

Evaluation of the English Syllabus Prescribed by Punjab Text Book Board for Grade IV

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Abstract

The purpose of this study was to evaluate the English syllabus prescribed by the Punjab Text Board for grade IV. For this purpose, two research objectives and two research questions were framed. The survey research method was used for this study. The questionnaire consisted of 20 closed-ended statements, developed on a five point Likert-type scale. The reliability of the instrument was found at .904. A purposive sampling technique was used to select the sample of 100 English teachers from public sector primary schools in Lahore district. Descriptive and inferential statistics were used to analyze data. An Independent t-test was used to find out the difference between genders. Based on the analysis of teachers' perceptions, the findings indicate that the English syllabus plays a significant role in guiding and structuring the learning experience. It provides clarity, organization, and progression in language learning, particularly in areas such as vocabulary, grammar, and sentence structure. So. It is concluded that while the English syllabus for Grade IV generally fulfills the academic needs of students, it requires further improvement to address the practical language needs of students in a socially and linguistically diverse society.

Keywords: Evaluation, syllabus, text, board, prescribed, grade.

Introduction

A syllabus is an essential tool for achieving learning goals as it provides a clear framework that aligns instructional activities with desired educational outcomes. It outlines the objectives of a course, helping both students and teachers stay focused on what needs to be accomplished. By clearly stating learning goals, the syllabus sets expectations, guiding students through the learning process and helping them understand what is required to succeed. This alignment between objectives, activities, and assessments ensures that students are not only aware of what they are learning but also of why it is important (Husain & Faize, 2022). The syllabus is a vital resource that organizes, directs, and enriches the learning journey for Grade 4 students. It significantly influences their educational experience by offering structure, clarity, and guidance throughout the academic year. It acts as a roadmap, outlining the subjects, topics, and timelines, which helps students understand what to expect and when (Baig et al., 2020). The status of the English language is declining among Pakistani primary students, largely due to flaws in the curriculum and textbooks. Despite studying English for four years, students are still unable to use it effectively. (Aamad & Khan, 2021). Evaluation, which includes the evaluation of importance or value is important in education. The national standards are designed to help students become active citizens and lifelong learners and are equipped with the knowledge, skills, and attitudes necessary for individuals, society, and emotional development (Pasaribu et al., 2020). These standards emphasize the importance of critical thinking and learning outcomes in and out of the classroom. Rehman and Munaf (2017) states that national standards outline the knowledge, skills, and attitudes students need to master and allow students to adapt to key areas of learning. The discussion surrounding textbooks in Pakistan has been ongoing. Evaluation, through careful analysis, can guide the improvement of textbooks to meet students' needs. It helps in understanding and utilizing the strengths and weaknesses of the material presented. Evaluating a syllabus is vital for selecting and developing effective educational material (Nida, 2021). Syllabi, particularly for English as a Second Language (ESL), is crucial, and selecting appropriate textbooks requires

thorough investigation. Textbooks are available in various forms, including workbooks, teacher's guides, and multi-modal texts to support both teachers and students (Rao, 2020). In Pakistan, English is taught from nursery to master's level, and textbooks, though often well-researched and trusted sources of knowledge, may overlook certain functional aspects. These textbooks should be updated to meet the challenges of the modern age.

Objectives of the Study

1. To find out the role of English syllabus in learning goals for grade 4 students.
2. To assess the effectiveness of the English syllabus in developing key language skills in grade IV students.

Research Questions

1. What is the role of English syllabus in learning goals for grade 4 students?
2. What is the effectiveness of the English syllabus in developing key language skills in grade IV students?

Review of Literature

The English syllabus prescribed by the Punjab Textbook Board for Grade IV aims to develop foundational language skills among young learners. It emphasizes basic reading, writing, speaking, and listening abilities through age-appropriate texts and exercises. The curriculum introduces students to essential grammar concepts, simple vocabulary, and comprehension activities to build their understanding of the language. However, while the syllabus aligns with national educational objectives, its evaluation reveals areas for improvement, such as the need for more interactive content, integration of critical thinking tasks, and cultural relevance. Additionally, the syllabus could benefit from incorporating diverse assessment strategies and aligning more closely with modern pedagogical practices to enhance student engagement and learning outcomes. Aamad and Khan (2021), as stated in the National Education Policy (Government of Pakistan, 2009), English has been designated as the medium of instruction in Pakistan from grades 1 to 12 and is a compulsory subject from grades 1 to 14. To improve the quality of teaching and learning, the National Education Policy (Government of Pakistan, 2009), the National Agenda (Government of Pakistan, 2006), Vision of Sustainable Development Goals 2025 (Tour, 2011), and Minimum Standards for Quality Education (Suleman and Hussain, 2014) have been implemented. The National English Language Curriculum covering grades 1 to 12 was introduced in 2006 (Government of Pakistan, 2006). English language teaching programs in primary schools are essential in training young learners. Its goal is to provide a structured framework for teaching and learning English and to equip students with the skills and abilities necessary for academic and social communication. This approach aims to cultivate students into active citizens, independent lifelong learners, and representatives of Pakistan on the global stage (Government of Pakistan, 2006). The syllabus plays a vital role in guiding students' learning in a Grade 4 class. It serves as a roadmap that outlines the topics to be covered throughout the academic year, helping students understand what they will learn and when. By setting clear learning objectives and expectations, the syllabus provides direction and purpose, ensuring that students focus on key concepts. It also details the assessment criteria, allowing students to prepare effectively for tests, quizzes, and projects. Additionally, the syllabus offers valuable resources and guidance, helping students stay on track with their studies (Wood, 2020). Evaluation enhances the comprehension and effective utilization of materials by identifying the strengths and weaknesses of textbook content. The main direction of the systematic evaluation of this research manual is to evaluate the effectiveness of the manual and the effectiveness of the implementation of training program requirements. Conducting a needs analysis is crucial before evaluating textbooks in this context (Reza, 2020). In Pakistan, English is taught from kindergarten to higher education with the help of textbooks. Often developed through extensive research and planning, these materials are considered reliable sources of information. Education boards usually focus on producing textbooks up to the intermediate level under their control. However, while these textbooks are valuable resources for examinations, their real-life application in education is often ignored. They must be adapted to meet the demands of the modern era (Ayu & Indrawati, 2019). "Learner competencies should be seen as adaptable, not fixed and unchanging. "Different competencies can be developed through different courses and training programs" (Lattuka & Stark, 2009, p. 141). This evaluation process has implications for students, teachers, and the education system as a whole. A comprehensive analysis of the results from these evaluations will aid in identifying effective strategies for enhancing and improving textbooks. Given the importance of curriculum, textbooks, and evaluation in education, this approach is particularly relevant to the English textbook for Grade IV in the Punjab Textbook Board's primary education system. Although the textbook claims to meet the language needs of

elementary school students, this is misleading: most public school students struggle to understand and use English effectively. Grade 4 is a critical stage in students' development as their cognitive, emotional, and physical abilities evolve, especially for 9 and 10-year-olds. This highlights the need for serious evaluation of English textbooks using recognized frameworks such as Anderson and Kraswohl's taxonomy of learning, teaching, and assessment. This study aims to focus on the "learning objectives" as stated in Bloom's revised taxonomy with special emphasis on how they are applied to the Punjab Textbook Board IV English Textbook. The Punjab Textbook Board IV English Textbook was selected as the main source of data for the analysis. The assessment will focus on how well the textbook exercises follow Bloom's revised taxonomy. This analysis will allow the researcher to view the textbook from a new perspective, while also encouraging the authorities to develop a more critical approach to the curriculum (Asghar & Al-Bargi, 2014). A syllabus plays a crucial role in shaping the learning experience of Grade 4 students by providing structure, clarity, and guidance throughout the academic year. It acts as a roadmap, outlining the subjects, topics, and timelines, which helps students understand what to expect and when. By clearly stating learning objectives and assessment criteria, the syllabus ensures that students focus on key concepts and know how they will be evaluated (Watson, 2020). This structure fosters consistency, helping students stay organized and accountable for their progress. Furthermore, the syllabus serves as a communication tool between teachers, students, and parents, promoting transparency and enabling parents to support their child's learning journey at home. Research indicates that structured syllabi contribute to better student outcomes by improving their understanding of course expectations and helping them manage their time effectively (Ludy et al., 2016). Additionally, a clear syllabus can reduce anxiety and enhance student engagement, particularly at the elementary level, by providing a sense of security and predictability (Bastos & Ramos, 2017). A syllabus is an essential tool for achieving learning goals as it provides a clear framework that aligns instructional activities with desired educational outcomes. It outlines the objectives of a course, helping both students and teachers stay focused on what needs to be accomplished. By clearly stating learning goals, the syllabus sets expectations, guiding students through the learning process and helping them understand what is required to succeed. This alignment between objectives, activities, and assessments ensures that students are not only aware of what they are learning but also why it is important. The syllabus also plays a crucial role in promoting active learning and self-regulation (Aamad & Khan, 2021). When students understand the goals they are working towards, they are more likely to take responsibility for their learning. Research shows that a well-structured syllabus can enhance student motivation by clarifying the relevance of course content to their personal and academic goals (Richmond, 2016). Additionally, by providing a roadmap for the course, the syllabus allows students to plan and manage their time effectively, further supporting the achievement of learning goals (Bastos, & Ramos, 2017). "Discover the captivating world of English language and literature with the Class 4 English Textbook (Punjab Text Board). Specifically designed for students following the Punjab Text Board curriculum, this textbook offers a comprehensive approach to mastering English language skills. Immerse yourself in engaging stories, vocabulary exercises, and grammar lessons that will enhance your reading, writing, and communication abilities. With this SEO-compliant textbook, you'll develop a strong foundation in English, empowering you to express yourself confidently and excel academically. Unlock the doors to language proficiency and embark on a delightful journey of learning with this essential resource" (Alharbi, 2015). Moreover, the syllabus serves as a contract between the teacher and the students, ensuring transparency in expectations and assessments. This transparency is critical in creating a fair and supportive learning environment where students feel empowered to meet their learning goals. According to Aamad and Khan (2021), a syllabus that integrates well-defined learning outcomes with appropriate instructional strategies and assessment methods can significantly enhance the quality of student learning. The English syllabus for Grade 4 students plays a pivotal role in developing foundational language skills and fostering a love for reading and writing. The syllabus guides students through the essential aspects of language learning, such as vocabulary acquisition, grammar, and sentence structure. This systematic approach helps students develop a strong linguistic foundation. Research indicates that a well-structured syllabus enhances language proficiency by providing clear, incremental learning goals (Bayaydah, & Altweissi, 2020). At grade IV, students are expected to transition from basic literacy to more advanced language functions, including complex sentence structures, deeper comprehension, and effective communication (Dharma, 2018). The syllabus must address these evolving needs, ensuring a balanced focus on reading, writing, listening, and speaking skills. By incorporating a variety of texts—stories, poems, and informational content—the syllabus helps students improve their comprehension skills. Studies show that exposure to diverse reading materials at a young age enhances students' ability to understand and interpret texts, which is crucial for academic success (Daniati & Fitrawati, 2020). The syllabus emphasizes the

development of writing skills through structured exercises in sentence and paragraph construction. This focus is critical for helping students express their thoughts clearly and effectively. Writing instruction, as outlined in the syllabus, is shown to improve students' ability to organize and communicate ideas (Dharma, 2018). The syllabus typically includes oral communication activities, such as presentations and group discussions, which build students' confidence in using English. Enhancing students' speaking and listening skills is crucial for their overall language development and self-expression. The effectiveness of a syllabus in developing key language skills in grade IV students is influenced by several critical factors. A well-designed syllabus that balances the four essential language skills—reading, writing, listening, and speaking—provides a strong foundation for language development. Research indicates that syllabi that integrate these skills and present them in a progressive, contextually relevant manner tend to enhance student's overall language proficiency. Effective syllabi also incorporate interactive and communicative teaching strategies, such as group discussions and task-based learning, which help students apply language skills in real-world situations (Sivaraman & Krishna, 2015). Additionally, the inclusion of technology and multimedia resources can further support language acquisition by offering varied and engaging ways to practice and reinforce skills. Regular assessment and feedback, both formative and self-reflective, are also essential in ensuring students' continuous improvement (Karanja & Malone, 2020). However, the success of the syllabus largely depends on the availability of resources and the proper training of teachers, making these factors crucial for maximizing its impact on language development in grade IV students. The development of key language skills in early education is critical to student's overall academic success and lifelong communication abilities. At the grade IV level, students are transitioning from basic literacy to more advanced language use, making this stage particularly important for solidifying foundational language skills (Aamad & Khan, 2021). The syllabus, as a structured guide to learning, plays a vital role in this developmental process. It not only outlines the content and skills to be taught but also shapes how these skills are integrated and practiced within the classroom. Understanding the effectiveness of the syllabus in fostering the core language abilities of reading, writing, listening, and speaking is essential for educators and curriculum developers (Husain & Faize, 2022). This topic has garnered significant attention in educational research, as various studies explore the impact of syllabus design, instructional methods, and resource availability on language skill acquisition. This introduction sets the stage for a deeper examination of how the syllabus can be optimized to support language development in grade IV students, addressing the complexities and challenges inherent in this process (Nida, 2021). The effectiveness of a syllabus in developing key language skills, particularly at the grade IV level, has been widely researched within the field of education. This review synthesizes relevant studies to explore how syllabus design, instructional strategies, and contextual factors influence language skill development in young learners. The syllabus is highly effective in developing key language skills in Grade IV students, as it provides a structured and systematic approach to learning. Through carefully sequenced activities and assessments, the syllabus supports the progressive development of reading comprehension, vocabulary, grammar, and writing skills (Reza, 2020). Research shows that a well-organized syllabus enhances reading fluency and comprehension by exposing students to diverse texts (Pressley, 2006), while targeted vocabulary instruction within the syllabus improves language proficiency. Additionally, structured writing exercises in the syllabus significantly enhance students' ability to express ideas clearly and coherently (Febrina et al., 2019). The syllabus also integrates grammar instruction within contextual activities, leading to a better understanding and application of language rules (Karanja & Malone, 2020). Overall, the syllabus plays a crucial role in guiding students toward achieving essential language skills, ensuring consistent progress through a balanced and comprehensive approach. The effectiveness of a syllabus in developing key language skills in Grade IV students is substantial, as it provides a structured and systematic approach to language learning. A well-designed syllabus not only outlines the necessary content but also integrates various teaching methodologies, resources, and assessments that cater to students' developmental needs. The effectiveness of the syllabus can be measured in several ways: A structured syllabus introduces students to a range of texts, improving their ability to understand and analyze different forms of literature. By progressively increasing the complexity of reading materials, the syllabus ensures that students enhance their reading comprehension skills over time. Research supports that guided reading practices within a syllabus framework improve reading fluency and comprehension (Aamad & Khan, 2021). The syllabus is effective in systematically expanding students' vocabulary through targeted exercises and reading. A well-organized syllabus exposes students to new words in context, which is critical for vocabulary retention and usage. Studies show that consistent vocabulary instruction within a syllabus improves students' language proficiency (Rao, 2020). A syllabus that integrates grammar instruction within reading and writing activities helps students apply grammatical rules more effectively. The effectiveness of this

approach is backed by research that shows contextualized grammar instruction leads to better understanding and application (Azmat, 2018). Effective syllabi include regular assessments that provide feedback to students and guide instructional adjustments. Formative assessments are key in identifying areas where students need additional support and ensuring that learning objectives are met. Research supports the effectiveness of continuous assessment in improving language skills, as it allows for timely interventions (Mahmood et al.,2020).

Material and Method

This study was descriptive employing a quantitative approach. A survey was conducted for data collection. The target population of the study consisted of all English teachers from grade IV of Govt primary schools in Lahore district. The sample of the study comprised 100 English teachers from grade IV of the Govt Primary Schools of Lahore district. The questionnaire was filled by the 100 English teachers from Public Primary schools in Lahore District. A purposive sampling technique was used to collect data for this study. The questionnaire was developed by the researchers focusing on the Evaluation of the English syllabus prescribed by the Punjab Text Board for grade IV. The questionnaire was divided into two sections. The first section gathered demographic information regarding schools and teachers, while the second section included 20 closed-ended statements assessed on a five point Likert scale, focusing on the evaluation of the English syllabus prescribed by the Punjab Text Board for Grade IV. The reliability of the instrument was found 904 while using Cronbach's Alpha. Additionally, the validity of the instruments was confirmed through expert opinions. Data were collected using a purposive sampling technique, with the researchers personally visiting all the schools in Lahore district. The questionnaire was filled by the English Public Primary schools. The data uses descriptive and inferential statistics, specifically means and standard deviations, to examine the distribution of test scores. An independent t-test was employed to determine the significant differences in demographic variables such as gender. All data were collected for research purposes only. The confidentiality and privacy of respondents were highly maintained.

Results and Discussion

Table 1

Mean score about Role of English syllabus for learning goals for grade IV students.			
Sr. No	Statements	M	SD
1.	Does the Current English syllabus help in improving students' reading skills?	4.01	.798
2.	Does the English syllabus cover a sufficient range of vocabulary for primary school students?	4.16	1.169
3.	Does the syllabus integrate grammar instructions with practical usage?	4.04	1.150
4.	Does the English syllabus encourage the development of writing skills in students?	4.27	.944
5.	Does the English syllabus engage students with the reading materials?	4.29	.917
6.	Does the English syllabus provide adequate opportunities for students to practice speaking English?	4.36	.969
7.	Does the syllabus cater to students' needs with varying levels of English proficiency very well?	4.10	1.086
8.	Do you believe that the English syllabus prepares students for future academic challenges in higher grades?	4.28	.896
9.	Are you satisfied that the current syllabus can fulfill the needs of society?	3.93	1.076
10.	Does the English syllabus foster creativity and critical thinking in students?	3.88	1.075

Total N = 100

Table 1 presents the descriptive scores related to the role of the English syllabus in achieving learning goals for Grade IV students. The table includes 10 statements addressing the research question. The study's findings revealed that the statement with the highest mean score (M=4.36) was statement 6: "Does the English syllabus provide adequate opportunities for students to practice speaking English?" This indicates that a majority of teachers strongly agree with this statement. Results indicate that all statements were gone into agree or strongly agree with the highest mean

score of 4.36. It means that the majority of teachers were strongly agreeing with this statement.

Table 2
Descriptive Scores about the effectiveness of the English syllabus in developing key language skills in grade IV students.

Sr. No	Statements	M	SD
1.	Is the English syllabus effective in improving Grade IV students' reading comprehension skills?	3.99	1.135
2.	Does the English syllabus adequately develop students' vocabulary at the Grade IV level?	4.16	1.184
3.	How well does the syllabus support the development of writing skills in Grade IV students?	4.12	1.161
4.	Is the English syllabus effective in teaching grammar concepts to Grade IV students?	3.94	1.114
5.	Does the English syllabus effectively encourage Grade IV students to engage in speaking activities?	4.01	1.068
6.	Does the English syllabus provide sufficient listening exercises to enhance listening skills in Grade IV students?	3.95	1.154
7.	Does the syllabus address different learning styles and abilities in language acquisition for Grade IV students very well?	4.01	1.203
8.	Does the syllabus provide opportunities for creative expression through writing and speaking in Grade IV students?	4.12	.987
9.	Are you satisfied with the integration of critical thinking exercises in the English syllabus for Grade IV?	4.01	1.231
10.	Does the English syllabus effectively prepare Grade IV students for language use in real-life situations?	3.99	1.209

Total N = 100
Table 2 shows the descriptive scores about the effectiveness of the English syllabus in developing key language skills in grade IV students. There were 10 statements about this research question. The study's findings indicated that the statement with the highest mean score (M=4.16) was statement 2: "Does the English syllabus adequately develop students' vocabulary at the Grade IV level?" This suggests that most teachers strongly agree with this statement.

Table 3
Independent Sample T-test on Gender Difference

Gender	N	M	SD	T	Df	Sig. (2-tailed)
Male	40	3.52	.490	-1.702	398	.08
Female	60	3.60	.414			

Table 3 shows that there is no statistically significant difference between the scores of male and female teachers ($p > .05$). A t-test was applied to analyze the data and compare the scores between genders. The table indicates that equal variance was assumed, and there was no significant difference in scores for males ($M = 3.52$, $SD = .490$) and females, ($M = 3.60$, $SD = .414$); $t(-1.702)$, $p = .08$ (two-tailed).

Discussion

The present study aimed to evaluate of English syllabus prescribed by the Punjab Text Board for grade IV. The first objective of the study was to find out the role of English syllabus in learning

goals for grade 4 students. The research question of this objective was what is the role of English syllabus in learning goals for grade 4 students? The purpose of this research question was to explore the role of the English syllabus prescribed by the Punjab Textbook Board for Grade IV in achieving learning goals. To gather relevant insights, a structured questionnaire was administered to teachers, and descriptive statistics were used to analyze their responses. The results revealed that a majority of the teachers agreed that the syllabus generally aligns with the learning objectives outlined in the national curriculum. Most teachers perceived that the textbook provides basic language skills such as reading, writing, speaking, and listening at an elementary level. They acknowledged that the syllabus includes clear instructions and exercises that help students improve vocabulary, sentence structure, and comprehension. The second objective of this study was to assess the effectiveness of the English syllabus in developing key language skills in grade IV students. The research question of this objective was what is the effectiveness of the English syllabus in developing key language skills in grade IV students? For this purpose, descriptive statistics were applied to know the teachers' perceptions. So, the results indicates that most teachers believed the syllabus is partially effective in promoting the development of basic language skills. A majority of respondents agreed that the syllabus sufficiently supports reading and writing skills, particularly through structured lessons, vocabulary-building exercises, and comprehension passages. Another evaluation of textbooks was carried out by Rao (2020) to assess the effectiveness of the English compulsory syllabus. The findings indicated that the syllabus adequately addressed fundamental English language skills such as reading, writing, listening, grammar, and communication. Additionally, the textbooks reflected the local culture, context, and socio-cultural backgrounds. Similarly, Daniati and Fitrawati (2018) analyzed primary English textbooks for ESL (English as a Second Language) learners, aiming to identify the most suitable textbook for facilitating English language learning and practice. Thus, both of our objectives have been successfully met.

Conclusion

The present study aimed to evaluate the English syllabus prescribed by the Punjab Textbook Board for Grade IV, with a focus on its role in achieving learning goals and its effectiveness in developing key language skills among students. Two primary objectives guided this research: (1) to find out the role of the English syllabus in supporting learning goals for Grade IV students, and (2) to assess the effectiveness of the syllabus in developing the key language skills—reading, writing, listening, and speaking. Based on the analysis of teachers' perceptions through descriptive statistics, the findings indicate that the English syllabus plays a significant role in guiding and structuring the learning experience. It provides clarity, organization, and progression in language learning, particularly in areas such as vocabulary, grammar, and sentence structure. These elements contribute to building a solid linguistic foundation for young learners and support the achievement of curriculum-based learning objectives. However, while the syllabus is moderately effective in promoting reading and writing skills, the study found that it lacks sufficient focus on oral (speaking) and aural (listening) activities, which are essential for communicative competence and language fluency. In conclusion, the findings suggest that while the English syllabus for Grade IV generally fulfills the academic needs of students, it requires further improvement to address the practical language needs of students in a socially and linguistically diverse society. A more balanced and communicative syllabus—incorporating all four language skills equally and including contextual, real-life tasks—would better equip students with the tools they need to function effectively in academic and everyday environments.

Recommendations

The syllabus should include dedicated oral and aural activities such as storytelling, role plays, listening tasks, and conversation practice to develop students' communicative competence.

Teacher's guides and textbooks should provide audio materials, dialogues, and interactive tasks for classroom use.

Activities should move beyond rote learning and grammar drills to include group work, peer discussions, creative writing, and project-based tasks that foster critical thinking and real-life application.

A skill-integrated approach should be adopted so that reading, writing, listening, and speaking are developed in harmony, not in isolation.

Language tasks should relate to students' everyday communication needs.

Training programs should be designed to help teachers effectively implement communicative language teaching (CLT) methods and integrate listening and speaking activities into daily lessons.

The curriculum should be re-evaluated and updated regularly based on feedback from teachers and academic experts.

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