

## Efficacy of Primary Level English Textbooks in Gilgit Baltistan

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### Abstract

Textbooks play a crucial role in Pakistan's education system. Due to its central role in ensuring that students retain the knowledge they acquire, the current revision and evaluation process has to be reviewed carefully. Therefore, the goal of this research is to assess how effectively present English textbooks for students in public and private schools in Northern Areas of Pakistan, often known as Gilgit Baltistan (GB), meet the needs of these pupils. This study examined the textbooks from five perspectives: content and relevance, social and cultural context, structure and presentation, productive skill practise (oral and written) in the textbooks, and overall effectiveness. The existing process for revising and updating English textbooks (class 5) was assessed using a checklist and the views of teachers via a qualitative questionnaire, indicating shortcomings. The results demonstrated the need for more frequent updates and adjustments to English textbooks. There were no extra materials or teacher guides available. It was felt that textbooks had a cultural slant and paid insufficient attention to language and speech skills. Based on the findings of this study, it is recommended that from this point on, English textbooks be updated every other year and incorporate more experiential learning opportunities for students. After updating textbook content, however, the modifications made must be implemented, and this requires local teachers to be taught through professional development courses according to the most up-to-date teaching practises. Additionally, rather than adopting the curricula of other provinces in the country, the GB government should create its own textbooks and educational board.

**Keywords:** *Punjab Textbook Board, English Language Teaching, Gilgit Baltistan, Learning Efficacy, Primary Level Teaching*

## INTRODUCTION

Northern Pakistan's mountainous Gilgit Baltistan (GB) is well-known for its breathtaking natural scenery, fascinating cultural history, valuable minerals, and plentiful supply of dried fruits. The area's literacy rate has improved from 38.0% to 65.0% since the opening of the Karakorum Highway in 1978. After years of government control, education in GB has made significant strides in recent decades. The government has built around 21000 schools; those that are funded by the public use textbooks issued by the Punjab Textbook Board, while those that are funded privately use textbooks published by Oxford Publishers.

According to Pakistan's Ministry of Education, textbooks are the only source of education in the country's schools. To create comprehensive curricula, the Curriculum Section works in tandem with teachers from many localities and state agencies. Private publishers, provincial/state Textbook Boards, and schools can all contribute to the dissemination of textbooks. Both public and commercial publishers distribute textbooks that adhere to the requirements of the national curriculum. Only after being reviewed by the National Textbook Review Committee and approved by the Curriculum Wing and the Ministry of Education may these books be used in schools across the country.

The Curriculum Wing of Pakistan reviews all textbooks used in public schools in the country before they are approved for use. Disparities in textbook selection strategies are, however, a direct result of differences in textbook acceptance procedures. Our textbooks and the systems we use to categorise them need improvement if we are to close these voids. If these shortages were resolved, textbooks would be more valuable. Textbooks are crucial for classroom use and for providing students with access to authoritative subject matter knowledge at all educational levels.

In Pakistan, textbooks play a crucial role in the education system. The National Education Department (NED) of Pakistan provides educators with thorough lesson plans that incorporate cutting-edge research in pedagogy, curriculum, and evaluation. Authorised publishers from all around the world submit proposals for textbooks that are up-to-date with current curriculum. Students taking ESL classes need textbooks more than any other material. It can be challenging to ensure that textbooks reflect current teaching practises and students' evolving needs.

Evaluating students' grasp of concepts taught in English textbooks, as well as their adherence to course requirements and overall performance, is becoming increasingly challenging. In order to improve the value and quality of education, it

is vital to conduct an evaluation of potential textbooks. Incorporating new textbooks, figuring out what works and what doesn't, and building a rational knowledge of pedagogical practises are all dependent on objective assessment. Foreign language and second language instruction in English is now standard fare in classrooms around the globe. In Pakistan, English is taught to all first graders so that they can learn the language and extend their perspectives.

There are a few common approaches of rating textbooks, but the three most common are impressionistic review, in-depth evaluation, and checklist evaluation. Both strategies involve reading a book, but the comprehensive one goes much further in exploring the ideas it contains. The checklist method is organised, cost-effective, and keeps records in an approachable style. On the other hand, the checklist method is easy to understand and employs well-defined stakeholder groupings.

Several researchers have utilised a checklist approach to evaluate English-language textbooks, highlighting the importance of doing so to meet the diverse needs of their students. The focus of this study is on comparing the public and private school English curriculums in Gilgit-Baltistan at the fifth-grade level. The study's goal is to discover how teachers perceive the textbooks' utility and relevance in the classroom, as well as the quality of the textbooks themselves. Since textbooks play such a pivotal part in both teaching and learning processes, evaluating them before they are incorporated into lesson plans and curriculum is essential. The study's goal is to check the validity of the claims made about the value and quality of English textbooks used in Pakistani elementary schools.

The study's overriding purpose is to call attention to the limitations of currently used primary school textbooks and propose improvements. This study aims to evaluate the English language textbooks currently being used in elementary classrooms across Gilgit Baltistan from the perspectives of both students and teachers. The primary purpose of the research is to illuminate the ways in which textbooks influence students' language growth and how teachers make sense of and apply these texts in the classroom. The research presented here is applicable to a wide range of education professionals, including curriculum and syllabus designers, developers, writers, educators, and students. In addition, it helps teachers in both public and private schools accommodate their pupils' various language requirements. The findings also lend credence to the argument for British textbooks and school boards to reflect local context.

### **Literature Review**

The benefits of learning English are discussed, as well as the definitions and differences between a curriculum and a syllabus, and the chapter concludes with a

study of English language textbooks. In addition, the characteristics, function, benefits, drawbacks, evaluation criteria, checklists, and types of textbooks used in English language courses are discussed.

The term "curriculum" encompasses a wide range of meanings and can be thought of as the sum total of all instructional activities. It denotes a chariot race or a racecourse because it comes from the Latin word for "to run" (*currere*). Related concepts include "curriculum vitae," which refers to one's life story, and "curricula mentis," which refers to one's mental education.

The current state of affairs is influenced by the fact that English is the language of global communication, cutting-edge information, and top-tier employment prospects. English language instruction is mandated beginning in grade one and serves as a benchmark in many academic disciplines studied at the university level. The current exercise of curriculum modification, the proliferation of new textbooks, and valuation policies are all attempts to improve the quality of teaching and learning English around the world in response to the enormous spread of English through broadcasting. The majority of public schools in Pakistan educate in Urdu or a local language, whereas private schools primarily utilise English. This is because English language teachers are not very good at teaching English to pupils who are learning the language as a second. Examining students' language needs according to grade, creating basic standards, and developing connections between English textbooks and national curriculum methodologies to achieve long-term educational goals are the three processes that make up the English language curriculum.

For better student behaviour and the opportunity to make meaningful contributions to globalisation, Singh (2015) stresses the significance of an effective English language curriculum. He recommends centering on students by catering to their most fundamental requirements, desires, and skillsets, but also remaining fluid and adaptive, reflecting humanity's innate curiosity, and building bridges between disparate topics. Age, ability, intellectual and physical development, and the progression from basic to advanced techniques should all inform the curriculum's design.

In conclusion, these considerations should be incorporated into the English language curriculum in order to raise the bar for ESL instruction everywhere. The curriculum is a set of activities and experiences that young people need to have in order to grow into the kinds of adults society values. It includes everything a school does to facilitate education. Curriculum refers to the topics covered by a school or university, whereas syllabus refers to the course of study that will be followed.

Curriculum can only cover a small fraction of the course, while the syllabus includes the entire thing.

A course's syllabus is a subset of its curriculum that's meant to foster communication between instructors and their students. It is quite precise and articulates exactly what is expected of students in a given course. Typically, a course's syllabus will cover a calendar year, though it may be extended indefinitely. In a four-year degree programme, for instance, the syllabus might include material for all four years. Many different curricula are used to teach English during the course of a four-year period, despite the fact that it is a widely spoken and understood language.

When comparing a syllabus to a curriculum, it's important to remember that the former is merely a synopsis of themes taught in a particular course, while the latter is the entire content employed in an educational system. Both are of different roots; one is Greek and the other is Latin.

The curriculum covers a greater range of topics than the syllabus and is not made available to students until they make a formal request for it. Teachers might pique students' curiosity by providing them with a course outline. A "curriculum" is set by the government and the administration of schools and universities, whereas a "syllabus" is developed by individual educators.

Because it is one of the most widely spoken and understood languages in the world, English is a useful language for students to learn. Many students believe that learning the language is impossible, thus it takes time and effort to become proficient. The ability to read, write, and speak English fluently also increases one's chances of finding gainful job in the modern economy.

There are more non-native speakers of English than there are native speakers. Studying English can pave the way to a better career, open doors to the global job market, and prepare students to take the International English Language Testing System (IELTS) or the Test of English as a Foreign Language (TOEFL). If you can communicate fluently in English, you can gain entry to a wealth of information and literature. There are four facets to learning a language: hearing, talking, reading, and writing. Speaking, writing, and reading are examples of productive abilities, while listening and viewing are examples of receptive skills.

Communication primarily occurs through listening, but fluency in English is also essential. Listening is a form of language input that teachers should emphasise over language output. Better reactions and fewer disputes can result <https://journalsriuf.com/index.php/IJLL/index>

from attentive listening in everyday situations. Most of what children learn in class comes from listening to their professors, therefore developing good listening skills is crucial.

Student success hinges on their ability to listen attentively and assimilate information in order to actively participate in conversations. Better communication and shared accountability between speaker and listener result from the former's ability to translate speech into written language. Superior learning can be achieved through improved listening abilities, which play a crucial role in the teaching-learning cycle.

Communication skills are also essential because ideas are conveyed through reading, listening, writing, and speaking. What is spoken defines a person's level of expressiveness. To speak is to generate, receive, and manipulate information in order to convey intended meaning. The value of what is said is conditional on context, the whole amount of knowledge present, and the surroundings (both physical and psychological). Kurniasih (2011) advises that elementary school teachers should organise lessons to encourage children to speak up as much as possible. There are three main sorts of exercises that can be utilised in elementary school to help students improve their public speaking skills:

1. Poems, chants, and melodies are great tools for teaching students how to imitate and modulate the tones, rhythms, and echoes of the English language.
2. Games: Students can utilise these exercises on their own or in small groups to build a solid foundation in the grammar and syntax of the target language.
3. Students are able to share their thoughts and opinions on the novels they've read through projects including oral reports and dialogue.

Connotations can also be created by the vibrant communication between readers, which is accomplished through reading. Reading is a pleasurable method to hunt for knowledge, according to Lorena Sodiku (2015), but with so many technological distractions available today, fewer people are reading for pleasure. Teachers, according to Kurniasih (2010), can help children develop a love of reading by encouraging them to scan or skim texts for general reasons or learning specific words. It's more important to choose a book that pupils will enjoy reading than one that will challenge them intellectually. Students should also spend time making pictures and figuring out the text's common substance.

Teachers should assist students as they read by helping them grasp concepts

through the use of appropriate examples. Students need to work on their pronunciation, but it's counterproductive to have them practise by reading aloud.

The process of writing involves a number of separate steps, such as brainstorming, note-taking, ideation, outlining, drafting, revising, and finally, presentation. The relevance of textbooks in formal education is widely acknowledged around the world. They are bound textbooks written for students in elementary school or high school.

Textbooks are essential learning materials because of the wealth of knowledge and experience they impart to pupils. They are adaptable to a wide range of settings and learning contexts, going far beyond the confines of traditional classrooms and textbooks. Choosing a book that you enjoy reading is an important step towards improving your reading comprehension and retention. Textbooks are essential to the educational process because they help teachers do their jobs and give students the tools they need to take charge of their own education. Supporting students' attention and development depends on the high quality of textbooks, whether they are printed or electronic.

An effective textbook will engage its readers in a dynamic learning experience. They need to facilitate knowledge transfer between educators and their pupils.

Textbooks should be attractive, simple to use, and tailored to each individual student's learning style and cognitive strengths and weaknesses. They should be cleanly printed and designed to reduce eye strain. The textbook's cover, or exterior, should be appealing so that students will want to keep it.

Textbooks should be accurate, written without bias, and useful in achieving the subject's purpose and teaching objective. They need to give a fair and balanced view of individuals and events in other countries. It is possible to supplement the textbook with visual aids like maps, charts, and diagrams. The success of both students and teachers depends on high-quality textbooks. As the backbone of any school, textbooks are especially important in English language classrooms.

They assist students and teachers alike develop their own materials and are therefore invaluable resources. Teachers may choose to use textbooks for a variety of reasons, including but not limited to: developing complex classroom content; having limited time to create fresh content; and external burdens.

Textbooks remain an integral aspect of language education in many institutions, despite the rise of new technology. They help inexperienced teachers gain experience and confidence by providing them with a source of concentrated learning, an active supply of resources, a reference for learners, and a curriculum that mimics pre-planned educational goals. In conclusion, textbooks play a crucial role in guaranteeing successful learning and teaching by laying a firm groundwork for pupils. According to Kausar (2016), textbooks are an integral part of the educational process and a necessary resource for teachers. Both Davison (1976) and Tomlinson (2010) stress the significance of textbooks in English as a Second Language (ESL) programmes by outlining the ways in which they aid in exam preparation, lesson planning, and overall curriculum development.

According to Noreen and Samad (2010), textbooks supply material, events, and guidance for implementing an ESL classroom procedure. Evaluation of textbooks for cultural appropriateness was highlighted by Ahour and Ahmedi (2012). The importance of textbook evaluation for course improvement and curriculum design was highlighted by Bahara and Zaman (2013) and Kausar (2016) in contexts where English is a second language, such as Pakistan, Japan, and Bangladesh.

A textbook is a printed material created specifically for language learners. It can also serve as a helpful resource for educators and a resource for students. Textbooks serve as a substitute for actual and rapid language learning by providing instruction, support, and exact language-based tasks for use in the classroom.

There needs to be more clarity on the widespread use of textbooks in ELT curricula. Textbooks should be a regular part of ELT teachers' everyday teaching efforts. However, many scholars acknowledge the value of textbooks for English language teaching. Textbooks have their advantages and disadvantages, but they are essential for language learning because they lay a foundation of ELT tools that allow teachers to concentrate on teaching. The role of textbooks in English Language Teaching (ELT) cannot be overstated because of the benefits they provide to students, teachers, and the profession as a whole.

They can assist students review the material they've been taught, provide additional benefits, and protect them against incompetent or absent instructors. Some researchers, nevertheless, say that students' reliance on textbooks actually undermines their education. While some might claim that textbooks provide a necessary framework for delivering instruction, others point out that doing so can cause teachers to become unmotivated and careless. Moreover, textbooks can serve

as a course curriculum by providing appropriate criteria for material selection. In addition, textbooks play a vital role in guiding students through the learning process.

Textbooks have been debated in the ELT community, with some researchers defending their usefulness while others criticising them for being boring and irrelevant. Textbooks play a crucial role in the classroom since they lay the groundwork for teachers to assess their students' knowledge and grow as educators. They are printed for international markets, which means that they may not be relevant or appropriate for pupils.

Standards and models for evaluating textbooks have been devised by a wide range of researchers. Lodhi et al. (2019) proposed four criteria for judging an English language textbook: engaging and motivating content; omission of essentials and themes that imprint cultural prejudice; simple and straightforward vocabulary and grammar; and practise and activities that pique students' interest in and motivation for learning.

Kausar et al. (2016) used a modified version of Litz's (2005) questionnaire to assess a textbook for intermediate English language learners. Due to issues with structure, overview, planning, subject content, activities, and overall concentration on language skills, they concluded that the textbook provided insufficient resources for English language learners. Therefore, neither current students nor their teachers think it's a good choice for prospective ones. To ensure that students around the world acquire the same level of English proficiency, it is essential that textbooks be reviewed. Naseem et al. (2015) created an evaluation rubric with a focus on physical and functional characteristics, efficient use of goals and resources, and instructional material.

The evaluation criteria include 25 items, 32 items, and 18 items, respectively. The presentation, paper quality, and illustrations of a textbook suggested by PTB, Lahore, Pakistan, for use in nine courses were evaluated. Rahimpour et al. (2011) suggested a 46-item survey as an evaluation criterion for English textbooks.

In order to make informed decisions on the efficacy of materials, teachers, administrators, managers, and content creators must engage in the crucial linguistic activity of evaluating textbooks. It allows teachers to go beyond scattered computations and offer broader insights on the topics covered in their textbooks. Evaluation of potential textbooks is crucial for ensuring high quality and improving

education's worth and standing. Evaluation, according to TenBrink (1974), is "the activity of gathering data and analysing it to reach conclusions that can be used in making choices." Introducing new textbooks and acknowledging textbooks' virtues and flaws are two examples of the many motivations for evaluating textbook content.

There are three basic methods of textbook evaluation that have been discussed in the literature: vague, comprehensive, and checklist. The checklist approach is optimal because it can be applied everywhere, it is cheap, and it records data in an organised fashion. Researchers have recommended its use to comprehend how textbooks might meet student needs, and it has been accepted by many academics in both modern and ancient subjects. According to Harmer (1991), evaluation processes can help us figure out if a textbook is good for pupils. An in-depth examination of a textbook's usefulness in meeting course objectives and other academic criteria can be carried out with the use of a custom-made, exhaustive checklist.

The checklist is a useful tool for clearly noting the opinions of evaluators, facilitating quick comparisons of information from several textbooks and streamlining the inference-drawing process. Researchers have also proposed using the same checklist for post-use evaluation to measure the actual effect of using the textbooks, making for a more credible and widespread assessment.

Using Litz's (2005) rubric, Kausar (2016) evaluates intermediate textbooks based on their overall impression, content examination, and the scope and organisation of their contents, topics, and assignments. Based on the findings, it is clear that both new evaluation checklists and the incorporation of previously examined information are required for English textbooks. While some scholars advocate for a coaching and learning paradigm, others highlight the needs and perspectives of educators and students. Literature review informs a standardised checklist with two tiers (general characteristics and coaching/learning courses). English textbooks can be evaluated more effectively on these criteria.

The Curriculum Wing in Punjab province, Pakistan, oversees the establishment of goals and criteria for use in textbooks from kindergarten to matriculation. But there is a considerable knowledge and learning gap between Punjab's lower secondary and upper secondary English textbooks.

Evaluation of textbooks is an essential part of education since it allows for a systematic analysis of textbooks' merits and shortcomings as well as their value.

Educators can improve their practises and the quality of English textbooks by dissecting these aspects. Evaluating textbooks is essential for instructors to grasp course goals and tailor their instruction accordingly. It entails amassing materials that reflect the needs of students, the goals, methods, and values of a specified learning environment. Tomlinson (2003) presented a three-stage process for assessing the effectiveness of teaching the English language: before, during, and after instruction.

Pre-use evaluation is the process of determining whether or not a resource, such as a book, will be useful to the intended audience before it is ever used. Pre-use evaluation, on the other hand, is a preliminary step that gives evaluators room to make fuzzy judgements regarding the textbook's effect on students' academic growth.

Fatima et al. (2015) used several methods to evaluate English textbooks for grades 7 and 8. They ranked the textbooks based on how well the course objectives were met and how applicable the exercises were. The results indicate that the effectiveness of the textbook's activities should be considered alongside the importance of developing students' English skills while writing textbooks.

## **METHODOLOGY**

### **Mixed Research Methods**

Creswell(2014) explains that mixed-methods research combines qualitative and quantitative techniques. Quantitative approaches are typically used to answer "what" questions, while qualitative inquiry methods provide explanations for "how" or "why" queries. In qualitative studies, the researchers' own hypotheses and methods are secondary to those of the participants. Qualitative research is typically conducted in-person, or through qualitative interviews and questionnaires, with groups of 6-8 people as the optimal sample size. Second, quantitative experiments or case studies employ the positivist ideology associated with the quantitative method, and the specific procedures used in these approaches include the collection of data statistically on instruments as opposed to the collection of data qualitatively through observation of a setting. In quantitative studies, everyone is asked the same kinds of questions. According to Caven (2019), mixed methods research is an approach to inquiry that combines quantitative and qualitative data collection methods to provide a fuller understanding of research issues than each method alone. According to Johnson and Onwuegbuzie (2004), combining questionnaires and interviews into a single research study allows for greater depth and provides a

relationship between the two methodologies. Combining the findings from these two methods increases the likelihood of gaining a deeper understanding of the topic at hand, which in turn increases the likelihood that research questions will be answered and theory and practise will advance (Johnson & Onwuegbuzie, 2004).

### **Methods Of Data Collection**

The methods used to gather the data for this investigation are discussed here.

#### **Questionnaires:**

In order to learn more about facts and other finding ways, researchers frequently use data collection tools and procedures. It includes things like surveys, case histories, questionnaires, and interviews. Questionnaires were used to gather information for the current investigation. A questionnaire is a structured document consisting of questions formulated to elicit replies from research informants for the purposes of data collection. The sort of questions asked, in particular the use of closed-ended questions with multiple choice possibilities, can classify a questionnaire as either a quantitative or qualitative method. Quantitative techniques, such as pie charts, bar graphs, and percentages, are used to make sense of the results. Second, qualitative techniques are used to evaluate data gathered via open-ended surveys, which may include discussions and critical analyses but no numbers or calculations. Questionnaires have many advantages over alternative methods of primary data collecting, including faster speed of data gathering, no financial restrictions, and high levels of objectivity. However, surveys also have certain limitations, such as respondents randomly picking answers rather than carefully considering each topic. The absence of a relevant and substantial inquiry also prevents participants from channelling their own ideas about the issue (Dudovsky, 2016).

#### **Open-ended qualitative survey:**

According to Woodman (2014), the foundational notion of qualitative research is that "reality" is subjective and that each human forms unique, subjective impressions of the world based on their own experiences and relationships with it. To account for the fact that each participant in qualitative research brings their own set of experiences, norms, principles, perspectives, and policies to the table, researchers often resort to "unstructured or semi-structured question techniques, comprising focus group negotiations, individual interviews, and participation/observations" when gathering information. The assumed quota is low, thus participants are nominated in order to meet it. The findings of qualitative studies can only be extrapolated to the sample population that was studied.

Empirical in approach, qualitative research provides a more comprehensive understanding of a topic to the researcher. Deducing, hypothesising, or making sense of data using qualitative analysis entails drilling down into the specifics that can be characterised and coded, then outlining the entire data set by grouping and connecting categories (Gubrium & Holstein, 1997).

The present study used a qualitative questionnaire with seven open-ended questions to explore goals 2 and 3 of the research. The aim for using an open-ended questionnaire was to obtain a more in-depth examination of instructors' opinions on English textbooks. There were 16 participants in the qualitative data, 8 public school and 8 private school English teachers. Public school educators requested an Urdu version of the qualitative questionnaire used to collect data, on the grounds that doing so would help them better comprehend the issue at hand and provide more accurate responses. The researcher first obtained the teachers' permission to collect their data before distributing the questionnaires.

#### **Checklist for Evaluating:**

Many researchers (e.g. Cuningworth, 1995; Harmer, 1991; Sheldon 1988; Skierso, 1991) have argued that using a checklist is useful for determining whether or not the materials in a textbook actually do what they claim they do. The checklist is a model network for highlighting differences in surveyor opinion. When perspectives are displayed on the checklist, connections can be made between seemingly unrelated parts of the textbook, facilitating the construction of judgements (McGrath, 2002). Moreover, checklists are the most efficient and economical way to assess textbook quality (Cunningworth, 1995; McGrath, 2002). It's a good evaluation tool since evaluators can add or delete criteria based on their own judgement and the demands of the situation. As was said earlier, the checklist was developed by taking into account the most salient features of the analytical techniques and, methodology used in previous studies. Textbook subject and content was evaluated across 19 criteria, while social and cultural context was evaluated across 8 criteria, layout and design was evaluated across 11 criteria, activities and materials were evaluated across 18 criteria, and productive skills were evaluated across 7 and 11 criteria, respectively. The substance of all chapters in five textbooks (four from the business sector and one from the public sector) were methodically compared and contrasted. The data was then manually cross-referenced and correlated using a predetermined criteria.

**Results and Interpretations:**

This table provides a list of textbooks along with the total number of exercises they contain. It helps in understanding the exercise workload for each textbook.

S.No.	Names of the Textbooks	Total Number of Exercises
1	Oxford Modern English	12
2	Oxford Broadway	12
3	Folens English skills	15
4	Oxford Progressive English	16
5	PTBB English textbook	13

Table 4.1: List of Textbooks and Total Number of Exercises

This table presents the content titles and genres found in the Oxford Progressive English textbook. It provides information about the different types of texts students will encounter in the book.

S.No.	Content Title	Genre
1	Expeditions	Narrative Account of Events
2	E-pals; Computers	Modern realistic story
3	The Show	Classic story
4	I am full	Information text
5	Time Travel	Science fiction
6	Triathlete	Interview
7	The Magic	Story (magic realism)
8	Saving the Turtle	Diary
9	The Beginnings of The Farming	Play Script
10	Hot Rocks	Historical Story
11	What's in the Future	Magazine Article with Headings
12	Kidnapped	Trailer for Adventure Narrative
13	Charities	Article From Newspaper
14	The Pied Piper of The Hamelin	Traditional Story
15	The Time Capsule	Adventure Story
16	Wolf Girls	Science Fiction

Table 4.2: Oxford Progressive English - Content Title and Genre

This table lists the specific exercises chosen for analysis from the Oxford Progressive English textbook. It helps in identifying the exercises that were selected for further examination.

S.No.	Content Title	Genre
1	Expeditions	Narrative Account of the Events
2	Time Travel	Science Fiction
3	Charities	Article from Newspaper
4	What's in the Future	Magazine Article with Headings
5	The Beginnings of The Farming	Play Script
6	Saving the Turtle	Diary
7	Triathlete	Interview

Table 4.3: Exercises Chosen for Analysis from Oxford Progressive English

This table presents the chapter titles, writer's name, and genre of the Broadway Oxford English 5 textbook. It provides an overview of the different chapters and their respective authors and genres.

S.No.	Name of The Chapter	Writer's Name	Genre
1	Gulliver In Lilliput	Jonathan Swift	Excerpt from Novel
2	Five Bells	Alexander Braid	Short Story (Machine Device)
3	The Honeyguide's Revenge	Frank Asch	Zulu Tradition
4	What the Terrible Takeru Did	Unknown	Absurdity
5	Equal Footing	Unknown	Essay on Personality
6	The Wrong House	James N. Young	Science and Technology
7	M.M. Alam	Unknown	Personality Essay
8	Ani's Key	Catherine Abbeyhodes	Adapted from Poem
9	School Breaks Up	R.K	

Table 4.4: Broadway Oxford English 5 - Chapter Titles, Writer's Name, and Genre

Class 5 English textbooks in both public and private schools in GB (probably referring to Gilgit-Baltistan) are evaluated here. Five textbooks are the centre of this investigation: the PTBB English textbook (used by all public schools) and four textbooks—the Oxford Modern English Textbook, the Oxford Broadway <https://journalsriuf.com/index.php/IJLL/index>

English Textbook, the Oxford Progressive English Textbook, and the Folens English Skills Textbook—used by various private schools.

The number of exercises found in each textbook is listed in Table 4.1. There are a total of 68 exercises among the five textbooks, or an average of 13.2 each volume. Seven tasks were chosen on average from each book to conduct the investigation and analysis.

Each textbook's genre is dissected below, along with its contents, social and cultural setting, structure, graphics, illustrations, design, pedagogical methods, and exercises/activities/exercises/productive skills.

The Oxford Progressive English textbook, for instance, was designed with input from both the United Kingdom and Pakistan, as noted in a recent review. The material is engaging and touches on a wide range of topics. This textbook, however, has not been revised since 2006. Students can learn new terms and do in-depth research on a variety of topics thanks to the material provided. To help students develop their critical thinking skills, the textbook includes exercises, test-taking tips, and self-assessment tests. Since it doesn't include other cultures or practises, the textbook fails to accurately depict the social and cultural setting.

Both the Oxford Broadway English and the Folens English Skills textbooks are critically examined in terms of its subject matter, social and cultural context, organisation, visuals, illustrations, design, activities, exercises, and productive skills.

S.No.	Title of the Contents	Genre
1	The World in a Wall	Autobiography
2	Does He Remember	Mysterious Story
3	Robinson Crusoe	Excerpt from Novel
4	Collecting Things	Hobby
5	Perseus and the Gorgon	Greek Mythology
6	Bahlol	Short Story
7	Uncle Shams	Play
8	A Flash of Light	Short Story
9	Karate Parrot	Short Story
10	The Black Spot	Narrative Story
11	My Side of the Mountain	Extract from Novel

S.No.	Title of the Contents	Genre
12	The King Keeps his Appointment	Adaptation from Novel

Table 4.8: Oxford Modern English

S.No.	Title of the Exercise	Genre
1	The World in a Wall	Autobiography
2	Does he Remember	Mysterious Story
3	Robinson Crusoe	Excerpt from Novel
4	Collecting Things	Hobby
5	The Black Spot	Narrative Story
6	Uncle Shams	Play
7	The King Keeps his Appointment	Adaptation from Novel

Table 4.9: Exercises Chosen for Analysis

S.No.	Content Titles	Genre
1	Hazrat Muhammad's Kindness and Forgiveness	Personality Essay
2	The Strange Kettle	Magical Realism
3	The Truthful	Moral Story
4	Little Things	Poem
5	Father of The Nation	Personality Essay
6	A Dream Come True	Tragic Story
7	The Youngest Genius Arfa Karim	Heroic Personality
8	Invention of Glass	Historical Story
9	Wise Decision	Cultural Fiction
10	The Invisible Homework	Science Fiction
11	The Mountain and the Squirrel	Poem
12	The First Straw	Wise Monkey
13	An Ant's Language	Information Text

Table 4.10: PTBB English Textbook 5

S.No.	Title of The Contents	Genre
1	Invention of Glass	Historical Story
2	Wise Decision	Cultural Fiction
3	The Invisible Ink	Science Fiction
4	The Mountain and The Squirrel	Poem
5	A Dream Come True	Tragic Story
6	The Strange Kettle	Magical Realism
7	Hazrat Muhammad’s Kindness and Forgiveness	Personality Essay

Table 4.11: Exercises Chosen for Analysis

Class 5 English textbooks Oxford Modern English and Punjab Textbook Board (PTBB) English Textbooks are the centre of this comparison.

The literary texts, prose, poetry, and graphic storytelling in the Oxford Modern English textbook by Nicholas Horsburgh and Claire Horsburgh are organised into 12 units. The curriculum is multidisciplinary in nature and is designed to improve vocabulary and foster analytical and creative thinking. The textbook includes evaluation quizzes, suggested tests, and exercises to help students develop their critical thinking skills. Group-based assignments tailored to individual students' needs are also a part of this. There is a dearth of information on other cultures and practises, and the textbook's representation of the culture is limited because of the use of blended names. The graphics and images serve their purpose, yet they may not accurately portray the culture they are meant for.

Mr. Iftikhar Salim and Mrs. Nabila Gull have written an English textbook (PTBB) that is tailored to the needs of students in Pakistan. The textbook has 13 sections that include exercises in reading, comprehension, vocabulary building, composition, and oral communication. The material is designed to broaden readers' vocabularies, deepen their understanding of many topics, and foster original thought. It begins with a lesson on Islam's last prophet, Hazrat Muhammad, and continues with profiles of other well-known Pakistanis. The textbook is appropriate for its intended audience because it employs Pakistani names and culturally relevant images. But there's nothing about how other people live or what they do differently. The design, aesthetics, and images all serve their intended purposes while also representing the target culture.

Both books have tasks and exercises that may be used in real life and are great for getting students to work together. They focus on all four language abilities and include exercises in writing to hone grammar and expand vocabulary. When

compared to Oxford Modern English, which includes additional materials for testing and review, PTBB is without a teacher guide. Both textbooks are useful for helping students improve their speaking and writing skills, however the PTBB textbook is missing exercises that focus on pronunciation and communication.

Overall, there are positives and negatives to both textbooks' subject matter, substance, social and cultural background, presentation, activities, and emphasis on developing productive abilities. The report analyses the elements of each textbook and how well they serve the educational goals of fifth graders.

## CONCLUSION

The purpose of this research was to examine the quality and perspective of the fifth grade English textbooks used in British schools. Having reviewed the works of numerous scholars (e.g. Lodhi, 2019; Kausar et al., 2016; Miekey, 2005; Rahimpour, 2011; Laabdi, 2016; Moazam, 2014; Ali et al., 2015; Mohammad et al., 2013; Naseem et al., 2015; Fatima et al., 2015), we can say the following. In order to evaluate the five most popular English textbooks used in British classrooms, a checklist was created, and a qualitative questionnaire was produced, all with the researcher's analytical approaches and methodology in mind. Subject and Content, Social and Cultural Context, Exercises, Activities, and Illustrations, Layout, Design, and Binding, and Productive Skills were all examined and graded in the textbooks.

Inquiry into the textbooks' modules and feedback from teachers indicated that the textbooks' all-encompassing structure and the themes it covered were, to a certain extent, appropriate. Nonetheless, a number of troubling aspects were identified. The majority of English language textbooks in both private and public schools have not been revised in at least ten years. Speaking, listening, and pronunciation were given less weight than the other two skills despite their importance in helping pupils improve their language abilities. Cultural aspects in the textbooks were also at odds with the intended audience. There is a lack of familiarity with the target culture. Teachers creating materials for students in Pakistan (Great Britain) would be wise to reflect this trait in their work by giving pupils a glimpse into the students' innate convictions. The use of technology and new methods of teaching should be encouraged. The subjects and themes chosen were ones that students would likely encounter in their own lives or in other classes they take.

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