RESEARCH ARTICLE

Volume 4, **Issue** 1, Jan-June, 2025 (pages 12-25) 12

Journal of Childhood Literacy and Societal Issues

Peer-reviewed, Open-access, HEC-recognized Y-category

Journal DOI: https://doi.org/10.71085/joclsi

P-ISSN: 3006-7863 **E-ISSN:** 3006-7871

An Evaluative Study of the Alignment between Primary Level Textbooks and the National Curriculum for English

Dr. Muhammad Irfan[1] Prof. Dr. Nasir Mahmood[2]

[1]Deputy Director ORIC, University of the Punjab, Lahore – Pakistan

[2]Vice-Chancellor, Allama Iqbal Open University – Islamabad, Pakistan

Email: vc@aiou.edu.pk

Correspondence: Dr. Muhammad Irfan, irfanjamil313@yahoo.com

Doi: https://doi.org/10.71085/joclsi.04.01.47

Article information

Article History:
Received: 2025-04-11
Received in revised form: 2025-04-21
Accepted: 2025-05-09
Published Online: 2025-06-20

Keywords:
Evaluation; Quality; Alignment; Curriculum; English Textbooks; Primary

ABSTRACT

This study aimed to investigate the alignment between National Curriculum for English Language (2006) and Textbooks of Primary Level. Curriculum-Textbook Alignment Rubric developed by Saeed (2014) was used to investigate the alignment between the textbooks from grade III to V and National Curriculum document. The results showed that, English textbooks of grade III, IV, V, and National curriculum (2006) were not completely aligned with each other. The SLOs listed in English textbooks were not exactly the same as listed in National curriculum i.e. some were different in wording, frequency, or missing on either side. Therefore, a specially designed table was used to examine vertical alignment and reconcile the SLOs of textbook and curriculum document. Furthermore, all SLOs and the content of the textbooks of grades III, IV, & V were lying at first and second levels of depth of knowledge of Webb alignment tool, and mainly focused on lower-order thinking skills. In view of above, it was recommended that textbook developers should incorporate the exact SLOs of National curriculum in their textbooks, strike a balance between lower and higher order thinking skills as well as try to develop textbooks in line with the curriculum document.

The Journal is published biannually (June & December) by the Centre for Children Literacy and Lifelong Learning (CCLLL), Pakistan. **Web link:** https://cclll.org

Introduction

The development and progress of nations depends on their education system (Arif, 2010; Haleem & Saeed, 2022; UNESCO, 2004). There are six basic essential elements of education i.e. teacher, student, curriculum, learning, instruction and society (Farukh et al., 2005). No formal education system can exist if any one of them is overlooked. Without curriculum, it is almost impossible to think about any instructional process. Therefore, nations all over the world set their curricular aims in the form of written curriculum documents. In-fact curriculum document is the path that leads to the achievement of national curricular aims (Yu et al., 2022).

The textbooks should be developed according to written curricula at least in theoretical terms (Mahmood, 2011; Rotichet al., 2018). Whereas, Glatthorn (2000) believes that the textbooks usually do not match closely with the written curriculum. It seems that written curriculum developers, textbook makers, and the end-users (the teachers) are working in isolation (Mahmood, 2010), which leads to a gap in translating curricular goals into textbook content. According to National Curriculum for English Language Grade I, 2006 the first, Student Learning Outcome (SLO) is 'Hold open and turn the pages of the book correctly' but there is no material or direction in the book, for attainment of this objective. It does not require a soothsayer to predict that curricular objectives are less likely to achieve in presence of gaps, as mentioned earlier (Javed & Karim, 2024). The contents of the textbooks must align with the curriculum for the attainment of national curricular goals otherwise; the teaching learning process will become less effective (Malik, 2024).

In general, it is believed that teachers deeply rely on textbooks especially in developing countries (Malik, 2024), however, the research conducted in more advanced countries suggest that the textbook is only one of the several sources that the teacher consults (Sheldon, 1988). In Pakistan, the role of textbook is very important because usually, it is the only useful and accessible source for teachers and students (Haleem & Saeed, 2022; Mahmood, 2011; Panezai & Channa, 2017). Apparently, "the textbook is the only available learning material in most schools" (Government of Pakistan, 2006, p. 53) and therefore, there is a dire need to focus on the improvement of the quality of textbooks (Government of Pakistan, 2007). Alignment in curriculum and textbooks is a basic prerequisite for developing quality textbooks (Rotich et al., 2018). In other words, the quality of textbook improves when it is aligned with the curriculum (Mahmood, 2011; Mahroof & Saeed, 2021). Therefore, it seems quite necessary to conduct this study on the alignment between National Curriculum of English Language 2006 and the textbooks of English at primary level.

The question rises here that, why alignment of English? The answer to this question is that we need to investigate this issue from the beginning i.e. primary level. There are seven subjects being taught at this level and not all of them can be studied simultaneously because it will require considerable time and other resources. English is a high value subject in Pakistan, as it is stated in National Curriculum for English Language Grades I-XII (2006) that "English is the language of international communication, higher learning and better career options" (Government of Pakistan, 2006, p.1). It is also being taught as a compulsory subject from Grade-I to graduate level traversing through complete educational set-up and still our students face many problems in it (Panezai & Channa, 2017). Prima facie, the curriculum document of English Language 2006, comparatively seemed a fairly well-written document. Therefore, a study conducted to evaluate the degree of alignment between National Curriculum for English Language (2006) and Text Books of English at primary level can provide a good insight into rest of the curriculum.

Literature Review

English has emerged as lingua franca or common language of communication, science, and research on this global village. It holds a pivotal position in the education system of Pakistan, and taught as a compulsory subject form Grade-I to graduate level. Textbook is one of the most widely used learning materials for teaching and learning English. It is sole learning material for vast majority of students in Pakistan. The quality of textbook becomes a prime determinant of quality of learning in such case. Among various aspects of textbook quality, congruence of textbooks with curriculum document is mostly used feature of quality textbooks. (Glatthorn, 2000).

In Pakistan, National Curriculum for English Language Grades I-XII (2006), has been enacted and implemented. The philosophy or spirit behind is that, English is an international language and holds the promise for higher education and better carrier options (Mahroof & Saeed, 2021; Panezai & Channa, 2017). Therefore, it should be taught to every rich and poor Pakistani student without any discrimination in opportunities, through a well-planned and organized curriculum (Government of Pakistan, 2006). The National Curriculum for English Language Grades I-XII (2006), aims to work as a guide for teachers, students, textbook makers, assessors as well as for all other potential users (Govt. of Pakistan, 2006).

The curriculum framework is organized into five competencies, eight standards, nineteen benchmarks and hundreds of Student Learning Outcomes (SLOs) at every grade level (Govt. of Pakistan, 2006). There are 114, 130 and 127 SLOs enlisted in National Curriculum of English Language, for Grades III, IV and V (2006) respectively. The complete curriculum framework has been designed on the basis of educational, social, career and language needs of the students from Grade I to XII (Govt. of Pakistan, 2006). The organization of curriculum framework into competencies, standards, benchmarks and student leaning outcomes is as follows:

Learning of English language involves development of four basic skills i.e. reading, writing, speaking and listening. The skills or competencies for learning English, delineated in the National Curriculum for English Language Grades I-XII (2006) are (a) reading and thinking skills, (b) writing skills, (c) oral communication skills, and (d) formal and lexical aspects of language. There is a fifth competency i.e. “appropriate ethical and social development” which will be developed across the other four competencies. There are hundreds of SLOs in curriculum document for inculcating the above mentioned four skills into the minds of the students but how for the textbooks of English at primary level are successful in serving this purpose is still a question mark.

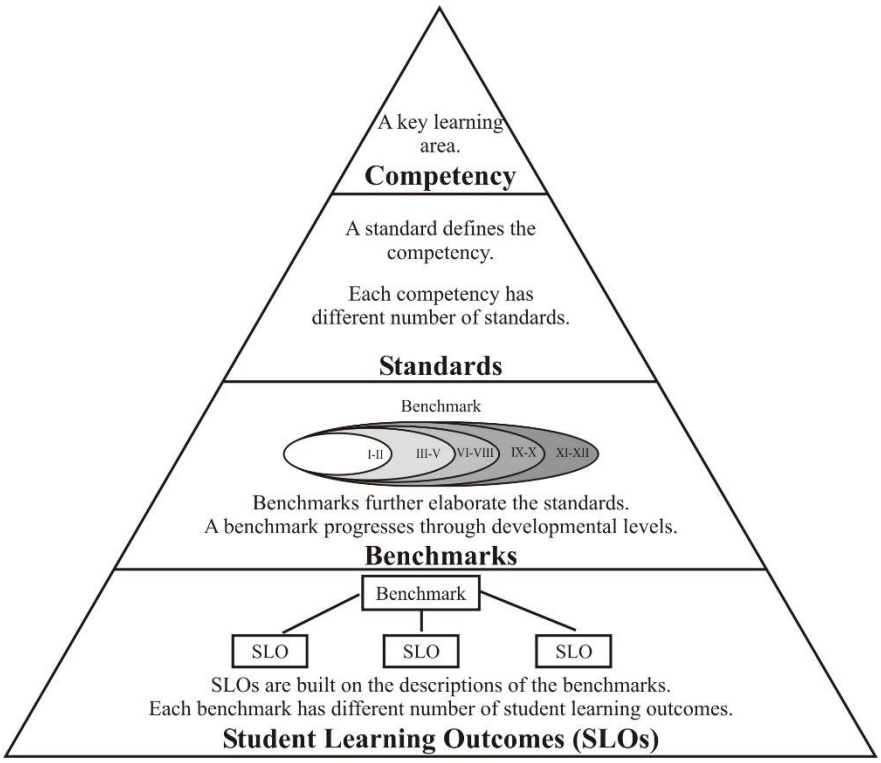

Figure 1. *Organization of entire Curriculum framework into competencies, standards, benchmarks and student leaning outcomes*

Source: Government of Pakistan, 2006

According to Mahmood (2010) textbook is the part and parcel of education system for true implementation of curriculum at school level. The textbook development is a continuous process and consistent research-based reviews of textbooks are required for production of quality textbooks (Mahmood, 2011). Government of Pakistan has spent millions for the development of national curriculum 2006 but no independent research has been reported by the Government to check whether the standards, benchmarks, and students learning outcomes set in the curriculum document are actually aligned with the textbooks provided to the students and teachers for the attainment of those competencies.

Squires (2012) describes alignment as an agreement or a match between two categories, such as national standards (curriculum document) conforming to the content matter (textbooks etc.). He reiterates that student achievement improves if the curriculum is aligned (Squires, 2005, 2009).

It is believed that the lack of alignment between content of textbooks and curriculum standards is one of the major causes of higher dropout rate or failure of the students (Washington State Institute for Public Policy, 2007). Many studies have been conducted all over the world to find out the alignment between written curriculum document and the textbooks (Lepionka, 2006; Mahmood, 2010, 2011; McCluskey, 2006). The reason to conduct such researches is to check whether the education system of the country is moving in the right direction as well as competencies, standards, benchmarks and student learning outcomes, achieved.

Mahmood and Saeed (2011) in their study on textbook evaluation at primary level found that most of the approved textbooks were deficient in horizontal alignment with the textbooks approved for the same grade and level, moreover there was also lack of alignment in content and objectives of the national curriculum. The data were

collected by using 'stratified random sampling technique' with help of a questionnaire named 'Textbook Evaluation Form' from two hundred and thirty teachers in addition to sixty-seven teacher educators, from the teacher educator institutions of Punjab and the federal capital region of Islamabad.

Smith (2012) investigated the degree of alignment between student learning outcomes, curriculum materials (content) and assessment at a Middle School in the state of Victoria, Australia. The instruments used in the study were (a) an adapted version of framework similar to Kesidou and Roseman (2002) was used to investigate the alignment between curriculum materials and learning outcomes, (b) the alignment framework of Webb (1997) was used to determine the alignment between assessments and intended learning outcomes, and (c) the alignment between assessment, epistemological and cognitive goals was determined by the alignment framework of Chinn and Malhotra (2002) along with the conceptual framework developed by Krathwohl (2002). It was found after the case study of Middle School science program that in general there was good alignment between learning outcomes, curriculum materials and assessment, yet, there were several materials and tasks that were not aligned sufficiently. Moreover, the evaluation model developed to investigate the alignment of the science program was found quite effective, although there were several evaluation criteria that were found problematic.

Martone and Sireci (2009) conducted a detailed research on different approaches of investigating alignment between curriculum, assessment, and instruction. First of all Webb (1997, 1999 & 2007) methodology was discussed which was a comprehensive methodology to investigate the degree of alignment, containing five different dimensions that are (a) content focus, (b) articulation across grades and ages, (c) equity and fairness, (d) pedagogical implications, and (e) system applicability. Nevertheless, only one area i.e. 'content focus' used in alignment studies that consisted of six sub-dimensions for analysis were (a) categorical concurrence, (b) depth of knowledge, (c) range of knowledge, (d) balance of representation, (e) dispositional consonance, and (f) structure of knowledge (Webb, 1997, 1999). Second approach was the Achieve methodology, developed by Rothman et al. (2002) was designed to evaluate the quality of overall assessment as well as individual items. Basically, it was an alignment protocol which was modified to reflect concerns of the particular subject areas i.e. English language arts, science and mathematics. It provides a qualitative and quantitative alignment comparison of a country's assessment with its related standards. The verification of blueprint that mapped test items to objectives as well as use of consensus on the degree of matching between standards and assessments were its major differences from the Webb model. The Achieve method applied in two stages which investigated the alignment in three dimensions were (i) performance centrality , (ii) content centrality , and (iii) challenge. The third model of assessing alignment was developed by Blank et al. (2001) called Surveys of Enacted Curriculum (SEC). He developed this method to see the link between what was taught in classrooms and what was assessed. It was applied in, four districts and eleven states. The model was developed to compare degree of alignment in standards, instructions and assessments, quantitatively across the states, or provinces, and schools. It was built on a content validity approach that also measured the content taught. The three chief alignment dimensions of the SEC approach are (a) content match, (b) instructional content, and (c) expectations for student performance. Martone and Sireci (2009) concluded that choice of the alignment method is dependent on the particular goals and objectives of the country or district (or 'province' in Pakistani context) moreover the research on alignment is the dire need for ensuring that standards, assessment, and instruction cycle is facilitating student learning. The valuable professional development of teaching faculty as

well as better understanding of the results because of the standardized assessments are few other added benefits of alignment research.

Unfortunately, very few studies have been conducted in Pakistan to explore this area of research. However, many studies have been conducted all over the world to investigate this phenomenon. Out of those studies some of the most significant studies were conducted in USA, China and Australia to investigate the degree of alignment in curriculum standards, assessments and instructions, mainly in science subjects and mathematics at Middle and High School levels (Blank et al., 2001; Smith, 2012; Sun et al., 2024; Webb, 1997 & 1999). Although, few studies were conducted in Pakistan in this area because of its paramount importance (Mahmood, 2010, 2011; Mahmood & Saeed, 2011; Saeed, 2013, 2014), but those were conducted on elementary and secondary levels predominantly on science subjects i.e. Computer Science, Chemistry and Mathematics. This study was different form all the above mentioned studies because, it was conducted on Primary level and aimed to investigate the degree of alignment between National Curriculum of English Language (2006) and textbooks of English from grade III to V, which had not been done earlier.

Research Questions /(Objective of the study)

In view of the overall purpose to investigate the alignment between National Curriculum of English Language 2006 and the approved textbooks of English at primary level, the study focused on following research questions:

1. To what extent the approved textbooks of English at primary level are congruent with the Student Learning Outcomes (SLOs) of the National Curriculum for English Language (2006)?
2. How far these textbooks are helpful in achieving those Student Learning Outcomes with the help of assessment exercises given in the text-books?

Method

Sampling for the study

It was a quantitative study that focused on investigating the supposition that alignment should exist between curriculum and textbooks. The required information was likely to be mainly obtained from primary sources. The authors of the particular textbooks, the officials of Punjab Curriculum Authority (PCA) who approved the said textbooks, curriculum experts, subject specialists selected by the researcher, English language experts, and the researcher himself was the source of data collection and analysis. The following documents were analyzed along with review of other related literature:

1. National Curriculum of English Language for Grades III, IV and V, 2006 (National Curriculum Council, the Ministry of Education Government of the Pakistan, Islamabad)
2. English Textbook for Class III, published by Vcan Publishers, Lahore, approved by Punjab Curriculum Authority, according to the National Curriculum 2006.
3. English Textbook for Class IV, published by Apple Educational Press, Lahore, approved by Punjab Curriculum Authority, according to the National Curriculum 2006.
4. English Textbook for Class V, published by Apple Educational Press, Lahore, approved by Punjab Curriculum Authority, according to the National Curriculum 2006.
5. Reports, manuals, other document as the study demanded.

Guidelines for the selection and development of textbooks/ material writing along with checklists for the textbook writers, teachers and reviewers, given in the section 7 of the National Curriculum of English Language for Grades I-XII (2006), were also used to check compliance of textbooks with the curriculum.

Instrument

An adapted version of Webb Alignment Tool by Webb (1999) was partially incorporated in Curriculum-Textbook Alignment Rubric developed by Saeed (2014) was used with necessary modifications to investigate the alignment between curriculum and the corresponding textbooks of English. The instrument was used with minor modifications and no considerable changes were made in the said tool.

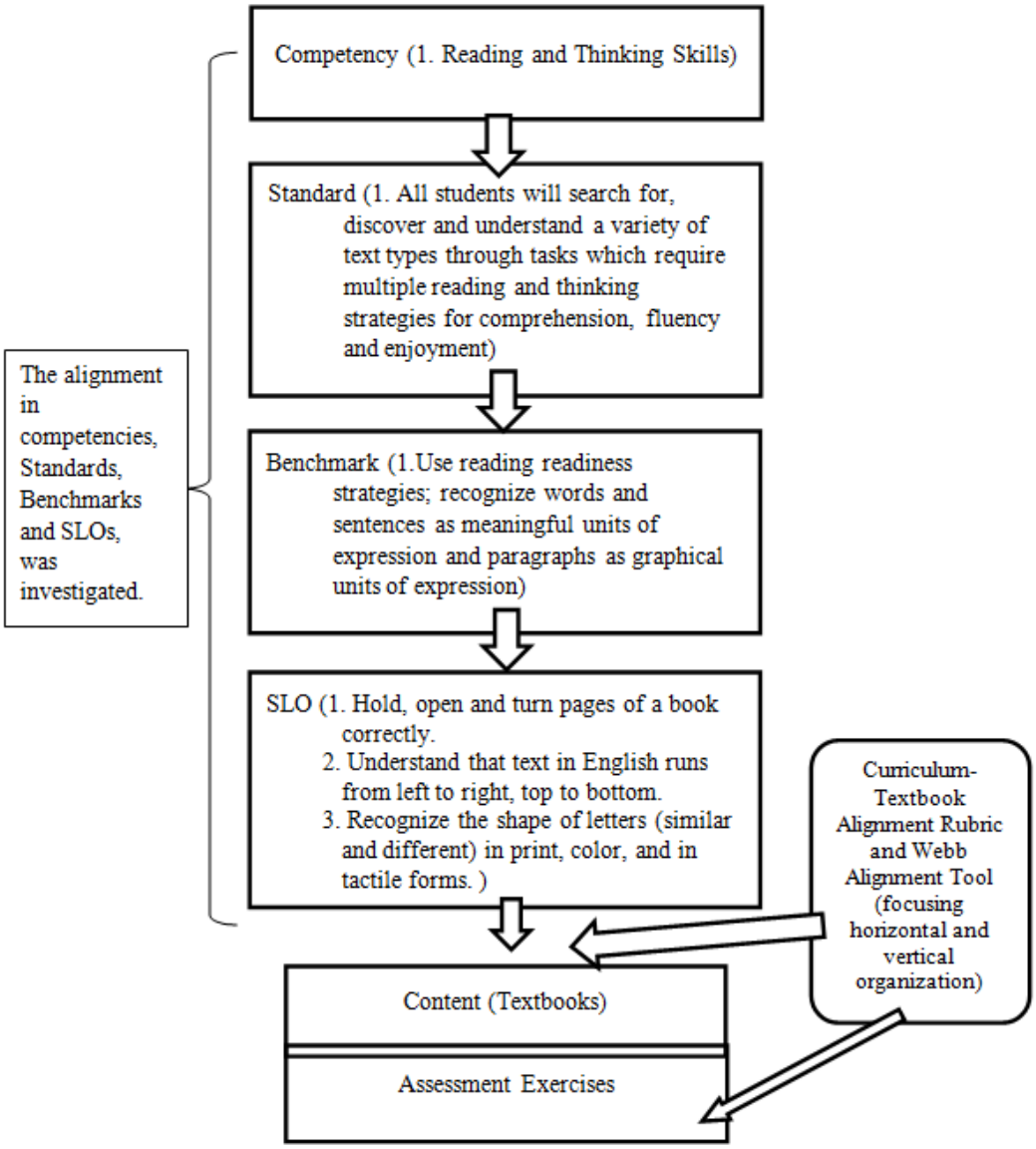

Figure 2. *Steps of curriculum-textbook alignment*

The figure shows various stages and components of the study; the first component was Competency, second was Standard, third was Benchmark and forth was Student Learning Outcome (SLO). The alignment among all the four components of curriculum was investigated. Moreover, the alignment between curriculum (SLOs), content and assessment exercises was also investigated with the help of Curriculum-Textbook Alignment Rubric in which two dimensions/criteria of Webb Alignment Tool were incorporated.

It is pertinent to mention here that the yardstick for study was curriculum competencies, standards, benchmarks and especially the student learning outcomes (SLOs) by which the alignment of textbooks was be measured.

Procedure Devised for the Analysis of Data

In the very beginning, it was found that the SLOs written at the start of every unit of the approved English textbooks of Grades III, VI and V were not the exact copies of the SLOs enlisted in National Curriculum of English Language Grades III-V (2006). This was quite strange situation because, theoretically the textbooks were supposed to be developed according to the SLOs or benchmarks of the curriculum document (Mahmood, 2011). This situation required further probe, into this phenomenon. Therefore, a table (Annexure- A) was designed for the reconciliation of SLOs stated in English textbooks of Grades-III, IV & V and SLOs enlisted in National Curriculum for English Language Grades III, IV & V, (2006). In this table SLOs stated in English textbooks of Grades-III, IV & V were unit wise enlisted in one column and SLOs of National Curriculum of English Language for Grades III, IV & V, (2006) were enlisted in three separate columns along with related Benchmarks, Standards as well as Competencies. After that SLOs of the textbooks were reconciled/ matched with their corresponding SLOs of National Curriculum for English Language Grades III, IV & V, (2006). For this purpose SLOs of the English textbooks, divided into four major categories were (a)'similar' i.e. the exact copies of SLOs enlisted in the National Curriculum document; (b) 'partially similar' i.e. the SLOs which were derived from SLOs of National Curriculum having the same sense, theme and meaning; (c) 'not listed in Curriculum' i.e. the SLOs which were written in the textbooks at the start of every unit but did not had any 'similar' or 'partially similar' SLO in the National Curriculum document; and (d) the 'SLOs derived from Benchmarks, by the author of textbook as recommended by curriculum document' because there were no SLOs enlisted in National Curriculum document for theses SLOs and this competency was to be developed and incorporated across the other four competencies therefore, the authors of the textbook had to derive these SLOs directly from the corresponding benchmarks.

The SLOs stated in English textbooks of Grades III, IV & V which were 'similar' or 'partially similar' to the SLOs of National Curriculum document, were placed in three different tables along with their corresponding SLOs of the National Curriculum document. Three separate lists of the SLOs of English textbooks of Grades III, IV & V which were 'not listed in Curriculum' were also prepared for each grade. Three other tables were also prepared for each grade in which; the 'SLOs derived from Benchmarks, by the author of textbook as recommended by curriculum document' were enlisted along with their corresponding benchmarks, standards and competencies.

Unit Wise Analysis of English textbooks

After completion of the above procedure unit wise analysis of the English textbooks was started with the help of Curriculum-Textbook Alignment Rubric developed by Saeed (2014). It was used after minor modifications, to investigate the alignment between National Curriculum for English Language Grades III, IV & V (2006) and the corresponding textbooks of English (Annexures- B, C & D)

Findings of the Study

Alignment in Textbooks and National Curriculum Grades III, IV & V

The SLOs stated in the textbooks of English for Grades III, VI and V, were not the exact copies of the SLOs written in National Curriculum of English Language for Grades I-XII (2006). Therefore, a major table along with many sub tables were developed for reconciliation of SLOs of English textbooks and SLOs stated in National Curriculum (Annexure- A). The said SLOs of English textbooks were divided into four main

groups such as (a) similar, (b) partially similar, (c) not listed in curriculum, and (d) SLOs derived from benchmarks by the author of textbook as recommended by curriculum document.

A graphical representation of all the three grades is given below:

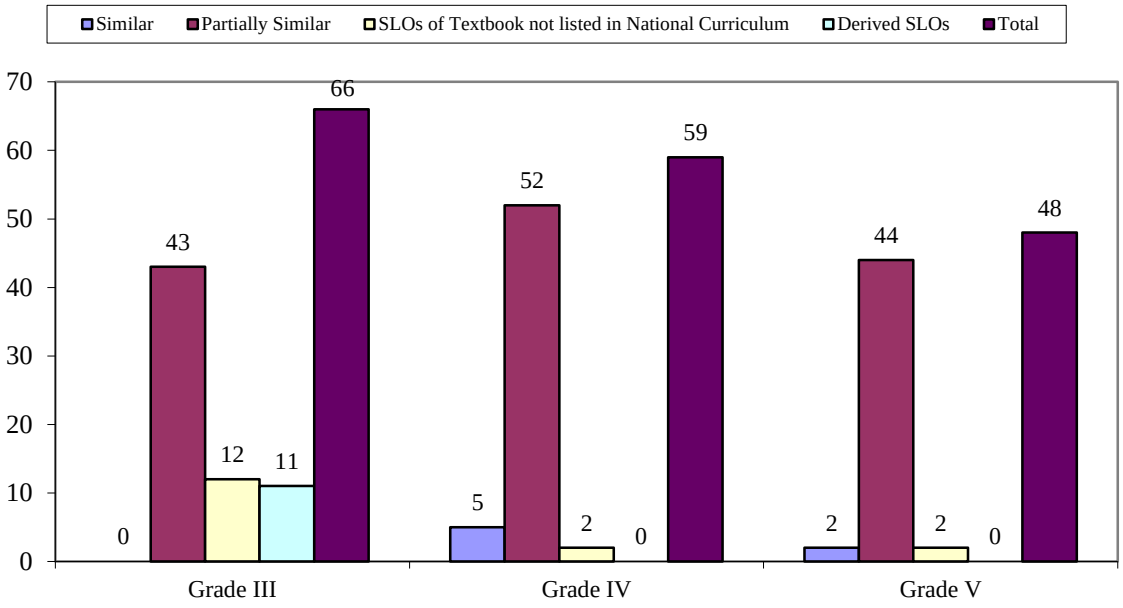

Figure 3. *SLOs of English Textbooks of Grades III, IV, V*

The above figure provides a combined picture of all the SLOs of English textbooks of grades III, IV and V. It indicates that there are total sixty-six, fifty-nine and forty-eight SLOs in English textbooks of grades III, IV & V, respectively. There is no SLO in English textbook grade III which is the exact copy of the SLOs written in National curriculum of English language (2006). However, there are five similar SLOs in grade IV and two in grade V. In grades IV & V there are no SLOs derived by the author of textbook from benchmarks of fifth competency but there are elven derived SLOs in English textbook of grade III.

Later on grade and unit wise analysis of the three text-books was done to achieve objective of the study. The four depth of knowledge levels used were: (1) Recall, (2) Skill, (3) Strategic thinking, and (4) Extended thinking. The findings are as under.

Grade III

The content analysis of textbook grade III and National curriculum document revealed that, out of 66 SLOs of English textbook, fifty-two SLOs were of level one, eleven of two and three SLOs were at level three. However, no SLO reached at level four in the English textbook of grade III. This shows that sixty-three out of sixty-eight SLOs belonged to level 1&2. Moreover, there were 53 SLOs lying at the same level of depth of knowledge as compared to content of the textbook, which shows that 53 out of 66 SLOs of textbook were aligned with the content. Four SLOs were at level 1, and their content was at level-2, whereas, other 3 SLOs were at level 2, and their content was at level 1. This shows misalignment in 7 SLOs. However, with regard to the Webb's (2005) dimension of alignment i.e. evidence of categorical concurrence of the content. It was found that 6 SLOs were not addressed in the related units of the textbook. The above said three SLOs that belonged to level 3 of depth of knowledge were one of these six SLOs that were not addressed in the textbook.

Grade IV

After the content analysis of textbook grade IV and National curriculum document we found that, out of 59 SLOs of the textbook, 43 SLOs were of level 1, 16 of level 2, and no SLO touched the level 3 & 4. It means that all the SLOs of English textbook grade IV were at level 1 & 2. Furthermore, there were 57 SLOs lying at the same level of depth of knowledge as compared to content matter of the textbook, which shows that 57 out of 59 SLOs of textbook were aligned with the content. There was no SLO lying at different depth of knowledge Level. However, with regard to the Webb's (2005) dimension of alignment i.e. evidence of categorical concurrence of the content. It was found that 2 SLOs were not addressed in the related units of the textbook.

Grade V

The content analysis of textbook grade V and National curriculum document revealed that, out of 48 SLOs of fifth grade textbook, 25 SLOs were at level 1, and 23 at level two. However, no SLO of the grade V textbook reached at level 3 & 4. This shows that all of the forty-eight SLOs of textbook belonged to level 1&2. Moreover, there were 39 SLOs lying on the same level of depth of knowledge as compared to the content of textbook, which shows that 39 out of 48 SLOs of textbook were aligned with the content. Only one SLO was at level 1, and their content was at level-2, whereas, other 4 SLOs were at level 2, and their content was at level 1. This shows misalignment in 5 SLOs. However, with regard to the Webb's (2005) dimension of alignment, that is evidence of categorical concurrence of the content. It was found that 4 SLOs were not addressed in the related units of the textbook.

Discussion

It was found that content of most of the SLOs of textbooks was of level 1and 2 and only three SLOs of grade IV textbook were at level 3. This result was in-line with Javed, & Karim (2024), who found that most of the content in textbooks was of lower order thinking skills and less belonged to higher order thinking skills, as compared to the curriculum document. However, there must be a balance between SLOs of lower and higher order thinking skills (Mahroof & Saeed, 2021; Sun et al., 2024). Thisimplies that SLOs of higher order thinking skills should also be incorporated into textbooks. As the study found that textbooks and the curriculum document were not completely aligned with each other. This was in line with Mahmood and Saeed (2011) as well as Haleem, and Saeed (2022) who found lack of alignment in Primary and Secondary level textbooks content, and objectives of the national curriculum. Furthermore, It was also in-line with Yu et al. (2022) who also found that alignment between curriculum standards and textbooks was not achieved.

The SLO "Pronounce, in minimal pairs, common problems in consonants for Pakistani speakers of English" (p.52) was focused only on common problems in consonants faced by Pakistani students but there were no SLOs in the curriculum that were focused on the other language problems of Pakistani pupils. This was a major factor which was found missing in the National Curriculum document. It was an indication that the curriculum was not developed in Pakistani context keeping in view the needs and interests of Pakistani students. It seemed to be developed according to the language needs of some other country's students and adopted over here without even making due modifications according to the needs and interests of Pakistani students who study English as a second or third language.

When it is said the national curriculum for grade III contains 114 and there are 66 SLOs in the textbook of grade three. It does not mean that 48 SLOs of National curriculum were completely missed. As it is quite possible that some of those SLOs may be achieved through other SLOs included in the textbook. Therefore, it is very difficult to draw a clear line because these SLOs are closely interlinked and traverse through each-other and language arts are different from other science subjects.

The text or content given under the main titles of many units of the English textbooks of grades III, IV & V was not relevant with the SLOs enlisted at the start of these units. For instance, the unit # 10 'A picnic Party' of English textbook grade V consists of three SLOs that are (a) "illustrate use of present continuous tense" (p.83); (b) "locate information in the city map" (p.83); and (c)

"describe the picture using present continuous tense" (p.83). The whole text of this unit contains only one sentence of present continuous tense i.e. "but make sure you aren't going to make the park dirty" (p.85). Whereas, according to the SLOs main focus of this unit should be on the present continuous tense. However, the author of textbook has tried to cover the above mentioned SLOs through different activities and questions given at the end of this unit but not through the text. It indicates that text was not written or selected very carefully. This also shows that textbooks are developed in a conventional manner and the standard based system is not being followed in its true sense. A possible implication may be that, the textbook makers and the Punjab Curriculum Authority (PAC) may ensure that text given under the titles of the units of textbooks has been written according to the SLOs of the curriculum.

It is also pertinent to mention here that the textbooks should be developed according to the directions given in the curriculum document (Javed, & Karim, 2024; Mahmood, 2011) and if the SLOs of the textbooks will not be exactly same as the SLOs of curriculum document, the alignment of textbooks and curriculum will suffer. This may imply that, exact copies of SLOs from the Curriculum may be incorporated in the textbooks. Otherwise, it can become ambiguous and alignment of textbooks and curriculum might suffer.

Conclusion

The English Textbooks of grades III, IV & V, were not thoroughly aligned with the National Curriculum for English Language (2006). The Competencies, Standards, Benchmarks and SLOs of National Curriculum of English Language for grades III, IV and V were not aligned with Student Learning Outcomes of Textbooks. The SLOs and content of English textbooks grades III, IV & V were at level 1 & 2. Which means that only lower-order thinking skills and abilities were focused in the textbooks.

There were total 114 SLOs in grade III, 130 in grade IV and 127 in graded V in the National Curriculum for English Language (2006) and only 66 SLOs were depicted in English textbook for grade III, 59 SLOs in English textbook for grade IV and 48 SLOs in English textbook for grade V. Therefore, it shows that a major portion of the National Curriculum was not included in textbooks of Primary level.

The SLOs of textbooks were not exact copies of SLOs listed in the Curriculum document, which decreased the alignment between curriculum and the textbooks. The textbooks were not very helpful to achieve those SLOs with the help of assessment exercises provided in the textbooks because most of the questions written in textbooks were not related to the SLOs.

Author Contributions

Dr. Muhammd Irfan: Conceptualization (equal), Methodology (equal), Qualitative Analysis, Writing –original draft, Writing –review & editing

Prof. Dr. Nasir Mahmood: Methodology (equal), Analysis, Writing –review& editing

Declaration of Conflicting Interest

The authors declared no potential conflicts of interest with respect to research, authorship, and or publication of this article.

Funding Statement

We did not receive any funding for this research project.

References

Arif, M. (2010). Analysis of mathematics' curriculum at secondary level in Pakistan, Ph.D, Thesis at Foundation University, College of Liberal Arts and Sciences, Islamabad, Pakistan.

Bano, Y. (2005). Curriculum and textbooks: Issues and challenges in Pakistan. *ANTRIEP Newsletter, 10 (1),* 3-8.

Blank, R.K., Porter, A., & Smithson, J. (2001). *New Tools for Analyzing Teaching, Curriculum and Standards in Mathematics & Science*. Washington: Council of Chief State School Officers.

Case, B. J., Jorgensen, M. A., & Zucker, S. (2006). *Alignment in Educational Assessment.* San Antonio: Pearson Education, Inc.

Chinn, C. A. & Malhotra, B. A. (2002). Epistemologically authentic inquiry in schools: A theoretical framework for evaluating inquiry tasks. *Science Education, 86,* 175-218.

Farukh, I. A., Mirza, M., Chaudhri, A., & Nawaz, M.R. (2005). *Ilm-ul-Taleem 11*, Lahore: Punjab Textbook Board.

Glatthorn, A. A. (2000). *The principal as curriculum leader: Shaping what is taught &tested.* Thousand Oaks, California: Corwin Press.

Government of Pakistan (2000). *Mathematics curriculum 2000 for classes K and I-V*. Islamabad: Curriculum Wing, Ministry of Education.

Government of Pakistan (2006). *Green Paper on National Education Policy Review Process: Textbook and Learning Materials*. Islamabad: Policy and Planning Wing, Ministry of Education.

Government of Pakistan (2006). National Curriculum for English Language Grades I-XII. Islamabad: Curriculum Wing, Ministry of Education.

Government of Pakistan (2007). *National Textbook and Learning Materials Policy and Plan of Action* (Vide Notification No. F.8-16/2005-SSG dated 13 June, 2007). Islamabad: Curriculum Wing, Ministry of Education.

Haleem, B., & Saeed, M. (2022). Alignment between Urdu curriculum and textbooks at secondary level. *Pakistan Journal of Society, Education and Language (PJSEL), 9*(1), 416-423.

Javed, H. M. H., & Karim, S. (2024). Alignment between curriculum and textbooks of English language at secondary level: An evaluation of English language curriculum objectives. *Migration Letters*, *21*(S14), 597-608.

John, St. M. (2001). *The Status of High School Science Programs and Curricular Decision-Making.* Inverness, CA: Inverness Research Associates.

Kesidou, S. & Roseman, J. E. (2002). How well do middle school science programs measure up? Findings from Project 2061's curriculum review. *Journal of Research in Science Education,* 39, 522 - 549.

Krathwohl, D. R. (2002). A revision of Bloom's Taxonomy: An overview. *Theory into Practice. 4(*41), 212-219.

Lepionka, M. E. (2006, March 30). *Evaluating College Textbooks for Course Adoption*. Retrieved November 23, 2012, from Atlantic Path Publishing, Retrieved from http://www.atlanticpathpublishing.com/documents/ EvaluatingandChoosingTextbooks.pdf

Mahmood, K. (2010). Textbook evaluation in Pakistan: Issue of Conformity to the National Curriculum Guidelines. *Bulletin of Education and Research, 32*(1), 15-36.

Mahmood, K. (2011). Conformity to quality characteristics of textbooks: The illusion of textbook evaluation in Pakistan. *Journal of Research and Reflections in Education, 5*(2), 170-190.

Mahmood, K. (2011). Standardization of Textbook Evaluation Criteria through Development of Quality Textbook Indicators. *International Conference on Quality Indicators.* Lahore: ICQI.

Mahmood, K., & Saeed, M. (2011). Ensuring textbook quality through evaluation: An issue in Pakistan. *Literacy Information and Computer Education Journal (LICEJ), 2*(4), 503-512.

Malik, S. (2024). Alignment of Punjab Textbook Board's English textbooks with the National Curriculum for English (2006): An evaluative study. *Linguistics and Literature Review, 10*(2).

Mahroof, A. and Saeed, M. (2021). Alignment between curriculum, textbook and Board of Intermediate and Secondary Education Question Papers of English at secondary level. *Open Access Library Journal*, **8**, 1-9.

Martone, A., & Sireci, S.G. (2009). Evaluating Alignment between Curriculum, Assessment, and Instruction. *Review of Educational Research, 79*(4), 1332-1361. DOI: 10.3102/0034654309341

McCluskey, M. (2006).*Evaluating American Indian textbooks and other material for classroom.* Montana: Montana Office of Public Instruction.

Panezai, S. G., & Channa, L. A. (2017). Pakistani government primary school teachers and the English textbooks of Grades 1–5: A mixed methods teachers'-led evaluation. *Cogent Education, 4*(1), 1269712.

Rothman, R., Slattery, J. B., Vranek, J. L., & Resnick, L. B. (2002). Benchmarking and alignment of standards and testing (CSE Technical Report No. CSE-TR-566). Los Angeles, CA: National Center for Research on Evaluation, Standards, and Student Testing.

Rotich, D. C., Kogos, E. J., & Geuza, Z. R. (2018). An investigation of textbook vetting and evaluation process in Tanzania. *Publishing Research Quarterly, 34*(1), 96-109.

Saeed, M. (2014). *Alignment between science curriculum and textbooks at secondary level in Pakistan.* Unpublished Research Project Report submitted at the Directorate of Research & Publications: University of the Punjab, Lahore.

Sheldon, L.E. (1988). Evaluating English language teaching textbooks and materials. *ELT Journal 42* (4), 237-246.

Smith, R. (2012). Alignment of intended learning outcomes, curriculum and assessment in a middle school science program. Masters, Thesis at Edith Cowan University, Faculty of Arts and Education, Perth, Western Australia.

Squires, D. A. (2005).*Aligning and balancing the standards-based curriculum*. Thousand Oaks, CA: Corwin Press.

Squires, D. A. (2005).*The relationship between aligned curriculum and student achievement.*Charleston: Edvetia.

Squires, D. A. (2009).*Curriculum alignment: Research-based strategies for increasing student achievement*. Thousand Oaks, CA: Corwin Press.

Squires, D.A. (2012) Curriculum Alignment Research Suggests That Alignment Can Improve Student Achievement, The Clearing House: *A Journal of Educational Strategies, Issues and Ideas, 85*:4, 129-135

Sun, X., Ren, W., & Liu, L. (2024). Evaluating the alignment between chemistry curriculum and high-stakes tests through the lens of chemistry core competencies in China. *International Journal of Science Education*, 1-23.

UNESCO (2004). *Education for All 2005: The Quality Imperative*. Paris: UNESCO.

Vockley, M. & Lang, V. (2009). Alignment and the states: Three approaches to aligning the National Assessment of Educational Progress with state assessments, other assessments, and standards. Washington, DC: CCSSO. http://www.ccsso.org/documents/2009/alignment_and_the_states_2009.pdf

Washington State Institute for Public Policy. (2007). *Textbook Alignment with Washington State Learning Standards: Summary of OPI's Reviews-Revised.* Washington: Washington State Institute for Public Policy.

Webb, N. L. (1997). *Criteria for alignment of expectations and assessment in mathematics and science education.* (Research Monograph No. 6). Washington: National Institute for Science Education Publications.

Webb, N. L. (1999). *Alignment of science and mathematics standards and assessments in four states* (Research Monograph No. 18). Washington: National Institute for Science Education Publications.

Webb, N. L. (2005). *Web Alignment Tool (WAT): Training Manual.* Draft Version 1.1. Wisconsin Center for Education Research, Council of Chief State School Officers. Retrieved on September 15, 2005, from http://www.wcer.wisc.edu/ wat/index.aspx.

Webb, N. L. (2007). Issues related to judging the alignment of curriculum standards and assessments. *Applied Measurement in Education, 20* (1), 7-25.

Yu, J., Li, C., & Li, G. (2022). Alignment between biology curriculum standards and five textbook editions: a content analysis. *International Journal of Science Education*, *44*(14), 1–20.