



**Vol. 2 No. 3, 2024 - FALL**

****Journal Frequency:**** 4 Issues Per Year (Biannual)

****Publisher:****Scholar Craft Education & Research Hub

**A Study on the Content Analysis of 5th Grade English Textbook in Punjab, Pakistan**

RESEARCH JOURNAL OF PSYCHOLOGY

**Muhammad Anwar**

English Teacher. Email: [m.anwarmayo1980@gmail.com](mailto:m.anwarmayo1980@gmail.com)

**Dr. Javed Mustafa**

Assistant Professor, Department of Education & Research, Khushal Khan Khattak University, Karak.

Email: [dr.javedmustafa@kkkuk.edu.pk](mailto:dr.javedmustafa@kkkuk.edu.pk)

**Rashid Mustafa**

Lecturer, Department of Education & Research, Khushal Khan Khattak University, Karak.

Email: [rashidmustafa608@gmail.com](mailto:rashidmustafa608@gmail.com)

**Abstract**

This evaluative study was conducted to analyze the contents of fifth Grade English textbook published by the Punjab Textbook Board. Evaluation of the textbook was done by following Evaluation Criteria presented by Cunnings worth. Evaluation was done through content analysis. Aim of this research was to evaluate strengths and weaknesses regarding its alignment with educational standard. The evaluation identifies three primary weaknesses: inconsistency with Grade five learning levels, complex language structures that may hinder comprehension of fundamental concepts, and limited alignment of reading activities with the four foundational language skills (listening, speaking, reading, and writing). The study also explored decrease students’ motivation and learning outcomes due to vocabulary and grammar structures that exceed the cognitive abilities of typical Grade five learners.

This study provides insights for educators and textbook developers to revisit the textbooks and inculcate the materials for enhancing English language instruction and the required language skills necessary for learners at primary level in Punjab.

**Key Words**: Content Analysis, English Textbook, Fifth grade Level.

**Introduction**

Textbook is the major source of knowledge, not only for teachers or students teaching and learning process. The learners are facilitated to gain information relevant to specific areas of knowledge in a well-organized way. Textbook is a comprehensive and all in one package, guiding teachers and students for achieving their goals in their respective roles (Shim, Cho & Cassady, 2013). Both of them depend on the textbooks in their academic pursuits. Although in the classroom, teachers may take help from different sources such as textbook, notes and internet etc. But textbook has crucial importance among all the teaching-learning sources (Mithans & Grmek, 2020). It facilitates both teachers and learners in every way to lead the students towards the achievement of general and specific objectives. Textbook provides the content, methodologies and assessment procedure for teachers to be utilized in the classroom. Textbooks works like a carrier of curriculum in the process of teaching and learning (Knight, 2015; Pepin, 2018). The students use textbooks on daily basis as like a key book, therefore its role in the education system is pivotal and without textbooks the system is incomplete and week (Woodward, Lloyd & Kimmons, 2017). Textbooks play a vital role in organizing the curriculum and maintaining uniformity in teaching practices across various classrooms (Bourke, 2016). They are carefully crafted to meet educational standards, guiding students through a logical sequence of topics and skills (Forawi, 2016). Beyond the main content, textbooks often offer additional resources like practice exercises, real-life examples, and case studies to enrich the learning experience (Fink, 2013; Fernandes, 2014). By incorporating visuals such as diagrams, charts, and interactive components, they address different learning preferences and encourage active participation (Roehl, Reddy & Shannon, 2013; McDowell et al, 2019).

Teachers can arrange and prepare teaching material from textbooks that in turn facilitates both teachers and students in teaching-learning processes. According to Cunningsworth (1995), textbooks are found helpful because of their contents required for child development and learning (Saud, 2023). Teachers and students both can got their learning objectives from textbooks. The importance of textbooks is not limited to the provision of learning materials. The combination of a well-prepared teacher and well-developed textbooks can ensure the achievement of maximum objectives (Bahar & Zaman, 2013). Therefor we can say that textbook is an integral part of the entire teaching learning process. A textbook actually surrounds all the aims and objectives of the educational system. That is why the quality of a textbook cannot be compromised. Considering the overall quality and standard of a textbook regarding the aims and objectives covered by its content is unavoidable, as a dull book can seriously affect the performance of a class (Cuttler, 2019).

English is regarded as a foreign language in Pakistan and it is critical for the concerned authorities to exercise vigilance in all aspects related to English education. The authorities are required to practice with vigilance when they are designing its curricula nationwide (Shamim, 2011). The practice is especially required and important in Punjab, where most people speak regional languages other than Urdu and English. The socio-cultural and economic environment in Punjabi communities is both distinct and diverse. According to Tarigan, Perangin-Angin, and Saragi (2021), textbooks are specifically created for classroom use, meticulously developed by experts in the field, and supplemented with appropriate teaching aids. The content, methodologies, and instructional strategies should be carefully planned to align with the objectives, taking into account the learners’ needs and lifestyles (Amerian & Amerian, 2014). In English Language Teaching (ELT) programs, textbooks are regarded as primary tools for achieving the goals and objectives tailored to meet learners' specific needs (Al-Qahtani, 2015; Akbar, 2016)”. However, general observation is that textbooks are given scant attention to their selection and evaluation in our educational system (Gurung & Martin, 2011; Villegas & Irvine, 2010). Textbooks offer a well-organized structure that supports teachers and students in navigating the language learning journey (Berutu & Margana, 2023; Joy, 2024). They are developed to include diverse activities, tasks, and materials that address various skill levels and learning preferences.

Content analysis is one of the momentous and complex research methodologies used in social sciences. It is a quantitative analysis of a message in a systemic and an objective way. It contains both computer aided text analysis (CATA) and human-coded analysis. Content analysis is a research method designed to derive consistent and valid insights from texts or other significant materials by examining them in relation to their intended context. (Krippendorff, 2004). This current research study aimed to analyze the content of the 5th-grade English textbook used in primary schools across Punjab province of Pakistan. This content analysis specifically concentrated on the material provided within the textbook of English grade 5. Contents of the book is evaluated to check its quality and relevance to the students age and intellectual ability. The study identified the strengths and weaknesses of the textbook according to different domains. This method allowed for an in-depth exploration of the content, highlighting areas that support effective learning and highlighting those aspects required for improvement in relevance to both students learning and teachers teaching practices. The findings contribute to enhancing the textbook's utility in fostering both oral and writing skills of students in primary-level.

### Research Questions

The following research questions were made on the bases of above literature.

1. What are the strengths and weaknesses of 5th grade textbook of English at primary level in Punjab while analyzing through Cunningsworth (1995) evaluation criteria?
2. To what extent does the 5th grade textbook of English at primary level in Punjab align with Cunningsworth (1995) principles of an effective English textbook.

### Objectives of the Study

Major objective of the study was;

1. To analyze the 5th grade textbook of English at primary level in Punjab in light of the criteria about good English text book presented by Cunningsworth (1995).

The major objective was split up into two sub objectives.

1. To explore the strengths of 5th grade textbook of English at primary level in Punjab in light of the Cunningsworth (1995) criteria of good English text book.
2. To identify the weaknesses of 5th grade textbook of English at primary level in Punjab through the criteria presented by Cunningsworth (1995).

### Significance of the Study

Findings of this study may help teachers to know about the pros and cons of the 5th grade English textbook they usually teach in their schools. Results of this study may likely be helpful for the text book designers for knowing the strengths and weakness of the existing textbook. They may enable to overcome the weakness of the text book, when they design it in future. The practitioners may also be able to eliminate the weaknesses of the text books during its application in the field.

**Delimitations of the Study**

Text books can be analyzed through various ways but because of time constraints, this study was delimited to analyze the book only according to the criteria established by Cunningsworth (1995). This study was also delimited to focus on the investigation of strengths and weaknesses of 5th grade textbook of English at primary level in Punjab.

**An Overview of 5th Grade Textbook of English**

In all the government primary schools, 5th grade English textbook is taught. This book is published by Leading Book Publisher, Lahore-Punjab. The same book is also taught in some private schools in Punjab as well. The mentioned textbook is developed according to the National Curriculum 2006 and approved by Punjab Curriculum and Textbook Board, Lahore, Punjab. It is endeavored to analyze the contents of the book applying Cunningsworth’s criteria of a good English textbook.

**Methodology**

### Research Design

### Content analysis is a commonly employed research method for the assessment and evaluation of textbooks. It offers a structured and practical approach in understanding and interpreting textual material of books. In this current research study, a descriptive and evaluative content analysis was performed using qualitative methodologies. The study emphasizing a holistic exploration of the subject matter rather than isolating specific variables. The utilized research method enabled a comprehensive examination and detailed description of the textbook's content. The analysis was guided by Cunningsworth's evaluation and assessment criteria, providing a vigorous framework for assessing the constituents. For strengthening and reconfirmation of the reliability and validity of the results, interviews were conducted with selected teachers. The interviews enriched the study data with insights from their experiences regarding perspectives from different domains. Content analysis allows researchers to systematically categorize and interpret textual data to identify patterns, themes, and implicit meanings. It is particularly effective in evaluating educational materials, as it captures both overt and underlying content. This method also facilitates a critical assessment of the alignment between the content and educational objectives, ensuring that the materials meet pedagogical standards. By integrating diverse sources of data, such as textual analysis and interviews, content analysis provides a multidimensional understanding of the subject under investigation.

### Instruments and Sources of Data Collection

In qualitative study the researcher is the key to identify and understand the research tools for investigating the problem in hand. In this study, checklist and interview were used as two research instruments. The data in this study was collected with the help of a checklist and face to face interview. The checklist for collection of data was prepared by the researcher through applying textbook evaluation criteria given by Cunningsworth. Firstly, in light of the well-prepared checklist, the primary data regarding analysis of 5th grade textbook of English at primary level in Punjab, Pakistan was gathered. Then the researcher also collected the data from teachers directly by interviewing them by using the same checklist so that to get in-depth understanding teachers’ views pertaining to the course content of 5th grade English textbook.

### Research Process

## The existing research study was conducted in five distinct steps in the province of Punjab. In the first step, English textbook for 5th grade at the primary level was thoroughly reviewed. In step II, specific content was selected from the textbook of English Grade 5 as a sample for analysis. Teachers were also randomly chosen to participate in interviews in the next step. The selected textbook content was then evaluated against Cunningsworth's evaluation and assessment criteria for a good textbook. The process was done to assess the extent to which the book met the required standards. To further validate the data gathered through the checklist, interviews were conducted with teachers who were actively teaching primary-level classes, particularly 5th grade. Once data collection was completed, it was systematically analyzed, and conclusions were drawn based on the findings of the study

## Data Analysis

The 5th grade English textbook of Punjab province consisting of 102 pages. The book including the cover pages, and is also organized into 13 different units. All the unit of the book are structured and designed about specific topics and includes lessons aimed at developing various language skills such as vocabulary, oral communication, comprehension, grammar, and writing. These lessons are structured to be taught throughout the academic year, providing a comprehensive curriculum that addresses the key components of English language learning. Content of the textbook's are sequenced to progressively build students' linguistic abilities, ensuring that they acquire both foundational and advanced skills suitable for their grade level. The contents were analyzed keeping in view of the following eight various aspects mentioned by Cunningsworth (1995).

1. Aim and approaches
2. Design and organization
3. Language contents
4. Skills
5. Topics
6. Methodology
7. Teachers’ books
8. Practical considerations.

### Aims and Approaches

The aims and approaches in the 5th-grade English textbook are quite similar to those in the teaching program but would not meet the learners' needs. The objectives and practices of the textbook go well beyond students' understanding at this stage. For example, oral communication is one of the course's objectives, and speaking on the traits of “Hazrat Muhammad (SAW) (Unit 01, p.05), group discussion on a folk tale (Unit 02, p.9), Invention of Glass description and composition (Unit 08, 11, p.49, 52), and storytelling (Unit 12, p.81), discussion on An Ant’s Language (Unit 13, p.89) etc.

The students of 5th grade English subject are not only confronted to learning but they are also required to practice some writing practices. The students are required to practice paragraph writing, letter writing, summary and essay writing etc. the mentioned activities and some learning items are found very useful but its not according to students learning level. Level of the students is found lower and very basic and they are facing issues to attain these aims. However, no materials regarding oral communication, types of communication and composition are missing. Before teaching and learning oral communication and writing activities, students need to know about communication, oral communication and writing and its various kinds etc.

The 5th-grade English textbook is not well-suited to the existing teaching and learning conditions. In Punjab, nearly half of the government primary schools are located in rural and hilly regions, where an advanced teaching-learning environment cannot be anticipated. This study was conducted in an area where poverty is widespread, and many parents prioritize involving their children in domestic tasks over their education. This non preference of parents towards their children’s schooling, majority of the students are lazy and passive towards learning. Parents hardly know their children’s level or grades. Some government primary schools lack the number of required teachers which is found less than the number of classes. Therefore, teachers are found simultaneously engaged daily in more than a single classroom. In such situation, controlling and managing the learning and teaching process is difficult for teachers. Hence, teachers are unable to complete the entire needed activities given in the existing 5th grade textbook of English.

**Design and Organization**

With the current textbook of English, there are no supporting materials like teachers’ book, workbook and cassettes etc. In 5th grade textbook of English, contents are organized according to topics, for example, Unit 1, “Hazrat Muhammad (SAW),” comes at number one position which is aimed at familiarizing students with the life, qualities, forgiving nature of the Holy Prophet (SAW). Unit 2, “The Strange Kettle,” comes next to convey the more important workplace life principles of avoiding greediness, forcing oneself to move on from losses without undue mourning, and to be wary of being taught about those things that seem impossible to avoid being fooled. The lessons are arranged for the tendency to be relevant and make an impact, to instill great values and valuable wisdom in the student.

In the grammar section, nouns and their types are introduced first, as they are a fundamental and essential part of the English language. However, the textbook does not include a dedicated reference section for grammar or additional materials for self-study. The layout of the textbook is well-organized and visually appealing, with vibrant and relevant images accompanying the text. These illustrations enhance clarity and make the content more engaging and easier to comprehend.

### Language Content

The language section of the 5th-grade English textbook of Punjab province covers essential grammar topics, including nouns, pronouns, adjectives with their comparisons, verbs and their types, articles, prepositions, adverbs and their kinds, as well as present, past, and future tenses. However, the course content does not fully align with the proficiency level and needs of 5th-grade learners. For instance, the grammar portion of the first four units (Unit 01, p. 02; Unit 02, p. 09; Unit 03, p. 20; Unit 04, p. 28) introduces nine types of nouns, such as common, proper, countable, uncountable, abstract, concrete, collective, gender, and compound nouns. Additional topics like plural formation (p. 27), noun-pronoun agreement, consonant clusters (p. 64), homophones and homonyms (p. 94), and sentence arrangement (p. 79) are also included but may exceed the developmental readiness of the learners. These Grammer items neither suit to the classroom environment and socio-cultural background of the learners nor according to need and mental level of the students. Despite of these concepts, only names and pronunciations are enough for fifth grade level students.

The textbook provides an ample variety of materials to support vocabulary development that aligns well with the students’ proficiency levels. It incorporates diverse strategies to enhance vocabulary learning, catering to both individual and group activities. For instance, Unit 04 (p. 28) features an exercise focusing on countable and uncountable nouns, supported by visual aids. One activity displays an image of a cup of tea with two blank spaces where students are prompted to first identify the object and then specify whether it is countable or uncountable. Similar examples include items such as honey, eggs, sugar, and bananas. These pictorial exercises effectively facilitate the learning and retention of both vocabulary and grammatical concepts. Additionally, Unit 03 (p. 19) introduces another strategy for vocabulary enrichment by involving students in a column-matching activity. In this task, learners match pictures of nouns with their corresponding opposite genders, such as pairing a saint's image with its gender counterpart or matching a weeping figure with its related gender term. These interactive and visual techniques help reinforce vocabulary acquisition in an engaging and memorable manner.

### Skills

The 5th grade textbook of English contains insufficient materials required for the acquisition of language skills i.e. listening, speaking, reading and writing. The textbook primarily emphasizes activity-based learning for students, but the activities are often challenging and beyond their comprehension level. Teaching skills to students should involve explaining what the skills are, along with their strategies and methods for improvement. For instance, in the case of listening skills, students should learn about what listening entails, the techniques involved, and ways to enhance this skill. Similarly, for reading skills, students should be introduced to the concept of reading, its various forms—such as intensive reading, extensive reading, skimming, scanning, speed reading, and the stages of reading (pre-reading, while-reading, and post-reading)—as well as strategies for improving these skills. Unfortunately, the textbook does not effectively present these skills in the manner they should be taught. Activities come after when the students first know the nature of the skills of listening and reading (receptive skills) also speaking and writing (productive skills).

In the listening and speaking activity (Unit 08, p. 58), it is instructed to discuss with your classmates about the heroes of your country and engage them in conversation about what about their achievements and then present in front of the class. Another activity (Unit 02, p.16), after reading out conversation of three students having different opinions, and points of agreement and disagreement, students are instructed to make a conversation of their own on the topic, “The Strange Kettle”. In which the students will give their own opinions, agreements and disagreements. In creative writing activity (Unit 05, p. 34) students are instructed a paragraph on the “Quaid –e-Azam Muhammad Ali Jinnah” in your notebook with the help of word bank. In summary writing (Unit 09, p. 66), to write a summary of the story, think about the most important things that happened to the characters. The easiest way to write a summary is to find the main idea and very important details related to the main idea from each paragraph.

Listening is a fundamental skill that should be prioritized in language learning. However, the 5th-grade English textbook lacks recorded materials featuring realistic conversations or interactive exchanges, accompanied by comprehension questions and related activities. Students require authentic listening resources, such as audio and video recordings, in the target language. These materials help students grasp the tone, stress patterns, unstressed syllables, and intonation of the target language—elements that are critical for developing effective listening skills. The current textbook approach, where one student speaks and another listens, is insufficient. Such exercises fail to expose students to the nuances of the target language, including how variations in tone can alter meaning. In government primary schools, teachers of different subjects (Science, Maths, Urdu, etc.) teach English to the 5th grade students without having any ELT qualification and training.

### Topic

The 5th-grade English textbook includes 13 diverse and engaging topics. For instance, Unit 1 focuses on “Our Holy Prophet (SAW),” Unit 3 covers “The Truthful,” Unit 5 highlights “Father of the Nation,” Unit 7 features “The Youngest Genius Arfa Karim,” and Unit 12 explores “The First Straw,” among others. These topics are presented through concise and manageable texts designed to align with the comprehension level of 5th-grade learners. However, while the themes are rich in content, they tend to be complex and exceed the students' language proficiency. The learners’ current command of the target language is insufficient to spark curiosity or fully grasp such advanced material in English, because of this, may not take any interest in particularly in some topics and generally in the whole English subject.

Teachers can only make efforts to develop students’ interest and understanding through translation of the topics and text into their mother tongue. Without such efforts, the students will be unable to understand and relate themselves to the social and cultural context presented in the textbook. For example, in order to teach the lesson “Hazrat Muhammad (saw) Kindness and Forgiveness” (Unite 01) to the students, the teachers will describe them their local, cultural and religious and “The Strange Kettle” etc in Punjabi language along with the written text in the textbook. Similarly, other lessons as “Father of the Nation” (Unit 05), “The Youngest Genius Arfa Karim” (Unit 07) and “The First Straw” (Unit 12) etc. will be described in their local context and language.

There is no gender discrimination in the content of the textbook. Men and women are portrayed and represented equally. For example, (Unit 05, p. 31) there is picture of Quaid-e- Azam Muhammad Ali Jinnah with his achievements showing in the form of new homeland for the Muslim of subcontinent. There is a separate unit (Unit 03, p.17), “The Truthful” showing that the truth is not only necessary for a man but also for all human being. It also presents all society positivity and this kind of act to make the development of a country.

### Methodology

The methodology section, the English textbook is structured to support two language learning approaches: the grammar-translation method and the direct method. Teachers have the flexibility to adopt either approach or combine both when teaching 5th grade students. However, primary school students in rural areas of Punjab often struggle to learn through direct instruction in the target language without translation. For these students, understanding both the text and its context typically requires the use of their mother tongue. This reliance on native language translation highlights the linguistic and contextual challenges faced by rural learners, necessitating a tailored approach to language instruction that bridges the gap between their first language and the target language. In such situation, the use of direct method is impossible for getting the desired results. So, teachers left with a single option that is applying Grammar-translation method in the classroom for teaching of English to the fifth-grade students.

There are different techniques that are adopted in the teaching of 5th grade textbook of English. For example, translation of a literary passage is a kind of technique in which students translate English passages into their first language. In 5th grade textbook of English, both teachers and students translate English texts into Urdu and their local language. There are reading comprehensions questions in each unite of the textbook which require the students to answer in English language. The deductive approach to teaching grammar involves presenting grammatical rules to students along with comprehensive explanations and examples. Once the students grasp the rule, they are tasked with applying it to new contexts. Typically, students are provided with a set of sentences containing blanks, which they must fill with appropriate grammatical elements. This method ensures that students first understand the rule and then practice its application. For example, in Unit 03, p.20, five fills in the blanks are given in which the students have put an appropriate adverb in each sentence. Similarly in Unit 7, p.47, students are instructed to use correct form of verb in brackets. Memorization of definitions and vocabularies and compositions of given topics such as students are instructed to write a paragraph on “The Invisible Homework” (Unit 10, p. 73) and to write a paragraph of ten sentences on the exciting dream (Unit 6, p.41) etc. are other techniques which help the 5th grade students in learning a new language.

By and large, each topic in the textbook includes distinct sections for listening, speaking, and writing aimed at enhancing students' communication skills. The exercises incorporate individual, pair, and group activities such as discussions and dialogues. For instance, the listening and speaking section in Unit 8 (p. 58) directs students to “Discuss with your classmates the heroes of your country who have made significant inventions. Here are some situations and dialogues. Practice the dialogues with your partners.”

Situation 1. There is an overloaded vehicle from people in which one person says, “Excuse me, could you move a little forward? It’s very crowded here.

The possible answers: a. Oh! Sure. b. Certainly. c. No I’m sorry, I cannot.”

Situation2. Two girls seated in two seats in which one girl says, “If you do not mind could we exchange our seats?

The possible answers: a. certainly. b. I’m sorry but I’d rather sit here. c. yes, sure”. Similarly, the third situation…

Another activity is a dialogue between doctor and student on punctuality (Unit 8, p. 57) in which one student will become a doctor and other his student in order to practice the similar dialogue in the classroom. For writing, (Unit 04, p. 30) students are instructed to write a paragraph on their hard work to give them physical description and character traits. Another activity (Unit 12, p. 87), students are guided to write a story to a friend about a “The First Straw”. “Writing a personal Narrative. Think about an exciting dream that you have had. Write a personal narrative about” (Unit 06, p. 41).

### Teachers’ Books

There is no official guidebook available to support the coursebook for teachers. However, some privately published guidebooks are available in the market. These guides typically translate the entire text into the local language (Urdu) and provide answers to the exercises. Offered by private institutions, these guidebooks are relatively comprehensive and helpful in the teaching and learning process, particularly for English. The translation aids both teachers and students in understanding the text, extracting meanings, and identifying themes or conclusions. The authors of these guides have done commendable work in making the course material more accessible and easier to comprehend. Besides that, the government has provided no such materials to primary institutes that support the course book. The only thing that the government has done in this regard is the devising of an academic calendar that is specially introduced to tackle the time lost due to covid-19 pandemic that resulted in the closure of the educational institutions for six months. The calendar guides the teachers in skipping unnecessary or less important topics so as to cover and study the important ones.

### Practical Consideration

The textbook is affordably priced at Rs. 67 in the market, though it is distributed free of cost to government institutions. It offers excellent value for money, providing knowledge and wisdom that far exceed its price. The book is durable enough to last for several years, and the quality of its pages is commendable. Designed with an attractive layout, it captures readers’ attention with its vibrant cover and colorful interior. The use of pictorial graphics for lessons and grammatical concepts further aids students in understanding the material through visual representation. As mentioned, the book is readily available and supplied free of charge to government schools. If there is a shortage of stock in these institutions, the relevant education offices are contacted to fulfill the demand. In the private sector, shortages are addressed by coordinating with market suppliers to ensure continued availability

**Findings of the Research**

It was observed from this analysis that the content of the 5th grade English textbook of Punjab province does not align with the cognitive abilities of primary-level students. The material is found very complex. It makes the contents challenging for 5th graders to grasp even fundamental concepts such as basic grammatical structures and simple vocabulary. These activities included in this textbook fail to adequately address the development of the four essential language skills. These skills include listening, speaking, reading, and writing. This disconnects between the textbook's content and students' developmental needs hampers their ability to engage with the material effectively. As a result, the book does not serve as an optimal tool for fostering comprehensive language learning at this level.

**Conclusion**

The content analysis of 5th grade textbook of English, Punjab in the light of Cunningsworth’s (1995) textbook evaluation criteria concludes that as whole the 5th grade textbook of English is not appropriate to be used for 5th grade students. It fulfils almost half of the Cunningsworth’s (1995) textbook evaluation criteria and the other half does not properly match the criteria. The half which fulfils the criteria is further scrutinized as above the 5th grade students’ level.

Based on the criteria, there are several strong things appropriate in 5th grade textbook of English. The strong aspects are as follows;

The textbook incorporates diverse teaching and learning approaches, featuring a clear and organized layout. It provides ample resources for teaching vocabulary through various techniques, including the use of pictures, synonyms, and antonyms. Additionally, it offers materials designed to support integrated language skills, along with a wide range and variety of topics. The content also ensures balanced representation of men, women, and other social groups, promoting inclusivity and equity. 5th grade textbook of English allows grammar-translation method to be used in the teaching and learning of it to the 5th grade students. The textbook uses different techniques for presenting and practicing the target language such as filling the blanks, reading comprehension questions, deductive application of rules and memorization of definitions and vocabularies etc. The textbook is easy to obtain in the market with affordable price, long-lasting and attractive in appearance.

Based on the aforementioned analysis, there are number of items considered as weaknesses of the 5th grade textbook of English such as most of the content of 5th grade textbook of English comprised of Pakistani national heroes i.e. “Father of the Nation” (Pakistan), “The Great Leader” (Quaid-e-Azam Muhammad Ali Jinnah), “The Youngest Genius Arfa Karim” (in Pakistan) etc. instead of foreign culture where English is spoken as mother tongue. In 5th grade textbook of English, English is used as a medium for teaching elements happened or happening in Pakistan. English as a foreign language, it should contain contents of foreign countries as British and America.

In retrospect, we cannot expect the 5th grade students to take responsibilities for their own learning. In primary schools, teachers of different subjects (Math, Science, and Urdu etc.) teach English to the 5th grade students without any supporting materials and proper guidance to help them in the teaching-learning process in the classroom. They do need a teacher's book or other proper instruction guides/manuals regarding 5th grade textbook of English.

**Recommendations**

1. The inclusion of simple to complex approach in teaching of 5th grade text book is recommended. The contents and activities of the textbook need to be based on the real-life environment.
2. It is recommended for the developers of 5th grade textbook of English to simplify the complexity of the content and nature of the activities appropriate to the 5th grade students’ level.
3. Guide book or teacher’s book and audio-videos materials containing sounds of native speakers are recommended to be provided with the books.
4. English is taught as a foreign language hence it is recommended to give literary touch to the lessons in the text book and native teaching-learning materials of the language is recommended to be included in the textbook as well.

**Recommendations for Further Research**

This study analyzed the whole contents of the 5th grade textbook of English. It is recommended that further study should be conducted on analyzing on a specific skill. It is also recommended that further research should be done for investigating the complexity level in different sections of the book.

# **References**

Akbar, R. (2016). An analysis of selected eleventh grade English textbooks. *Journal of English and Education*, *4*(1), 109-126.

Al-Qahtani, H. M. (2015). Teachers' Voice: A Needs Analysis of Teachers' Needs for Professional Development with the Emergence of the Current English Textbooks. *English Language Teaching*, *8*(8), 128-141.

Amerian, M., & Amerian, F. (2014). E-lifestyle in EFL Course books: Case study of Top Notch Series. *Procedia-Social and Behavioral Sciences*, *98*, 225-234.

Bahar, H. B., & Zaman, B. (2013). Significance of text book evaluation for the purpose of effective second language acquisition. *ISOR Journal of Humanities and Social Science*, *12*(5), 70-77.

Berutu, N. N., & Margana, M. (2023). Developing English Instructional Materials for Young Learners Oriented to Left and Right Brain Accommodation. *Journal of Languages and Language Teaching*, *11*(4), 735-747.

Bourke, R. (2016). Liberating the learner through self-assessment. *Cambridge Journal of Education*, *46*(1), 97-111.

Cunningsworth, A. (1995). Choosing your coursebook. Oxford: Heinemann.

Cuttler, C. (2019). Students' use and perceptions of the relevance and quality of open textbooks compared to traditional textbooks in online and traditional classroom environments. *Psychology Learning & Teaching*, *18*(1), 65-83.

Fernandes, S. R. G. (2014). Preparing graduates for professional practice: findings from a case study of Project-based Learning (PBL). *Procedia-Social and Behavioral Sciences*, *139*, 219-226.

Fink, L. D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses*. John Wiley & Sons.

Forawi, S. A. (2016). Standard-based science education and critical thinking. *Thinking skills and creativity*, *20*, 52-62.

Gurung, R. A., & Martin, R. C. (2011). Predicting textbook reading: The textbook assessment and usage scale. *Teaching of psychology*, *38*(1), 22-28.

Joy, N. S. (2024). An Analysis of English Textbook for Fourth Grade Students of Bangladesh. English Education: Journal of English Teaching and Research, 9(2), 114-132.

Knight, B. A. (2015). Teachers’ use of textbooks in the digital age. *Cogent education*, *2*(1), 1015812.

Krippendorff, K. (2004). Reliability in content analysis: Some common misconceptions and recommendations. *Human communication research*, *30*(3), 411-433.

McDowell, T. R., Schmittzehe, E. T., Duerden, A. J., Cernusca, D., Collier, H., & Woelk, K. (2019). A student-choice model to address diverse needs and promote active learning. *Journal of Science Education and Technology*, *28*, 321-328.

Mithans, M., & Grmek, M. I. (2020). The use of textbooks in the teaching-learning process. *New horizons in subject-specific education research aspects of subject-specific didactics*.

Pepin, B. (2018). Enhancing teacher learning with curriculum resources. *Research on mathematics textbooks and teachers’ resources: Advances and issues*, 359-374.

Roehl, A., Reddy, S. L., & Shannon, G. J. (2013). The flipped classroom: An opportunity to engage millennial students through active learning strategies. *Journal of Family and Consumer Sciences*, *105*(2), 44.

Saud, W. I. (2023). Evaluation of Skills for Success-Reading and Writing Based on Criteria Designed by Alan Cunningsworth. *Technium Soc. Sci. J.*, *46*, 331.

Shamim, F. (2011). English as the language for development in Pakistan: Issues, challenges and possible solutions. *Dreams and realities: Developing countries and the English language*, *14*(1), 291-310.

Shim, S. S., Cho, Y., & Cassady, J. (2013). Goal structures: The role of teachers’ achievement goals and theories of intelligence. *The Journal of Experimental Education*, *81*(1), 84-104.

Tarigan, I. F., Perangin-Angin, R. B. B., & Saragi, D. (2021). LITERACY-BASED PPKN POCKET BOOK DEVELOPMENT TO IMPROVE STUDENT LEARNING OUTCOMES OF CLASS IV SDN 067243 MEDAN SELAYANG DISTRICT, YEAR 2020/2021. *Sensei International Journal of Education and Linguistic*, *1*(2), 508-524.

Villegas, A. M., & Irvine, J. J. (2010). Diversifying the teaching force: An examination of major arguments. *The Urban Review*, *42*, 175-192.

Woodward, S., Lloyd, A., & Kimmons, R. (2017). Student voice in textbook evaluation: Comparing open and restricted textbooks. *International Review of Research in Open and Distributed Learning*, *18*(6), 150-163.