

An Evaluation of the English Textbook for Class 10 (Sindh text book board Jamshoro)

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Abstract

English textbooks are essential tools for language learning at the secondary level. This study evaluates the Class 10 English textbook by the Sindh Textbook Board, Jamshoro (2025), authored by Prof. Fatima Shahabuddin, Ms. Faiza Qureshi, and Ms. Munazza Mahmood, and approved by curriculum specialists, was selected for this study. It provides lessons and exercises aligned with the Sindh curriculum, making it a reliable source for evaluating English language content at the secondary level. In this paper the instrument used for data collection is modification of Cunnings worth's (1995) formulated by Al-swat (2012). In this study nine checklists for textbook evaluation. Nine evaluation scales were used: layout, content, objectives, language type, skills, activities, structure and vocabulary, cultural values, and teachers' needs, communicative activities and teacher support materials. The findings indicate that the textbook is generally appropriate for learners but some need to improve in the text book.

Keywords: Textbook evaluation, English learning, secondary education.

Introduction

Textbook acts as a key role in English subject language teaching and learning because they provide structured content and activities for students. A well-designed textbook supports teachers and helps learners develop language skills effectively. English Language Teaching (ELT) textbooks act as a crucial role in English subject language classroom setting. In a number of circumstances English acts in the role of fundamental different language input which students accept and language exercise which takes place within the class. Teachers furnish the fundamental for the material of lessons, the stability of skills that taught, and forms of linguistic practice the learners participate in classroom. Content must create learners' understanding. They must be the guide books in different ways and pedagogical activities and provide educators logical reasoning for what they are doing in class. Additionally, content must be met with the needs of students. However the textbooks used within Sindh for English as Foreign Language (EFL) especially need to run in addition with the EFL students' needs. "In EFL setting, learners low chances practice English beyond the classroom, consequently English textbooks seem to be the only source by which students receive input and the main material for both teachers and students to rely on as well" (Park, 2004:2) Tutors and learners also need a support to be practice in the classroom. Furthermore textbooks become the major sources on daily routine usage .However, textbook should be used in order to achieve the effective learning outcomes.

There are many roles of textbooks in the teaching and learning process. The textbook is the source of teaching and learning. Hutchinson and Torres (in Awashita, 2006:1) explain that a textbook is an almost universal element of teaching and guidance for a teacher, a memory aid for pupils, and a permanent record for measuring what has been learnt. Secondly, a textbook can also become a supplement for teachers' instruction in the classroom. Thirdly, the textbook for inexpert Class 10 English textbook of the Sindh Textbook Board Jamshoro is widely used in secondary schools". Therefore, evaluating its effectiveness is important to ensure it meets students' academic and communicative needs.

Literature review

In formal education, textbooks are indispensable, especially for secondary English Language Teaching (ELT). They impact student learning outcomes, facilitate language instruction, and direct curriculum delivery. A crucial field of study is textbook evaluation, which evaluates how effectively textbooks satisfy learning objectives, adhere to curriculum requirements, and suit the needs of students (Li et al., 2020). The Sindh Textbook Board (STBB), located in Jamshoro, Pakistan, is in charge of creating textbooks for government schools, including secondary English textbooks. STBB textbooks have been studied to assess their applicability and efficacy in fostering language acquisition (Baloch, 2019; Shaikh & Memon, 2023).

A textbook's content quality, linguistic accuracy, skill integration, cultural relevance, and alignment with curriculum objectives are all systematically evaluated. Textbook strengths and flaws are identified through effective evaluation, which offers recommendations for enhancements (Li et al., 2020). According to research conducted in Pakistan, English textbooks need to cover all four language skills, speaking, listening, reading, and writing, as well as provide culturally relevant material (Pathan, 2022). Students' interest may be hampered and opportunities for meaningful language practice may be diminished by poorly rated textbooks.

Secondary English instruction necessitates textbooks that support the development of communicative competence, critical thinking, and higher-order cognitive skills in addition to grammar and vocabulary. According to research, a lot of secondary English textbooks place too much emphasis on lower-order abilities like recall and rote memorization, which hinders students' capacity to utilize language effectively in everyday situations (Shaikh & Memon, 2023). These resources frequently undervalue speaking and listening abilities, which are crucial for communication competence (Baloch, 2019).

Numerous difficulties are shown by studies that explicitly assess STBB English textbooks. Baloch (2019) discovered inadequate communicative activities and an unequal distribution of language skills in the Class X textbook.

Although textbooks are generally understandable, they lack socially relevant content that fosters critical thinking and cultural awareness, according to Pathan (2022). Textbook content and sequencing are not entirely in line with contemporary pedagogical concepts, according to research employing Taba's curricular model (Khemchand et al., 2021). Additionally, research on ideological content shows that textbooks transmit implicit cultural presumptions and social conventions, influencing students' worldviews in addition to language acquisition. (Magsi and others, 2020).

The use of textbooks is also impacted by practical issues. Teachers frequently use rote methods since they are not trained to use communicative and interactive ways (Baloch, 2019). Additionally, there are often delays in STBB's textbook printing and distribution procedures, which hinder students' timely access (Tribune, 2024). Even if textbooks contain high-quality content, these logistical problems lessen their practical value.

Research gap: Textbook evaluation is essential for enhancing curriculum quality and learning outcomes, according to literature. Even though they are fundamental, STBB English textbooks need to be updated frequently to guarantee communicative activities, balanced skill development, and adherence to pedagogical norms. Secondary English education will be strengthened and students' language competency will be improved if these problems are addressed together with teacher preparation and timely textbook availability

Methodology

Methodological Choice: Quantitative

Philosophy: Positivism.

Approach: Deductive

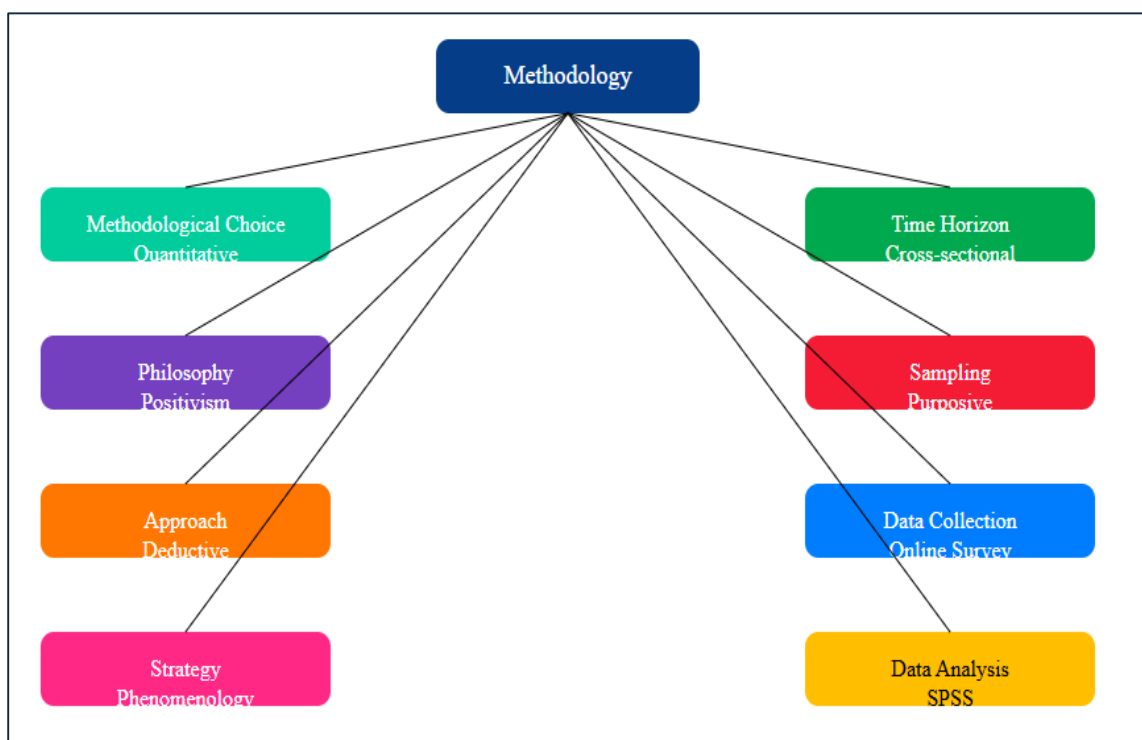
Strategy: Phenomenology

Time Horizon: Cross sectional.

Sampling: Purposive.

Data Analysis: SPSS

Data Collection: Online survey, close ended questions



Research design: Online survey design was used in this study .Participants fill online questionnaires regarding English textbook class 10.

Sample size: This study employed purposive sampling, a non-probability sampling technique in which participants are deliberately selected based on their relevance to the research problem and ability to provide rich, insightful data (Creswell & Poth, 2018). Specifically, English subject teachers and students who had passed the matriculation examination were chosen because they possessed the knowledge and experience necessary to evaluate the Class 10 English textbook effectively. Purposive sampling was appropriate in this context, 9 teachers, 24 students were selected as it ensured that the participants could offer informed perspectives on the textbook's content, usability, and educational practices.

Sampling Type: Purposive sampling is used when researchers select participants based on their knowledge and experience related to the research topic. (John W. Creswell, 2014). Purposive sampling was used because in this sampling participants know about their relevant study to select participants who were most relevant to the research objectives. English subject teachers and students who had passed matriculation exams were selected to evaluate the class 10 English textbook.

Sampling Instrument: A checklist book evaluation checklist close ended questionnaire was used. In this paper is modification of Cunning worth's (1995) formulated by Al-sawt (2012). The textbook was analyzed based on nine scales adapted from textbook evaluation frameworks. .In this study nine checklists for textbook evaluation .(1) Lay out and physical appearance; (2) content; (3) Objectives (4) Language type; (5) skills; (6) activities and tasks ; (7) structure and vocabulary; (8) culture values; and (9) teacher's need. In each dimension different statements were provided and the textbooks were ranked for each statement using a rating scale; 1= very poor, 2=poor, 3= slightly good, 4=good, 5=Very good .Close-ended questionnaires shared through online surveys to teachers and students who had successfully passed matric examinations.

Data analysis: Data analysis through SPSS 16.0 software to calculate mean and standard deviation.

Table. 1 Layout and Physical Appearance of the Textbook.

NO	Statements	Mean	St-D
1	The quality and paper binding of textbook is durable.	3.75	.954
2	The size of textbook is easy to handle for students.	3.92	.730
3	Cover of the textbook is appealing.	4.45	4.883
4	Organization of heading and subheadings are well managed.	3.60	.928
5	The chapters and units are logical and well organized.	3.59	.677
6	Students understand the printed texts with the help of diagrams, pictures, tables, in the textbook.	3.60	.928
7	The textbook contain relevant figures and illustrations.	4.45	4.883
8	The textbook include list of vocabulary or glossary.	3.75	.954
9	Instructions are simple and clear in the textbook.	3.92	.730
10	The textbook contain additional reference or index material.	3.60	.928
11	Audio-visual aids support to the textbook.	3.75	.954

The interpretation of table1 indicate generally positive perception of textbook .The mean score range from (M= 3.59 to 4.45) reflect that respondents mostly agreed with the statements. The highest mean (M= 4.45, SD=4.883) attractiveness of cover of textbook. Illustration and figures indicating strong agreement. The size of textbook and clarity instruction mean (M= 3.92, SD=.730) again shows agreement. Durability, glossary inclusion, and audio-visual aids shows score mean (M=3.750, SD=.954). Logical progression of units mean (M= 3.59, SD= .677) was lowest but acceptable while organization of headings pictorial form and reference materials around (M= 3.60, SD=.928) also lowest but acceptable and could be improved. Overall layout and physical appearance of the textbook are perceived positively by the respondents.

Table. 2 The Content of the Textbook

No	Statements	Mean	St-D
1	An appropriate table of contents include in the textbook	3.67	1.051
2	Social beliefs of the students does not conflict with the content.	3.73	.761
3	Students 'background does not contradict with the content.	3.64	.895
4	Most of the language skills covers the textbook.	3.36	1.055
5	The content of the subject is organized in topically or functionally in a logical way.	3.30	.984
6	The content of the textbook and subject shows sufficient variety.	3.64	1.168
7	Students 'autonomy promoted by the content.	3.61	1.059
8	Global issued and critical thinking are include in the content.	3.52	1.064
9	The learners is familiar with the topics.	3.55	1.003
10	Students' involvement is promoted by the content.	3.70	1.132
11	Material of the content is motivating and interesting.	3.58	.867
12	Content is enough for the students' level in the textbook.	3.64	.994
13	The material encourages a positive attitude towards gender (e.g. stereotyping occupation or use of gender bias words like chairman instead of chairperson.	3.48	1.093
14	Environmental issues encourages a positive attitude in the textbook	3.79	.992
15	Self-check progress report contain in the textbook	3.39	1.116

Table: 2 reflects the results of items related to the textbook. The highest mean scores ($M = 3.79$, $SD = 0.79$ for environmental issues; $M = 3.73$, $SD = 0.82$ for social beliefs) show that participants strongly perceive the textbook as socially and environmentally responsible. Other items, like logical organization ($M = 3.30$, $SD = 1.05$), coverage of language skills ($M = 3.36$, $SD = 1.02$), and self-check progress reports ($M = 3.39$, $SD = 1.04$), show average to moderate agreement, indicating room for improvement. The standard deviation values, ranging from 0.79 to 1.05, highlight low to moderate variation in responses, suggesting fairly consistent opinions among respondents, especially on higher-rated items. Overall, the textbook is generally appropriate, engaging, and aligned with learners' needs. However, improvements are needed in logical organization, language skills coverage, gender attitude clarity, and self-assessment features.

Table. 3 The Objectives of the Textbook

No	Statements	Mean	St-D
1	The learning objectives are clear and concise for the students contain in the textbook	3.18	1.058
2	The objectives are gradual in difficulty.	3.24	.955
3	The objectives are SMART.	3.50	1.022
4	Materials meets to the needs of the learners related to the objectives.	3.38	1.181
5	Various levels of Bloom's taxonomy related to the objectives.	3.44	1.133
6	Individual differences recognize by the objectives.	3.21	1.095
7	The objectives of the materials suit the level of the learners. The level of learners related to objectives of the material.	3.35	1.203
8	The objectives can achieved within the scheduled time in the textbook.	3.29	1.315

Table.3 shows the result of eight items related to the textbook, measuring on mean scores and standard deviation scores. Overall, the analysis reflects that the objectives are quite effective and acceptable. The highest mean score ($M = 3.50$, $SD=1.058$) shows that participants generally perceive the objectives as realistic, and other items, like clarity ($M = 3.18$, $SD=1.058$), slightly difficult ($M = 3.24$, $.955$), and recognition of individual differences ($M = 3.21$, $SD=1.095$), show average value of agreement. The objectives slightly align with students' needs ($M = 3.38$, $SD=1.181$), show levels of Bloom's Taxonomy ($M = 3.44$, 1.133), and suit students' levels ($M = 3.35$, $SD=1.203$). Furthermore, time feasibility ($M = 3.29$, 1.35) is perceived as adequate but with noticeable variation. The standard deviation values, ranging from 0.955 to 1.315, highlights medium to high varies in responses, indicating many opinions among respondents, especially regarding time management, alignment with students' needs, and clarity. Overall the objectives of the textbook are generally appropriate and aligned with educational standards. Additionally clarity, address individual differences, and ensure better feasibility within the allocated time improvements are needed.

Table. 4 The Language type of the Textbook

No	Statements	Mean	St-D
1	The language in the textbook is authentic recognized real life English.	3.36	.962
2	Individual sound, word stress, intonation etc, material for pronunciation work include in textbook.	3.12	1.122
3	Usage of language is an emphasis in the textbook.	3.29	.938
4	Students are given examples of they can use their foreign language in the upcoming time without the school practices.	3.18	1.218
5	Critical and new ideas are defined in the glossary or in introduction in the textbook.	3.38	1.129
6	The level of the students related the language used.	3.39	1.116

The analysis of table 4, reflects that the language of the textbook is commonly viewed as appropriate, understandable, and related to real-life use, and it is helpful for students. The mean score for authentic language ($M = 3.36$, $SD = 0.962$) highlights that participants quite agree that the content shows real-life English. The suitability of language level responses is the highest mean ($M = 3.39$, $SD = 1.116$), reflecting that students relate it for their understanding. The explanation of new and critical concepts is also positively perceived ($M = 3.38$, $SD = 1.129$), enhancing that the textbook supports comprehension through clear guidelines. The language use ($M = 3.29$, $SD = 0.938$) shows a balanced focus on practical application. Additionally, pronunciation-related materials ($M = 3.12$, $SD = 1.122$) show lower agreement, reflecting need for improvement. Examples of real-life language use beyond school ($M = 3.18$, $SD = 1.218$) reflects average perception with noticeable variation among respondents. Overall, the textbook shows strengths in clarity and appropriateness and improvements are needed in pronunciation practice and real-world application for its effectiveness.

Table. 5 Language skills of Textbook

No	Statements	Mean	St-D
1	The four language skills in the material provided by textbook.	3.26	1.355
2	Writing activities such as guided, controlled and free paragraphs pays attention to the textbook.	3.32	1.147
3	Activities that help in comprehension accompanied for listening in the material.	3.31	1.274
4	Communication activities such as, dialogues, role play for English spoken are designed to equip student for real life interaction in the material.	3.41	1.148
5	In introduction glossary explained in new and critical concepts.	3.53	1.212
6	Critical thinking, problem solving skills are include in the textbook.	3.53	1.107

Table 5 indicates that the textbook recovers a reasonably average coverage of language skills, with slight agreement across all items. The material covers the four basic skills (Mean = 3.26, SD = 1.355) and gives good attention to writing activities (Mean = 3.32, SD = 1.147) and listening comprehension (Mean = 3.31, SD = 1.274). Spoken English activities such as dialogues and role plays are comparatively stronger (Mean = 3.41, SD = 1.148), while the explanation of new concepts and inclusion of critical thinking skills analysis shows the highest agreement (Mean = 3.53, SD = 1.212; 1.107). The relatively high standard deviations indicate inconsistency in learners' experiences. Therefore, areas for improvement are needed in strengthening practical writing tasks to promote psychomotor skills, promote listening materials with more engaging and real-life audio support, and ensuring equal emphasis on all four skills with better clarity and uniform quality throughout the textbook.

Table. 6 Activities and task in the textbook

No	Statements	Mean	St-D
1	Activities are in the textbook are in various tasks.	3.26	1.053
2	The activities in the textbook are enough.	3.24	1.103
3	The activities in the textbook are apparent.	3.32	1.036
4	There are instructions to explain how the exercises should be done.	3.24	1.103
5	The activities are suitable for students.	3.41	1.104
6	Students use new vocabulary to communicate are interactive activities in the textbook.	3.38	1.101
7	Students' use of grammatical rules by creating situations in which these rules are needed include in the textbook.	3.50	1.261
8	There are communicative activities and exercises which enable students to develop their communication skills in the textbook.	3.59	1.258
9	The activities for language and activities for skills are enough in the textbook.	3.32	1.036
10	Testing or quizzes suggestions is included in the textbook.	3.26	1.163

Table 6 reflects that learners and educators generally have a positive reflection of the activities included in the textbook. The mean scores, ranging from 3.24 to 3.59, indicates that most

respondents feel the activities are helpful, especially those related to communication in real-life situations, which received the highest rating (Mean = 3.59, SD = 1.258). Activities that support the use of grammar in practical contexts (Mean = 3.50, SD = 1.261) and the overall number of activities (Mean = 3.41, SD = 1.104) are also appreciated. However, responses about the clarity and sufficiency of instructions (Means around 3.24 -- 3.32) reflects that some students may still find it unclear or not detailed enough. Interactive work and the balance between language and skills are seen as acceptable but not outstanding. The slightly higher standard deviation values indicate that perception differs among respondents. Overall, while the textbook offers useful and engaging activities, it could be improved by making instructions clearer and tasks more consistent for all learners.

Table.7 The vocabulary and structure in the textbook

No	Statements	Mean	St-D
1	The grammatical rules textbook contain are in logical way and increasing order of difficulty.	3.39	1.060
2	Contexts and situation are integrated new structure and varying in the textbook.	3.12	1.200
3	Brief, easy examples and explanations of the grammatical points are presented in the textbook.	3.15	.989
4	The level of the learners seems to vocabulary is reasonable	3.47	1.080
5	Practice of grammatical concepts which communicative use of the languages, are sufficient.	3.53	1.134
6	Vocabulary items is sufficient and appropriate.	3.21	1.008
7	Lessons for rewards repeated in subsequent in the new structure.	3.32	1.136
8	The vocabulary is practical, thematic and functional.	3.38	1.101
9	Oral practice of the grammatical concepts are sufficient which leads communicative skills in English language.	3.50	1.161
10	Vocabulary of the words shows in different methods like glosses and multi glosses.	3.24	1.208
11	The text is understandable related to new vocabulary words are appropriate.	3.39	1.088

The table 7 presented in the table shows a numerical assessment of a language textbook, likely collected via a Likert -scale questionnaire, evaluating its pedagogical effectiveness across grammar and vocabulary instruction. Overall criteria received mean scores above 3.0, highlights generally positive responses. The highest-rated items were the sufficiency of written (M=3.53, SD=1.134) and oral (M=3.50, SD=1.161) practice for communication, indicating the material is successful in enhancing active language production. Conversely, the integration of new structures in varied contexts (M=3.12, SD=1.200) and the clarity and brevity of grammatical explanations (M=3.15, SD= .989) received the lowest scores, highlighting areas for improvement. Notably, the high standard deviations for items like vocabulary presentation methods (M=3.24, SD=1.208) and structural reinforcement (M=3.32, SD=1.136) point to considerable variability in respondent opinions, suggesting these features may be inconsistent. While the textbook is perceived as communicatively effective and appropriately levelled, refinements in contextualizing grammar and standardizing vocabulary presentation could enhance its pedagogical value.

Table. 8 The cultural values in the textbook

No	Statements	Mean	St-D
1	Current knowledge and culture suits students in the content.	3.36	1.194
2	Students motivates to explore their culture is the target of teaching.	3.24	1.347
3	The material insights into learning about the task language culture.	3.36	1.295

Interpretation of table: 8 reflects that the cultural values indicates text book are quite good with mean scores (M= 3.36, SD=1.194) and other (M= 3.24, SD=1.347) last (M=3.36, SD=1.295) highlights students agree with the content match their cultural context. Lowest mean 3.24 indicates that the textbook is less successful encouraging learners to explore their own knowledge. To improve textbook should include more local references to create difference between local and foreign culture.

Table. 9 Teachers' need

No	Statements	Mean	St-D
1	The teacher managed material easily usage.	3.36	1.194
2	Manual of teacher indicates appropriate, concise and clear method.	3.25	1.368
3	The design of the material indicates needs of individual students which can use according their way.	3.38	1.314
4	The educators understand the objects of the textbook with the help of teachers' manual.	3.64	1.194
5	The manual gives instructions on how to incorporate audio visual material produced for the textbook.	3.33	1.315
6	Additional exercises for rewards in various language skills in the textbook manual provided.	3.39	1.171
7	Before reading the text educators are given tools and techniques to interact learners' background knowledge	3.36	1.141
8	The assessment and test manual are support to the teacher.	3.42	1.251
9	The manual indicates educators with alternative and authentic assessments tools and techniques.	3.30	1.159

The table 9 indicates the result of a textbook evaluation of items related to how teachers use teaching materials and manuals. The mean values, ranging from (M= 3.25 to 3.64), shows that educators generally have a positive perception of the textbook and manual. The highest mean score (M=3.64, SD=1.194) indicates that teaching methods in the manual are seen as somewhat less clear or concise. The standard deviation values, between 1.141 and 1.368, show a quiet level of changes in responses, meaning educators' practices differ to some extent. Overall, the results suggest that the textbook and manual are helpful and practical for teaching, but improvements are needed, especially in making teaching methods clearer and promoting the use of audio visual aids.

Discussion

In previous research teachers often lack training to implement communicative and interactive approaches, relying instead on rote methods (Baloch, 2019). In this study findings are indicates that the textbook and manual are helpful and learning by doing for teaching and learning process, but improvements are needed, especially in making teaching methods clearer and promoting the use of audio visual aids. Research has examined STBB textbooks to evaluate their effectiveness and relevance in promoting language learning (Baloch, 2019; Shaikh & Memon, 2023).

The textbook's physical attributes and layout were enhanced positively by students regarding the appealing cover and relevant illustrations. These findings match with Cunnings Worth's (1995) assertion that physical appearance contributes to a textbook's initial appeal and usability. The research study on STBB textbooks (Baloch, 2019; Shaikh & Memon, 2023) by determine gaps in the sustainable development of language and skills “However reading and writing skills are shows, listening and speaking skills neglected, major weakness English as a Foreign Language (EFL) context the textbook reflects the fundamental source of language input” (Park, 2004). This lack of stability directly hinders the development of communicative competence, a major purpose of modern language teaching and learning process.

Textbook layout and physical appearance of the textbook average and promotes positive attitude about gender equality and cultural environment awareness. These areas suggest content organization, self-assessment activities, and gender representation could be improved. The objectives of the textbook are generally appropriate and meet the needs of educational standards .Furthermore clarity, enhance individual differences, and enhance better possibility within the scheduled time period should be improved.

While the textbook contains useful and interactive activities, it could be improved by making teaching instructions appropriate and tasks consistent for all students. Findings of contextualizing grammar and standardizing vocabulary presentation could promote its pedagogical value. Less successful motivating students to examine their creative knowledge to improve this area textbook should contain more local references to create differences between local, rural and foreign culture. Additionally indicates that the textbook and manual are supportive and practical for teaching, but there are needed improvements in making teaching methods clearer and enhancing technologies the use of audio visual aids. Findings shows the textbook's pedagogical effectiveness and reflects that the objectives are realistic and insufficient clarity in execution and do not effectively promote individual students' differences. This is aggravated by the evaluation of activities and tasks, real-life communication potential experience from ambiguous instructions and contradictory quality. These activities are” minimal and do not enhance active participation of learner and real-life communication, forcing teachers to rely on rote methods” a challenge found in previous research by Baloch (2019). Additionally, the analysis of structure and vocabulary, written and oral practice is satisfactory, the presentation of new grammar is not sufficiently contextualized and the progression of vocabulary could be improved. It indicates that the textbook sustains lower-order cognitive skills recall but falls short in promoting the higher-order cognitive skills and critical thinking crucial for language mastery (Shaikh & Memon, 2023).

The analysis reflects the textbook's cultural content and enhances materials. The cultural content was rated average, related to its ability to promote students to examine their own culture. The findings lack opportunity to make learning more effective and interactive. Furthermore the educators' manual was supportive for understanding objectives, it was viewed as lacking in clarity for teaching instructions and using audio-visual aids. This hindrance of support should explain why teachers are often unable to implement more interactive and communicative approaches (Baloch, 2019). Overall the textbook contains functional tools but needs to improve revisions and meet the needs of pedagogical standards and directly align to the needs of 21st-century skills of students.

Recommendations

From the above findings and discussion, some recommendations are suggested to promote the effectiveness of the Class 10 English textbook and instructional manual. Textbook Design and Content strengthen Communicative and Interactive activities. The textbook should integrate a more variety of interactive teaching strategies that enhance real life communication, like problem-solving activities, learning by doing activities, discussions methods, and project-based learning.

Teaching instructions for activities must be concise and clear that students are engaged. The curriculum and textbook must be revised to enhance equal distribution of all four language skills reading, writing, speaking and listening. For listening use audio aids and speaking activities such as dialogues, role-plays and presentations should be included in each chapter. Grammatical structures must be included with meaningful contexts to reflect practical application. Vocabulary should be more logical, with modern words and reinforced through different teaching methods that replace rote memorization. The textbook should include more local cultural tradition to support learners' new knowledge with their prior knowledge. This strategy between local and foreign cultures can enhance understanding of both, making learning more effective and motivating. Develop meaningful teacher support materials, the teacher's material should be clear and concise. Practical teaching methods for each lesson should include concrete support for conducting interactive activities, integrating the four skills, and utilizing any audio-visual aids effectively. To integrate formative assessment tools, the textbook and teacher's manual should include a set of self-assessment quizzes, progress checks, and different testing suggestions. It promotes teachers to monitor learners' progress effectively and flexible, authentic assessment techniques that align with communicative educational competencies. Addressing logistical challenges, the textbook's practical impact can be reduced by distribution delays (Tribune, 2024), the STBB must streamline its printing and distribution processes to ensure timely for all students at the starting of the academic year. The Sindh education department should be training programs for teachers on how to effectively utilize the revised textbook and its materials. The training should be focused on moving beyond rote methods to implement the communicative and interactive strategies that align with curriculum.

Conclusion

The evaluation of the Class 10 English textbook by the Sindh Textbook Board, Jamshoro, determines that the text book contains a fundamental framework for English language instruction with positive attributes in layout and content areas; it supports a moderate communicative approach to English language teaching and learning process. The textbook promotes appealing physical design, realistic objectives, and adequate coverage of reading and writing skills. Although, main weaknesses appear in the integration of listening and speaking skills, while the clarity and quality of activities, the contextualization of grammar and vocabulary, and the provision of sufficient support for teachers through the manual.

These limitations, lacking the development of students' communicative skills and critical thinking skills, focus on rote memorization. To align with new pedagogical approaches and the needs of secondary students in Sindh, the textbook needs strategic revisions. Improvements must focus on creating more interactive and communicative activities, integrating all four language skills equitably, promoting local cultural relevance, and enhancing comprehensive teacher supportive materials. By addressing these areas, the textbook can evolve from a fundamental instructional audio video aid into a dynamic and effective tool that encourages comprehensive language learning and motivates students for real-world communication. Such revisions, coupled with targeted teacher training and improved distribution logistics, are important for the quality of English language at the secondary level in Sindh. Overall, the textbook needs to be helpful in the process of language learning skill interactive activities and skip outdated curriculum, assessment techniques like formative diagnosis and summative, language skills combination, and culture. Enhancing these areas for improvements the textbook would become more inter active, interesting and align to the interests of students in secondary school.

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