The Communicative Language Teaching Principles of an English Textbook: A Prototype.

Marlyn Villamor Rivera*

*West Visayas State University-Himamaylan City Campus, Himamaylan City, Negros Occidental, Email: marlyn.villamor@wvsu.edu.ph

ARTICLE INFO	ABSTRACT
	The study aimed to assess whether the "English Expressways IV" textbook, used in public fourth-year high schools in Negros Occidental, adheres to the Communicative Language Teaching (CLT) Principles in terms of language skills, grammar lessons, graphic aids, and selection materials. A custom rubric was created to evaluate the textbook's content and a qualitative research design was used. The findings showed that the grammar lessons and resource choices aligned with the CLT Principles except in some sections. The integrative exercises were primarily used for comprehension checks, and the graphic aids were not visually appealing, limiting students' interpretation and negotiation of meanings. **Index Terms:** Communicative language teaching principles, English expressways IV, English language

1. INTRODUCTION

English language instruction relies heavily on textbooks and instructional materials, essential components in many classrooms and programs. According to Hutchinson and Torres (1994), textbooks are a universal teaching element, with millions of copies sold annually and numerous aid projects established to produce them in various countries. A teaching-learning situation is complete without a relevant textbook.

Tomlinson (2011) defines materials as tools for language learning. Merriam-Webster (2022) defines a 'textbook' as a book for studying a subject containing principles or relevant literary works and is the most common term in teaching-learning situations.

Sheldon (1987), Garrett (2008), and Alharbi (2017) argued that textbooks are essential in ELT programs, providing benefits for students and teachers. Teachers often use textbooks to provide content and activities that shape classroom learning, offering a cost-effective alternative to traditional methods. Textbooks also serve as an eclectic approach, incorporating task-based, content-based, and collaborative learning methods that engage learners in problem-solving and group work.

Despite efforts by text designers, editors, and publishing houses, grammar-oriented activities and mechanical practices persist in the Philippines' education system. The increasing number of textbooks makes it challenging to choose the right one, impacting teaching and learning. Most textbooks are developed for commercial purposes rather than based on language acquisition and development principles. The Department of Education estimates 34.7 million textbook deficiencies for 23.43 million students, with 86% in the public school system. Antonio Calipjo Go, a professor and the Marian School's supervisor in Quezon City, advocates against incorrect textbook English.

2. LITERATURE REVIEW

2.1. Historical Background of CLT
Communicative Language Teaching (CLT) is a classroom learning approach focusing on developing communicative competence, a concept introduced in the 1970s. It involves expressing, interpreting, and negotiating meaning, considering psycholinguistic and socio-cultural perspectives in second language acquisition research. CLT's development can be traced back to Europe and North America, with the Council of

Europe developing a syllabus based on notional-functional concepts of language use. In the US, "communicative competence" refers to using language in a social context and observing socio-linguistic norms. CLT is a multidisciplinary approach incorporating games, role-playing, and small group activities. Teaching practice has significantly shifted over the past twenty years, particularly in CLT.

2.2. Tailoring Courses to Learners
The interpretative view of knowledge, influenced by humanistic psychology and experiential learning, suggests that learners should not master all grammatical structures or lexical items. It emphasises that language is not an external body of knowledge and reflects different communicative requirements in classroom tasks and learning processes.

2.3. Learner-Centred Education
A learning-centred classroom is a teaching approach that encourages students to make critical pedagogical decisions through collaborative efforts between teachers and learners. This approach has practical implications for the entire curriculum process, as a negotiated curriculum cannot be introduced and managed the same way as one prescribed by the teacher. The approach, first developed in the early 1970s, gained popularity with the works of Ek, Wilkins, Widdowson, and Munby and gained widespread use in classrooms with the publication of course books (Howatt, 1987).

Fillmore and Halliday proposed that sentences have two immediate constituents, Modality and Proposition, with different semantic roles. Halliday's systemic-functional grammar argued that social purposes for adults to use language are reduced to a small set of functional components. Dell Hymes introduced the concept of communicative competence in 1972, emphasising sentence appropriacy concerning context. Chomsky first introduced communicative competence, which combines knowledge and ability for language use based on possibility, feasibility, appropriateness, and accepted usage.

2.4. The Characteristics of CLT
Language teaching views language as a social tool for communication, either orally or in writing. Diversity is acknowledged as part of language development and use in second language learners and users. Learner competence is considered relative, and multiple language varieties are considered viable models for teaching. Culture plays a crucial role in shaping communicative competence in both languages. No methodology or fixed techniques are prescribed; language use serves ideational, interpersonal, and textual functions. Engaging learners using language for various purposes is essential throughout all learning phases.

2.5. The Principles of CLT (Shinta &edjaatmadja, 2014)
2.5.1. Communication-Centred
CLT focuses on communication-centred classroom activities, divided into direct communicative activities (e.g., listening, speaking, reading, writing) and indirect communicative activities (e.g., writing, hotel booking). These activities are graded based on students' language level and are related to communicative tasks rather than directly communicative.

2.5.2. Reflecting Real Communicating Process
CLT focuses on illustrating the process of language use in classroom activities, highlighting common characteristics such as information gaps, free choice, and information feedback. This approach emphasises these universal characteristics in real-life communication, enhancing classroom teaching effectiveness.

2.5.3. Information Gap
In real life, communication occurs to bridge information gaps, causing doubt in listeners' minds. Without a doubt, communication does not occur, and this is rare. CLT advocates for students to practice bridging information gaps and processing information to respond appropriately in real-time.

2.5.4. Free Choice
Free choice refers to the speaker's decision-making in real-life communication, which is crucial for communicative competence. However, language selection is often time-pressured in face-to-face communication, making it difficult for foreign language learners. The unpredictable language between parties makes it difficult for students to develop their communicative competence. Therefore, communicative language teaching (CLT) encourages students to express themselves.

2.5.5. Information Feedback
Communication involves two parties adjusting based on the other party's information with a goal in mind. This strategy is crucial for language communicative competence, as it helps students judge the other's language, tone, and attitude and make corresponding language reactions to achieve their communicative goals. Classroom practice of CLT helps students improve their communication skills.

2.5.6. Avoiding Constant Error-Correcting
CLT is a teaching method that values students' errors, especially grammatical ones, and encourages free choice of language form. It rejects traditional methods focusing on the correctness of language use, recognising mistakes as usual and promoting confident communication. This approach benefits both students and native speakers.

2.5.7. Grammar in CLT
CLT discussions often debate grammar and formal accuracy, with some arguing that it is unnecessary. However, communication requires structure and grammar, and cooperation in meaning negotiation is crucial. Canale, Swain, and Savignon's studies suggest integrating grammar instruction into communicative competence.

2.6. Material Evaluation
Byrd highlights the importance of textbooks in classrooms, providing content and activities. Savignon's checklist of twenty items evaluates communicative materials, considering assumptions about the learner, content, and teacher role based on the theory and practice of communicative language teaching.

2.7. Materials Evaluation Framework (Savignon, 1995, pp. 152-154)
The materials for language learning should be tailored to the learners' age level, considering their background, prior experience with the language, and their capacity for partnership. They should be clear and appropriate and avoid unnecessary metalanguage. The materials should focus on conveying meanings and creatively using language, allowing learners to relate to their interests and experiences. The materials should go beyond a "four skills" approach to L2 acquisition, focusing on communicative abilities such as interpretation, expression, and negotiation of meaning. They should not present the L2 as a neutral means of communication but rather as an awareness that acquiring a second language offers a new perspective on interpersonal relations. Learners should be encouraged to use the L2 in daily class activities, using language samples outside the textbook and classroom. Classroom arrangements should be suggested, and provisions for evaluating learner progress should be made. Testing guidelines should be consistent with the program's objectives, and materials should be attractive and engaging. Language samples should be realistic, context sufficient to convey meaning, and a clear distinction between written and oral discourse should exist. The teacher's role should be assigned, and special skills should be required. Supplementary materials, such as student workbooks, teacher's guides, and visual aids, should be available to enhance the significant themes or content of the textbook.

Using qualitative research and CLT principles, Yu-ping's study on Taiwan's English textbooks found a significant discrepancy between the series' claims and actual presentation. Rahimpour's study evaluated three English textbooks in Iran's high schools, assessing their alignment with CLT Principles. Razmjoo's study found that high school textbooks did not promote CLT implementation, while private institute textbooks significantly represented CLT principles. Analysing public high school English textbooks based on Communicative Language Teaching Principles is considered.

3. THEORETICAL BACKGROUND

The study is anchored on the Monitor Model by Stephen Krashen in Shutz (2019), the Interaction Hypothesis by Evelyn Hatch, Michael Long, Teresa Pica, and Susan Grass in Tran-Hoang-Thu (2009), the Noticing Hypothesis by Richard Schmidt, and the Functional Account of Language Use by M.A.K. Halliday in Bergsleithner et al (Eds.) (2013), which have been very influential in communicative approach to language teaching.

3.1. Monitor Model
Krashen's model of second language acquisition, introduced in the 1970s, suggests that it involves conscious attention to language form and rule learning, similar to how children learn their first language. The model includes five hypotheses: acquisition-learning, monitor, natural order, input, and affective filter, with the latter being a metaphorical barrier that hinders successful language acquisition.

3.2. The Interaction Hypothesis
Researchers like Hatch (1978), Long (1983), Pica (1994), and Grass (1997) have argued that conversational interaction is crucial for second language acquisition. The study explores how speakers modify their speech and interaction patterns to aid learners in understanding information. It focuses on comprehensible input and modified interaction mechanisms such as elaboration, slower speech rate, gestures, and additional cues.

Schimdt's 'noticing hypothesis' suggests that language acquisition occurs when language features are noticed through class or personal experiences. This theory is particularly relevant to second language learners, who can

only acquire language features when they become aware of them in the input. Researchers use techniques like videotaped interactions and crossword puzzles to explore their thinking and anticipation.

Halliday's functional account of language use supports Communicative Language Teaching (CLT) by identifying seven essential functions for children learning their first language: instrumental, regulatory, interactional, personal, heuristic, imaginative, and representational. These functions control behaviour, create interaction, express personal feelings, learn, create imagination, and communicate information.

4. STATEMENT OF THE PROBLEM

The study aimed to assess whether the English Expressways textbook, used in public fourth-year high schools in Negros Occidental, adheres to Communicative Language Teaching principles for communicative competence development.

Specifically, this study aimed to explore the use of Communicative Language Teaching Principles in language skills, grammar lessons, graphic aids, and selection materials, as well as their extent of use and the development of a prototype CLT English textbook as an offshoot of the study.

5. METHODOLOGY

5.1. Research Design
The researcher employed a qualitative research design using material content analysis to determine if the CLT principles are reflected in public fourth-year high school English textbook used in the Province of Negros Occidental. The "English Expressways IV" textbook was evaluated using a rubric from Savignon's checklist, validated by experts. The rubrics assessed the presence of Communicative Language Teaching Principles in the textbook, including language skills, grammar lessons, graphic aids, and selection materials, and the extent of their use in public fourth-year high schools. The evaluation aimed to assess the effectiveness of these principles in teaching English in public schools.

5.2. Sources of Data
The textbook selected for evaluation is the English Textbook used in public fourth-year high schools in the Province of Negros Occidental. The book's title is "English Expressways", authored by Bermudez, Cruz, Nerry, and San Juan. This textbook was published in 2007 by SD Publications as part of the National Program Support for Basic Education (NPSBE) and the Secondary Education Development and Improvement Project (SEDIP) of the Department of Education under an agreement between the Republic of the Philippines and the International Bank for Reconstruction and Development (IBRD) and Asian Development Bank (ADB), respectively.

5.3. Units of Analysis
The components of English Expressways IV are the preface, table of contents, copyright, title/author page, and four main sections, each with five lessons. Study tools such as pre-reading exercises, reading comprehension exercises, communication exercises, and literary exercises are included in each lesson. A reading assignment concludes each lesson.

English Expressways IV is a set of teaching resources designed to meet the academic needs of fourth-year high school students and prepare them for 21st-century education challenges. It focuses on the 2002 Basic Education Curriculum for the Secondary Level. It aims to develop well-rounded individuals through literary genres, vocabulary development, and awareness of values like family solidarity, brotherhood, friendship, gratitude, global bond, and national pride. The resource also offers opportunities to develop communicative competence through language structure internalisation and practice in listening, speaking, and writing.

5.4. Research Guidelines
The public fourth-year high school English textbook used in the Province of Negros Occidental was analysed carefully with the framework of CLT principles in terms of its language skills, grammar lessons, graphic aids, and selection materials. The criteria were based on Savignon's framework on materials evaluation based on the theory and practice of communicative language teaching. The criteria were as follows:
- *What opportunities exist for learners to relate to their interests and experiences?*
- *Do the materials go beyond a "four skills" approach to L2 acquisition—listening, speaking, reading, and writing—to reflect an understanding of the communicative abilities—interpretation, expression, and negotiation of meaning—that underlie all language use?*
- *Are the materials attractive? Are there photographs, drawings, charts, colours, and others inviting learners to browse, ask questions, and start a conversation?*
- *How realistic are the language samples? Is the context sufficient to convey meaning?*

- *Are the grammatical structures of the material compiled in a random order?*

5.5. Research Procedure
The study analysed the English textbook used in public fourth-year high schools in Negros Occidental, focusing on language skills, grammar lessons, graphic aids, and selection materials. The research variables were identified and the study materials were read. The "English Expressways IV" textbook was analysed using researcher-made rubrics. The data provided the basis for analysis, interpretation, and conclusion. A prototype English textbook was developed for fourth-year high school students as an offshoot of the study.

6. RESULT AND DISCUSSIONS

6.1. The Presence of Communicative Language Teaching Principles in the English Textbook Used in Public Fourth-Year High Schools
The English Expressways IV textbook, a public fourth-year high school English textbook, focuses on developing learners' communication skills by integrating reading, writing, listening, and speaking skills in one activity. However, some areas, such as attractive graphic aids and opportunities for learners to express, interpret, and negotiate meaning in the target language, do not align with the Communicative Language Teaching Principles. Grammar lessons emphasise meaning and are developed from authentic situations. The book includes functional language samples with pictures, tables, diagrams, figures, charts, outlines, note cards, illustrations, photos, and graphs.

5.2. The Extent of Use of Communicative Language Teaching Principles in the English Textbook Used in Public Fourth-Year High Schools
5.2.1. Language Skills
Unit 1 of the English Expressways IV textbook focuses on two exercises to enhance individual language skills and combine the four skills into a single task. The textbook reflects Communicative Language Teaching Principles in grammar lessons and selection materials. However, some areas, such as graphic aids and opportunities for learners to express, interpret, and negotiate meaning, do not align with these principles. Unit 2 exercises develop learners' four language skills in one activity, with approximately twenty-five activities for integrating the four skills and twenty-four for separate language skills. Unit 3 exercises improve learners' four language skills in one activity, requiring reading, writing/speaking skills.

5.2.2. Reading skill
Engage with a wealth of information through reading. Therefore, to hone the ability to obtain pertinent and reliable information from the sources that are read. Get more from reading than just the facts encountered. Sometimes, read about what is needed from other sources to assess the reliability of such information.

Unit 4 focuses on integrating learners' four language skills, with approximately twenty-three activities relating to this integration and twenty-two activities focusing on separate language skills. The exercises on page 319 require learners to use reading and speaking/writing skills to complete tasks. The unit also provides three activities for learners to practice expressing, interpreting, and negotiating meaning with the target language, with an example provided.

The textbook contains ninety-four exercises integrating four language skills, while seventy-nine activities focus on individual skill development. Most exercises serve as comprehension checks, while sixteen focus on expression, interpretation, and negotiation of meanings in the target language.

Dell Hymes defines communicative competence as the ability of a language speaker to convey and interpret messages and negotiate meaning in specific contexts (Lillis, 2006). This function-based competence allows learners to acquire language for various social uses such as negotiation, interpretation, and exchanging ideas. Authors like Canale and Swain, Savignon, and Bachman have discussed and redefined the concept. Canale and Swain identified four categories of communicative competence: grammatical competence, discourse competence, socio-linguistic competence, and strategic competence. Grammatical competence involves understanding the appropriate use of language forms, while discourse competence involves connecting sentences in meaningful discourse. Socio-linguistic competence involves understanding the socio-cultural rules of language and the discourse in which language is used. Strategic competence refers to the verbal and nonverbal communication strategies speakers use to compensate for insufficient levels of competence. Strategic verbal competence includes paraphrasing, repeating, and guessing, while strategic nonverbal competence includes gestures, mimicking, and body positions. These strategies are valid when learners aim to negotiate meaning (Bagarić & Djigunović, 2007).

Richards and Rogers emphasise the functions of language as meaning conveyance, interaction, and communicative uses. They propose principles for language learning that support various classroom procedures. These principles include learning a language through communication, aiming for authentic and meaningful

communication, focusing on fluency, integrating language skills, and learning as a creative process involving trial and error (171-173).

5.2.3. Grammar Lessons

In Unit 1, the emphasis is placed on the meaning conveyed and its surface form. There are texts in the activities developed from realistic situations, but there are also which are not. Out of the eighteen activities in grammar, nine of them focus on meaning, and thirteen of them are authentic.   In Unit 2, both meaning-based and structure-based texts in grammar are found. Also, the contents are developed from authentic materials and based on grammatical structures. Of the fifteen grammar exercises, ten of these focus on meaning. Moreover, nine activities are authentic.

The grammar lessons in this text are structured around functions rather than chronological order. Lessons 6 and 10 cover various grammatical units, such as using clauses to express gratitude, coordinating and correlative conjunctions, transition signals, connectives, adverbs, conjunctive adverbs, and parallelism. There needs to be a clear direction for the progression of grammatical units from simple to complex. Unit 3 includes thirteen practical, functional, and meaning-based grammar activities, with lessons 11 focusing on phrases and clauses in expression, while lessons 13-14 and 15 focus on passive voice, if only, and I wish in sentences, and conjunctions and connectives of cause and effect. Unit 4 focuses on meaning, with twelve exercises being meaning-based and ten from authentic materials. The textbook contains sixty-four exercises, forty-four focusing on meaning and forty-five from authentic language samples.

Richards and Rogers emphasise the importance of instructional materials in communicative language teaching (CLT). They propose three types of materials: text-based materials, task-based materials, and realia. Text-based materials involve grading and sequencing language practice, while task-based materials include pair talks, games, role plays, and simulations. These materials are presented in various forms, like activity cards, information gaps, booklets, or cue cards. Realia materials, like signs, magazines, and advertisements, use authentic, from-life texts to develop students' communicative competence. The authenticity of these materials can vary in definition and form, but they should be selected from real life to develop students' communicative competence effectively.

The layout in Unit 1 is not appealing, although there are plenty of graphic aids. These five lessons have a total of thirty-five aids, which include seventeen pictures, one table, five diagrams, one figure, four charts, three outlines, three note cards, and one illustration. Nevertheless, none of these are printed in colour, which makes the material dull and uninteresting.

Students with support groups experience less anxiety compared to those without support groups. The graphic aid in the text could be more transparent and more appealing, and the dialogues could be more explicit and engaging. The illustration on page 6 needs to be bigger and more attractive, making it easier for the reader to understand the text. The diagram on page 19 needs to be more sophisticated and uninviting, making it difficult for the reader to engage with the text. The effectiveness of graphic aids depends on their presentation, and students without support groups are more anxious. The graphic aids should be more appealing and straightforward to help students gain new information.

Unit 2 has much fewer graphic aids than Unit 1, having twenty-four, including thirteen pictures, one table, six diagrams, two charts, one illustration, and one photo, but without colour. Thus, the layout could be more inviting.

The text discusses using pictures on pages 88 and 89 to illustrate the unit's theme, but students may need to pay attention to the dull images. The picture on page 91 depicts the destruction of relationships due to conflicts of race, sex, gender, and self-interest. The graphic aid could have been more effective in motivating learners to engage in conversation. The pictures accompanying the poem "Africa" on pages 114 and 115 may be appreciated more by learners if they are attractive.

Unit 3 contains the most graphic aids, including 18 pictures, 13 tables, one graph, five diagrams, two illustrations, one map, three note cards, and one book card. These aids highlight the importance of the environment through colourful illustrations, helping learners appreciate nature. However, the pictures on pages 238, 237, 226, 222, 221, and 183 are lifeless. The pie graph on page 166 uses colours to emphasise understanding and addressing the World's Carbon Dioxide Emissions from fossil fuel use, emphasising the importance of understanding and addressing these issues.

Unit 3 has the most graphic aids, followed by the last with 22. It explores science and technology's impact on quality of life and living standards. The text aims to provide a comprehensive understanding of science and technology. On page 277, a computer screen photo is provided to aid students in accessing information, especially from remote areas. On page 319, a picture identifies a robot, but its vagueness and dullness may lead to different interpretations.

The instructional material includes 125 graphic aids, including pictures, tables, diagrams, charts, illustrations, and more, but none are coloured. Savignon's evaluation suggests the textbook should be visually appealing with photographs, drawings, charts, colours, and other graphic aids to encourage exploration and conversation. By representing information spatially and with images, students can focus on meaning, reorganise and group similar ideas quickly, and make better use of their visual memory. Visual learning improves student performance in the following areas:

Critical Thinking. Graphic organisers link verbal and visual information to help students make connections, understand relationships and recall related details such as comprehension, retention,

Retention. According to research, students better remember information when it is represented and learned visually and verbally.

Comprehension. Students better comprehend new ideas when they are connected to prior knowledge.

Organisation. Students can use diagrams to display large amounts of information in ways that are easy to understand and help reveal relationships and patterns.

Visualising data. When working with data, students build data literacy by collecting and exploring information in a dynamic inquiry process, using tables and plots to investigate, manipulate and analyse data visually. As students explore how data moves through various plot types, such as Venn, stack, pie and axis, they formulate questions and discover meaning from the visual representation.

5.2.4. Selection Materials
Unit 1 provides ten reading and literary selections. The reading selections include How Barangay Came to Be, Siesta, Two in One, The Filipino Way, and Eleanor Roosevelt, First Lady of the World.

The literary selections are Truce in the Forest (Short Story), The Big Wave (Novel), The Diamond Necklace (Short Story), The Ambitious Guest (Short Story), and The Flight of Icarus (Myth).

Among the ten, the learners find the eight selections to be interesting. Moreover, all the selections are realistic. There is only one selection: the students need help relating to their interests and experiences.

Unit 2 has a total of thirteen reading and literary selections. Out of the thirteen, only one selection that the students find uninteresting. Like in Unit 1, the selections are developed from realistic language samples. Moreover, from the thirteen selections, there is only one selection that the learners need help to relate to their interests and experiences.

The unit includes the following reading selections:
Each Man is an Island, Inaugural Address, The Wolf of Gubbio, Friendship, and The Thick and Thin of It. Three Passions I Have Lived For, Africa The Joys of Human Life, A Poem, An Essay, A Short Story, A Play, and I Have a Dream.

Just like in the first section, Unit 3 has ten reading and literary selections, namely:

The Greenhouse Effect and the Women of Guatemala, changing Weather, how to Keep Air Clean, Our Dying Seas, the Scope of Ecology, Brazil (Poem), Riders to the Sea (Play), To a Waterfowl (Poem), I Wandered Lonely as a Cloud (Poem), and How the World Was Made (Myth)

However, unlike in Unit 1, there are selections that the learners find uninteresting. All the selections in this unit are engaging and authentic, and the learners can relate to their interests and experiences.

Unit 4 also has ten reading and literary selections. These include:

Light and Color, Computer Memory, 30 Signs that Technology Has Taken Over Your Life, Essay of Reflection, Meeting the Challenges of the 21st Century-a Scientist's View, Hundred Questions (Epic), Troll's Machine (Short Story), The Tool (Essay), Digging (Poem), and Humans Are Different (Essay).

The textbook provides a variety of realistic selection materials, with nine relatable options and forty-two relating to personal interests and experiences. It is engaging and authentic, emphasising the importance of connecting materials to learners' experiences. Based on CLT Principles, the evaluation emphasises the reader's role in literary communication, transforming words into vivid narratives when engaged with their own words.

Literature often assumes communication is a one-way process. However, the reader and text are more like a pianist and a musical score, playing on their own past experiences, concerns, anxieties, and aspirations. The quality of a literary experience is not solely determined by the text, author, or content but also by the reader's past experiences and interests. With a strong connection with the reader's anxieties and hopes, the text can effectively evoke their experiences and emotions.

7. SUMMARY OF FINDINGS

The study aimed to assess the application of Communicative Language Teaching principles in the English textbook "English Expressways" used in public fourth-year high schools in Negros Occidental. The research focused on the presence of these principles in language skills, grammar lessons, graphic aids, and selection materials, as well as their extent of use. A prototype CLT English textbook was developed as an offshoot of the research.

The following are the findings of the study:
1. The public fourth-year high school English Textbook, English Expressways IV, regarding its grammar lessons and selection materials, reflects the Communicative Language Teaching Principles. However, there are some areas in language skills and graphic aids which are not in line with the CLT Principles.
2. The textbook has more integrative than separate practices of four language skills. However, most integrative exercises function more as a comprehension check, giving the students less opportunity to interpret, express, or negotiate meanings with the target language.
3. More grammatical structures are developed from realistic language samples and not compiled in sequenced organisation. They are introduced in the textbook based on functions, which characterise the meaning-focused material. However, there are also activities in grammar which are form-focused.
4. The appearance of the textbook could be more attractive. There are plenty of pictures, tables, diagrams, figures, charts, outlines, note cards, illustrations and photos, but none of the graphic aids is coloured. Only the cover of the material is vibrant.
5. Almost all selection materials are exciting and realistic; students can relate to their interests and experiences.

8. CONCLUSION

Based on the study's findings, it is concluded that the textbook, "English Expressways IV", cannot be relied on entirely to develop communicative competence. Although the textbook follows the CLT principles regarding grammar lessons and selection materials, it provides less opportunity for the learners to interpret, express, or negotiate meanings with the target language. Also, the graphic aids are not quite attractive.

9. RECOMMENDATIONS

Based on the findings of the study, the researcher recommends:
1. The textbook, English Expressways IV, may be revised with attractive graphic aids and more communicative activities for the learners to use the target language to express, interpret, and negotiate meaning.
2. A local school board, composed of the school heads and teachers, may be organised to evaluate the textbooks before the students use these materials. This local school board can suggest that the teachers employ different strategies to compensate for the weak points of the textbooks and can recommend additional reference books.
3. The English textbooks used in high schools may be revised from time to time to ensure that they are in line with the current communicative trends in language teaching and are free from errors.
4. Future studies include more textbooks to enhance learners' communicative competence since the present study only analysed a single material used in public fourth-year high schools.

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