning through rote learning. Hence, this creates problems for students in activating high order thinking because activation of high order thinking is not familiar to them.

1.2 Aims of the Study
This study aims to:

1. Identify the challenges which face students while studying the Unlock textbook.
2. Raise teachers' awareness of consideration of Unlock textbook's merit and demerit aspects.
3. Highlight the importance of evaluation of English textbooks from a pedagogical perspective.

1.3 Questions of the Study
1- To what extent does an English textbook used at King Khalid University as an intensive English course provide freshmen with suitable communicative proficiency skills?

2 - Do the subject, content, and materials of the textbook, Unlock, provide students with suitable academic and entrepreneurial skills enabling them to cope with studying at the university level?

3- How do language skills, exercises, and activities in the textbook, Unlock, assist students to practice English properly in terms of learning standards devised pedagogically to match the 2030 vision?

1.4 Hypotheses
An English textbook used at King Khalid University, Unlock, as an intensive English course provides freshmen with basic communicative proficiency skills and suitable academic and entrepreneurial skills in terms of the subject, content, materials of textbooks, language skills, exercises, and activities. Nonetheless, students suffer in activating critical thinking because it is not familiar to them.

1.5 Significance of the Study
The findings will hopefully help syllabus designers and teachers discuss and revise the part related to critical thinking in the textbook in order to make it graded from simple to complex and integrated with the productive and receptive skills rather than be separated.

1.6 Research Methodology
The instrument of data collection for the study was a questionnaire consisting of twenty-five statements besides the teachers' interview. The subjects were chosen purposively from King Khalid University's students studying the textbook Unlock and English teachers teaching an intensive English course. The researchers conducted a pilot survey and used statistical techniques through which the validity and reliability of the questionnaire were verified. The overall research method used was the descriptive analytic method.

1.7 Delimitation of the Study
The study was conducted at King Khalid University and it includes Dhahran Aljanoub and Srart Obeida colleges for Sciences and Arts. The study was conducted from(2021-2022).

2. Review of Literature
2.1 Concept of Textbook
Intuitively in an English classroom, teachers and students need a source to be used as guidance in their learning and teaching process. Thus, textbooks become the main sources in the English classroom in order to achieve the curriculum's objectives. From English Language Teaching (ELT) perspective, textbooks play a very important role in language classrooms. In some situations, they serve as the basis for many language inputs that learners receive and language practices that occur in the classroom. They may provide the basis for the content of the lessons, the balance of skills being taught, and the kinds of language practice the students take part in. Materials should make students learn. They should also be the resource books for ideas and instructional activities as well as giving teachers rationales for what they do. In addition, materials also should be suitable for students' needs._____

> *According to* Richards (2001*), proficiency can be looked at as a goal and thus be defined in terms of objectives or standards. These can then serve as criteria by which to assess proficiency as an empirical fact, that is, the actual performance of given individual learners or groups of learners. He states that "proficiency ranges from zero to native-like proficiency. The zero is not absolute because the second language learner as a speaker of at least one other language, his first language, knows the language and how it functions. Complete competence is hardly ever reached by second language learners" (p.341). Bachman (1990) defines language proficiency as the language ability or ability in language use. Oller (1983) states that language proficiency is not a single unitary ability, but that it consists of several distinct but related constructs in addition to a general construct of language proficiency.*

> Littlejohn (2011), *states that the term 'proficiency' refers to the examinee's ability in a particular area of competency in order to determine the extent to which they can function in a real language use situation.*

Therefore, the textbooks being used in Indonesia for English as Foreign Language (EFL) in particular must go along with the EFL learners' needs. In an EFL situation, students rarely have chances to use English outside the classroom, consequently English textbook seems to be the only source by which students receive input and the main material for both teachers and students to rely on ass well (Park, 2004:2). Hutchinson and Torres (in Awasthi,2006:1) explain that a textbook is an almost universal element of teaching and guidance for a teacher, a memory aid for pupils, and a permanent record for measuring what has been learned. Furthermore, a textbook can also become a supplement for teachers' instruction in the classroom and guidance for teachers in giving systematic materials to the students.

A textbook is one of the major elements for the process of language teaching and learning that usually serves students with materials to activate their cognitive and psychomotor skills. Richards (2001, p. 251) concedes that instructional materials in English foreign language context have a significant role in serving language input for students to practice the language in the classrooms. In accordance with the statement proposed, it is valuable to note that there is an indivisible part between a textbook and a learning process. Textbooks occupy important stature in the teaching and learning triangle of education. As far as language teaching is concerned, the importance of textbooks increases with every learning and teaching phase. Textbooks relate considerable importance to the academic growth and success of students at all levels of education (Azizifar, Koosha, & Lolfi, 2010, p. 36). The true meaning of the word "textbook" is to provide the complete material for a course. It focuses on providing as much as possible material in one book and is designed so that it could provide authentic material to a learner during the course. A textbook is an almost worldwide element of teaching. No teaching process can be complete unless it has a relevant textbook. In many cases, the term "materials" is used in place of "textbooks", which identifies anything that is used by teachers and students to keep continue the process of learning. The term "Textbooks" is still used all around the world but its reference has expanded from books to all the materials used around or independent of the books (Richards, 2001).

According to McDonough and Shaw (2003), the textbook is the most authentic and visible source of the curriculum and its materials explicate the knowledge and culture of any country or society. The way materials are organized and presented, as well as the type of content and activities, will help shape a learners' view of language. Material according to cultural studies is an interdisciplinary field that tells about the relationship between people and things: the making of history, preservation, and interpretation of objects (McGrath, 2002). According to Zohrabi, Sabouri, & Behroozian,(2012), textbooks provide structure and curriculum for an educational program They help standardize instruction and maintain equality. They provide a variety of learning resources. They provide effective language models and input. They are visual learning materials. They are a helpful resource for self-directed learning, an effective resource for presentation material; a source of ideas and activities and can train teachers. They allow the teacher to set the learning process for students according to their experience. They help to manage the lesson, and discussion and provide a gradual process of learning and an authentic plan of action to the teacher. They provide security to teachers and inexperienced teachers to make decisions about what to teach and how to do lesson planning. McGrath (2002) states that textbooks are a big source to save time, textbooks provide effective activities and ideas for the learning process and language development. The main advantage of textbooks is they are psychologically essential for students and they can easily measure the achievement level of students together with the students knowing how much material has been covered and how much material has to cover. Moreover, textbooks are a big source to familiarize the teacher and students with new changes, new ideas and methods can be put easily in textbooks.

A textbook is defined as a manual of instruction in any branch of study and it is produced according to the demands of educational institutions(Moradi, A., Karbalaee,& Afraz, 2013). Although most textbooks are only published in printed format, many are now available as online electronic books and increasingly, although illegally, in scanned format. However although there are many modern media that are invented to support teachers and students in the teaching-learning process, such as tape recorders, LCD projectors, video, and e-books, many schools still buy and use printed textbooks and references. It is because the textbook is cheaper and easy to learn. Textbooks are best seen as a resource for achieving aims and objectives that are set in terms of learners' needs (Cunningsworth, 1995). The textbook is the most used printed material for practice in knowledge and it becomes one of many aids to assist the student in acquiring clear concepts of subject matter. Textbooks play an important role in language teaching and provide a useful source for both teachers and learners. Davison (1975)suggests that after the teacher the textbook is the most important component in foreign language classrooms. Textbooks, according to Tomlinson (2010), prepare learners for examinations, help teachers by reducing their preparation time, help administrators to allocate lessons to teachers, standardize teaching, and provide teaching that would be useful to any learner anywhere at a specified language level. Tomlinson (2011b) also believes that a textbook helps provide a route map for both teachers and learners, making it possible for them to look ahead to what will be done in a lesson as well as to look back on what has been done. Textbooks are the main sources that convey knowledge and information to learners in an easy and organized way (Ahour and Ahmadi 2012). Buckingham (1958:1523) in Tarigan (1986:11)

states that a textbook is a book which usually used by teachers as a tool to support learning and teaching processes in schools and universities.

2.1.1 Functions of Textbook

According to Greene and Petty (1971:540-2) in Tarigan(1986:17), there are some functions of a textbook:

- A textbook should reflect a modern perspective on the presentation of teaching materials.
- A textbook must provide source material that is well-organized, varied according to the needs, systematic, and rich in the subject matter.
- The material of the textbook should present well-organized and staged expressional skills that brought major problems in communication.
- A textbook should present teaching methods and tools that meet certain criteria.
- A textbook must provide in-depth materials to help the students perform practical exercises and assignments.
- Besides as a source of the book as well as a source or means of evaluation and remedial suitable also appropriate in teaching and learning processes.
  Green and Petty(1971: 45-8) in Tarigan (1986:20-21) explain the criteria of a good textbook. There are :
- The textbook must be interesting and attractive to the learners. So they will be interested in using a textbook for study.
- The textbook must be able to motivate the learners to use it.
- The content of the textbook must be illustrative, so it will be suitable for the learners' ability.
- The content of the textbook must be related to other branches of science.
- The textbook must simulate the personal activity of the learners.
- The content of the textbook must be clearly written to avoid the learners will be confused.
- The book must have a clear point of view because it will be a point of view for the learners in using textbooks.
- Textbooks must be able to provide balance and emphasize the values of the learners.
- Textbooks must be able to respect the differences individual of each learner.

Good material is very important for the learner because good material can motivate the learner. The criteria of good materials design are based on Rajan (2003:iv) like the MAGIC. The meaning of MAGIC is as follows:

-M= Motivating and Meaningful: Motivating means that good material can motivate the learner to learn themselves. It means the contents of these materials must be able to motivate the learners. Meaningful means that good materials are useful for the learner. It means the content of these materials must be able to increase the learning ability of the learners in language.

-A= Authentic and Appropriate: Authentic means that good material contains the original language of a native speaker. It means the contents of these materials must be able to facilitate students in understanding native speakers and students can learn the language skills of native speakers. Appropriate means that good material is suitable for what the learner needed. It means the contents of these materials must be compatible with the learner's needed and suitable for the level of each learner.

-Graphic and Graded: Graphic means that a good material displayed with a graphic or table will be more interesting. Graded means the material should be systematic range and the material must be arranged from easier to the most difficult.

-Interesting, interactive, and Integrated: Interesting means that good material can attack the attention of the learner and it means the material must be able to create the attention of the learner. Interactive means a good material should be able to give chance to the learner for giving a response. Integrated means good materials consist of language skills and language aspects.

-C= Contextualized and Creative: Contextualized means that good material should be suitable for time and place. It means that the material is most suitable for the learner's activity. Creative means that good material should make the learners more creative.

According to Richard (2001), textbooks are used in different ways in language programs. Reading textbook might be the basis for a course on reading skills because it provides a set of reading texts and exercises for skill practice. A grammar textbook might serve as a reference book and provide examples as well as exercises to develop grammatical knowledge. A writing textbook might provide model compositions and a list of topics for students to write about. A speaking test might serve passages for students to read and discuss. A listening text together with audio cassettes or CDs serves as the primary listening input in a listening course. The textbook provides many materials for learning because it helps the teachers and students achieve the goal of learning. The textbook can also be an aid to motivate and stimulate language learning (Allwright, 1981). McDonough and Shaw (2003) state that textbook analysis and evaluation is a practical and useful process because it gives teachers a conception of the organizational principles of the materials and helps them to maintain improvement in the field. Ur (1996) points out that a textbook is used

selectively and supplemented by other materials. [2]Textbooks provide a clear framework, guidance, and support to inexperienced teachers. It also makes the learners less teacher-dependent while supplementary or additional materials prepared by the teachers themselves or borrowed from other sources will help them to attract learning of every learner in a class. The compromise situation is essential in an English class as learners in a class may have different levels of linguistic competence. Textbooks play an important role in English language classes. As they are one of the most essential elements of a second language teaching program. They can be significant resources for educators in helping learners to learn a second language. And they are considered as a basis of education and the main resources of information. They may encourage or discourage learners according to teaching materials. Learners can promote language learning gradually by using textbooks. Textbooks are a type of program for teachers which leads them to manage their time to improve English language learning in the L2 classes. There have been controversial ideas about the role of EFL textbooks in second language teaching and learning all over the world. In Iran, many studies have been done on textbook evaluation (Nguyen, 2015).

1-A number of previous studies have put the agreement of a textbook with the curriculum as one of the aspects included in their evaluation. First, Arifah and Ngadiso (2018) analyzed the previous publication of the Bahasa Inggris textbook in terms of competencies and scientific approach. The study revealed that the materials are compatible with the items of core and basic competencies. In terms of the scientific approach, they found that the stages of SA were presented implicitly through the activities in the textbook. In another study, Arono and Syafrina (2017) investigated three English textbooks in terms of contents, presentation, language, and graphics. The analysis in the aspect of contents indicated that Pathway to English and Bahasa Inggris textbooks were categorized well due to their relevancy with KI and KD of curriculum 2013. On the other hand, the textbook published by Yrama Widya was categorized as fair.

2- Margana and Widyantoro (2016) evaluated the previous publication of tenth grade Bahasa Inggris textbook for the first semester in terms of six aspects including the suitability of basic and core competencies in reference to the content, the organization of the English textbook, and language skill areas, the contextualization of tasks, critical thinking skill enhancement, the integration of culture, and learner characteristic accommodation. In the suitability of basic and core competencies and the content, it was found that the Bahasa Inggris textbook was designed on the basis of core competencies and basic competencies. It is realized in the objectives of the textbook. Lastly, Nimasari (2016) evaluated the extent to which the 2013 curriculum-based textbook accomplishes pedagogical aspects consisting of methodology, content coverage, material completeness, presentation, design, and learner's factors. The findings in the methodology aspect found that the Bahasa Inggris textbook has put core competencies and basic competencies in the objectives. On the other hand, spiritual and social aspects receive little attention since the skills were integrated with other competencies. She also found that there is relevancy between the syllabus of curriculum 2013 with the materials in the Bahasa Inggris textbook.

1.2.2 Types of Textbooks

Hussain & Mahmood(2002) mentioned that there are several types of textbooks in the learning process and it is important to know about the categories of textbooks before evaluating textbooks or series: Core Series Textbooks involve the integration of the four skills (listening, speaking, reading and writing) although many series put a stronger emphasis on listening and speaking skills development and have a life skills focus(Hrehovcik, 2002). Most core series try to relate in some way to standardized assessment, national, state, and other standards. Integrated Skills Text which provides practice in the four skills, but they are single text instead of being the part of a leveled core series; Grammar Texts which include both presentation and practice for the learner; Skill Specific Texts which focus on particular skills, such as listening, reading, speaking, vocabulary or pronunciation; Literacy Texts which entail some books and r materials are designed specifically for learners who have limited formal education. Students go through such textbooks as part of their academics. These books are written on some specific curriculum guidelines; Content-Based Texts which focused on specific subject areas such as civics or citizenship, job-related topics, or academics preparation; and Dictionaries which include different types of dictionaries such as Monolingual, bilingual and multilingual dictionaries

2.2 Concept of Textbook Evaluation

Evaluation has many purposes but the main purposes of assessment consist of probing the efficiency of the instructional subject and giving important information about the students' improvement and course development. According to Nguyen, (2015), the main purpose of assessment studies is not simply to evaluate but rather to achieve valuable information for improving the program of study and the textbooks, and that can help in testing and measuring the students' achievements. The purpose of the evaluation is refinement and program improvement. Evaluation studies can drop light on the points of strengths and weaknesses of the program of study in order to boost up what is good and compact with the areas that may require to be enhanced. Evaluation is to reduce gaps and preventable duplication, to provide a smoother improvement of content through a variety of levels to take away

inconsistencies among numerous textbooks in diverse subjects and at different levels, and in common to provide a program of training in English more in line with the needs of the students (Foster, 2002). Textbook evaluation is a difficult matter, as there are many variables that may influence the achievement or failure of a textbook in an exact course of instruction, and in carrying out an evaluation, evaluators need to make many decisions (Abbasian & Khajavi, 2011). One is the selection of criteria for evaluation because no general list of criteria is perfect.

Evaluation of English text involves evaluation of English language components, the content sequence, recycling and revision, the language content (vocabulary, grammar, phonology, skills, and others), methodology, social and cultural contexts (Zohrab, Sabouri, & Behroozian, 2012). Textbook evaluation helps curriculum designers and material developers consider key issues while designing language courses. In addition, evaluation studies are of particular importance in reexamining the deficient points in the existing materials and enhancing the quality of the materials. In the evaluation process, ideas and suggestions of teachers should be considered on the ground that they are the immediate users of course books and usually have good insights into coursebook usage and classroom dynamics. In summary, it is a fact that evaluation of textbooks and other materials is the natural and fundamental part of the teaching and learning process(Zohrabi, Sabouri, & Behroozian, 2012).). According to Ellis (1997), there are two types of evaluation namely micro-evaluation and macro-evaluation. A macro evaluation is related to a general assessment of whether materials are effective or not but in a micro evaluation, the teacher chooses a special activity to be regarded as an empirical evaluation.

 Hutchinson and Waters (1993) state that materials evaluation should be performed to determine the suitability of the materials to ones' particular purpose and it assists the teachers in the selection of the teaching materials and the development of their awareness regarding the nature of language and learning. According to Sheldon (1988), there are some other reasons for evaluating textbooks. It can help the teachers to have a good knowledge of the content of the textbooks and to identify the merits and demerits of the textbooks that are already being used. Cunningsworth (1995) mentions two reasons for textbook evaluation including adopting new course books and finding out the particular strengths and weaknesses in course books in use. Materials evaluation enables us to look inside the materials and to take more control over their design and use (Littlejohn, 2011). McDonough and Shaw (2003) state that evaluation is a useful process in its own right because it gives teachers insight into the organizational principles of the materials and helps them to keep up with developments in the field. This will in turn help teachers to adapt materials realistically.

Cunningsworth (1995) agrees that an evaluation checklist should have some criteria referring to the physical characteristics of textbooks such as layout, and organizational and logistical characteristics. Other important criteria that should be incorporated are the needs of the teacher's individual approach and the organization of the curriculum. Moreover, criteria should cover the specific language functions, grammar, and skill contents that are covered by a particular textbook as well as the relevance of linguistic items to the prevailing sociocultural environment (Anshar, Emilia, & Damayanti, 2014; Cunningsworth, 1995; Handayani, 2016). Besides, textbook evaluations should cover criteria that pertain to the representation of cultural and gender components. In addition, evaluation should be carried out to the extent to which linguistic items, subjects, content, and topics match up with students' personalities, backgrounds, needs, and interests as well as those of the teacher and institution. Cunningsworth (1995) provides some important criteria to evaluate a textbook; they are aims and approach, design and organization, language content, skills, topic, methodology, teachers' book, and practical consideration. Ur (1996) develops another scheme for textbook evaluation as follows:

-Objectives are explicitly laid out in an introduction, and implemented in the material;

- The material should be suitable for the preface of the textbook because it will make the teacher know the content of the textbook;

- Approach should be educationally and socially acceptable to the target community; -The textbook suits the syllabi and targeted competence of the curriculum by the government;

- Clear attractive layout; print is easy to read;

-The textbooks might be attractive and have colorful illustrations for younger learners. It is also available in a printed book that helps students to read easily;

 - Appropriate visual materials are available;

- The materials contain illustrations and pictures that can help the students to understand the topic clearly;

- Interesting topics and tasks;

- The topic and task of the textbook should be interesting for the students;

- Varied topics and tasks, so as to provide for different learner levels, learning styles, interests, etc;

- Clear instruction;

- Systematic coverage syllabus;

- Content is clearly organized and graded (sequenced by difficulty);

-Periodic review and test sections; (17) Plenty of authentic language; (18) Good pronunciation explanation and practice;

- Good vocabulary explanation and practice;

- Good grammar: According to McDonough and Shaw (2003), we have to evaluate materials in some situations. Textbook evaluation is very useful in that it allows the teachers or language instructors to choose the best possible book for their language learners. Similarly, another textbook evaluation checklist offered by Daoud and Celce-Morcia (1979), involves five main parts; such as subject matter, vocabulary and structures; exercises; illustrations, and finally; physical makeup. Each part consists of various small features techniques that can be applied in textbook evaluation. Based on Mukundan and Nimechi (2012), in order to provide a checklist, some points must be considered including validity, reliability, and practicality. A checklist must be reliable; that is every person should understand it. A checklist must be valid and related to what is being evaluated and also practical if it is short, it should be easy to use and easy to interpret the results.

Little John (cited in Tomlinson 1995) proposed a framework of second language textbook analysis   which focuses on publication details entailing the tangible or the physical aspects of the materials and how they appear as a complete set or book and design which involves aims, principles of selection, principle of sequencing how the tasks, language, content in the materials are sequenced, subject matter and focus of subject matter and types of learning/teaching activities, reflection of the objectives of teaching English language skills, tasks suggested in the textbook in terms of certain criteria, the type of the syllabus , its topics , themes , language components (grammar , pronunciation and vocabulary),analysis how some modules of the book caters for and deals with new trends in EFL , such as developing learners' learning independency , problem solving and learners' learning styles, classifying   the objectives of one of the modules according to Bloom's Taxonomy ,identifying principles of selection of tasks , language , content , sequencing , recycling and grading, the methodology used in teaching the materials and the cultural aspects of the book and to what extent its content reflects its title. Additionally, Ur   (1996) set a criteria checklist to evaluate the textbook including:

1. Objectives explicitly laid out in an introduction, and implemented in the material
2. Approach educationally and socially acceptable to target community
3. Clear attractive layout; print easy to read
4. Appropriate visual materials are available
5. Interesting topics and tasks
6. Varied topics and tasks, so as to provide for different learner levels, learning styles, interests, etc.
7. Clear instruction
8. Systematic coverage syllabus
9. The content is clearly organized and graded (sequenced by difficulty)
10. Periodic review and test sections
11. Plenty of authentic languages
12. Good pronunciation explanation and practice
13. Good vocabulary explanation and practice
14. Good grammar presentation and practice
15. Fluency practice in all four skills
16. Encourages learners to develop their own learning strategies and to become independent in their learning
17. Adequate guidance for the teacher; not too heavy preparation load
18. Readily available locally

2.3 Communicative Competence
Linguistic competence refers to the unconscious knowledge of grammar that allows a speaker to use and understand a language. Also known as grammatical competence or I-language. As used by Noam Chomsky and other linguists, linguistic competence is not an evaluative term. Rather, it refers to the innate linguistic knowledge that allows a person to match sounds and meanings(

Levinson,2017). Linguistic competence only functions properly under idealized conditions, which would theoretically remove any obstacles of memory, distraction, emotion, and other factors that might cause even an eloquent native speaker to make or fail to notice grammatical mistakes. It's closely tied to the concept of generative grammar, which argues that all native speakers of a language have an unconscious understanding of the rules governing the language. The linguistic competence of a human being should accordingly be identified with that individual's internalized program' for production and recognition (Recanati,2002). Lesenciucand Daniela(2017) proposed that implicit linguistic competence is acquired incidentally stored in the form of procedural know-how without conscious knowledge of its contents, and is used automatically, whereas, metalinguistic knowledge is learned consciously, is available for conscious recall, and is applied to the production (and comprehension) of language in a controlled manner. Implicit linguistic competence is acquired through interaction with speakers of the language in situational contexts while metalinguistic knowledge is usually learned through formal instruction. Communicative competence is seen as a complex range of linguistic abilities underlying the capacity to communicate successfully, not autonomous but intertwined with other cognitive (and maybe also motivational and emotional) processes, and is integrated with other means of communication. In this view, children acquire language in social interaction under important socio-cultural conditions and in a social world, with true learning taking place and based on more general cognitive mechanisms instead of inborn grammatical principles (O'Grady, 2008). Hymes states that native speakers in particular, not only use grammatically correct and appropriate structures but also are aware of how and when to use these forms. For him, communicative competence studies both the referential and social meaning of a language. In fact, before this view was proposed and as Gumperz and Hymes mentioned in their book 'The ethnography of communication', the socio-cultural aspects of human interaction and communication should be one of the major fields to be further studied by sociolinguists. In that work, their primary focus was on the rules of speech that shape utterances and their social meanings in various contexts. As an anthropologist and linguist, Hymes believed that communicative competence melts together and in the same pot as linguistic competence and the knowledge of sociolinguistic codes. For him, "the most general term for speaking and hearing capabilities of a person –competence is understood to be dependent on two things: tacit knowledge and the ability for) use (Bardovi-Harlig 2001). Oller Jr.(2017)contends that the ability to use one's language correctly in a variety of socially determined situations is as much and as a central part of linguistic competence as the ability to produce grammatically well-formed sentences. In addition, linguistic competence is a purely structural characterization of linguistic knowledge in terms of abstract rules not seen as the direct cause of the subject's performance. Küçükbezirci, (2017) states that in Hymes' work, Canale and Swain considered communicative competence as a system of both knowledge and skills decisive for communication. Communicative competence entails:

1. Grammatical Competence: It embodies the theoretical aspects of language, in other words, the knowledge of language coined by Chomsky in 1965. As can be remembered, the term grammatical competence was also premeditated with the 'Language Acquisition Device' (L.A.D.), a black box, an instinctive mental capacity that enables the infant to acquire and produce language in a rule-governed fashion, the grammatical competence.
2. Sociolinguistic Competence: This competence is concerned with human interaction in natural contexts; the utterances, as they are produced and meant in various sociocultural contexts. Sociolinguistic competence is quite important since it is genuine for real communication.
3. Discourse Competence: Discourse competence embodies the skills and capabilities to produce language at sentence and text levels by meeting the standards of cohesion and coherence.
4. Strategic Competence: Strategic competence incorporates the strategies of non-verbal and verbal communication in order to avoid communication breakdowns. In other words, strategic competence involves organizational competence.
5- Pragmatic Competence Defined (Celce-Murci., Dörnye, & Thurrell, 1995)

Davies(2004) states the term pragmatics covers both context-dependent aspects of language structure and principles of language usage and understanding that have nothing or little to do with linguistic structure. Thus, pragmatics should not only be considered within linguistic boundaries but also with the structure and principles of language usage, the non-linguistic parameters which influence the context of utterance, and the nature of utterances. For Carston, pragmatic competence is knowledge of the conditions for appropriate use, of how to use grammatical and conceptual resources to achieve certain ends and purposes" (quoted in Chomsky 1980: 224-225). Pragmatic competence is a relationship between linguistic contexts and extra-linguistic contexts and it is the study of language from the point of view of the users, especially of the choices they make, the constraints they encounter in using language in social interaction, and the effects of their use of language has on the other participants in an act of communication (Bardovi-Harlig, 2001).

2.4Unlock Textbook
Cambridge Unlock is an English course that offers targeted skills development for students in an academic context. Its principled approach to critical thinking skills supports learners by giving them the tools they will need to analyze information, generate ideas,

formulate their own opinions and express themselves effectively in speaking and writing tasks. Unlock is a five-level academic skills course that combines carefully scaffolded exercises, a comprehensive approach to critical thinking, and a motivating video. The course offers targeted skills development for students in an academic context. Its principled approach to critical thinking skills supports learners by giving them the tools they will need to analyze information, generate ideas, formulate their own opinions and express themselves effectively in speaking and writing tasks(www.cambridge.org.)

2.4.1 Unlock Key Features:

- Every unit of Unlock opens with a visually stunning and inspiring Discovery EducationTM video (supplied on the Teacher's DVD that is packaged with the Teacher's Book). These are used in every unit to introduce original angles on a range of academic topics. The videos promote discussion, motivate and engage learners, and help to ensure that you are working with materials that lead to real achievements in the classroom.
- The critical thinking sections in Unlock are based on Benjamin Bloom's classification of learning objectives (Bloom's Taxonomy). These sections allow your learners to develop the lower and higher order thinking skills that are essential for success in an academic context.
- Unlock has been developed using the Cambridge Learner Corpus, Cambridge Academic Corpus, and the English Vocabulary Profile. This guarantees that the language presented to your learners in Unlock is both up-to-date and relevant as it means our authors can see how English is used, identify common mistakes made by learners at a given level, and get additional information on the vocabulary that should be covered at each CEFR level(*www.cambridge.org*).
- Critical thinking is at the heart of the course, fostering the skills and strategies your students need to tackle academic tasks when gathering and evaluating information, organizing and presenting their ideas, and then reflecting on them.
- Self-development material - Build your confidence with the teacher development material on Developing critical thinking skills in your students and becoming more familiar with Unlock's content and approach using the online course, Teaching with Unlock Second Edition, which can be found in the Cambridge Learning Management System.
- The Classroom App is integrated into every unit and maximizes learning by offering extra speaking, language, and critical thinking skills activities specific to each unit.
- Our multi-billion word Cambridge English Corpus illustrates language as it is really used and highlights the challenges your students might meet with the target language. This ensures the course content is relevant and up to date.
- The all-new Teacher's Manual and Development Pack supports your teaching with flexible lesson plans, learning objectives, and additional activities. The pack is a single manual for levels 1-5 so that every answer key and additional activity are conveniently in one book.
- The course is tailored to your needs and the needs of your student thanks to the extensive market research we have carried out with a global panel of ELT professionals. By listening to the needs of the teacher and student, we have developed a highly robust course.

Unlock textbook develops students' ability to think critically in an academic context right from the start of their language learning and it enables learners to develop the academic skills and language that will lead them to succeed in their studies. A fully comprehensive range of Academic English publishing focuses on the skills needed for academic life and teaches the most useful language. Materials are available to suit a variety of courses at different types of institutions, designed for both students and teachers. It offers academic light materials through to more in-depth titles and a range of integrated skills, paired skills, study skills, academic reading, academic writing, and academic vocabulary materials for a range of levels(*www.cambridge.org)*

2.4.2 Cambridge Unlock Second Edition and Key Features:

Six-level academic-light English courses were created to build the skills and language students need for their studies (CEFR Pre-A1 to C1). Unlock your academic potential with this course. It develops students' ability to think critically in an academic context right from the start of their language learning. Every level has 100% new inspiring videos on a range of academic topics.

3. Method of the Research
3.1 Introduction
The method used to conduct this study was the descriptive research method. A questionnaire was designed for data collection. The researchers used Microsoft Office Program to solve a problem, carry out a task, or achieve the goal of the study (Greenfield,1999). For analyzing the data, the collected data was transformed into figures and tables to facilitate interpretation.
3.2 Subjects
The population used in this study was chosen randomly from the English language teachers and students of King Khalid University, KSA. It consisted of forty-five students studying intensive English courses and well-experienced English language teachers, teaching the English language as an intensive English course and they were from different nationalities.

3.3 Instrument
The instrument, which was used as a data-collecting tool in order to attain the objectives and the aims of the study, was a student questionnaire and teacher's interview.

3.4 Validity
After the researchers designed the questionnaire, they conducted a pilot survey. This pilot survey form needed students to write real examples of challenges. In the light of the survey, some modifications were made to the questionnaire. The questionnaire was sent through e-mail to a number of judges. The questionnaire was revised and modified in light of the comments and suggestions made by the judges.

4. Data Analysis
4.1 Student's Questionnaire
Data obtained from students' questionnaires have been analyzed by using the descriptive statistic technique. This section deals with the interpretation of data collected from students' questionnaires. A students' questionnaire was administered to know students' perspectives about the contents, skills, activities, and general format of the textbook.

Table 1. Subject and content

Subject and Content

|	Statements	SA	A	N	D	SD	Mean
		5	4	3	2	1	Score
1	Relevant to students' needs	21.5%	12.5%	11.5%	11%	43%	2.57
2	Generally realistic	34.5%	27.0%	5.5%	21.5%	11.5%	3.52
3	Interesting and motivating	27.5%	26.5%	6.0%	22.5%	17.5%	3.24
4	Sufficient variety	17.0%	17.5%	18.0%	25.0%	22.5%	2.82
5	Not culturally biased	21.0%	17.0%	13.5%	22.0%	25.5%	2.83
6	Contents are logical	22.5%	21.5%	5.0 %	12.5%	13.5%	2.52
7	Target language culture	37.5%	35.5%	7.5%	7.0%	12.5%	3.86
8	Contains real-life issues	7.5%	17.5%	22.5%	27.5%	32.5%	2.62
9	Variety of literary genres	19.0%	33.0%	15.0%	17.5%	15.5%	3.23
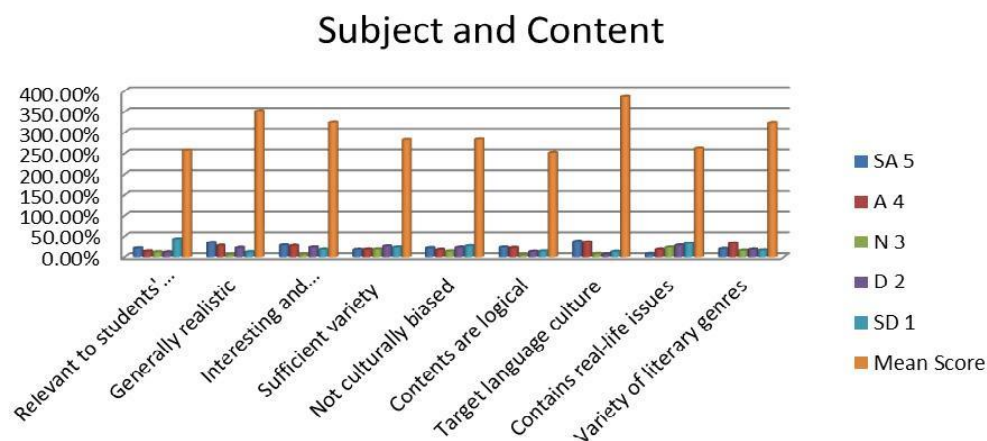
Figure 1. Subject and content of a textbook

Table 1 and the subsequent graph display the results collected about the subject and content of the textbook. The data revealed that the majority of the students claimed that the material is quite relevant to students. A large number of respondents mentioned that textbooks cover a sufficient variety of language skills. However, some of them claimed that the target culture was presented in the text as the mean score was 3.86; and topics have been included in the textbook in terms of the real-life measured mean score is 3.5.

Table 2. Vocabulary and grammar

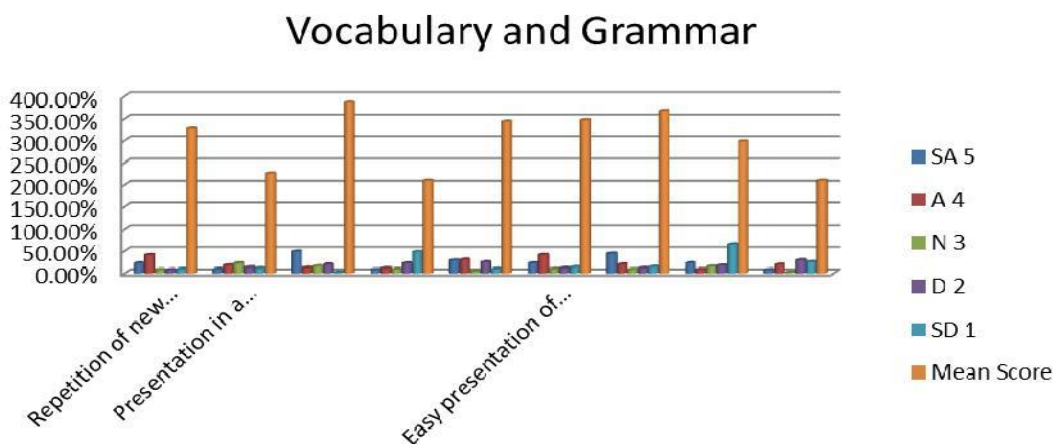| Vocabulary and Grammar						
Statements	SA	A	N	D	SD	Mean
	5	4	3	2	1	Score
10 Repetition of new words	22.5 %	41.0%	8.5%	8.0%	9.5%	3.28
11 Presentation in a variety of ways	9.5%	18.0%	22.5%	13.5%	11.5%	2.26
12 Too many unknown words	49.0%	12.5%	16.0%	20.0%	2.5%	3.86
13 Adequate number of exercises	8.5%	11.5%	9.5%	22.5%	48.0%	2.10
14 Makes vocabulary learning easier	29.0%	31.0%	5.0%	25.0%	10.0%	3.44
15 Easy presentation of grammar	22.5%	41.5%	10.0%	12.0%	14.0%	3.47
16 Organization of grammar	44.5%	20.0%	9.0%	12.0%	14.5%	3.68
17 Progression of grammar	23.0%	9.0%	15.5%	17.5%	65.0%	2.98
18 Brief examples of grammar	8.0%	19.5%	2.5%	29.5%	25.5%	2.1

Figure 2. Vocabulary and grammar

Table 2 and the following graph interpret the views of participants about vocabulary and grammar presented in the textbook. The respondents stated that there was little or no repetition of new words in this book. Moreover, the data also revealed that students were agreed with the statement that the words were presented in a variety of new ways. However, they affirmed that they come across some most difficult words while reading text. The majority of the students told that exercises related to vocabulary learning are remote in the textbook. On the other hand, grammar and grammatical rules were presented in a logical sequence. There were very few grammar exercises with few examples of grammatical rules in this book that create many difficulties in developing the understanding of the readers.

Table 3. Exercise and activities

|	Statements	SA	A	N	D	SD	Mean
		5	4	3	2	1	Score
20	Increase students' desire to learn	26.5%	24.5%	9.0%	16.5%	23.5%	3.14
21	Encourage collaborative work	21.5%	27.0%	19.5%	12.0%	20.0%	3.18
22	Interactive or task-based activities	25.0%	29.0%	13.5%	15.0%	17.5%	3.29
23	Facilitate use of grammar rules	18.0%	15.0%	10.0%	27.0%	22.0%	2.56
24	Promote critical thinking	16.5%	13.0%	12.0%	18.0%	40.5%	2.65
25	Incorporate individual, group work	31.5%	28.0%	11.0%	10.5%	19.0%	3.36
26	Promote creative responses	13.0%	17.0%	14.0%	34.0%	22.0%	2.65
27	Modified or supplemented easily	40.5%	16.5%	9.5%	12.0%	26.5%	3.48
28	Conducive toward new language	15.5%	14.0%	9.5%	38.0%	23.0%	1.89
29	Help to improve reading skills	18.5%	46.5%	3.5%	13.5%	18.0%	3.35
30	Help to improve their writing skills	28.0%	36.0%	9.0%	11.5%	15.5%	3.49
31	Speaking activities	11.0%	8.0%	12.5%	32.0%	36.5%	2.25
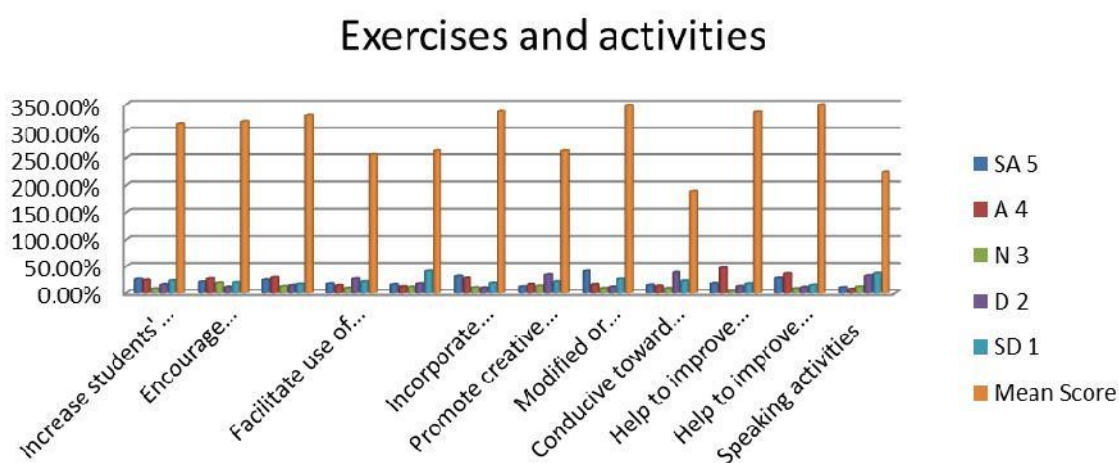
Figure 3. Exercise and activities

Table 3 followed by a graphical representation presents the statistics about the exercise and activities given at each unit. The results revealed that the majority of members agreed with the statement that these activities increase the students' desire to learn and encourage them to collaborate with their fellows. Moreover, exercises also lack task-based activities and excessive use of grammar rules. A large number of members stated that these activities help in improving reading skills nor writing skills or even speaking skills.

Table 4. Language skills

	Statements	SA	A	N	D	SD	Mean
		5	4	3	2	1	Score
32	Focus on the skills	26.5%	29.0%	13.5%	6.5%	24.5%	3.27
33	Balance of the four skills.	11.0%	9.0%	18.5%	7.0%	54.5%	2.2
34	Attention to sub-skills	17.5%	15.5%	1.0%	43.5%	27.5%	2.67
35	Practice of individual skills	31.5%	27.0%	8.0%	15.5%	18.0%	3.39
36	Inductive learning approach	40.5%	22.0%	8.5%	14.0%	15.0%	3.46
37	Facilitate teacher	21.5%	31.0%	14.0%	25.0%	8.5%	3..32

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The present study intended to evaluate Unlock aiming at providing learning to improve students' cognitive skills on the basis of the competencies of the curriculum of vision2030 in the cognitive domain. This is beneficial to expand the revision of the publication of Unlock textbook to match the needs, preferences, and desires of the students and improve the English textbooks in the future.

4.2 Teacher's Interview

Data obtained from the teacher's interview have been analyzed by using the descriptive statistic technique. This section deals with the interpretation of data from teacher interviews. Teacher's interview was administered to know teachers' perspectives about the layout and design, language, content, methodology, subject texture, content, and skills.

Table 2. Teachers' Perceptions of the ELT Textbooks

		No. of teachers	Mean	Sig.
Layout	Texture	12	11.3000	.000*
and	Time for English	26	13.6455	
Design	Trip	8	16.0806	
	Total	46	14.4510	
Language content	Texture	12	13.6000	.000*
	Time for English	26	17.9727	
	Trip	8	19.8024	
	Total	46	17.1471	
Methodology	Texture	12	15.1340	.000*
	Time for English	26	13.1800	
	Trip	8	17.7540	
	Total	46	16 .0680	
Subject	Texture	12	25.1333	.000*

content	Time for English	26	26.3154	
	Trip	8	31.7470	
	Total	46	29.2157	
Skills	Texture	12	15.4333	.000*
	Time for English	26	18.4231	
	Trip	8	19.2688	
	Total	46	18.0980	
Overall	Texture	12	18.0000	.000*
	Time for English	26	19.7069	
	Trip	8	22.5622	
	Total	46	21.3654	

Significant differences are marked with an asterisk -*.000 at **.05 level.

Regarding teachers' perceptions of the layout and design, teachers thought that the cover and the design of the book were appealing to the students, and the pictures and illustrations are well-produced and colorful, all of which make the learning of English easier. Trip 1, with mean value=16.08, was ranked first, followed by Time for English (mean value= 13.65) and Texture (mean value=11.30).

In terms of the language content, teachers, like students, also perceived that Trip 1, with a mean value=19.90, has the most interesting and well-presented vocabulary, clear and understandable instructions, containing authenticity in examples, activities, topic, and subject content. They also thought that the books provide a good model for the students to follow; the students learn how to use appropriate English in different situations and that they could also use most of the words when they speak English outside the class. Trip 1 was followed by Time for English (mean value=17.98) and Texture (mean value=13.60).

Teachers' perceptions of the methodology component of the textbooks indicated that Trip 1 was the most appropriate book with mean value=17.75, followed by Texture (mean value= 15.13) and Time for English (mean value= 13.18) in presenting grammar inductively through exercises and activities, by adopting a student-centered methodology making the students active in the learning process and promoting students' communication skills through the use of pair and group work activities. In this respect, the teacher's role in the lesson was seen to assume different roles; sometimes a guide, sometimes a facilitator, and sometimes a mentor. In addition, teachers perceived that the book recognizes different learning and teaching styles by presenting a variety of activities.

Teachers' perceptions of the subject and content component of the textbooks were the same as the previous component. Trip 1, ranking first with a mean value of 31.75, followed by Time for English with mean value=26.32 and Texture (mean value=25.13) in presenting content in an interesting and entertaining way, and linking content.

Concerning the teachers' perceptions of the skills component of the textbooks, Trip 1 ranked first, (value=19.27), followed by Time for English with a value = 18.42, and then Texture (value=15.43) in promoting a balanced development of four language skills as well as providing useful materials for individual skill development.

In the final component of the questionnaire (overall), Trip 1, with a mean value=22.56, was ranked as the first most appropriate textbook, followed by Time for English mean value=19.71 and Texture mean value=18.00, in meeting the objectives of the Ministry, being consistent with the practice book. Teachers saw the methodology adopted in the book was seen similar to that of theirs.

5. Conclusion
5.1 Summary
Based on data analysis, most of King Khalid University's English language teachers' perceptions of the layout and design are positive. They also believe that the language content of Unlock is interesting and well-presented vocabulary, clear and understandable instructions, containing authenticity in examples, activities, topic, and subject content. Teachers' perceptions of the methodology are positive and they consider it adopts a student-centered methodology making the students active in the learning process and promoting students' communication skills through the use of pair and group work activities. In this respect,

the teacher's role in the lesson was seen to assume different roles; sometimes a guide, sometimes a facilitator, and sometimes a mentor. In addition, teachers perceived that the book recognizes different learning and teaching styles by presenting a variety of activities. Teachers' perceptions of the subject, a content component of the textbooks, and the skills component of the textbooks are positive and they believe that it promotes a balanced development of four language skills as well as provides useful materials for individual skill development. The study recommends that teachers propose that the usage of video at the beginning of each time is great but it consumes lots of time, so it will be great if the textbook designers limit the number of the exercises into two brief exercises and a glossary. Furthermore, they propose that the part of critical thinking should be integrated with productive and receptive skills as a reflection task because students can hardly generate ideas and discuss in English because they are accustomed to rote learning.

5.2 Findings
The findings of this study show that many English teachers teaching an intensive English course at King Khalid University believe that:

-Unlock textbook is a well-designed textbook that prepares students properly to absorb the basic interpersonal communicative skills and cognitive proficiency aspect in terms of academic English language.

-Unlock uses a video in each unit adhered with exercises and glossary as warming ups and leading in techniques which consume lots of time even though it sounds motivating and thrilling to students.

-Unlock applies critical thinking separately as a skill in the forms of exercises and activities which seem difficult to the students to generate ideas and discuss reasonably by activating high order thinking and reasoning.

-Unlock's approach is based on a problem-solving approach while students are accustomed to learning through rote learning. Hence, this creates problems for students in activating high order thinking because activation of high order thinking is not familiar to them.

-Unlock provides students with suitable communicative proficiency, entrepreneurial skills, and academic skills enabling them to cope with their studying system at the university level.

5.3 Recommendations
-In the light of these findings the researchers recommend that Unlock should be used accurately in order to facilitate teaching and provide opportunities for learners to learn the English language. The responsibility is shared between teachers and syllabus designers to reduce the challenges facing them while teaching and facing learners while learning. In addition, English teachers at King Khalid University should collaborate with the Cambridge team in order to promote the textbook, Unlock, in regard to Saudi cultural aspects, KSA's orientation, customization, differentiation, and personalized learning.

- Video exercises in Unlock should be reduced to one exercise that grades the questions from the display, informative, reflective, and evaluative questions.

-Critical thinking should be integrated with skills such as reflection which activates high order thinking and reasoning. Thus, brainstorming and mind maps should be used applied in a very simple grading form.

-Unlock one should be composed of phonological and phonemics awareness lessons to provide students with reading remedial classes because some students face problems in reading words or passages.

-Time factor should be considered by Unlock designers, so they should consider this textbook as a source of course which is restricted to the university's schedule and GPA.

-Exercises on LMS should be matched with the unit learning outcomes and objectives, and providing exercises that do not match what the students have learned can lead to frustration and demotivation among students.

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