A Content Analysis of English Textbook of Punjab Textbook Board of Grade 8 in Pakistan

Sana Baig1, Fareeha Javed1, Aishah Siddiquah1, and Afifa Khanam1

Abstract
The present study analyzes the English textbook of Grade 8 published by Punjab Textbook Board in Pakistan in the light of student learning outcomes (SLOs) of four competencies: reading and thinking skills, writing skills, oral communication skills, and formal and lexical aspects of language of the latest English curriculum in Pakistan. Competency (C), standards (S), benchmarks (B), and SLOs are the parameters given in the National Curriculum. A semi-structured checklist was developed by the researchers, validated by three experts from the relevant field, and improved in the light of experts’ opinion and pilot study findings. To evaluate the textbook competencies and their SLOs, the evidence was sought from the textbook, and remarks were given in the last column (remarks/analysis) of the checklist. The results revealed that the textbook understudy focuses on reading comprehension only. There is thus a dire need to incorporate thinking skills, writing skills, oral/aural communication skills, and formal and lexical aspects of language in the textbook.

Keywords
English curriculum, textbook evaluation/content analysis, student learning outcomes, reading and thinking skills, writing skills, oral/aural communication skills, formal and lexical aspects of language, Pakistan

Introduction
English is declared as the medium of instruction in Pakistan from Grades 1 to 12, according to National Education Policy (Government of Pakistan, 2009), and taught as a compulsory subject from Grades 1 to 14. To improve the quality of pedagogy and learning, several measures have been taken in curriculum development to produce learners who are capable to combat with the persisting challenges as stated in the National Education Policy (Government of Pakistan, 2009), National Curriculum (Government of Pakistan, 2006), Sustainable Development Goals’ (SDGs) Vision 2025 (Toole, 2011), and Minimum Standards for Quality Education (Suleman & Hussain, 2014). The National Curriculum for English for Grades 1 to 12 was launched in 2006 (Government of Pakistan, 2006). The aim of the curriculum document was to develop and provide a comprehensive stepwise guide for teaching and learning English language, and equipping students with competencies and skills for academic and social communication/setting/context to enable them to become active citizens, and autonomous and lifelong learners, and be able to represent Pakistan globally (Government of Pakistan, 2006).

The focus of national standards was geared toward making students active citizens and lifelong learners, capable of acquiring knowledge, skills, and attitudes to entail the growth of their personal, social, and emotional skills. National standards aim to enable the students to apply and incorporate learning outcomes (to apply, analyze, and synthesize; to think critically; and to evaluate whatever they learn and acquire) inside as well as outside their classrooms. Rehman (2014) states that national standards describe the knowledge, skills, and attitudes that students are required to acquire and know and make them adapt to those particular key learning areas.

There has been an ongoing debate over textbooks in Pakistan (Mahmood, 2006). Compilers and publishers of the textbooks in Pakistan assert that the textbooks are focused and aligned with English National Curriculum objectives as well as with the educational requirements for which they have been approved. However, the research from third International Science and Mathematics Study revealed that a large number of textbooks contain lack of focus and coherence (Schmidt et al., 1997).

1Lahore College for Women University, Pakistan

Corresponding Author:
Aishah Siddiquah, Lahore College for Women University, Lahore, Pakistan.
Email: aishahsid@gmail.com
Literature Review

A host of research has been conducted on textbook evaluation across the globe as well as in Pakistan. A study on similar subject matter was conducted by Panezai and Channa (2017) in the context of Baluchistan Province of Pakistan. It was a teachers’ led evaluation regarding teachers’ perceptions about the textbooks and the problems they face while teaching. The results revealed that teachers found problems pertaining to vocabulary development, grammar, lack of teachers’ training to teach the textbooks, dearth of teaching resources, and meager familial support for students at home which halted the efficacious learning and teaching.

Rahmawati (2018) conducted an analysis of primary English Textbook for ESL (English as a Second Language) learners. He also aimed to explore the most suitable English textbook for the learners to learn and practice English language. To conduct an analysis, he prepared and presented a framework based on five criteria for selecting a suitable textbook which are aim and objectives of the textbook, facilitation of teaching learning process through a textbook, activity/exercises given in the textbook for students’ practice and exercise, and vocabulary development opportunities for students to develop their lexis. The results of the study also revealed that almost all the research objectives are fulfilled in the lessons, and thus met the criteria of a good English textbook except facilitating teaching learning process and teacher instructions, which were not given explicitly. However, there were certain loopholes in the exercises of the lessons as they do not offer and engage pair/group work activities and were suggested to be improved. Similarly, there were certain gaps found in the student vocabulary development of the textbook and it was also suggested to add supplementary material for students’ practice.

Weninger (2018) carried out an analysis on English textbook to examine textbooks as curricular-cultural artifacts. Such textbooks help to communicate important cultural and contextual aspects, content, and designs meaningfully. She also examined how the textual and visual material in textbooks represents people, places, and languages as well as how it positions and shapes learners’ understanding. In contrary, the textbook understudy is entirely colorless with black visuals, which cannot attract students. However, the names and places given in the textbook are context-based which help learners to create meaningful association of the content with their environment.

Alharbi (2015) evaluated the English textbooks prescribed in high schools in the Kingdom of Saudi Arabia. While conducting analysis, he adapted checklists of Keban (2012) to gauge students’ satisfaction level and the checklist of Williams (1983) for the overall strengths and weaknesses. The findings revealed that the syllabus focused only on developing the writing skills and did not demonstrate different techniques for handling compositions.

Baig et al. (2020) conducted a research on the same textbook understudy. The framework of the research was the reading and thinking skills competency of the Pakistani English Curriculum (Government of Pakistan, 2006). The study primarily focused on the first Competency of the English Curriculum 2006 and its standards, benchmarks, and student learning outcomes (SLOs). It was a mixed-methods study involving both content analysis and survey questionnaire obtaining opinion of students regarding the competency. The results of the study revealed that the textbook partly meets the requirements related to the selected competency. Therefore, it was recommended by the researchers to update the English textbook of Grade 8 in congruence with the SLOs of the selected competency suggested by the English curriculum.

Ashraf (2016) conducted a research on English textbooks prescribed by the University of the Punjab, Pakistan, and identified learners’ problems and language proficiency needs for learners. It was found that the BA English syllabus is achieving the expected learning outcome to some extent in terms of language skills and attitude. Students believed that syllabus focuses more on grammar and less on English paper A (that comprises prose or literary competence); hence, it is a product-based syllabus. A number of language areas are needed to be improved. A process-based syllabus based on realistic goals to achieve the set learning aims and objectives was recommended to fulfill the current requirements.

Another textbook evaluation was conducted by Haris (2015) to investigate the effectiveness of Allama Iqbal Open University’s Intermediate English compulsory syllabus. The results showed a fulfillment of the basic English language skills like reading, writing, listening, grammar, and communication skills of students. The local culture and context, and socio-cultural background was also reflected in the textbooks. However, the speaking skills were found not being executed due to its being a distance learning program. Creative thinking skills were incorporated only at lower order of Bloom’s taxonomy, that is, memorization, comprehension, and application, which should be applied in higher order level too.

Aftab (2011) conducted a study for the exploration of English language textbook scenario in Pakistan. She conducted a multidimensional study and critically examined all documents which pertain to English textbook and took surveys from sanctioning and publishing officials, stakeholders, teachers, and students. Her research unfolded numerous loopholes and gaps in the overall educational arena of Pakistani education system, which are presumed to be cause of inadequate standard of English prevailing in Pakistan. She also found curriculum and textbook policies inadequate. At the same time, teachers and administrators appeared to be totally unfamiliar with understanding of language learning aims and objectives, teaching methodologies and techniques, curriculum and syllabus design, and material development. To sum up, the English textbooks were found
overwhelmingly reliant on controlled activities. Therefore, it was recommended to improve curriculum development process, plan, and arrange teachers’ and textbook writers’ trainings so that the prescribed course books can in the long run aid in facilitating learning and teaching of English in Pakistan (Aftab, 2011).

According to Asghar (2013), the first four skills or competencies of the National Curriculum (reading and thinking skills, writing skills, oral communication skills, and formal and lexical aspects of language) are more technical, and hence can be easier to be dealt with. He asserted that the effectiveness of the textbooks can be evident from students’ proficiency level and command on language.

Nanda et al. (2019) analyzed Grade 12 English textbooks being taught in Indonesian senior high schools published by the Ministry of Education and Culture, Kemdikbud, Indonesia, in 2014. The study investigated and compared the proportion of language skills with Indonesian curriculum. The textbook understudy comprised 16 chapters and was analyzed in the light of checklist based on their set curriculum 2013, and the parameters were provided by Ur (1996). The results revealed that the English Textbook understudy was found to be a practical and effective textbook; 22 out of 27 learning objectives proposed by the curriculum 2013 were found covered and incorporated in the English textbook. Writing skills were found in the highest proportion, that is, 38%. Reading skills were found 30% incorporated, and least in the proportion were the speaking skills that were found 21% incorporated, and listening skills that were also 21% incorporated. It was, therefore, concluded that the textbook fulfills and qualifies standards established by the government to enable learners to use English language for social and academic purposes.

Objective of the Research

English textbooks are used as the only aid, resource material for the purpose of teaching and learning in the context of Pakistan. English Curriculum (Government of Pakistan, 2006) was developed in 2006, but even after 14 years, the textbook developers are unable to provide content which may fulfill learners’ language needs. The holistic goals of the English Curriculum 2006 were to make learners autonomous/independent, and make them lifelong learners so that they may present themselves globally. And then it was further classified into competencies, standards, benchmarks, and SLOs. However, while looking at the textbook, these objectives were found unachieved. The present research can contribute in the field of textbook analysis and can provide comprehensive research findings and recommendations to the textbook writers to update and improve the textbooks.

The aim of this research was to analyze the four competencies (reading and thinking skills, writing skills, oral communication skills, and formal and lexical aspects of language) and their SLOs, and to identify how far the English textbook of Grade 8 is catering to the SLOs of four competencies of English language mentioned in the latest National English Curriculum 2006.

Method

The paradigm of this study falls under interpretivism because it interprets and deciphers all aspects of the selected textbook. A semi-structured checklist was developed in the backdrop of SLOs of latest English Curriculum 2006, which was revised in the light of validation from three experts of the relevant field and pilot testing. In the interpretive paradigm, the researchers opted document analysis for identifying themes related to research questions. In document analysis, the data are examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge. It is an efficient method due to being available, cost-effective, unobtrusive, stable, and exact, and provides broader coverage (Bowen, 2009; Corbin & Strauss, 2008; Wood et al., 2020). Therefore, thematic analysis was conducted in which the data were coded for concepts, phrases, and specific words (Neuendorf, 2017) leading to four language competencies: reading and thinking skills, writing skills, oral communication skills, and formal and lexical aspects of language provided against the given SLOs, and the emergent themes were interpreted with relevance to the objective of the study (O’Leary, 2014). The entire textbook was evaluated in the light of the checklist, and results were presented in separate columns against each competency relevant to particular SLOs and finally the evaluative marks were mentioned and discussed.

Findings and Discussion

A textbook or a course book is never developed in a vacuum. Before compiling any textbook, it is the foremost duty of the compilers, authors, and editors to develop such a material which may fulfill the aims of the curriculum document and meet the needs of the learners. The curriculum for English 2006 aspires the students to become active citizens, and autonomous and lifelong learners; acquire knowledge and skills; and to think critically.

Reading and Thinking Skills

The first competency “reading and thinking skills” aims learners to discover and understand a variety of texts, which entail reading and thinking strategies for understanding, fluency, and extensive reading (Government of Pakistan, 2006, p. 13). Another aim of this competency is to make learners read and analyze literary texts for seeking information and ideas, which will help them develop meaningful associations. Extending conceptual understanding can be seen in all chapters of the textbook understudy such as warm-up/brainstorming questions. Pre-reading strategies are found in the beginning of all
chapters. At the same time, analysis of the paragraphs to identify topic and supporting details are found in the learning outcome and activity of third chapter which is a poem “On the Ocean” and in the fourth chapter “An Exhibition.” Skimming is seen in Chapter 1 “The Rasool (SA),” Chapter 3 “On the Ocean,” and Chapter 13 “The Telephone.” But inference, using pronouns, anaphoric/cataphoric, arrangement of paragraphs, and chronological order, identifying text from specific to general and less general and most important to least important, are not found in the textbook thoroughly.

Competency requires the students to apply critical thinking (Government of Pakistan, 2006) to interact with the text, but mostly intensive reading was found (p. 70). Critical thinking application can be seen, wherein comprehension questions are asked. Directions are given to the teachers to conduct pre-reading activity to create students’ interest in the text and assess their previous knowledge on the topic (Instructions for the Teacher: Chapter 5, p. 27). While-reading questions/activities are given in all the 14 chapters; instructions for teacher are given in Chapters 5, 7, 8, 9, 12, and 14 to engage the students in while-reading activity. While-reading activity given in the box may be exploited for better understanding of the text in the class. Further questions may also be generated for the said purpose (Instructions for the Teacher: Chapter 7, p. 41).

To improve reading skills, it is equally important to inculcate and enhance learning ownership, autonomous learning, and critical thinking skills (Asghar & Al-Bargi, 2014). Asghar (2014) reviewed the reading goals of National Curriculum and claimed that critical thinking severely lacks among Pakistani students due to the use of conservative teaching and learning methodologies in the classroom settings. The word context is only seen in the poems. Scanning, deducing/implied meaning, inference of missing words, and map instructions are not found in the textbooks. However, contextual clues are given in each chapter. Asghar (2014) concluded his research on the National Curriculum’s competency and gave a reason that the set goals and aims could not be achieved due to teachers’ and students’ lack of knowledge and skills. Asghar (2013) found in his survey that only 11 out of 93 higher secondary students claimed that they were able to comprehend and answer the questions themselves. The rest of the students responded that they could not understand even the simple questions.

Asghar (2013) also maintained that the texts/content in the textbooks do not represent learners’ immediate context. Second, he found that because the language and themes of a few texts were either above or below students’ cognitive level, they could not exploit the content well.

**Writing Skills**

The second competency-writing skill, given in the English Curriculum 2006, aims students to be fluent and accurate, in writing, specifically in academic, transactional, and creative writings (Government of Pakistan, 2006). It aims students to become capable of analyzing written conversation to be used in their own compositions, making them learn techniques for writing a paragraph in an organized manner, for instance, writing a clear topic sentence and supporting details. Writing competency aims students to write, keeping in mind the audience and purpose. However, only one activity has been given in the textbook for the said purpose, which requires them to write vote of thanks. Similar types of activities are asked to be undertaken, such as “write a letter to your friend telling him about the exhibition that was recently held in your school.” Alharbi (2015) notes that writing skills in the textbook understudy have controlled and guided compositions in the early stages and do not demonstrate techniques for writing compositions. Pre-reading strategies are also included, for example, “Write a paragraph of about 100-150 words on ‘Magic Show’ you have ever seen. Make a mind map first. Your paragraph should comprise the given points” (p. 30, Activity D). Another goal of writing skills aims at using descriptive, expository, and narrative texts for diverse functions and audiences. Features of simple composition and order of sequence are found, but classification of descriptive composition, objects, and places is neglected. Free writing is also included by asking students to write a few sentences on topics like “what you would like to pray for, importance of justice, something you can do in someone’s life, do good have good, mobile phones.” Paraphrasing skill has also been covered to make students write in simple words of their own. Besides these activities, neither any letter has been asked nor is any difference of conventions, vocabulary, style, and tone focused. Brainstorming, identification of topic sentence, and supporting detail are found, whereas drafting, revising, and editing for organizing a topic sentence; relevant and adequate supporting details; effective style; appropriate transitional devices; punctuation; vocabulary; and proofreading are missing. Written discourse to be used in personal compositions, techniques for effective paragraph organization and development such as a clear topic sentence and supporting details, and using functions in communication are somehow found in the textbook, like expressing personal interests, sharing ideas, and expressing reasons for likes and dislikes, but wishing in the form of conditional, expressing approval, disapproval-politely, greeting, compliments, invitations and farewells, apologizing, gratitude, restating, simplifying, explaining one’s point of view, and acknowledging others’ contribution are found to be missing and could have been elaborated on more.

Summary skills are found in the learning outcome and summary of Chapters 3, 6, and 12. However, the students are asked to write a summary without giving any direction. Word knowledge, cause and effect of proposed solution, and evaluating material are focused. However, a large proportion of the C-2 (writing skill) is not incorporated in the textbook.
Oral Competency

English curriculum (Government of Pakistan, 2006) aims to enable students to communicate and speak effectively and appropriately, in social and academic conventions, with individuals and groups both formally and informally. The aural/oral competency is the need of the hour. All standards, benchmarks, and SLOs are specified, but still a gap is found between the document and execution in the form of a textbook, which needs to bridge the gap. While looking and trying to create a connection between the theory and implementation, a state of being lost is felt time and again.

The findings of current study indicate that the focus of the communicative competence in Pakistan happens to be only on accuracy (grammar and syntax; structured grammar) and less focus is given to fluency. And even after having that well-concerted effort of compiling the English textbook (understudy), the textbook could not be compiled the way it was conceived to be. It was also found out that interactive activities, which require students to produce, generate, and exploit the language confidently, were seriously neglected.

The activities should be devised to cater the target population to achieve their fluency, and at Stage 2, they should be targeted to achieve accuracy. Students are expected to express their thoughts, emotions, feelings, and experiences, to practice to express agreement and disagreement continuum. Making a plan can be a very realistic activity, which can really benefit students in their daily lives, where they can make their timetables and plan on monthly, weekly, or daily basis. The beauty and real essence of oral communication are to be as original and spontaneous as they could be. According to Wang (2017), skills are required to use spoken English effectively and appropriately in social situations. He focuses on students’ oral competency based on three aspects: students’ oral test scores, oral production, and quality of spoken English.

One benchmark of the English curriculum (Government of Pakistan, 2006) aims students to communicate their ideas in social and academic conventions through dialogue, panel discussion, and a talk. The focus of the English curriculum (Government of Pakistan, 2006) was conceived to be focusing on enhancing the “skill” through a dialogue or a discussion but is found to be contrary in the present study in which the channel of dialogue is used as a topic which is found several times without giving rules, conventions, and dynamics. Hence, the set goals could not be achieved, and the learners were found completely unacquainted with communication skills. Language used in the textbook understudy is also found quite simple, and no logical progression could be found from one dialogue to the other.

Very generic and reiterated tips are given in the textbook understudy, for example, asking students to role-play, but assessment criterion has not been provided to them. At the same time, it is also indicated that the dialogues given in the textbook lack context specification and instructions. There is the need to add the relationship between the hearer and the listener (interlocutors/conversation partners) and their level of formality clearly. In a dialogue context, register, level of formality, and style need to be mentioned explicitly and all dialogues are found totally controlled. Instructions for dialogues are quite brief so much so that a reader cannot understand what to do, how to do, and how they are going to be examined?

Dialogue given in the exercise of Chapter 1 is related to tolerance—the theme of the story (p. 10), Oral communication skills are given in the poem “On the Ocean” (Chapter 3) in the form of a dialogue.

Nadia: We should go for picnic. Shazia: Yes, we should go. Nadia: This is an excellent idea but the whole class should decide the picnic point first. Shazia: Yes the whole class should be involved in this decision. Fakhra: Dear where do you want to go? The whole class agrees to go to the beach to see the ocean. Nadia: Well the beach is a very good place. We shall request our teacher about our picnic trip (the whole class cheers up) (p. 23).

The dialogue is somewhat related to the topic of the poem but is a very controlled exercise according to the Grade 8 students. Similarly, Chapter 5 in the textbook is a story about a magician and activity (G) is regarding oral communication skills. No orientation to dynamics is given. But, this dialogue is well developed as compared to the other dialogues (p. 231). A dialogue between two friends is given in the exercise of Chapter 8, “Hockey.” The activity should be logically and theoretically connected with the previous parts. The dialogue given in Unit 8 is shorter and brief compared to the dialogue given in Chapter 5. So, it lacks logical progression and should carry context and clues for students to make a dialogue themselves and was found to be a controlled activity. A dialogue is given in the poem “Prayer” (Chapter 9) that starts very subtly and is about a mother and a son named Ali. These dialogues are somewhat relevant to the lessons but are too short.

Mother: Ali, why are you not going to pray today? Ali: Mama, I am not feeling well. Mother: But you are grown up now, you should not miss your prayers. Ali: Mama! Why do we pray? Mother: Because we have to thank ALLAH Almighty for His blessings. Ali: Can’t we skip prayers even for a single day? Mother: No, we cannot. Ali: Ok mama. I’ll not skip my prayers anymore. Mother: Good.

Dialogue given in the exercise of Chapter 10 is of simpler level (p. 70). The dialogue is as follows: Majid: ASALAM U ALIKUM, Naveed: WA ALIKUM US SALAM.

Majid: Naveed, I need your pen. Naveed: Where is your pen? Majid: I have forgotten it at home today. Naveed: Don’t worry. I have an extra pen. I’ll give it to you. Majid: Thank you. Naveed: You are welcome (p. 80).

Finally, in the last unit of the textbook understudy, it is found that students are given a dialogue to conduct between two friends on rapidly increasing number of road accidents (p. 93).
In poetry, literary devices, critical appreciation, and critical thinking should be practiced and enhanced, and the link between the world of imagination and literature should be connected. Subjective approach, perceiving things from different angles, should be encouraged; hence, subjectivity and personal interpretation should be promoted. Dialogues given at the end of poems should have a reflection of the themes of the poems.

Ideally, there should be a progression from the previous part, but all the dialogues are almost same in the length, number of words, and in terms of similarity of ideas. Chapter 10 is about a historical figure Hazrat Umer but ends with an activity of a dialogue, which is between a teacher and a student named Asghar. Chapter 12 is a poem “Water Is a Lovely Thing” by an anonymous poet. The dialogue is extremely short and consists merely of eight lines, where the speaker and hearer are asking for the pen and helping to give an extra pen. The last Chapter 14 titled “Let’s Make Our Roads Safer!” is about traffic in Pakistan and the causes of accidents. The discussion asked to be conducted is covering Benchmark II to have a panel discussion on a particular topic in the social or academic settings. This dialogue is relatively relevant compared with other dialogues given in the textbook. But logical, cognitive progression is lacking. Despite giving repetitive dialogues, protocols of conducting such talks and dynamics have not been taught. Neither social nor academic conventions are imparted to students to communicate information and ideas effectively.

Wang (2017) studied Sri Lankan society, which is growing in a variety of different directions every day. Yet, although English is regularly taught in all schools from the nursery to the tertiary levels in Sri Lanka, the learners suffer from a great lack of fluency in their oral communication. They are generally competent in their cognitive skills but weak in their communicative skills. The main aim of Wang’s (2017) study was to determine how cooperative learning is an effective approach to develop and enhance the speaking skills. The results revealed that majority of the students could not speak English properly and feel apprehensive due to a number of language deficiencies. But through cooperative learning, students interacted and expressed themselves more with their peers (Wang, 2017). Wang suggested the use of a cooperative learning strategy to promote oral skills and recommended exploiting cooperative learning strategy to make oral communication successful. He maintained that cooperative learning facilitates students’ acquisition of spoken English and promises a much improvement in students’ oral skills (Wang, 2017). The cooperative learning may be used for developing oral/aural communication skills in Pakistan as well.

Formal and Lexical Aspects of Language

The fourth competency intends to cover three main areas of English language, namely, pronunciation, vocabulary, and grammar. Pronunciation is comprehensively covered in the previous grades; hence, less focus is given on pronunciation in Grade 8. In vocabulary, only diphthong and syllables are covered in the textbook, though it aims to enhance vocabulary by means of word roots; clues with the help of context, dictionary/thesaurus, and the environment. Grammar and syntax intend to make students understand grammatical functions/principles/punctuation, and syntax to recognize functions of grammar, tenses, and transitional devices both in writing and speech. The findings reveal that making noun from the following verb, collective noun, concrete and abstract nouns, articles, and punctuations are covered in the form of fill in the blanks; use of have, has, present perfect continuous, phrasal verbs, determiners, preposition, pronouns, gerunds, auxiliary verbs, change the form of tenses, and sequence are given in transitional devices. The negative and interrogative conversion, voice, and narration are heavily emphasized in the textbook.

Grammar is the fundamental area of any language in the world. A misconception persists that grammar should ideally be taught through inductive approach. The English textbook of Grade 8 does not even provide students with any of the concepts deductively or inductively. The textbook does not cover any of the areas properly. Activities are not sequential. Singular and plural and change of gender of pronouns are not properly covered. There is no activity for teaching of verbs and tenses. Activities lack clear instructions.

Punctuation helps organizing the thoughts as well as understanding of the message and content. No paragraph is seen to be allocated for punctuation or a part of any of the criteria of organizing the writing or understanding reading. Alharbi (2015) also revealed in his study that Saudi students were not satisfied with the vocabulary section, and they viewed insufficiency of vocabulary list/glossaries and distinction between receptive and productive vocabulary as these were not presented completely.

Conclusion

The present study aimed to identify the gaps, which were being observed in the English textbook understudy. Before the actual evaluation of the textbook, it was generally observed that the content given in the textbook is inadequate for learners to learn and practice English language. The initial examination of the textbook realized the need of its thorough examination and reforms in the textbook development. It is therefore recommended to textbook compilers to redesign and revamp textbooks in the light of the English Curriculum 2006. A number of researches have worked on textbook evaluation of all subjects with different apparatuses. But there is a dearth of literature seen on evaluating textbooks in the backdrop of standards, benchmarks, and SLOs in Pakistan. It is summarized after an exhaustive study and a thorough examination of the curriculum and textbook that the curriculum aims at making the students lifelong learners who will acquire knowledge, skills, and attitudes
which would necessitate their personal, social, and emotional development to become active citizens. SLOs are exceptionally effective and are catering to the requirement of the time, but these SLOs are not being effectively translated in the textbook and the students are not given the opportunity to apply, analyze, and synthesize; to think critically; and evaluate their learning inside as well as outside the classroom. The findings revealed that the textbook focuses on reading comprehension. There is a need to incorporate thinking skills, writing skills, oral/aural communication skills, and formal and lexical aspects of language in the textbook. Having a glimpse on the vision of 21st-century skills, SDGs—competencies, aims, and SLOs—are yet to be achieved. It is essential for textbook compilers and reviewers to review the textbook to sieve specialist approach and bring about a plan, which is a reflection and execution of the aforementioned goals. It is also recommended to conduct further content analyses of the other English textbooks and examine their content with the same parameters.

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ORCID iDs
Fareeha Javed https://orcid.org/0000-0003-4455-047X
Aishah Siddiquah https://orcid.org/0000-0002-7785-7382

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