



## *A Textbook Evaluation Framework Analysis of the Grade XI English Textbook under the New Syllabus (2025)*

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### Abstract

The 11th-grade New English Syllabus, which was established in 2025, represents one of the largest curriculum changes to date in terms of changing language instruction, enhancing communicative competence, and encouraging students' critical and analytical abilities. This study conducts a descriptive qualitative analysis of the textbook by addressing the content, thematic elements, instructional framework and adaptation of the new textbook in accordance with planned learning outcomes. This study analyzes the textbook's written and visual components, pedagogical activities, theme-based content and competency development elements by employing qualitative content analysis within the research methodology framework. The analysis explores the effectiveness with which the textbook incorporates language proficiency activities and considers the level in relation to these components that promote skill based learning as described in the 2025 syllabus. The analysis indicates that the textbook offers a variety of literary and informational texts that foster moral development, community awareness, and sociocultural identity. Reading interpretation activities are organized and easily understandable, at the same time written tasks explore fundamental academic genres. A restricted number of speaking tasks, few critical thinking activities, and a lack of comprehensive integration of 21st-century skills including multimodal literacy and creative skills highlight considerable weaknesses in the study. The functionality of the textbook can be improved through a series of suggestions presented in the study, taking these findings into account. The study suggests adding speaking activities, enhancing critical thinking, and including modern and global themes. This analysis presents practical suggestions for educators, curriculum planners, and policymakers to enhance English education in Pakistan.

**Keywords:** Textbook analysis, Grade 11 English book, New syllabus 2025



## Introduction

A textbook functions as an Integral learning resource intended for the implementation of curriculum aims and objectives. According to Hutchinson and Torres, “the textbook represents what might be termed a visible curriculum. It represents an interpretation and implementation of abstract syllabus aims and objectives” (p.317). A textbook plays an extremely crucial role within an educational setting, particularly within developing nations with limited learning resources. Cunningsworth (1995) highlights that a textbook not only presents linguistic input to a learner but also represents an interpretation of assumptions about language, learning, and assessment which are embedded within a syllabus.

The design and preparation of syllabuses and textbooks are Inter-linked activities. While syllabi contain information about learning outcomes and standards, textbooks are learning materials that enable these learning outcomes and standards to be achieved. Misalignment between syllabus and textbook has been identified as an impediment to learning and teaching. According to Graves (2000), teachers and learners will be disadvantaged owing to ineffective teaching and learning approaches and practices. Richards (2013) points out that without an examination and evaluation of textbooks from the perspective of making learning and teaching materials consistent with learning outcomes and pedagogy, there would be no successful syllabus revision.

The Punjab Curriculum and Textbook Board, PCTB, plays an integral role within the implementation and production of textbooks. The 11<sup>th</sup> Grade English textbook based on New Syllabus 2025 constitutes an important paradigm shift toward competency-based learning, communications skills, critical thinking, and academic literacy. As an essential subject at the higher secondary level and a gate-keeper subject influencing admittance to higher education and professional realms, it becomes an enormous academic and social issue.

The 2025 syllabus focuses on reading comprehension, writing skills, functional grammar, learning vocabulary, and communications skills. The syllabus also focuses on learner-centric teaching, usage-driven learning, and relevance-driven learning with themes that are socially and culturally apt. However, pronunciation and oral proficiency are hardly emphasized (Khalid, Mustafa & Anwar, 2023). In Pakistani examination and textbook-driven learning system, it is completely dependent on how perfectly these goals are realized within the textbook. As argued by Mansoor (2005) and reiterated by Rahman (2022), there have been serious complaints about English textbooks making Pakistani school and college students more proficient in learning lessons and grammatical structure at the cost of communications and analysis.

As it is given that a new pattern Grade-11 English textbook for 2025 syllabus has been designed, there arises a remarkable need for academic analysis. As a qualitative study would be conducted on the textbook analysis for understanding its content and learning structure based on skills and learning interpretation, it would be feasible to assess and analyze this textbook, PCTB English XI, qualitatively. As a qualitative analysis would help assess and evaluate interpretations based on attributes and specifications. The importance and relevance of this research lie in its ability to fill the gap that separates syllabus development and implementation. The research will be useful to textbook authors, syllabus developers, and educators as it will provide evidence-based suggestions based on its findings and limitations. Overall, it will help improve English language learning and



instruction in Punjab as it will make sure that it meets the needs outlined by the 'New Syllabus 2025.

### Research Objectives

- To analyze the contents and themes contained in the 11<sup>th</sup>-grade English textbook.
- To identify gaps and make recommendations for improving the textbook's quality and value.

### Research Questions

- What are some ways that the 11<sup>th</sup>-grade English textbook (2025) addresses its information and ideas?
- What can be determined about the strengths and weaknesses and area for improvement for the textbook based on qualitative analysis?

### Literature Review

Textbooks are considered basic tools and essential links in language learning and teaching. Hutchinson and Torres (1994) saw textbooks as "agents of change" who observed that with respect to certain learning contexts, textbooks have turned out to be basic instruments through which the learning processes and a consequence on the methods of learning, class interactions, and the outcome of learning were attained (p.316). Cunningsworth (1995) went on to emphasize that textbooks were no mere sets of reading exercises but were associated with specific conceptual notions about pedagogy and learning. When it comes to nations like Pakistan, which rely heavily on textbooks within advanced class learning procedures, issues about learning standards and adaptability pertaining to textbooks become matters of fundamental importance.

Among the prominent preoccupations existing within the domain of curriculum research, there has been a prime focus on relationship between textbook development and syllabus planning. Although the syllabus determines learning objectives, competencies, themes, and skills as an attainment outcome, it should be acknowledged that it would be realized and implemented at an operational level, at an unit level understanding and conceptual implementation within textbooks. Richards (2013) emphasizes that often the reason for unattendance and inefficiency within various educational and learning changes and progress remain as an ignorance and unawareness about textbooks on these conceptual changes and developments, primarily within syllabus planning and implementation. It would be pertinent and relevant here to refer and emphasize that instead, these changes and developments within textbooks remain unimplemented as an organizational efficacy because there would be a sense and meaning within these learning materials about an organizational realization and understanding due to an inefficiency and ignorance about these conceptual and organizational developments and changes within textbooks. As it would be relatively clearer and more comprehensible here, an organizational implementation and realization within various learning and conceptual developments at an organizational understanding and implementation due to ignorance and inefficiency within these changes remain as a challenge and an issue within various organizational and learning developments due to ignorance within these changes and developments.

According to Graves (2000), an implementation success at an organizational and conceptual understanding and realization within various learning and conceptual developments remain as an efficacy and efficiency due primarily as an organizational understanding and implementation because there would be an inevitability and an



inefficiency due to an ignorance within these conceptual developments and changes at an organizational understanding and implementation. As it would be relatively more competent and more comprehensible here, it would be seen and realized that there would be an inevitability and an inefficiency due to an ignorance within these conceptual developments and changes at an organizational understanding and implementation because there would be a challenge and an issue within various organizational and learning developments as an ignorance within these learning and conceptual developments.

An oft-cited method for identifying these intrinsic lexical and terminology components would be qualitative content analysis as formulated and conceptualized within various scholarly and research developments and changes on an organizational understanding and implementation as per Krippendorff (2013). However, more recent research works have given rise to the presence of global and regional concerns with regard to the global level of English textbooks. Khan and Noor (2019) argue that English textbooks in Pakistan generally fail to meet learners' communicative and learning needs. Moreover, Mahmood and Iqbal (2020) mention that some South Asian ELT textbooks are still based on cognitive abilities and summarizing stories in a narrative form and should instead include critical thinking skills and authentic writing. Shamim and Rashid (2021) state that government-provided textbooks for Pakistan have failed to develop higher-order learning experiences, learning contextual grammatical concepts, and skills-progressive learning experiences despite recent changes within ELT. Nazir and Gul (2022) have commented that weaknesses have been noticed with regard to gender, diversity, and involving learners within Punjab's ELT textbooks. Moreover, Awan and Khan (2023) have suggested that vast gaps have been noticed with regards to developing and realizing competencies, and traditional conceptual learning experiences within reading and writing exercises. Moreover, Rehman, Mustafa and Zainab (2026) have argued that there exist no experiences with digital literacy, multimodal input, and global communications within some recent designs within ELT materials at some government-sponsored learning institutions.

Although these sources are very useful and provide highly valuable information, they also make it evident that there exist large gaps within these sources. A very large amount of research related to Pakistani English textbooks focuses either on old variants or on previous syllabuses. It seems there exist very limited resources within research on the new Punjab Curriculum and Textbook Board PCTB 11<sup>th</sup>-grade textbook on English, which have recently been launched with Syllabus 2025. The syllabus marks a very radical shift towards learning competencies, critical thinking, and uses within contexts, with a focus on relatively more recent and increasingly global topics. However, without academic research, it becomes very difficult to identify and validate exactly if it meets these learning considerations and contributes effectively towards an efficient combination and usage of all four skills and skills for cognitive thinking. It should be noted here that there exist very large gaps within research on the new textbook. As textbooks assume prime importance within Pakistani English educational systems and very radical changes have been brought into these educational systems within the curriculum, it becomes an extremely imperative and necessary task to have an important qualitative analysis on PCTB Grade 11 English textbook. Although there exist certain parameters within these sources related to educational textbooks and qualitative analysis, it should be noted here that they have yet to be compared with these latest textbooks. The objective of these subjects, therefore, would be addressing these parameters.



### Theoretical Framework

Grounded on three identified theories, this study will discuss an 11<sup>th</sup>-grade textbook on English labeled as “New Syllabus 2025.” The theories mentioned will serve as the background knowledge on textbooks and learning. The first one the research will be using Cunningsworth’s Framework for Textbook Evaluation as outlined by Cunningsworth (1995). It clearly specifies that a good textbook should align with syllabus intentions and offer a good mix of skills, directions to follow, as well as enabling authentic communication. Again, it tackles the relevance and messages from cultures contained within the text. It will assist me in finding out its suitability for my students and if it meets the new syllabus.

The following theory will be Richards’ Curriculum Development Model, dated 2013. According to Richards, textbooks are an instrument which supports the goals and objectives set inside the syllabus. Richards’ theory suggests that materials would play an essential role within learning outcomes, activities, and getting practitioners on board with these methods. It helps within an analysis on relevance within competence-based methods set inside New Syllabus 2025.

Another theoretical foundation on which this work will rely on is the Critical Discourse Analysis put forward by Fairclough (1995) who argued that there are no neutrals in textbooks. The use of words contains some values and ideologies. According to Fairclough’s theory, an analysis will be conducted on the use of themes, characters, and subjects offered within textbooks and if they develop critical thinking, equality, and modernism. All three theories put together form a complete foundation on which an analysis should be done on textbooks. Cunningsworth assists with the analysis of the textbook based on the structure regarding the teaching quality. Richards cleared the relationship that exists between the syllabus objectives and the components within textbooks. Fairclough (1995) assists with interpreting different meanings outlined within textbooks. By applying these theories, research will not be limited to interpreting textbook components but also applicable designs and meanings outlined within textbooks. Using these theories, it becomes easy to develop a verbal and meaningful interpretation based on PCTB 11<sup>th</sup>-grade English textbook components based on New Syllabus 2025.

### Methodology

Therefore, for applying qualitative research designs, an examination and analysis were conducted on the 11<sup>th</sup>-grade English textbook, ‘New Syllabus 2025,’ available at Punjab Curriculum and Textbook Board. Prior reasoning and justification are needed for applying qualitative research designs. The main reason for choosing qualitative research designs is that it has the capability and can examine and explore inside the textbook itself, rather than just considering numbers. The main source for data collection would be document analysis. A detailed analysis of the textbook would be conducted, which would include all aspects and concepts of all chapters, lessons, exercises, and grammatical sections. Paying special emphasis on prose, poetry, vocabulary, and grammatical and writing sections for analysis and examination for viewing support and importance toward skill development and competencies.

The Cunningsworth’s Textbook Evaluation Framework (1995) carried out on the textbook with regard to relevance of structure, relevance of skills, and authenticity. Moreover, Richards’ Model on Curriculum Development (2013) has been used on identifying the appropriateness with which the competency-based goals of the new



syllabus have been incorporated into the textbook. Fairclough's Critical Discourse Analysis (1995) has been used on identifying the undercurrents related to matters of gender, culture, and values embedded within the text.

The content analysis was done at three levels. First, there was an analysis of the text for themes, topics, and level. In addition, there was consideration of the skills: reading, writing, speaking, and listening skills, as well as whether these would improve critical thinking and communicating. Secondly, there was an educational analysis done on exercises, instructions, and activities for if they were Learner-Centered, more interactive, an integrated skills practice, and aimed at learning and understanding specific competencies set forth for 2025 syllabus. Thirdly, there were thematic and Ideological analyses done based on an understanding and practice of critical discourse, involving considerations of societal value statements and representation, as well as global concepts and ideas that might be contained within the textbook messages, perceptions within textbook and an understanding and address to inclusive considerations. The analysis, in this instance, extends to the entire textbook for Grade 11 English offered for 2025, thus, all the lessons are considered without requiring any formality of sampling. Systematic observation records were obtained, and sorting based on themes including relevance of content, skills integration, teaching professionalism, representation of themes, and ideological information was implemented. Finally, qualitative interpretation of pattern recognition, positives, and gaps followed. Validity was ensured using theoretical understanding and verification of interpretations against intended meaning as per the outlined promises within the proposed syllabus. Reliability followed careful step-by-step observation and documented recording of all observation notes. Ethical considerations were followed carefully with appropriate referencing within textbook and academic sources relating to data requiring materials provided within the public domain. Accordingly, it can be suggested that this method offered an all rounded and evidence based interpretation within the textbook pointing out its positives and gaps within pedagogical relevance based on 2025 syllabuses and offered some highly useful groundwork towards making some very realistic recommendations on methods and ways through which teaching within 11<sup>th</sup>-grade levels pertaining to English needs some serious streamlining within Punjab.

#### **Data Analysis and Interpretation**

Data Analysis on the 11<sup>th</sup>-grade English textbook with focus on 2025 syllabus included various aspects, which were content, concepts, skill consolidation, pedagogy, and representation. The analysis of the 11<sup>th</sup>-grade English textbook tried to analyze various aspects with focus on multiple facets. The entire textbook has been analyzed as per various lessons and chapters. The objective of making an analysis on these facets includes understanding the extent to which it aligns with the new syllabus learning objectives and enhances critical thinking.

The first area examined involved content and structure. The textbook uses a variety of forms, including prose, poetry, and information texts. Prose lessons frequently center on morality, society, and culture, with poetry helping to improve aesthetic understanding and sensitivity. Information texts are designed to improve comprehension and vocabulary. The lessons address national as well as universal concepts. Nevertheless, some lessons have a tendency towards morality, with an emphasis on traditional values and an almost complete disregard for modern thoughts. Although themes appear appropriate for an 11<sup>th</sup>-grade



students was determined that there was a limited scope for critical thinking and questioning within some sections and thus an almost merit-based syllabus.

Regarding skill integration, it can be seen that there are exercises covering all four skills, reading, writing, listening, and speaking. Reading skills are promoted via comprehension exercises and analysis questions, and writing skills via structured exercises, paragraph writing, formal letter writing, and summarizing. Grammar exercises are incorporated with writing exercises, reflecting an emphasis on task linked grammar learning that emphasizes functional learning of grammar rules and concepts instead of mere learning by rote. Yet, as shown within the analysis, there are very few activities and exercises promoting learning based on listening and speaking skills. This implies that there is some imbalance within the learning goals set forth within the 2025 syllabus with regards to enhancing learning within these skills.

The pedagogical Intention of the textbook was analyzed against Cunningsworth's criteria for textbook evaluation given in 1995. The lessons are structured with appropriate headings, aims, and exercises that result in a smooth flow of learning. Instructions are largely unambiguous with a progressive learning approach from simpler to more complex tasks. While there are some exercises, especially comprehension and grammar exercises, that encourage higher order thinking skills via an inferential approach and applying rules to contexts. Yet again, there are learning tasks that make use of learning concepts in the mainstream learning approach, such as fill in the blanks and multiple-choice questions. Representation in terms of themes and ideologies was also achieved through the critical discourse approach of Fairclough (1995). Representation of gender in the texts is balanced given that there is equity in the representation of male and female themes, but there is a reflection of maintenance of traditional roles in some of the themes. Cultural and societal factors are mostly related to Pakistani society given that there is a reflection of the national and societal ethos, but global phenomena such as technology and diversity are minimal. Formal language is utilized in the texts with correct grammar, but sometimes it is difficult for universal learning. From the analysis, one can discern that the textbook partially satisfies the criteria proposed by the 2025 syllabus. Its strengths are in the planning of the lesson plans, association of reading and writing abilities, association of learning grammatical ideas with real life, and association of global topics with real life. Weaknesses are that it does not provide for speaking and listening skills, utilization of creative thinking for critical thinking skills, and using global topics. It is clear that despite improvements in the previous textbooks with respect to the utilization of requirements of the 2025 syllabus, still more work is to be done.

### Findings and Recommendations

Analysis of the 11<sup>th</sup> grade English textbook with regard to the 2025 syllabus reveals some key findings with regard to the contents of the textbook, integration of skills, learning design, and representation of themes in the textbooks. Firstly, it is evident that the textbook adheres to a proper learning design for which effective lessoning takes place, evidence of the increasingly organized pattern of exercises is followed, and effective incorporation of stories, poems, and factual passages of reading is given emphasis. Cultural readings as well as moral stories receive viable importance with regard to the national ideologies that offer significant readings to students. Vocabulary-grammar exercises are effectively integrated with writing, comprehension, as well as other exercises. These aspects by themselves make



a substantial claim that the competency-based learning objectives of the 2025 syllabus are partially achieved by the textbook.

However, it is also observed that some gaps still exist. There is no emphasis on speaking-listening skills. This means that the learning opportunities for both speaking and listening remain limited. Some exercises like the comprehension exercises are still carried out through rote learning. Moreover, instead of some topics related to morality, society, and culture, some newer topics like Technology, Environment Awareness, or Women's Equality are not yet included. Additionally, some of the reading passages do include formal language that might influence learning. Additionally, equity is maintained pertaining to issues related to gender representation. However, some stereotypical roles are given consideration that could influence learning.

On the basis of the observed issues, certain proposals could be made for enhancing the importance of the textbook for the 2025 syllabus. Firstly, there could be some importance given to speaking and listening abilities. Role-play, group discussions, and the presentation-and-dialogues method would help in better development of speaking and listening abilities. Secondly, there could be some importance given to developing critical thinking abilities or creativity. Open questions and projects would help in rapid development of critical thinking, still being relevant to the syllabus. Thirdly, there could be some importance given to developing some topics that would be relevant to the current issues. Some of the topics that could be developed would include issues such as the environment, online knowledge, diversity, and social justice issues. This would not only enhance their own development of learning but would also help trigger critical understanding. Fourthly, there could be some importance given to developing readings that could be made feasible by students, helping in their better understanding and comprehension of the same. Finally, there could be some importance given to developing more diversity without any gender stereotype. This would help in developing more socially conscious and aware students.

Apart from working on textbook revision, teachers should be given professional advice on ways to supplement textbooks. Teacher manuals and additional resources can be very useful resources for supplementing textbooks and covering gaps with regards to oral communication skills, critical thinking problems, and modern thematic issues. Multimedia components can be added on, which will improve learning. Therefore, it can be said that PCTB 11<sup>th</sup>-grade English textbook marks a remarkable progress and enhancement in terms of structure, organization, and skill building compared to previous ones. It shows strength in reading, writing, and relevance. Nevertheless, weaknesses on the sides of speaking skills, critical thinking, and modern topics signify scope for betterment. By incorporating suggested recommendations, it will make them more pedagogical and efficient as per 'New Syllabus 2025' and will bring about an all-inclusive and interactive learning experience among learners.

### Conclusion

A qualitative analysis on the 11<sup>th</sup>-grade English textbook for comprehension based on the 2025 syllabus acquires a detailed knowledge and understanding of the merits and demerits as well as alignment with the learning objectives of the syllabus. From a careful analysis and understanding, it is realized that it acquires an impressive structure with clearly outlined learning objectives and sequential learning opportunities with a perfect blending and balancing act of prose and poetry with factual and informative materials. It addresses



comprehension and writing skills aptly and blends grammatical and vocabulary exercises within meaningful contexts with an objective for developing functional language skills and competence. Material based on culture and moral stories captures an impressive acquisition on national values and imbues meaningful contexts to learners, making it stand out and acquire an impactful relevance on enhancing comprehension and writing skills.

However, the analysis shows that there are still some gaps that need to be fixed. Talking and listening skills are very limited. The relevance and analysis of subjects include some issues on digital literacy, environmental issues, diversity, and global perspective that are not fully tackled but are more suited and applicable within a 21<sup>st</sup>-century learning platform. Moreover, there might be some overall gender equity, but stereotypes still appear from time to time. Some readings include formal tones that might affect understanding and interest for the students on reading.

These findings show that, despite the improvements made in recent years, it seems that it still falls short with regard to all the holistic criteria outlined in the 2025 Syllabus. Suggestions based on these findings would include more talking and listening opportunities for critical thinking and creative work, more use of modern and global themes, taking careful consideration with representation, and modifying levels so that it becomes accessible and understandable. Subsidiary teaching aids, in multimedia and activities that can be employed within the classroom on behalf of classroom teachers, can be very supportive within effective learning and covering any gaps within textbook learning. The PCTB 11<sup>th</sup>-grade English textbook truly represents an important transition within more encompassing and competent learning. The textbook permits good progress within reading and writing capabilities and also presents a representation within national cultural values. Yet, with a focus within improving on all criteria necessary within the implementation and aims within the 2025 Syllabus, there needs to be more emphasis on enhancing within competencies within verbal and thinking capabilities, modern global themes, and representation. Improving on these components would permit more pedagogical validity within these textbooks and more comprehensive learning within languages, as well as an implementation within generating more competent and thinking learners who are equipped and prepared for pragmatic challenges within communication.

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