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ABSENCE OF LISTENING SKILLS IN XI ENGLISH TEXTBOOK JAMSHORO: IMPLICATIONS FOR COMMUNICATIVE COMPETENCE

Azizullah Amur azizaamur27@gmail.com	Research Scholar (Department of Education Sindh Madressatul Islam University (SMIU, Karachi)
Dr. Stephen John sjohn@smiu.edu.pk	Professor Department of Education Sindh Madressatul Islam University SMIU, Karachi
Dr. A Karim Suhag aksuhag@smiu.edu.pk	Lecturer Department of Education Sindh Madressatul Islam University SMIU, Karachi

Abstract

Despite being the most overlooked skills in Pakistani English curriculum, listening is an essential part of communicative competency. This study aims to find out whether the XI English Textbook published by the Sindh Textbook Board, Jamshoro, offers sufficient listening exercises/tasks/activities; necessary for improving students' communication abilities. The study uses qualitative content analysis to assess each of the textbook's four parts using Littlewood's Communicative Competence Model (1981) as the analytical framework. The results show that there are no listening exercises, listening material, audio-related activities, or teacher recommendations for teaching listening. The national curriculum's communicative goals are undermined and students' ability to engage in real-world communication is limited when this crucial skill is left out. The study indicates that the absence of listening training has important pedagogical consequences and suggests that future textbook editions need to incorporate interactive exercises, audio support, and listening-based assignments in order to develop students listening skills that is key skill to learn language.

Keywords: *Communicative Competence, Listening Competency, Pedagogy, Textbook Evaluation*

Corresponding Author: Azizullah Amur (Research Scholar (Department of Education Sindh Madressatul Islam University (SMIU, Karachi.))
Email: azizaamur27@gmail.com

1. Introduction

Listening material holds great importance in an English textbook because it develops learners' ability to process spoken language in real life situations, a core component of communicative competence. Without structured listening tasks, students remain dependent on written language and fail to decode accents, intonation, stress patterns, and natural speech course. Effective listening content also represents learners to authentic communicative siettings, helping them connect classroom learning with real-life interactions. Moreover, listening activities promote cognitive processing skills such as prediction, inference, and meaning-making, which are crucial for academic and social communication. Therefore, the inclusion of listening material ensures a balanced development of all language skills rather than limiting students to passive, text-based learning (Axrorova, M. 2025).

The lack of listening content in an English textbook rigorously confines students' communicative competence and diminishes the overall instructional approach. To promote comprehensive language learning and assure contemporary curriculum requirements, a well-written textbook should include listening exercises. In addition to increasing classroom participation, listening material also helps students get ready for the challenges of real-world communication. The textbook's capacity to train competent, fluent, and self-assured communicators is enhanced by its inclusion. Therefore, any effective English language book must include listening practice as an essential element (Goh & Lee, 2025).

In second-language learning, reading, writing, and speaking are considered to be just as important as listening, which has always been acknowledged as a crucial aspect of communicative proficiency. In Pakistani English curricula and national textbooks, where the emphasis has continued to be on reading-based activities, grammar, written expression, and exam-oriented tasks, listening has traditionally been the most ignored skill, despite its importance to real language use. This instructional imbalance carries the risk that students may advance through the educational system with a limited ability to understand and engage with spoken English in real-world situations, which in turn limits their communicative preparedness and employability (Mahmood & Sheikh, 2024). The current research, in contrast, looked at whether the XI English textbook, which was published by the Sindh Textbook Board in Jamshoro (hereafter "the Jamshoro XI textbook"), included the audio materials, listening activities, or instructional methods necessary to help students improve their listening skills.

The book's all four sections were analyzed using qualitative content analysis and mapped against Littlewood's Communicative Competence Model (1981), which defined communicative competence as an interaction between grammatical, discourse, socio-cultural, and strategic skills; all of which are highly dependent on exposure to spoken input. Littlewood's framework was helpful as a analytical tool because it highlighted how

a lack of listening performance might compromise several aspects of communicative competence (Littlewood, 1981). The study was designed to answer three main research objectives: (1) To analyze the representation and coverage of listening skills in Xi English Textbook, Jamshoro (2) To examine the impact of the absence of listening skills on students' communication skills. And (3) To propose practical pedagogical strategies to enhance listening skills and improve overall communicative competence of students, The main purpose of the research was to offer insights that might guide future textbook changes and instructional strategies in Sindh and other EFL/ESL environments in Pakistan.

2. Literature Review

2.1. Listening and Communicative Competence

The primary concept of communicative language teaching is that communicative competence consists of interacting skills that include grammatical, discursive, socio-cultural, and strategic understanding. In this framework (Littlewood, 1981), listening is essential because it gives students access to real input, examples of real language use, and possibilities to understand meaning at a deeper level than just the sentence. Learners are debarred from the linguistic patterns, pragmatics, and contextual indicators necessary for successful communication if they don't listen. Listening is considered as an active, cognitive, and socially situated activity that involves prediction, inference, and strategy use (Field, 2023 & Nunan, 2024). Moreover, listening enhances vocabulary acquisition, pronunciation development, and oral fluency, showing that students who engage in real-world and strategy-supported listening activities perform better in both comprehension and speaking (Tariq & Bhatti, 2025).

2.2 Textbooks, Curriculum, and the Absence of Listening

Textbooks are essential in skill growth because they serve as the main intermediaries between curriculum goals and classroom practice. Several studies have shown that Pakistani English textbooks do not operationalize the aims of the National Curriculum for English Grades IX–XII (2024), which emphasizes communicative competence, interaction, and balanced skill development (Baloch & Qureshi, 2023; Mahmood & Sheikh, 2024). According to analyses of secondary-level textbooks in Pakistan, there is a heavy emphasis on reading comprehension texts, grammatical transformation exercises, and writing tasks, while listening skills are either ignored or given less acceptance. The textbook's design and curriculum expectations are out of sync, resulting in a pedagogical gap that weakens professional teaching of listening skills (Shah & Lodhi, 2024). Similarly, international textbook evaluations demonstrate that graded audio, real materials, and scaffold task sequences are the most effective ways to present listening instruction. Textbooks that merely offer dialogues in written form without recordings leave teachers in charge of improvisation and diminish the consistency of students' learning experiences (Zhuang, 2025).

2.3. Successful Strategies for Teaching Listening

contemporary research has identified a number of strategies to improve listening proficiency, such as using authentic audio sources, using systematic pre- and post-listening processes, providing explicit instruction in listening techniques, and including digital resources like podcasts (Rost, 2023; Vandergrift & Goh, 2023). According to recent empirical research, meta-cognitive strategy training, repeated exposure to spoken input, and diverse task types all guide to proven improvements in listening comprehension (Rahimi & Rashid, 2025). These tactics work only when listening materials are systematically integrated into instructional materials, such as textbooks.

2.4. The Use of Listening Pedagogy in Pakistan and Sindh

Research on English teaching methods in Sindh identifies a number of systemic limitations, such as a focus on exams, poor teacher training in listening pedagogy, and infrastructure deficiencies like a lack of audio technology in schools (Soomro & Chandio, 2024). Although curriculum Documents stress communication, numerous research suggests that classrooms still place a high value on rote memorization, grammar manipulation, and reading-based evaluations. Additionally, Sindh textbooks are consistently evaluated as having a poor integration of communicative activities and an excessive reliance on conventional teaching methods that restrict opportunities for real interaction and exposure (Baloch & Qureshi, 2023; Shah & Lodhi, 2024).

Text book

2.5. Gap of the Study

Previous research in Pakistan evaluated textbooks, but a few had previously used a recognized communicative competence framework to analyze the Jamshoro XI English book from the perspective of improving listening skills. Additionally, only a small number of studies have directly connected textbook material to Littlewood's four sub-competencies in order to assess how the lack of listening activities affects overall communicative preparedness. This absence is addressed by the current investigation, which uses a well-known communication framework to conduct a methodical content analysis.

3. Methodology

The Jamshoro XI English textbook was analyzed using qualitative content analysis in this study. The use of content analysis was chosen because it allowed for the systematic and replicable coding of textbook material, identifying the presence or absence of features related to listening (such as listening assignments, audio support, and teacher direction) and interpreting them in accordance with the theory of communicative competence. All four sections of the textbook were included in the analysis: each lesson/unit, the front material (such as the introduction and teacher's notes), any appendices, and additional information.

3.1.1 Details and Description about XI English Text Book

Table 3.1: Details and Description about XI English Text Book analyzed for the effectiveness in developing communication skills of the students

Sections	No of Chapters	Total
Prose	10	10
Poetry	08	08
Play	01	01
Total	19	19

Table 3.1 provides detailed description of the sections of the book (i.e. Prose, Poetry, Play) along with the number of chapters mentioned in each section.

Figure 3.1: Details and Description about XI English Text Book analyzed for the effectiveness in developing communication skills of the students

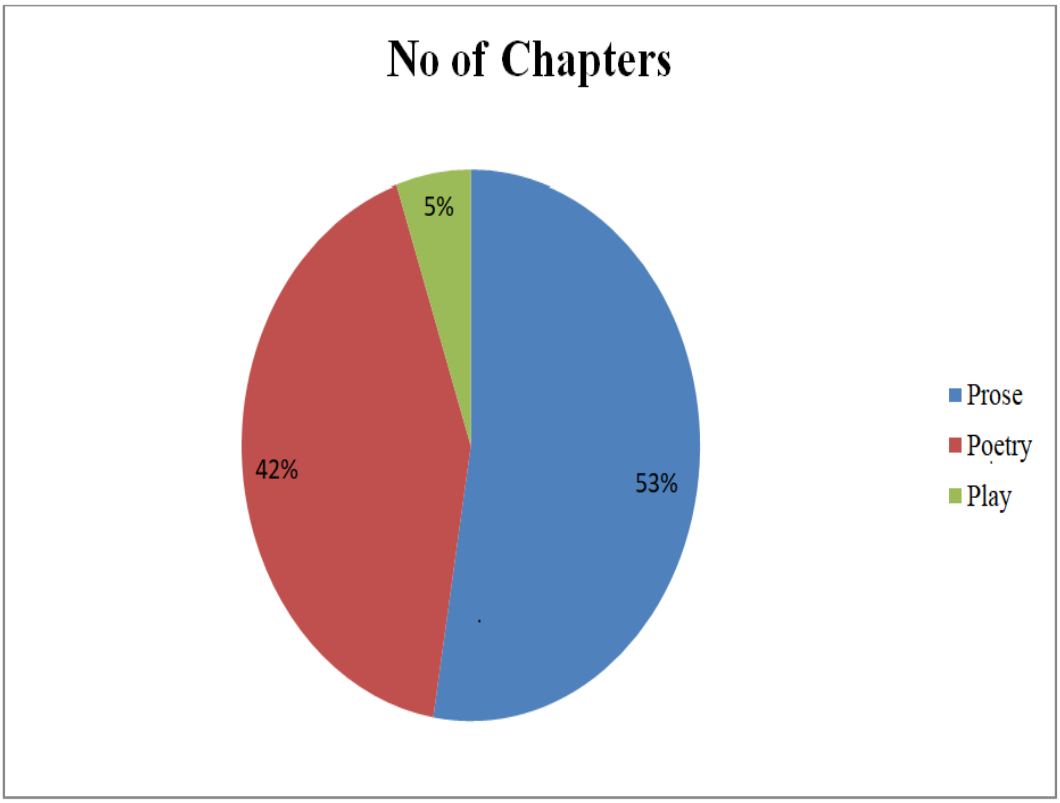

Figure 3.1: Description of sections of the textbook with percentage% analyzed for improving communication skills among students.

The study used the Littlewoods' communicative competence model to operationalize four analytical categories:

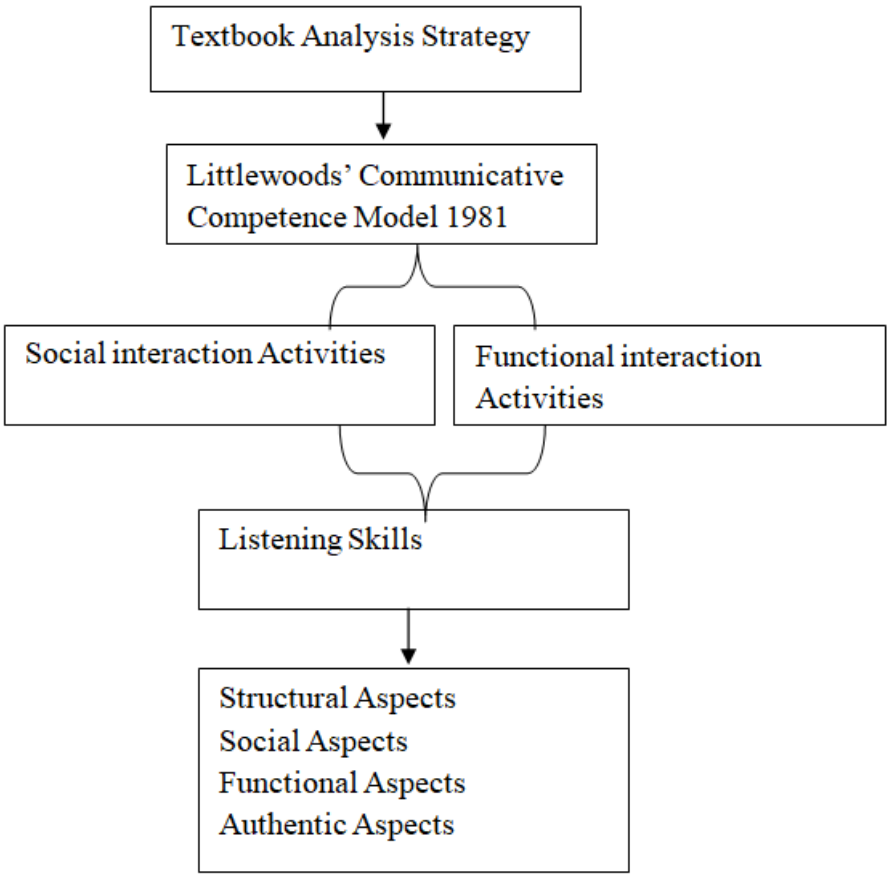

Figure 3.2 describes the strategy used for analyzing the XI English text for the analysis of listening skills.

Authenticity and Task Type (A-T), Teacher Guidance (T-G), Listening Support (L-S), and Listening Presence (L-P). Any evidence of audio recordings (CD, links, QR codes), clear listening activities (such as "listen and answer"), or a demonstration of listening comprehension skills was considered a listening presence. The scaffolding fundamentals of listening assistance included pre-listening warm-ups, while- or post-listening activities, vocabulary preparation, or strategy training. The inclusion of real spoken texts (such as interviews, conversations, announcements, and real-life dialogues) and task sequencing (prediction, gist listening, detailed listening, and follow-up activities) was referred to as Authenticity and Task Type. Teacher Guidance comprised comprehensible instructions or pedagogical notes aimed at instructors on how to carry out listening lessons.

The coding process included first pilot coding certain chapters to improve the definitions, and then coding the entire textbook. To ensure reliability, an independent

coder (a seasoned English instructor) coded a random sample (20%) of the units, inter-coder agreement was calculated, and any discrepancies were settled by discussion. An audit trail was kept (coding sheets, memos). Because the analysis only covered the material in the textbook, no human participants were used, thus there was no need for ethical authorization. However, any future study that included teacher or student participants would need to follow appropriate consent procedures. The technique has several limitations, including a dearth of information on real classroom practices and student achievement.

The Jamshoro XI textbook's four sections were all subject to a content analysis that yielded consistent and unambiguous results. These discoveries brought to light pedagogical and structural gaps that, taken together, hampered the acquisition of listening skills.

4. Findings

First, the textbook didn't contain any specific listening exercises/tasks in relation to Listening Presence (L-P). There were no "listen and respond" exercises, no audio icons, no mention of CDs or digital recordings, and no directions directing students to listen through outside resources during the 218 pages. Although there were conversations and reading selections, they were all in print; there was no audio version.

Second, the textbook lacked any Listening Support (L-S). There were no pre-listening exercises (like predicting content or activating prior knowledge), no comprehension tasks throughout the listening process (like identifying main ideas or details), and no post-listening activities to analyze, discuss, or respond to audio input. There was no instruction on strategy, such as how to take notes or how to listen for the main idea or inference.

Thirdly, there was no proof of Teacher Guidance (T-G). There were no instructions for teaching listening in either the preface or the unit instructions. The textbook did not recommend using multimedia resources, getting audio from outside sources, or including listening in the curriculum as a whole. Since there were no lesson plans or grading rubrics covering listening skills, it indicated that there was no institutional motivation for teachers to teach listening in a systematic way.

Lastly, in terms of Authenticity and Task Type (A-T), there was no authentic spoken language content. No real interviews, announcements, discussions, or other forms of spontaneous speech were offered; instead, all of the dialogues were written. In addition, no activities developed students' ability to interact with real speech patterns, negotiate meaning, or analyze spoken discourse. The book, however, emphasized vocabulary acquisition, grammar exercises, reading excerpts, and writing assignments. The conclusion is that the listening element was entirely absent from both the pedagogy and the structure.

5. Discussion

In spite of the national curriculum's communicative goals, the Jamshoro XI English textbook, according to the results did not support students improve listening as a basic language competence. From the perspective of communicative competence theory, this failure has far-reaching consequences.

In terms of grammatical proficiency, the textbook's focus on grammar drills and written assignments focussed language as a set of rules to be memorized and used mechanically. But when students come across grammar in use through spoken language, natural rhythm, and prosody the grammatical knowledge becomes more valuable in communication. Grammar lessons remain theoretical, separate from actual communication, and less likely to promote fluency or spontaneous usage if not combined with listening-based exposure.

Similarly, discourse proficiency, which is the capacity to comprehend lengthy spoken texts and relate concepts between utterances, was also weaken. Students were unable to learn about discourse elements like intonation, rhythm, pauses, turn-taking, or cohesion markers, which are common in spoken language, since there were no spoken texts. This deficiency restricts students' preparedness for real communication needs by making it difficult for them to comprehend lectures, discussions, or announcements.

The understanding of social context rooted in speech, as well as cultural norms, register variation, politeness techniques, and other aspects of socio-cultural competence, were also overlooked. The subtleties of tone, emphasis, colloquial language, and contextually appropriate vocabulary use are not feasible to reproduce in written discourse. As a result, learners were not exposed to sociolinguistic diversity or interactive environment, which are essential for navigating the wide range of situations in the real world where English is spoken.

Since, there were no listening activities, the strategic competence, the collection of strategies that listeners employ to handle communication breakdowns, infer meaning, and seek clarification was considered useless. Learners could not build up strategies for dealing with rapid speech, unfamiliar accents, or incomplete comprehension without interacting with actual or simulated spoken input. Consequently, they were ill-prepared for real, spontaneous discourse.

Additionally, the textbook's approach deviated significantly from current empirical data and accepted international standards. As demonstrated by pre-test/post-test designs and other methods, integrating listening and speaking activities into the classroom has been shown to greatly enhance students' communicative competence. Effective listening instructions, which is absent from the Jamshoro XI textbook, typically makes use of real materials, multimedia input, meta-cognitive strategy training, and task-based sequences. Peer collaboration, the use of multimedia, task-based learning, and meta-cognitive approach instruction were found to be the most successful strategies for improving

listening in EFL classrooms in a recent systematic review. The study analyzed indicated that genuine content (podcasts, interviews, live conversations) has a beneficial effect on students' vocabulary, cultural awareness, and listening skills. The disparity between what the existing textbook provides and what contemporary EFL methodology requires is highlighted by these findings.

The absence of listening is especially detrimental in the context of Pakistani EFL instruction, where textbooks are frequently the main or only resource and where many teachers lack the time, training, or infrastructure to support their lessons. Relying on textbooks, given the systemic limitations (large classes, inadequate audio equipment, and exam-oriented teaching), may result in complete groups of students graduating from high school without ever receiving formal instruction in listening. This situation encourages a series of text-bound, passive English proficiency, which is sufficient for reading and writing but inadequate for actual interaction in higher education, the workplace, or the international arena.

As a result, there is a curriculum-resource mismatch in the textbook's structure: the textbook, which is the main instructional tool, does not put into practice the national curriculum's stated core objective of communicative competence (including functional listening). The difference between curricular objectives and classroom reality will persist unless modified.

6. Conclusion

According to this research, the XI English Textbook Jamshoro entirely failed in helping students improve their listening skills. A clear disparity between the textbook's design and the goals of communicative competence was indicated by the lack of listening practice, audio support, teacher direction, and real spoken texts. Analysis using the communicative competence framework made it clear that the absence of listening input and teaching impair grammatical, discursive, socio-cultural, and strategic skills all of which are necessary for effective communication in the real world.

Students are improbable to develop proficiency in English listening if they continue to depend only on the current textbook, which will restrict their capacity to communicate in real-world settings, pursue higher education, and engage in international discourse. For Pakistani EFL/ESL education to turn out graduates who are linguistically proficient and communicatively competent, the inequality between curriculum theory and practical teaching must be addressed.

The communicative goals proposed by curriculum developers will not be apprehended until there is a significant modification to instructional resources, preferably with the addition of courses that focus on listening.

7. Suggestions/Recommendation

The following recommendations, which are clued-up by the analysis and supported by current research in EFL/ESL listening pedagogy, seek to close the identified gaps and direct stakeholders toward more successful listening instruction.

7.1. For Textbook Authors

Textbooks should include graded, real listening materials such as actual recordings, dialogues, news reports, interviews, and podcasts, as proposed to English textbook authors and boards. To provide learners with genuine listening experiences, these resources should include planned listening cycles (pre-, during, and post-listening activities), comprehension exercises, and discussion prompts. Studies have found that using authentic materials greatly enhances communicative proficiency, drive, and listening comprehension.

7.2. For Teachers

Teachers should add-on current textbook material with accessible digital resources, such online videos, podcasts, news segments, spoken conversations, and interactive listening modules. Furthermore, in order to improve comprehension and strategy utilization, they should incorporate meta-cognitive instruction (planning, monitoring, evaluating listening) and promote collaborative listening exercises (pair or group work). According to research findings, the combination of meta-cognitive instruction and multimedia listening results in improved listening comprehension and student engagement.

7.3. For Curriculum Developers and Policymakers

In order to align textbook design with communicative competency objectives, curriculum officials should change English textbooks to include listening as a fundamental skill rather than an optional addition. They should go-ahead the inclusion of listening units, dedicate class time to listening practice, and guarantee that schools have audio equipment or digital access. Additionally, teacher training programs should concentrate on developing teaching skills through the use of real listening materials, meta-cognitive techniques, and listening pedagogy.

7.4. For Educational Institutions and School Administrators

By offering communications (audio equipment, the internet, and speaker systems), arranging peer group listening sessions, and promoting the usage of multimedia equipment, schools should support listening instruction. Low-cost options should be promoted in areas where infrastructure is lacking, such as community-based listening clubs, mobile-based audio and downloadable podcasts.

7.5. Additional Resources

Future studies should use mixed-methods designs (such as pre/post testing, classroom observation, interviews, and longitudinal tracking) to empirically observe the impacts of updated textbooks and listening-supported curricula on students'

communicative competence. Comparing provinces, school kinds (public/private), and resource settings would offer useful information about how language acquisition, communicative competence, and educational equity are impacted by the presence or absence of listening instruction.

8. Summary

According to the content analysis, the XI English textbook (Jamshoro) does not support in the development of listening skills, which are necessary for comprehensive communicative proficiency. The lack of listening activities, analyzed through the lens of a communicative competence framework, restricts the development of grammatical internalization, discourse processing, socio-cultural adaptability, and strategic listening proficiency.

Current practical studies on EFL/ESL listening pedagogy, such as those that highlight authentic content, meta-cognitive strategy instruction, and multimedia-based listening, emphasize the importance of listening as a fundamental ability that facilitates comprehension as well as speaking, pragmatics, and communicative versatility. In light of these findings, it is essential that curriculum authorities, textbook creators, and teacher training facilities need to give priority to teaching English listening skills. Students remain stuck in a unconscious paradigm of reading, grammar, and writing without listening instruction, making them unable to participate effectively in diverse, multicultural, or interactive communication settings in the real world.

9. Ethical Consideration

Factors to consider in order maintaining ethical compliance, the research relied on curriculum materials and textbooks that were accessible to the general public. All data were handled responsibly, and findings are presented objectively without any misrepresentation of the original sources.

10. Funding Declaration

The author is now conducting doctoral research at Sindh Madressatul Islam University with the title " ***Analysis of the Efficacy of XI English Textbook Jamshoro in preparing Students for Communication Skills: A Qualitative Study***": The study was not supported by any funding organization. The author conducted all of the study on his own behalf and expenses.

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