A Framework for Developing ESL Learning Materials to Achieve the Targets of the National Curriculum of Pakistan

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Abstract

On account of the present day close international contacts and communication, ESL skills are deemed utmost necessary in every country. The same have been aimed at by the National Curriculum of Pakistan. In this context, this study first assessed the proficiency level of students in ESL skills and later, keeping the needs of the students in view, prepared a framework for ESL learning materials so that the targets of the National Curriculum of Pakistan could be achieved. Thus an achievement test on ESL skills was given to the students of intermediate level. The results of the test indicated that the learning level of the students was very low. Having assessed the students' needs, a large number of findings and views of the researchers and scholars working in the field of English learning materials were collected. On the basis of the understanding developed from these findings and views, a framework for ESL learning materials was developed. If teachers develop activities and teach their students following this framework, the learners may achieve their required ESL proficiency.

Key words: ESL Skills, Framework, Proficiency, Learning Materials, Curriculum, Communication

1. Introduction

Currently English is serving the purpose of international communication and is frequently required in the areas of knowledge, technology, trade, international politics and relations, etc. Keeping this in view, Khamkhien (2010: 757) recommends that every country in the world should equip her citizens with communicative competence in English. The same has been realized by the National Curriculum of Pakistan that currently learning of English is inevitable for international communication, higher learning and jobs (Section 1: Introduction Page 1 National Curriculum of Pakistan for English Language Grades I-XII, 2006). Owing to this importance and necessity of English, the curriculum

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developers of Pakistan have laid down standards, benchmarks, and have specified learning outcomes in relation to all the language skills. However, the realization of these curricular targets depends a lot upon the relevance and efficacy of the ESL learning materials.

1.1 Background of the Study

Currently, many countries in the world, keeping ESL learning materials' nature, scope, and function in view, are working and trying to make them as productive as possible. However, the learning materials so far produced have lacks and do not cater fully the needs of the respective learners. For example, Tomlinson & Masuhara (2008: 159) say that ESL or EFL learning materials developed in UK are teacher-based and their emphasis is on supplying input instead of supporting intake because these materials are language practice focused through exercises and language use through activities is not much attended to. Frazier & Juza (2008:180) inform that ELT materials used in USA are more content and test-like questions based instead of language use.

In Western Europe, though the ESL materials developed in UK that employ communicative and functional approach have been opted, the teachers and students both are not comfortable with these materials. According to Prodromou & Mishan (2008:197,200) these materials claim to provide 'real world texts', 'real practice' and 'authentic tasks' understood in terms of 'native English speaker' model. Despite the validity of these claims, the teachers and students of Western Europe find these materials unmanageable because of their habit of using structural-audio-lingual approach. Further, they do not accept them because these materials assign prime importance to the cultural traits of Anglo-Saxon as well as American society i.e., 'the individual, an emotional frankness and the embracing of challenge, discovery and novelty.' In the Eastern Europe, according to Bolitho (2008:214, 218), though UK published 'global' course books are used, the teachers emphasize more pronunciation, reading aloud, graded grammar that follows structural syllabus principles, memorization of vocabulary, etc.

In Asia and Africa at places teachers claim that they follow communicative approach, however, in reality their focus is on grammar. Tomlinson (2005:9) says that he has seen course books in China, Japan, Singapore and South Korea. These books are based on grammar-driven approach, practice, memorization of dialogues, etc. These books also indicate that these have been developed on the basis of knowledge transmission mode of delivery and explicit teaching of language features. This approach leads the learners to get factual knowledge for

using in examinations. Thus learners remain unable to communicate outside the classroom. In the ASEAN member countries, books of two types are used i.e., global course books and local course books. According to Dat (2008: 267), the materials produced in the form of local course books in Southeast Asia demonstrate national identities, religions, and political viewpoints. In Tunisia English is taught at tertiary level institutions. According to Lumala & and Trabelsi (2008: 236) every week or after two weeks, worksheets are given to students for exposing them to a new theme or area related to their field of study. In Kenya, students study on their own, however, they can use the books as guides.

In Pakistan elite schools use global course books. These books are suitable, according to Dat (2008), in terms of their being systematic in linking form focused tasks and communicative activities. However, these global course books on account of socio-cultural content supplied in them are not in consonance with the national identity or Pakistani culture. On the other side, public sector institutions use textbooks produced by Textbook Boards in the supervision of Ministry of Education and Curriculum Wing. Although these textbooks have been upgraded in recent years, they mostly focus formal elements of language instead of communication. In addition, help books are prepared by the teachers and are published but the focus of these books is on memory based examination questions instead of knowledge and communication skills.

The above picture of the ESL learning materials indicates that materials produced and used in the world are insufficient. If global course books are better in terms of a balance between form, content and communicative value, these are culturally and ideologically irrelevant. On the other hand, the locally produced course books and other learning materials are mostly grammar-based and examination oriented. In addition, the quality of their presentation is also very low. Keeping in view the gaps in the ESL learning materials identified above, the researcher fixed the purpose of this research to prepare a framework for ESL learning materials development that is comprehensive and thus enables the teachers and institutions to achieve the English language learning skills prescribed by the National Curriculum of Pakistan.

1.2 Related Concepts and Issues
When an expert plans to develop productive and easy-to-use ESL learning materials, she should have a good background knowledge related to learning process and pedagogical concepts along with the problems and issues related to

this venture. Keeping this requirement in view, first a number of related concepts and issues have been presented and discussed.

1.3 Language learning process

The current age is commonly known as the information age. In this age learning is not a collection of facts. Actually learning means having sets of skills that can help one know how to utilize information. More simply, it is the process of identifying patterns and relationships, integrating unorganized data, and patterning and constructing wholes. Emmitt, Pollock, & Komsaroff, (2003:222) say that learner is supposed not only to gather and utilize facts and information but also judge them and develop concepts. In other words, learning occurs or new meaning are made when we knowingly change or expand our knowledge and this takes place when new experiences are related to existing ones. This process goes further when the learner articulates her concepts through speaking or writing because she searches new and appropriate words for the expression of her new or extended thoughts. In addition, the learner requires to justify her views for others and this justification causes development and clarity of views further. The process of learning goes still further when the learner hears others' views in response to her and she is obliged to adjust, alter and extend her views. In the classroom, this learning process needs be facilitated and according to Jones & Thomas (2006) this happens when learners are made to utilize intellectual or thinking stills more as compared to the memorization of discrete facts and concepts.

1.4 Balanced approach to ESL instruction

Many teachers follow traditional (teacher-centered) model of instruction. They assume that ESL can be learnt successfully if the explicit knowledge of its formal rules is given to students (Cook, 2001, p.9). When this method is followed, isolated skills like vocabulary and grammar items remain in focus. Because this level does not demand cognition, the learners prefer to memorize the lists of words and grammar items (Read, 2001:1; Jones and Thomas, 2006:64; Burns, 2006:3). The result of this approach is that students get linguistic knowledge but remain unable to use English communicatively both in reading and writing. On the other end of the cline there is progressive or learner-centered model of language learning. This model is supposed to help create motivation, positive attitude and cause high level language proficiency. This happens because this model allows the students to believe that learning is their own responsibility when they are made to complete tasks and activities through using cognitive planning and strategies Emmitt, et al., 2003:222). Apparently, traditional and progressive models look contradictory to each other. Lasley II and others (2002: 26) remind

that either of the two models leaves some gap. Culturally relevant (progressive) one skips the teaching of basics and culturally irrelevant (traditional) one causes students' psychological and physical withdrawal. Seeing the harms of this polarity and insufficiency of the each of the models, the knowledgeable teachers have begun to integrate the essentials of both the models. They have presented the concept of whole language model that incorporates both basic information of language as well as the learners' cognitive involvement. McDonough & Shaw (2003:20) reinforce this position saying purposeful communication is not possible in a language if the users of a language are not able to formulate the structures of that language as well. If this is the case, then learning materials should assimilate language form and function and input presented in the form of tasks. Tasks framed thus allow the students to bring all their language resources into use. Next, students, for fulfilling their need of communicating meaning, can use multiple combinations of lexical items and various language items. Thus they find opportunity of using a vast range of phrases, collocations, patterns and items of grammar. Further, the union of form and function only does not serve the purpose of language learning. Content Based Instruction (CBI) should also be made part of this model. When content comes along form and function, students learn thinking skills and become efficient in interpreting, expressing and negotiating meaning (Brewster, 2004; Hughes, 2007: 183). Beyond this, according to Ligawen & Hufana (2008), content fosters knowledge in various areas; boosts the practice and acquisition of language functions and skills; adds to the motivation of students; and provides context for teaching learning strategies. Hughes (2007: 183) says that this approach (CBI) emphasizes the use of authentic texts which relate to the learners' needs and purposes, however, these are loaded with structures, functions, and discourse features. These language features are unconsciously acquired when the students lay focus on the informational content.

1.5 Importance of learning materials
The reason of the dependence of curricular targets on learning materials is that they facilitate the learning process. Thus the learning materials are very important. Highlighting the importance of learning materials, Howard & Major (2004:101) say that teaching and learning materials have a prominent place in English teaching programs. That is why teachers rely heavily on textbooks, videotapes, pictures and internet resources to support the students' learning. UNESCO Report (2005:1) says that learning materials are very important because they transmit knowledge, build skills, shape learners' attitude and behaviours telling them how to interact with the world. The learning materials do all this by supplying context to the use of language features or items enabling students learn

language in a natural manner and employ them at the demand of given situations. Further, the learning materials can cater preferences, interests and proficiency level of a particular set of students because teachers can make choice of topics, situations, notions, functions, skills, etc., keeping in view the need of their students. Kitao & Kitao (1997) focusing on the importance or need of materials in language teaching and learning say that the learning materials teach the students to learn through being the source of ideas and activities for learning. Further, students can use textbooks for preparing and revising their lessons.

During the process of learning, learning materials are used to provide input. They are effective if they are selected or developed keeping in view the prior knowledge and learning level of the students. Further, they help, as Montagnes (2010) says, by enabling teachers outlining the procedures of teaching in the classroom when they come out to select classroom activities and exercise to activate the comprehension and intake of the content in focus. In the same vein, Sandy (2006: 4) says that teaching and learning materials help teachers decide the pattern and discourse of classroom practice and how classes are to be conducted.

1.6 Authenticity of learning materials
Actually, the students require to learn authentic language i.e., the one that is used in real life. However, when materials are brought to the level and context of students, the authenticity of language is sometimes compromised. Now the issue is how to keep the authenticity of language intact when the process of adaption is performed. Phillips & Clifton (2005) have very useful views regarding the authenticity of learning materials and learning process. First, real world documents remain authentic despite they are slightly adapted. Secondly, if activities and tasks are kept close to the real world, they remain authentic. Thirdly, formative feedback and constructive criticism on the written and spoken outcome ensures pedagogical authenticity because such type of feedback and criticism enable the students deal with real life interactions and communications. Fourthly, learners' authenticity remains in place if feedback from them indicate that they have recognized the true results of materials. According to Gilmore and Gaidai (2007:103) authentic materials are genuine source of input and can be employed to develop learners' communicative competence successfully. However, genuine materials pose a challenge to the students on account of high lexical density, idiomatic language, low frequency vocabulary and unclear culture references, etc. The discussion related to the issue of the authenticity of learning materials can be concluded in the light of Richard's (2005) view that instead of the authenticity of learning materials, the learning process should be authentic.

1.7 Prerequisites of materials writers

Learning materials writers' first need to conceive learning materials is that these can foster the learning process of students. The demands of this objective can be specified through Macaro's (2003: 21) opinion that the learning materials developers need to know what learning process is and how it can be enabled and supported.

1.8 Challenges of materials design and development

Teachers and writers develop learning materials to utilize available resources creatively for the purpose of providing students with digestible language input. Further, the writers are to develop or select materials for the students who exist in uniquely different situations. However, developing and utilizing such materials is not a plain sailing. One thing can be done according to Maley (1998: 280) and that is to keep relatively specific groups of students in mind in terms of cultural and cognitive content and local learning conditions. This is not sufficient although decentralization is there. The real need is of the provision of flexibility in decisions about content, order, pace and procedures. The next difficulty is that the students, for whom materials are written, have great language and 'age-appropriate academic content' learning level variations. The development of materials for comprehensive input is the next challenge. Howard & Major (2004) indicate another difficulty of materials writers i.e., to give coherent progression of activities, skills, concepts and language items. Still another major challenge of the materials writers is how to reconcile syllabus items that comprise the elements of the target language to learners' needs pertaining to language skills; making students competent in mapping form to function and finally enabling learners to suit their language to address the constraints erected by various situations on account of channels of communication, settings, events and the participation.

For the development of effective ESL learning materials, the writers should be fully aware and clear about language learning process, balanced approach to ESL instruction, importance of learning materials, authenticity of learning materials and challenges of materials designing. These areas have been discussed above in detail so that selection of research methods and analysis could be made fruitfully.

1.9 Research Questions
1. What is the current level of the language skills learnt by the intermediate level students of Pakistan?
2. What sort of framework can make possible the development of the required ESL learning materials?

2. Methods

This study has been carried out to investigate what sort of English learning materials can help achieve English learning outcomes prescribed by the National Curriculum of Pakistan. For this purpose two research questions were framed hence the study took place in two parts. The first part pertained to quantitative mode and the second to the qualitative one.

The first research question was directed to know the ESL proficiency level of the students and hence their English learning needs. For obtaining answer to this question, the researcher developed an achievement test for the intermediate level students. This test had items that covered the assessment of all the language skills prescribed by the curriculum. These skills were reading and thinking skills, writing skills, listening skills, oral communication and formal skills. The test was given to the students of twenty male and female colleges of five districts in the Punjab, Pakistan. The colleges were selected both from rural and urban areas.

For the second question, the researcher gathered the findings and opinions of the published researchers and scholars and concluded the nature and composition of the required materials and prepared a framework for the purpose of developing the required materials. The selected researchers' findings and views were around a number of themes. First these themes were drawn out and later, specifying the findings out of these themes, the researcher developed the framework which was based on an eclectic (form, content and communication) instructional approach to impart language skills keeping in view the demands of the National Curriculum of Pakistan (Appendix A).

2.1. Data Analysis Part One

Table: Skills Level of all the Students

Skills	Achievement Level
Reading & Thinking Skills	25.69%
Writing Skills	22.22%
Listening Skills	27.22%
Oral Communication	21.64%
Lexical & Formal Skills	28.71%

The above table shows that lexical and formal skills were at the top and oral communication skills were at the lowest level. Reading and thinking skills were comparatively close to listening skills. On the other hand writing skill were though above oral communication skills, were lower than reading & thinking skills, listening skills and lexical and formal skills.

2.1.1 Finding from Part One

The level of the proficiency and performance in the language skills detailed by the National Curriculum of Pakistan was quite low. Statistically, it was around 25% of the expected one.

2.2 Data Analysis Part Two

In this part of the study, the findings and views of researchers and scholars were analyzed qualitatively. Thus the researcher came by a number of findings.

2.2.1 Use of the target language

Structural aspects of the target language receive emphasis in commonly available teaching-learning situation in Pakistan whereas social and cultural ones remain neglected. On account of this neglect, the skills of students in the area of cultural and ideological domains remain underdeveloped or not developed at all. This lack brings about certain problems related to learning process and the use of materials. It means language used partially does not support learning. Confirming this view Samuda & Bygate (2008) say, "It is in holistic language work that a key language learning processes take place (8)". Elaborating this point Araya (2007) says "one thing is to be able to construct coherent utterances in terms of phonological, syntactical, and grammatical aspects, and another is to use language to empower oneself with critical discourse and attitude to face the world (P.3)." According to Emmitt, Pollock & Komeraroff (2003) "Discussion of the structure of the genre, sentence structure and word usage may be relevant but such discussions should not be ends in themselves (P. 98)." Thus in the light of the views of these researchers, it can be said that when materials are presented, whether in the form of activities and exercises or texts, these should be coherently linked together and the parts that are not related to the objectives should not be there. McGrath (2002) and (Burns, 2006, p.8) foreground the view of (Adam n. d.) that integrated materials complement and support one another. Therefore, keeping the needs and progress level of the students in view, materials need be provided in organized manner.

Themes
   a. Development of social and cultural aspects along with structural ones (phonological, syntactical, and grammatical).
   b. Promotion of critical discourse and attitude to face the world along with coherent utterances
   c. Involvement of all aspects of language in an integrative manner.

Finding 1: ESL learning materials to be developed should carry social, cultural, structural, discourse and critical discourse sill in an integrative manner.

1. Building prior knowledge for making comprehension and intake of the content possible

Students need scaffolding to be able to comprehend the input provided by the teacher. Resnick (1983) is of view that for the purpose of comprehension and intake, students need to link newly provided input or information with the one existing beforehand in their minds for interpreting it in the light of the established schemata. Thus it can be said that learning occurs on the basis of their prior knowledge. According to Chambliss (1998: 2) and Montagnes (2010) therefore such classroom activities and exercises be provided that can bring into effect the comprehension and intake of content through building prior knowledge of the students and promote the students' experience close to the expert knowledge.

Themes
   a. Making students comprehend so that they turn the input into their intake
   b. Linking the newly received input with the previously existing information in students' minds

Finding 2: Presenting input materials in such a way that learners could comprehend input and link it with the concepts learnt already.

2.3 Ensuring active learning

Optimal learning occurs when students take part in learning process actively. Henderson (1996) says that students need be active participant in the process of learning because they have to utilize their acquired concepts in their practical life. According to (Baxen and Green 1998) active learning will occur when the learning materials have flexibility, direction from text to language, engaging content, analytic approaches, integrated skills, personalized practice and learner development. Further, the students need to think and develop concepts during reading and writing activities. Herein for the expansion and expression of their

thoughts they require to find words. Because writers commonly take stance related to some views and they require to justify their stance as well, they again need to fall upon thinking. Still further, in response to the reactions and comments of others on their thoughts, they are forced to modify and extend their thinking. Keeping in view these demands, the learning materials should generate the opportunities for discussion and articulation of students' thoughts. (Huchinson and Waters' 1987 cited in McGrath 2002; Emmitt, Pollock & Komsaroff 2003)

Themes
a. Reflecting and developing concepts during reading and writing activities
b. Application of learning e.g., taking stance related to some views and justifying it
c. Retrieving words to expand and express thoughts

Finding 3: Developing concepts through reflection and application and retrieving lexical and syntactic items for the expression of newly developed concepts

2.4 Language to be presented in context
For the sake of understanding things successfully and performing activities appropriately, students' context is very important. According to Emmitt, Pollock, & Komesaroff (2003) context helps in the clarification of meanings and organization of students' responses; supports students in their recognition of the special value which language forms carry and acquisition of certain knowledge which make them know what is correct or incorrect in a given context; and helps students understand utterances of people on the basis of the way they speak along with what they utter. Advancing the point of the importance of context Jones & Thomas (2006: 59) say that both the process and content ought to be dealt with in the light of the context because learning or comprehension occurs best when it is made to happen in a context. Gilmore & Gaidai (2007) recommend that the presentation of language should take place in an appropriate context and the teacher should help students recognize how the discourse interact with its context. Howard & Major (2004: 101) say that the individual needs of learners should be identified, for examples, heterogeneity existing in a learning situation, first language and culture, learning needs and experiences, level of particular group of students to ensure appropriate challenge and levels of success. Though the needs of the students are considered according to the given context, the requirements of teacher and administrators (standardization, scope of syllabus, a theory of language learning, examinations and language policies of government) should also be attended to (Hall 1995, Tomlinson 2003).

Themes
  a. Clarification of meaning in a context and organization of students' responses
  b. Recognition of the special value which language forms carry in a specific context
  c. Acquisition of certain knowledge which make students know what is correct or incorrect in a given context
  d. Understanding utterances of people on the basis of the way they speak along with what they utter.
  e. Raising the level of students to make them meet appropriate challenge and levels of success.

Finding 4: Recognizing the value of language forms, utterances and expressions in specific contexts

2.5 Motivation of learners

Motivation energizes the learning process. Araya (2007:10) says that the learning materials should generate motivation through activating students' affectivity towards academic performance and competence in the use of the target language. Sun (2010) mentions a number of characteristics of learning materials with reference to their motivating capacity. On account of their being interesting, they enhance intrinsic motivation of learners which drive the students to know the topic. Further, the learning materials that suit to the needs, values and goals of the students are motivating. Next, the materials will be motivating if they cause self-confidence, ensure self-efficacy, and are in line with the expectations of students' success. Still further, authentic learning materials are motivating because they provide real information with real language and ultimately bring belief, confidence and satisfaction to students.

Themes
  a. Activating students' affect towards competence in the use of the target language
  b. Enhancing intrinsic motivation of learners through making learning materials that suit to the needs, values and goals of the students
  c. Providing real information with real language and ultimately bring belief, confidence and satisfaction to students

Finding 5: Learning materials should be written to ensure affect and intrinsic motivation of learners through attending to their needs, values, and goals and providing them real information through real language

2.6 Incorporation of local culture
There is a close relationship between ESL learning materials and local culture. Materials developed for one context are mostly not suitable for another. According to Sandy (2006:5) this generally happens on account of cultural content in the materials. These materials are not suitable because they carry stereotypical representations of the culture of the target language. Such representation make them irrelevant and sometimes offensive for other contexts. That is why they need be adapted to the local contexts. Throwing more light on the nature of cultural materials Muslim, Nafisah & Damayanti (n. d.) say that culture encourages development and demonstration of the identity of a community or nation through foregrounding local wisdom and values which mostly find their expression in local stories and folktales and are transmitted from one generation to another. This view implies that local stories should be incorporated in the teaching or learning materials. UNESCO Report (2005) says "Textbooks have a legitimate role as media for authoritatively communicating and preserving local values, histories and perspectives as well as shared, international ones (P.12)." Because this stuff is related to the students' background knowledge, reading comprehension becomes easy for them. Next this material makes them evolve their identity because of which they become competitive and utilize their potentials fully.

Themes
   a. Recognition of stereotypical representations of the culture of the target language
   b. Incorporation of local culture in the form of stories and folktales

Finding 6: ESL learning materials should incorporate local stories and folktales and also mark stereotypical representations of the source culture of the target language.

2.7 Utilization of the source culture
Students, for their success, need to aspire for two things, mastery of the target language and ability to deal with the target culture that this language embodies. Therefore, the learning materials should supply the needs of learners relating to the mastery of the target language as well as its parent culture. Further, materials

should not only facilitate students in recognizing the norms and elements of the target culture but also help them recognize and deal with cultural biases for promoting intercultural learning. Further, According to Pulverness (2004) the learning materials can incorporate source culture as a stimulus for effecting cognitive modification of the learners. This strategy will provide the learners with a different communicative code. Further the source culture through the modification of their identity turns the learners into new social and cultural beings and thus enables them to produce new and more useful possibility of expression. Further, Novera (2004) makes it clear that the learning "materials that do not integrate students' diverse life experiences into the learning process fail to empower them to identify the missing, misconstrued and misrepresented voices" (p.143).

Themes
a. Identification of source culture (norms and element as well as biases) in the ESL learning materials
b. Utilization of source culture as a stimulus to effect the learners' cognitive modification
c. Modification of learners' identity to turns them into new social and cultural beings and thus enabling them to express concepts in new and more useful manner.

Finding 7: Identification of the norms and elements as well as biases that may come into the ESL learning materials and utilization of the source culture to effect learners' cognitive modification so that they can express concepts in new and more useful manner.

3. Findings and Discussion

Finding from the part one indicates that intermediate level students' learning of English language skill is around the quarter of the learning expected by the curriculum developers. Now the question is why it is so low. One answer comes from Siddiqui (2010, 117). According to her, teachers in Pakistan consider textbooks sacred documents and depend on them only for fulfilling the objectives of the curriculum. In this setup, the chances of independent thinking among students go very bleak. In addition, good supplementary materials are not available for the purpose of understanding the concepts in textbooks. Thus students memorize textbooks for the purpose of getting success in the public examinations. One more problem with ESL learning materials in Pakistan is the absence of explicit, principled, and well thought out criteria of evaluation for the

evaluators of textbooks and learning materials. Tomlinson (2003) says "it is extremely useful to develop a set of formal criteria for use on particular evaluation and then to use that set as a basis for developing subsequent content-specific sets (p.27)." Still another deficit in the above referred policy of materials is that fundamental characteristics of textbook and other learning materials have not been specified. Besides, principles of materials development have not been laid down. Raising a serious objection to this position, Khalid (2007) suggests that the state should make arrangement to prepare, print and publish textbooks in scientific manner. There should also be arrangement of proper evaluation of the materials and then to review them after every five years.

Findings related to part two indicate what demands generally are there in the field of ESL learning materials. One important finding is that the learning materials should not only be form focused. If this is the case, the students will not learn thinking s and knowledge making skills. Communication without substance will be of no consequence. The effective communication can be ensured if all the aspects are presented in the materials in an integrated manner. Another important finding is that learning materials should ensure active participation of students in the process of learning. The participation of students will come about when they develop concepts through reflection and application and doing all this they retrieve lexical and syntactic resources for the expression of their recently acquired concepts. Still another aspect of learning materials development is the use and recognition of language resources in specific context. The local culture as well as the source or target culture has important role in the development and use of ESL learning materials. The materials writers should pay attention to the identification of cultural elements as well as biases related to the target culture. Further, they should incorporate local culture in the learning materials. Realizing this need Khalid (2007) says that the task of developing textbooks and other learning materials should be done according to "Pakistan's cultural ethos and desired goal of national progress and development." Now the question is why learning materials commonly found in the world are devoid of these features. This is so because the materials writers need be equipped with the skills required to develop the learning materials. For the provision of the required guidance, following frameworks has been made.

A Framework for developing effective English learning materials

1. ESL learning materials as a whole	2. Turning input into intake
Social, cultural, structural, discursive elements and critical thinking application work in an integrative manner.	Organizing ingredients in such a way that students can comprehend new concepts through linking them with ones they have already learnt.
3. Ensuring Active Learning	4. Attending to context
During the process of learning students should seek help of reflection and application and retrieve linguistic elements for the representation of the newly learnt concepts.	Recognizing the value of language forms, utterances and expressions in specific contexts
5. Ensuring Affect and Intrinsic Motivation	6. Attending to local and source culture
Ensuring affect and intrinsic motivation of students through addressing the needs, values and practical goals of the students and providing real information	Norms, elements, local stories and folktale should be part of materials while stereotypical representation and biases of the sources culture should be marked in the selected learning materials.

4. Conclusion

This study aimed at developing a framework that could provide the ESL material writers guidance for designing, developing and selecting such learning materials that could help teachers to impart the required ESL learning skills. For the achievement of the aim, first needs of the learners were assessed through an achievement test that showed that the current learning level of students was very low and then an understanding regarding the development of effective learning materials was acquired through examining the findings and views of the researchers and experts. The information collected thus let the researcher know that the ESL learning materials being used in the most part of the world are lacking a lot. They are neither comprehensive, integrated, coherent, motivating, context specific, and culture oriented and nor effect active learning. Having noticed these lacks, a framework for ESL learning materials was developed. If this framework is availed, the development and selection of effective ESL learning materials may be quite possible.

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Appendix A: The targets of Education Policy and National Curriculum of Pakistan

a. Learning outcomes and critical thinking skills (Education Policy 2009, section 6.2)

b. Understanding and use of language in academic and social contexts. (Section 1: Statement of Philosophy, Page 1 National Curriculum for English Language Grades I-XII, 2006).

c. Textbook is the main learning material (section 6.2.1, p.18).

d. Input will be in the form of presentation and explanation of micro-skills. Later reinforced through practice activities (Section 1: Statement of Philosophy Page 2 National Curriculum for English Language Grades I-XII, 2006