

EVALUATION OF SECONDARY SCHOOL ENGLISH TEXTBOOK FOR CLASS TEN BEING USED IN PUNJAB

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ABSTRACT

Textbook analysis evaluates the efficacy and appropriateness of educational materials for teaching languages by gauging their instructional worth and influence on learning outcomes (1998, p.3). This article evaluated the content of the language textbook used in Punjab, Pakistan, for 10th grade. A unique checklist was created and utilized to evaluate the textbook with a primary emphasis on assessing the overall impression, content analysis, activities, and organizational structure. The findings provided valuable information about the characteristics and deficiencies of the course materials. The majority of the elements in the book meet the requirements outlined in the checklist. The general structure, content, and organization are well-developed in accordance with the standard pattern and established theories. Practically every aspect of language learning processes has been considered. There is a need for more content regarding the culture of the target language and target group, as well as a lack of emphasis on pronunciation and listening skills. This assessment provided suggestions for integrating the exercises on pronunciation and listening abilities.

Keywords: Evaluation, Text Book, Grade10, Punjab, Checklist

INTRODUCTION

Pakistani pupils are required to study English from the first grade onwards (Rehman, 2009). Pakistan's educational system mandates English as the principal medium of instruction from first grade to twelfth grade. According to the National Education Policy (Government of Pakistan, 2006), English is the primary language used for teaching topics and conducting classes at all grade levels throughout students' entire schooling years. In order to improve the quality of teaching and the results of student learning, curriculum development in Pakistan has implemented a range of initiatives as specified in the National Education Policy of 2009. These criteria are designed to provide learners with the necessary skills and competencies to effectively confront and

overcome issues they may face in their schooling and beyond.

Language instructors mostly rely on textbooks as their primary resource since they provide a well-organized curriculum and thorough teaching of language abilities (Brown, 2001, p.136). It also offers instructional support and evaluation tools to enhance the effectiveness of language learning. Textbooks play a crucial role in language learning by providing additional materials and well-designed content. They serve as a fundamental resource for both learners and instructors (Daneshfar & Abdollahi, 2018). This remark implies that textbooks have a substantial impact not just on the acquisition of knowledge but also on the shaping of learners'

ideologies, values, and behaviors. Textbook material goes beyond providing information and can influence students' views, attitudes, and actions. This makes textbooks educational solid instruments that can affect societal norms and perspectives (Mahmood et al. in 2021). Although teachers have access to advanced technology that allows them to produce excellent educational materials, there is still a strong need for traditional textbooks. As a result, the publishing business consistently introduces new series and editions to meet this demand. Despite the progress in technology, learners continue to depend on textbooks, highlighting the fact that textbooks are still favored and extensively utilized in education.

The majority of instructors in Pakistan face a significant scarcity or absence of resources, including instructional aids, supplementary materials, and school libraries. This is why Textbooks play a vital role in the education system of Pakistan, serving as the primary and frequently the only source of learning for pupils in several institutions. The importance of textbooks in molding the educational landscape is highlighted by this dependence on them (Government of Pakistan, 2006, p.53).

This makes it very significant to have evaluation of the text books consistently. Analysis entails the process of dissecting a subject into its constituent elements in order to comprehend its structure or function. In contrast, evaluation involves appraising the quality, relevance, or efficacy of those elements to formulate a judgment or recommendation. Analysis consists of comprehending information, whereas evaluation is forming conclusions or assessments based on that comprehension. McGrath (2002).

Textbook evaluation commences with pre-use assessment, which is carefully examining materials prior to implementation to verify they are in line with educational objectives and the requirements of the learners. In-use evaluation takes place while the textbook is actively being used in the classroom. It involves evaluating the extent to which the textbook aids in teaching and learning. On the other hand, post-use evaluation consists of reflecting on the overall efficacy and influence of the textbook following the conclusion of instruction (Litz, 2005). The current study is a an in-use evaluation with a view to make necessary recommendations for the upcoming edition.

The current study has used Checklist method for the evaluation of text book. The checklist method offers several advantages compared to impressionistic and in-depth evaluation approaches. Firstly, it is systematic, ensuring a comprehensive consideration of essential elements. Secondly, it is cost-effective, allowing for the recording of substantial information within a short timeframe. Thirdly, the recorded data is presented in a convenient format, enabling straightforward comparison between competing materials. Lastly, it is explicit, providing clear categories that are understood by evaluators, thus establishing a common framework for decision-makers (McGrath, 2002).

Research Objectives

This research aimed to evaluate English language textbooks used in public secondary schools in Pakistan at grade 10. The objectives were to assess the structure and content of the textbooks, determine their alignment with the national curriculum for English language education, analyze their effectiveness in developing language items and skills, examine their role in promoting higher-level thinking skills and language learning strategies, and evaluate their adherence to contemporary theories and research in teaching English as a Foreign Language (EFL) and English as a Second Language (ESL). The results of this assessment have practical importance for the field of education, especially in guiding making updates to these textbooks.

Research Questions

- Is the format of the text book up to the mark?
- Is the Content of the book in accordance with SLO's
- Does the content of the book co-relate with SLO's
- Does the book promote critical thinking?
- Does the book foster all the skills of English language?
- Does the book promote the culture?
- Does the activities and exercises enhance the language learning processes?

Literature Review

Evaluation and assessment of text books is a necessary part of the educational process. Various bodies related to the education system keep on evaluation process with a view to bring productive changes in the books. Sultana, Khan, Ali, and Rehman (2007) evaluated English textbooks used in secondary school classes IX and X. Their evaluation

encompassed various features such as technical vocabulary, writing style, illustrations, content balance, problem-solving emphasis, relevance to real-life situations, teacher and student manuals, table of contents, glossary, paper quality, and cost. The study, targeting English language teachers in secondary education settings, concluded that the textbooks needed to be revised, deviating from expert opinions, and recommended revision in terms of format, content, and presentation.

Mahmood, Iqbal, and Saeed (2009) undertook a study aimed at identifying indicators of quality textbooks and establishing criteria for their review, evaluation, and approval in Pakistan. Viewing textbooks as products, they utilized Garvin's (1988) framework to identify quality indicators and employed the Delphi technique to reach a consensus on them. Their investigation resulted in the development of a comprehensive list of indicators, encompassing aspects such as curriculum scope, content reliability, vocabulary, illustrations, format, critical and creative learning, assessment and evaluation, and teacher guidance, among others.

Asad (2010) developed an 'eclectic checklist technique' to assess textbooks, incorporating different evaluation frameworks from Harmer (1991), Cunningsworth (1984), and Ur (1996). The checklist covers several criteria, such as the arrangement of content, instructional methods, learning goals, language proficiency, grammar, vocabulary, visual aids, and socio-cultural elements. She utilized this checklist to evaluate the content of a grade six textbook used at prestigious English medium schools under the Beacon House School System in Pakistan. Based on her detailed examination, the Step Ahead One textbook fulfilled five of the seven criteria that were taken into account. As a result, she determined that it was an appropriate coursebook for this particular situation.

Ali, Tauseef, and Shah (2015) did a research study to assess the efficacy of the textbooks utilized in Punjab's elementary education. A checklist was created and used to determine the textbooks. The primary focus of the review checklist was to evaluate the comprehensive impact of textbooks, including their content, activities, organization, subjects, and coursework. Upon analyzing Grade VI and VII English textbooks, it is evident that they largely adhere to the required norms of language textbooks, effectively meeting the specific requirements for language acquisition. Nevertheless, it is essential to

acknowledge the deficiencies in the program, particularly in its neglect of listening skills and pronunciation.

Additionally, the structuring of the information lacks a coherent progression and is challenging to achieve. Although these textbooks match the checklist criteria for cultural reflection, skill development, and visual appeal, they still need to improve in some crucial areas. In contrast, the Grade VIII textbook needs to match the checklist criteria in several areas, such as objectives, activities, skill development, topic sequence, and teacher assistance. As a result, it is not suited for successful language acquisition. The essay highlights the significance of modifying the Grade VIII textbook to conform to language learning standards and prevent long-standing adverse effects on students.

Shahid, Qasim, and Iqbal (2021) did a research study to assess the effectiveness of the grade 10 textbook used in Punjab, Pakistan. The study sought to determine the book's instructional value based on the specific needs and demands of teachers and students. A questionnaire produced by Litz (2005) was utilized, with necessary modifications made to suit the particular requirements of the Pakistani environment. The data was gathered from educators and learners and subsequently analyzed using SPSS. The study's findings indicate that the textbook is comprehensively developed and provides a wide range of valuable supplementary resources. The book is aesthetically attractive, well-structured, coherent, and systematic. In general, the favorable attributes exceeded the unfavorable ones by a significant margin. Although the book had several shortcomings, such as the absence of a glossary and grammatical errors, the findings indicated that the textbook was satisfactory for individuals learning a language. In general, the consensus was that, although the textbook had certain shortcomings, it adequately met the students' needs and could be a helpful resource in the hands of a skilled teacher.

The literature review on textbook evaluation highlights its importance as a crucial study field. Multiple research studies have emphasized the significant influence of textbook evaluation on educational systems. Prior research clearly demonstrates that textbook assessment is essential for changing educational practices. Therefore, it is crucial to evaluate the applicability and appropriateness of textbooks used in schools. Therefore, the purpose of this study is to assess the

effectiveness of the English textbook utilized for 10th-grade education in Punjab, Pakistan.

Methodology

The present research study has utilized a mixed method technique to assess the grade 10 textbook. A checklist was created based on the checklists developed by Madsen and Bourn (1978), Allwright (1981), O'Neill (1982), William (1983), Cunningsworth (1984), Ur (1996), and Karamouzian (2010). In addition to the checklist, a questionnaire was designed to gather the perspectives of 60 teachers regarding different aspects of the book. The checklist and questionnaire were used to examine many characteristics utilizing a process of attentive and meticulous observation. The descriptions have been provided using a qualitative methodology in order to provide a more profound understanding of the book's content and structure. Using a qualitative method allows researchers to offer adaptable and easily understood explanations of the phenomena they are studying. Every evaluation item undergoes a thorough and thoughtful examination after being applied to textbooks at various grade levels.

Data analysis and Discussion

Introduction of the Book

The material begins with a thorough introduction. The book starts with a concise and comprehensive overview of many topics, including reading material, pre-reading strategies, strategies for while reading, strategies for post-reading, vocabulary development, reading comprehension, grammar, writing abilities, oral communication skills, and guidelines for teachers.

Learning outcomes are clearly delineated within the textbook

The overarching objectives are presented at the beginning of the book in the table of contents. At the same time, the specific learning outcomes for each lesson are provided at the start of every session on pages 1, 15, 27, 37, 55, 67, 79, 91, 106, 118, 129, 139, and 149. This facilitates the selection of specific activities by both teachers and students in order to achieve desired objectives. The learning outcomes have been thoroughly described at the beginning of each session. Pre-readings have been depicted with learning outcomes at the beginning of each lesson. The SLOs are highly precise and focused on achieving specified objectives.

Table of Contents

The table of contents has been enhanced with several unique features. There are five additional columns, each defining the specific abilities that are acquired in each session. These skills include vocabulary, reading skills, grammar, oral communication skills, and writing skills, respectively. There is a highly detailed introduction to these skills that guides both teachers and learners.

Structure of the Book

At the beginning of each class, teachers are provided with instructions on how to execute a variety of activities and tactics effectively. In addition to the initial principles, each page includes a box at the conclusion that provides instructions for the teacher to use a variety of activities in order to enhance the lesson's engagement and effectiveness. Each lesson is broken into paragraphs, each beginning with a serial number. Each section is accompanied by a box that includes questions pertaining to the knowledge acquired from that specific paragraph. Additionally, there are inquiries designed to enhance the pupils' critical thinking skills. After each lesson, a concise yet comprehensive paragraph has been provided to summarize the concept of the session. The theme is presented within a box to enhance its visibility and appeal. Adjacent to the theme box, there is a subsequent box that houses the glossary. There is a review exercise scheduled following the 4th, 8th, and 13th lessons on pages 50, 101, and 149, respectively. The purpose of these exercises is to review the skills that have been learned.

Overall approach towards English Language Learning

The textbook encompasses several aspects of the English language by the rules specified in the curriculum plan. Each session has been designed to facilitate the acquisition of many abilities, such as vocabulary, oral proficiency, reading, writing, and understanding. The table of contents provides a concise and explicit overview of how each session integrates different English language abilities. The table of contents illustrates the role that different lessons play in developing various English language abilities.

Vocabulary Skills

Vocabulary proficiency has been included in every session, with each class emphasizing vocabulary from a unique perspective. Unit 1 centers on the process of deducing the meanings of unknown words. Unit 2 requires the investigation of the semantic significance of words. Unit 3 delves into the vocabulary by emphasizing synonyms for different words. Unit 4 focuses on specialized vocabulary, specifically examining prefixes and infinitives. Unit 5 explains synonyms, antonyms, connotations, and denotations. Unit 6 instructs students on how to infer the meanings of new words. Unit 7 instructs on how to infer the meanings of unknown sentences. Unit 8 emphasizes denotation, connotations, and synonyms. Unit 9 focuses on elucidating the signification of unknown vocabulary and expressions. Unit 10 and Unit 11 instruct on inferring the meanings of new words and phrases. Unit 10 centers on inferring the meanings of unknown words and suffixes. Unit 12 focuses on examining and comprehending synonyms and frequently used prefixes. Unit 13 is centered around the study of prefixes. The book has been meticulously crafted to address all areas contributing to vocabulary growth comprehensively.

Reading Skills

Unit 1 focuses on the examination of patterns of text arrangement, as well as the comprehension of accompanying questions. Unit 2 focuses on the instruction of reading comprehension questions and multiple-choice questions related to reading. Unit 3 centers on the concepts of grin and alliteration. Unit 5 explores the concepts of metaphor and personification. Unit 8 instructs on the utilization of imagery. Unit 10 is designed specifically to instruct reading skills inside a library setting. Unit 11 focuses on analyzing a tale, examining its different aspects, and engaging in additional reading exercises. The subsequent lessons concentrate on comprehension inquiries and examination of patterns of textual arrangement.

Grammar

Unit 1 is designed to instruct on concrete nouns, abstract nouns, noun phrases, past indefinite tense, past continuous tense, and pronunciation. Unit 2 covers the topics of collective nouns, modal verbs, present indefinite tense, present continuous tense, punctuation, and the usage of hyphens. Unit 3 is designed to instruct on personal pronouns, degrees

and order of adjectives, adjective phrases, and future indefinite tense. Unit 4 covers several types of adverbs, adverb phrases, gerunds, infinitives, and active and passive voice. Unit 5 has emphasized transitive and intransitive verbs, prepositions, and voice construction. Unit 6 covers the topics of modal verbs, voice creation, and the first conditional and silent letters. Unit 7 centers around the study of indefinite pronouns and the present perfect tense. Unit 8 centers on various types of pronouns, participles, gerund phrases, infinitive phrases, and prepositional phrases. The concepts of noun clauses and the present perfect continuous tense were covered in unit 9. Unit 10 advances the notion of relative pronouns, adjective clauses, and the second conditional. Unit 11 primarily focuses on the past perfect tense, past perfect continuous tense, storytelling, and voice formation. Unit 12 has covered the teaching of subordinating conjunctions and adverb clauses. Unit 13 focuses on the creation of the Third conditional and simple, compound, and complicated sentences. It also covers the proper use of quotation marks. The book's architecture demonstrates that most of the grammar has been considered.

Oral Communication Skills

This textbook for grade 10 pays special attention to an often overlooked aspect of the language learning process, which is crucial. Unit 1 includes activities facilitating group discussions and encouraging individuals to articulate their perspectives. The emphasis in Unit 2 has been on articulating reasoning through group discussion. Unit 3 instructs on how to display manifestations of fury. Unit 4 has focused chiefly on expressions of apology. Unit 5 covered the instruction of presentation skills and techniques for indicating directives. Unit 6 focuses on instructing the use of agreement expressions and facilitating group discussions. Unit 7 focuses on teaching the techniques and methods used in conducting interviews. Unit 8 covers the topics of stress and intonation patterns in speech, as well as terms used for giving directions. Unit 9 focuses on developing the ability to express personal viewpoints and engage in group discussions. Unit 10 has emphasized the skills of expressing agreement and disagreement. Unit 11 is around a group presentation on the components of a tale. Unit 12 focuses on developing the abilities required for delivering group

presentations. Unit 13 focuses on the ability to ask and answer questions related to social topics.

Writing Skills

Unit 1 emphasizes the development of precise writing skills and the ability to write essays on broad topics. Unit 2 emphasizes the skills of summarizing a text and writing essays on broad topics. Unit 3 instructs students on composing paragraphs, crafting summaries, and effectively paraphrasing. Unit 4 focuses on developing the ability to write personal narratives and paragraphs. The emphasis in unit 5 has been on paragraph writing, summary writing, and the skill of paraphrasing. Unit 6 incorporates the abilities to analyze formal letters, compare and contrast essay writing, and write precis. Unit 7 centers on the proficiency of composing formal letters, crafting applications, writing essays, and creating summaries. Unit 8 focuses on developing the ability to identify the central concept of a poem, write paragraphs, create summaries, and effectively paraphrase. Unit 9 of the course covered instruction on precis writing, essay writing on general topics, and the competence of analyzing and producing a job application. Unit 10 focuses on developing the ability to analyze and compose a letter to the editor and an argumentative essay. Unit 11 has emphasized acquiring skills for producing a character sketch and book review. Unit 12 focuses on developing the ability to write essays on a wide range of topics and to write precise summaries. Unit 13 focuses on acquiring abilities to summarize a story and compose a character sketch.

Listening Skills

Listening skills are not properly addressed in the textbook.

Activities for the Development of Various Skills

There exist explicit and appropriate criteria for building diverse activities aimed at fostering the development of distinct skills. There is a reading activity included on page 7 that focuses on improving reading skills. A pronunciation skills learning practice may be found on page 11. A task designed to enhance oral communication abilities may be found on page 12. The textbook includes exercises that allow students to engage individually, in pairs, in small groups, and as a whole class. These activities utilize a variety of learning methods and strategies. These activities aim to create an atmosphere that promotes students' acceptance and interchange of

ideas, sharing of knowledge and perspectives, and development of confidence in verbal communication. The chosen instructional style emphasizes the importance of validating language learning from a linguistic and communicative standpoint. Moreover, including activities that promote conversation between partners in the desired language strengthens the communicative approach to acquiring language skills.

The approach employed in the book is theoretically underpinned by established language learning theories

The chosen methodology is based on language learning theory, incorporating elements from communicative language acquisition and integrationist theory. The textbooks contain exercises that align with and encourage a communicative approach to language acquisition, as seen in the English Textbook for grade 10. Moreover, the strategy is linguistically justifiable because it prioritizes understanding the subject matter and enhancing language proficiency through the textbook. This approach differentiates between the simple acquisition of content and the comprehensive acquisition of language abilities, with additional activities supporting theoretical learning.

The contents of the book serve as a representation of the culture of the target community

The textbooks need to adequately represent the Pakistani culture, which is inherent to the target community. The role of culture in the learning process is highly significant, as contextualized learning produces better results than approaches that lack context. The cover page of the textbook needs more effectiveness and attractiveness. There is no visual representation that symbolizes the cultural background of the learners. The initial lesson focuses on the primary religion of the target group, Islam, and revolves around the founder of Islam. There needs to be a lesson specifically addressing the Pakistani community and its cultural practices. Utilizing a diverse array of visual aids, such as photographs and illustrations, can significantly enhance the acquisition of the target language by immersing learners in the associated culture.

The contents of the book serve as a representation of the culture of the target language

More emphasis must be placed on the cultural aspects of the target language. The Great Expectations is the sole lesson that provides insight into the target language's culture. An in-depth understanding of the culture associated with the target language is crucial for effectively learning the target language.

Appearance of the Textbook

The decision about the matter was made following the completion of a survey. A total of 60 teachers were administered a concise questionnaire encompassing several inquiries regarding the overall caliber of the textbook.

Table1: The appearance of the Cover page is of attractive and representative

Total Respondents	Not Attractive	Attractive to some extent	Attractive to great extent	No response
60	37	21	2	0

A total of 37 respondents out of the 60 surveyed expressed dissatisfaction with the appearance of the cover page. In response to the question on the attractiveness and representativeness of the cover, they stated that the cover page should have a picture that reflects the culture of the target language or group.

Table2: The quality of the paper of cover page is good

Respondents	Not Good	Good to some extent	Good to great extent	No response
60	13	17	30	0

30 out of 60 respondents are satisfied to a great extent with quality of the paper of the cover page.

Table3: The quality of the paper is good

Respondents	Not Good	Good to some extent	Good to great extent	No response
60	14	13	33	0

33 out of 60 respondents are of the view that quality of the paper is good to a great extent.

Table 4: Weight of the book is reasonable

Respondents	Heavy Weight	Reasonable Weight	No response
60	44	16	0

A total of 44 out of 60 teachers believe that the weight of the book is excessive, which is detrimental to the learning process. The weight is substantial due to the inclusion of an Urdu book alongside the English book.

Table5: Table Graphics are attractive

Respondents	Not attractive	Attractive to some extent	Attractive to great extent	No response
60	47	13	0	0

Out of a total of 60 respondents, 47 believe that the images in the book are not appealing. This is a disadvantage of the book. Graphics are essential and catalyze language learning. Graphics must be coloured and attractive

Lay out is attractive & clear.

The entire book is written in black and white. Colors are not utilized. The visual elements in the book lack aesthetic appeal. The graphics used in the courses and activities may have had a more significant impact. A more effective approach would have been to use Islamic imagery and depict Pakistani culture, as well as use traditional Islamic and Pakistani names. The utilization of images is ineffective.

Table6: The typography of the book facilitates ease of readability for learners.

Respondents	Do not facilitate	Facilitates to some extent	Facilitates to great extent	No response
60	0	8	52	0

According to Table 3, 33 out of 60 teachers firmly believe the book's page is high quality. According to Table 6, 52 out of 60 teachers believe the book's font makes it easy for pupils to read. When questioned about their thoughts on why the book's font enhances readability for learners, they provided the following justifications. The text's font size is appropriate. The paragraph structure is evident and well-defined. There is a table of contents in the beginning. The exercises have been arranged in alphabetical order. There are evident differences among different exercises. Crucial information is documented in cells and boxes. This facilitates the process of reading.

Headings are properly positioned

It has been observed that All the headings and sub headings are properly developed and maintained throughout the book.

Presentation of the Content

The textbook covers a diverse range of engaging topics:

Respondents	Not diverse and engaging	diverse and engaging to great extent	diverse and engaging to great extent	No response
60	0	3	57	0

Out of the 60 respondents, 57 of them find the content in the textbook to be both fascinating and diverse. They provided the following grounds to justify their answer. The concepts of truth, justice, spirituality, fidelity, honesty, and fair dealings in business are discussed in Unit 1 (Hazrat Muhammad an Embodiment of Justice) and Unit 13 (fidelity). The poetry "Try Again" and unit 7, "Little by Little One Walks Far," thoroughly explore the central theme of persistently striving for triumph, irrespective of challenging conditions. The poem "The Rain and The Peace" explores the artistic component. The poetry has eloquently portrayed the different facets of nature. Unit 2 of the course focuses on presenting Chinese culture, specifically the Chinese New Year. Unit 4 has offered the most beneficial subject of First Aid for young students. Unit 6 (Television vs Newspapers) provides a detailed analysis of different media sources' differences, similarities, and advantages. The primary concern for grade 10 pupils in Pakistan is choosing a career in the upcoming year. The subject matter has been addressed in unit 9, specifically in the Choosing the Appropriate Profession section. The significance of reading books has been elucidated in unit 10, titled "A World without Books."The significance of literature and the portrayal of the target language's culture has been elucidated in unit 11, specifically in the context of "Great Expectations."Unit 12 examines the importance of the current hot topic of population growth and world food supplies.

The instructions provided in the textbook are explicitly articulated.

Respondents	Not explicitly articulated.	explicitly articulated to some extent	explicitly articulated. to great extent	No response
60	0	0	60	0

All respondents are of the view that instructions are meticulously provided before each exercise and activity within the textbook.

The contents are systematically organized according to increasing levels of difficulty.

Respondents	Not organized	organized to some extent	organized to great extent	No response
60	0	0	60	0

All respondents agree that the textbooks are organized based on a clear hierarchy, but lack internal organization based on different levels of comprehension. The language employed in the textbook is genuine and customized to match the students' level of skill. The textbooks utilize culturally relevant and socially accurate language, depicting actual everyday occurrences. The characters depicted in the subject matter represent ordinary persons. Nevertheless, the language complexity in the textbooks surpasses the ideal level of simplicity, resulting in a significant amount of difficulty. The language components that are essential, such as sentences that are succinct and simple, are not adequately represented. However, the language usage in the textbooks does to some degree adapt to the changing times.

Pronunciation explanation and practice.

The textbooks have practice activities that specifically focus on pronunciation. Emphasis is placed on pronunciation and its application. Unit 8 focuses on the topics of stress and intonation patterns in speech. The exercise E on page 24 emphasizes the primary and secondary stresses. The pronunciation of several nouns is presented on page 24.

Correlation between objectives and contents.

Respondents	No Correlation	Correlation to some extent	Correlation to great extent	No response
60	0	0	60	0

All respondents agree that there is a significant correlation between objectives and contents. The content of the textbooks is congruent with the predetermined objectives of the curriculum. The objectives are closely connected to the topics and activities offered at the end of each unit in the textbooks.

Sufficient instructional support is provided for teachers within the textbooks.

At the beginning of each class, teachers are provided with recommendations on how to effectively execute various activities and tactics. In addition to the initial principles, each page also contains a box at the conclusion that provides instructions for the instructor to use a variety of activities in order to enhance the lesson's appeal and effectiveness. There exist explicit and appropriate standards for constructing different activities aimed at fostering diverse skills.

Tasks are individual, pair and group work based.

The textbook includes a variety of exercises that allow students to engage individually, in pairs, in small groups, and as a full class. These activities cater to different learning styles and use a wide range of tactics. These activities aim to create an atmosphere that promotes students' acceptance and interchange of ideas, sharing of knowledge and perspectives, and development of confidence in verbal communication. The chosen instructional style emphasizes the importance of validating language learning from both a linguistic and communicative standpoint. Moreover, the inclusion of activities that promote conversation between partners in the target language strengthens the communicative approach to language acquisition.

The learning approach adopted in the textbook is centered around activities.

The textbook's learning approach centers on activities, with each unit ending with specific assigned tasks. As a result, each task in the textbooks is accompanied by explicit directions, which serve as a well-organized guide for advancing through the material. There is a reading activity included on page 7 that focuses on improving reading skills. A resource for developing pronunciation abilities can be found on page 11. A task designed to enhance oral communication abilities may be found on page 12. The activity involving oral communication can be found on page 36. Writing tasks can be found on page 66. The textbook includes a variety of exercises that allow students to engage individually, in pairs, in small groups, and as a whole class. These activities utilize a wide range of learning styles and tactics. Textbooks is dependent or autonomous for learners. The learners depend on the guidance of the teacher in order to understand. The textbook's absence of self-explanatory features requires external support in order to facilitate effective study. Students necessitate assistance in navigating the material, as relying just on self-study is inadequate for achieving optimal comprehension.

Flesch Reading Ease Score

The Flesch Reading Ease assigns a numerical number to a text, ranging from 1 to 100, where a higher score indicates more readability. A score ranging from 70 to 80 is similar to a school grade level of 8. This implies that the text should be relatively straightforward for the typical adult to comprehend. Rudolf Flesch created the formula in the 1940s. The grade 10 book had a score of 72. This demonstrates that the text is accessible and comprehensible for pupils in the 10th grade.

Flesch-Kincaid Reading Ease

As the reading score increases, the readability of a text improves. A reading score ranging from 60 to 70 corresponds to a grade level of 8-9, indicating that a text with this score should be comprehensible to individuals aged 13 to 15. The text from the grade 10 book had a score of 67. This demonstrates the comprehensibility of the text among 10th-grade pupils.

Conclusion

After examining the data, it is clear that English textbooks for Grade 10 in Punjab, Pakistan, meet the standard standards for language textbooks as outlined in the checklist. The textbook adequately fulfills the requirements for language acquisition. Nevertheless, there are distinct areas that require enhancement. More precisely, there needs to be more focus on listening skills and pronunciation. Furthermore, there needs to be more textual material that accurately represents the culture of the target language and the target population. Although the textbooks have certain flaws, they meet the checklist criteria by effectively promoting skills development, sustaining interest, offering enjoyment, connecting objectives with content, integrating graphics, adding mind maps, and assuring clear language and visual attractiveness. It is recommended that the appropriate committee review textbooks and integrate the missing content into them.

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Learning outcomes are clearly delineated within the textbook.

Overall Impression	Binding, and papers are in a good quality.
Textbook is updated.	Reasonable number of graphics in a good quality, and visually appealing exists.
Textbook is readily available at a good price.	Different types of components are available at a good price.
Textbook is in appropriate size, and weight.	A website is designed for the textbook.
Cover is durable, and visually appealing	
Title is appropriate, and spine is labeled.	
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