Correspondence between Themes in ESL Textbooks and Reading Comprehension Curriculum in Khyber Pakhtunkhwa, Pakistan

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Abstract

Textbooks that have been used to teach English as L2 have a big impact on how reading comprehension is taught. Teachers have been using these textbooks for instructional and assessment purposes; they also function as learning resources for students studying in public schools in Khyber Pakhtunkhwa, Pakistan. In the curriculum document, the purpose of teaching reading comprehension has been twofold: to develop reading skills and enhance students' knowledge by teaching themes in the curriculum. Numerous studies have revealed that the main themes within textbooks fail to meet the standards established for textbooks. This study employed qualitative content analysis as a research method to examine how the main themes in the SNC English I-V 2020 have been incorporated in ESL textbooks in Pakistan to teach rereading comprehension. The study revealed that the main themes and sub-themes in the curriculum document have not been included in the textbook in a thorough and organised manner. It shows that out of the 21 main themes, only nine have been incorporated, with 22 sub-themes out of 63 in the textbook, with repetition of some themes instead of including new themes in each unit of Textbook English 1, which may hinder the teaching of reading comprehension and consequently, students' cognitive knowledge of important curriculum themes, affecting their reading comprehension and knowledge acquisition. Thus, to improve the teaching of reading comprehension, it is suggested to systematically incorporate them in ESL textbooks by expert writers.

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INTRODUCTION

Teaching English as a second language (ESL) in Pakistan aims to enhance students' language skills and content knowledge, recognizing its growing significance in international, science and technology fields. Studies reveal that students struggle with English language skills, particularly reading comprehension at the primary level (Asim & Masih, 2014; Kastberg et al., 2016 cited in Elleman & Oslund, 2019; Klein, 1988; Ministry of Federal Education & Professional Training, 2018 [MoFEPT, 2018]; National Centre for Education Statistics, 2017 [NCES, 2017] cited in Elleman & Oslund, 2019), leading to academic failure, lower marks, and unemployment, as per various sources, including the Ministry of Federal Education & Professional Training (Abdullah, 2005; Asian Development Bank, 2019; Bibi, 2018; MoFEPT, 2018; Shah et al., 2015). Factors like unskilled teachers, parental support, absenteeism, poor professional training, and low academic qualifications (Bashiruddin, 2003; Bibi, 2009 & 2018; Jamil, 2009; Jerald & Ingersoll, 2002; Rahim, 2014) impact teaching reading comprehension in Pakistan. Reading-related content, activities, and teaching strategies in textbooks (Hedgcock & Ferris, 2018; Harvey & Goudvis, 2000) can affect teachers' teaching of English as L2 ((Gunning, 2010.

Textbooks are essential learning resources for students to learn English in Pakistan, particularly in the context of research in Khyber Pakhtunkhwa. Teachers can use them as a lesson plan, a means of teaching the language, and an instrument for evaluating students' learning (Hedgcock & Ferris, 2018; MoFEPT, n.d.; MoFEPT, 2015; Nogueira, 2015; Vacca et al., 2011). However, textbooks have drawbacks, such as their inability to align with curriculum objectives, etc. (Bano, 2005; Shah et al., 2015; Mahmood, 2009). Vacca et al. (2011) noted that most textbooks

don't have a clear structure. Inaccurate (many typos and other errors in printing); unsuitable reading level; higher than intended audiences; unfavorable responses from students; perplexing and unappealing (pp. 358-359). The majority of the contents and suggested strategies are irrelevant and insufficient to improve the reading, writing, speaking, and listening skills of ESL learners, according to studies conducted to evaluate English language textbooks in Pakistan (Aftab, 2011). This is because the contents and presentations (suggested strategies, activities, and exercises) do not meet the learning outcomes (SLOs) set in curriculum documents 2002 and 2006 (Aftab, 2011; Arshad & Mahmood, 2019; Bano, 2005; Jahan et al., 2019; Mahmood, 2009; Shah et al., 2015). Considering all of the aforementioned factors, the Government of Pakistan developed and implemented the Single National Curriculum 2020 (SNC 2020) with the aim of reducing and eliminating the gap (opportunity, knowledge, skill, and thinking) among different sects by improving the standard of education and the inputs (textbooks, teachers, infrastructure), processes (teaching, etc.), and outputs (skillful and knowledgeable learners) in education (MoFEPT, n.d). To achieve the said target, various steps have been taken "to enable implementation of the SNC in its true spirit; model textbooks, teacher training modules, and an assessment framework are being developed, which will ensure delivery of education that is qualitatively superior and relevant to the children's lives" (NCC MoFEPT, 2020, Preface). The basic purpose is, as reiterated, "equipping learners with the language skills (oral communication, reading and critical thinking, writing, and the formal and lexical aspects of language) they need to excel in any field... to acquire knowledge and ideas using different strategies of teaching and learning" (ibid) organized in the textbooks.

The former Khyber Pakhtunkhwa government, acting on a directive from the federal government, officially began implementing the curriculum at the primary school level for the academic year 2022-23. They were able to supply textbooks, printed under the direction of the

Directorate of Curriculum, Abbottabad, with the Khyber Pakhtunkhwa Textbook Board, Peshawar (publisher), for all schools, based on the new curriculum document SNC English Grades I–V 2020. However, these textbooks have drawn criticism from a variety of stakeholders. Recent research conducted by Fareed, Sultan, and Shireen (2021), Shah (2021), Hoodbhoy (2021), and Siddique (2021) has revealed that the current English textbooks do not meet the required standards and fall below the level of comprehension expected by pupils. The literature review reveals that there is a lack of systematic and comprehensive inclusion of the recommended contents (such as concepts, themes, ideas, principles, information, and skills) and strategies outlined in the curriculum document within ESL textbooks designed for teaching reading comprehension. Consequently, teachers often remain unaware of these recommended elements, as textbooks are considered to be a representation of the teacher's role in written form (Jyothi, 2010, as cited in MoFEPT, n.d). Consequently, these elements are not explicitly taught to students in the classroom (MoFEPT, 2018). Consequently, students are unable to acquire a comprehensive understanding of concepts, theories, information, and principles, thereby hindering their ability to effectively apply this knowledge during the process of reading (Goodman et al., 2016). This deficiency has a lasting impact on their reading comprehension skills, content knowledge, linguistic proficiency, and overall reading abilities, resulting in a diminished capacity to comprehend texts and a lack of familiarity with contemporary concepts (Asim & Masih, 2014; Islam et al., 2015; MoFEPT, 2018). According to Lame (1991), as referenced by Mahmood (2009), there exists a tendency for approved textbooks to effectively function as the curriculum within the classroom setting. This occurs due to the fact that a significant number of educators adhere strictly to the prescribed order of content, instructional approach, and terminology outlined within the text (Lame, 1991, as cited in Mahmood, 2009, p. 160). According to Robitaille and Travers (1992), as stated in O'Keeffe

(2012), there is a belief that the content of textbooks and the manner in which they are utilized have a direct influence on students' educational outcomes. In Mahmood's (2009) study, the primary focus was on the textbook's content and presentation quality, which emerged as significant concerns (p. 158). According to Bano (2005), there is a discrepancy between the objectives and contents in textbooks when examining curriculum and textbook revisions in Pakistan. According to the National Education Policy (1998–2010, as mentioned in MoFEPT, n.d), there has been ongoing concern regarding the quality of textbooks. According to them, the utilization of single textbooks in secondary education is leading to several challenges in the realms of instruction, comprehension, and student assessment (p. 3).

Moreover, it has also been found that the contents and suggested strategies in the textbooks of English in Pakistan based on the 2006 curriculum document were not according to students' comprehension level (above or below their specific level) and need to be revised according to the latest patterns of communicative language teaching and learning (Arshad & Mahmood, 2019; Jahan et al., 2020; Jahan et al., 2019; Jamil, 2009; Shah, 2015). The new curriculum document explicitly states that for students to achieve the specified learning outcomes (SLOs) at their respective levels, it is necessary to introduce, explain, and reinforce skills through practical activities. This approach aims to address the issues highlighted in textbooks and promote the development of high-order ESL skills (NCC MoFEPT, 2020, p. 10). In order to address the issue of ToRC (NCC MoFEPT, 2020), it has been proposed that a critical evaluation of the contents should be conducted by teachers, educational experts, and other relevant parties (Aftab, 2011; MoFEPT, n.d). This evaluation aims to identify gaps between the curricula and their representation in textbooks and subsequently, effectively address these gaps (ibid., pp. 21-22). So taking into account the experiences of researchers, the results of research, the opinions of academics, and the

needs of curriculum developers, this paper looks at how well the themes have been incorporated in Textbook English 1 for teaching reading comprehension and matches the order of the themes in the Single National Curriculum English Grad I–V 2020. The comparative analysis of themes and sub-themes in English Textbook 1 (Revised Edition), published under the supervision and direction of the Directorate of Curriculum Abbottabad and Textbook Board Peshawar, Khyber Pakhtunkhwa, as publisher, with the sequence of themes and sub-themes set in SNC English Grade I-V, 2020, helped to explore the compliance of the textbook with the said curriculum documents in terms of the systematic and comprehensive insertion of the themes have been made in the cited textbook. Additionally, this study aided in identifying issues pertaining to the teaching of reading comprehension (ToRC) and proposed activities to address the discrepancies between curricula and textbooks. By disseminating this information to policymakers, educators, and scholars, it is possible to address the aforementioned problems in accordance with the researcher's recommendations outlined in this paper.

LITERATURE REVIEW

The following paragraphs present a succinct summary of the key interconnected elements discussed in this study, namely reading comprehension, General description of Single National Curriculum English Grade I-V 2020, the framework, definition of textbooks and the role of textbooks.

SNC English Grade I-V 2020

The acquisition of a second language by students not only broadens their perspectives but also contributes to the cultivation of a more culturally inclusive society. According to the National

Education Policy Framework of 2018, English is instructed as a secondary language in Pakistan, adhering to a multilingual approach. The revision of curriculum frameworks, such as the National Curriculum for English Language 2006 (NCEL), placed a strong emphasis on student-centered activities that fostered innovation. Consequently, a novel curriculum paper was produced under the title of "Single National Curriculum English Grade I-V 2020," encompassing the subsequent fundamental characteristics.

Statement of Philosophy

The current curriculum in Pakistan serves as a framework for educators, learners, textbook creators, and assessors. This acknowledges the diverse instructional settings and educational materials that are accessible for the purpose of English language training and acquisition. The curriculum is designed to function as a strategic plan for allocating human and financial resources in order to provide English instruction of exceptional quality.

Themes in SNC English Grade I-V 2020

The subsequent themes, along with their respective sub-themes, are proposed for consideration in the selection of topics and content for educational materials. The primary objective of these themes should be to foster ethical and social views that are pertinent to the Pakistani setting while also promoting awareness, tolerance, and comprehension of global audiences. The selected material should exhibit gender and cultural neutrality and should refrain from including any biased or prejudiced content. There is no inherent correlation between a thematic subject matter and a specific skill set. It is possible to utilize any subject matter to effectively facilitate the acquisition of various abilities. Certain themes are more suitable for instructing fundamental transactional skills as they offer an immediate communicative objective. Multiple themes can be integrated into a single unit. The critical analysis further reveals that the

curriculum document has organized its themes and sub-themes in a prioritized manner by assigning them sequential numbers (see Appendix SNC Page). This sequencing is based on considerations of educational significance and validity. There are a total of 21 distinct major topics. They contain:1. Ethics and values (Moral character in accordance with rules of right and wrong) (Values established ideals of life, objects, customs, ways of acting that even members of a society regard as desirable) 2. Peaceful Co-existence/ Peace education, 3. Self, people, places & Globe 4. Patriotism/ National Pride 5. Nature 6. Gender equality and equity7. Festivals and cultural events 8. Role Models (Hazrat Muhammad Rasoolullah, Male/female personalities from Islamic/world history, awardees of Nishan-e-Haider civilians). 9. Environmental education10. Travel and Transport 11. Technology12. Education and Employment (careers/ occupations) 13. Dignity of labour 14. Media 15. Crisis awareness and management, risk reduction16. Participatory Citizenship 17. Health, personal safety, and drug education18. Life Skills 19. Avoiding Social Evils 20. Sports 21. Adventure. The curriculum developers place a strong emphasis on teaching reading comprehension by utilizing and manipulating the aforementioned primary themes together with their corresponding sub-themes.

These topics are recommended and prioritized for each grade level, allowing for the selection and development of texts that not only strengthen language abilities but also expand knowledge (MoFEPT, n.d). It is important to acknowledge that these themes do not have a direct correlation with the cultivation of particular skills. The primary objective of these themes was to enhance readers' content knowledge and reading skills by acquainting them with various local and worldwide topics. These topics were presented in the form of main themes and sub-themes, aiming to provide readers with diverse information.

METHODOLOGY

The research design employed in this study was a qualitative content analysis, as described by Morgan (2002). This approach was chosen due to its suitability for addressing the contextual requirements and the nature of the topic under investigation. The objective of this study was to conduct a comprehensive analysis of the thematic content integrated into Textbook English 1. This required a meticulous investigation of the book's many sections by the researcher in order to gain a thorough understanding of how these themes were developed within the referenced source. In Aftab's (2011) study, they examined the notion that conducting a comprehensive assessment of the entire book can yield more profound and reliable findings. The author suggests that a meticulous examination of each assignment can effectively highlight the merits and limitations of the existing textbook. Teachers can effectively implement the strategy by refraining from emphasizing the quantitative aspect (pp. 358–359). The design mentioned above facilitated the researcher in elucidating significance, cultivating comprehension, and unearthing insights pertinent to the research issue (Stake, 1995; Yin, 1994, as cited in Bowen, 2009). The data's qualities—including their accessibility, consistency, adequacy, lack of reactivity, precision, and wide scope—made this possible (Wilson, 2022). The data took the form of texts sourced from the Textbook English 1, SNC English Grade I–V 2020, as well as the framework.

Framework

The current study integrates a framework known as "Criteria for Selection of Content," which is taken from MoFEPT (n.d). The initial purpose of this framework was to facilitate the efficient selection and organization of information in curriculum documents. However, it is now being extended to textbooks, which are considered a type of curriculum, and to teachers who serve as writers. Therefore, it is suggested that this structure be modified to suit the objective of

composing educational texts. In the next section, a concise summary is presented regarding the criteria and the method by which the framework has been altered.

Selection of Content

The curriculum encompasses a diverse array of concepts, topics, ideas, facts, principles, theories, information, and skills that are designed to facilitate the attainment of curriculum objectives by pupils. The primary knowledge corpus serves as a fundamental resource for textbook boards, facilitating the organization of content in a logical and cohesive manner.

Organization of Contents

The prioritization of material selection in the establishment of study programs aims to ensure a methodical organization that takes into account the varying levels of difficulty and student interest. The subsequent principles are being suggested for enhanced organization of content and learning activities.

Horizontal and vertical organization

The layout of curriculum content is of utmost importance, with horizontal and vertical organization playing a critical role in this regard. The concept of horizontal organization involves the correlation of information within the same academic year, grade level, or course. On the other hand, vertical organization focuses on the arrangement of content in a sequential and continuous manner. The following points are expounded upon: the user's text does not provide any information to rewrite in an academic manner.

Scope

The term "curriculum scope" encompasses the comprehensive range and depth of instructional content, encompassing various sorts of learning experiences. Curriculum designers are responsible for establishing the subjects, ideas, themes, principles, and skills that are to be included in each unit and level.

Integration

When organizing integration content, it is important to consider their inter-linkages or horizontal interactions. It is imperative that students are exposed to the correlation between variables in the field of Physics by means of diverse formulas, concurrently acquiring knowledge of mathematical operations and proficiencies associated with the formulas employed in Physics problem-solving.

Sequence

Sequence refers to the methodical organization of information within a certain topic, commencing with basic vocabulary and advancing towards more intricate terminology, in accordance with their logical connection and chronological progression.

Continuity

Repeating content at different stages or grades reinforces learners' comprehension and enhances the depth and breadth of concepts, also known as spiral recurrence and enrichment of curriculum contents, like introducing numerical fractions in the initial grades and algebraic fractions in the higher grades.

Articulation and balance

In addition to the horizontal and vertical dimensions, curriculum designers and writers must take into account the factors of articulation and balance while structuring curricular content. The concept of articulation in curriculum content has resemblance to sequencing, although with a distinction. While sequencing primarily concerns the arrangement of educational material in a linear fashion, articulation specifically pertains to the coordination of content across several grade levels or subjects within a given grade, course, or level. Additionally, articulation also encompasses the horizontal alignment of subjects at the same level.

Balance

Achieving balance in the learning process entails the equitable distribution of content, the allocation of sufficient time for mastering, and the careful calibration of learning experiences. This necessitates avoiding an excessive amount of explanation while ensuring that no content is disproportionately emphasized to the detriment of other content (ibid).

The writers of the textbook deliberately select certain themes from the curricular materials to create learning activities within the textbook, aiming to achieve educational objectives over a prolonged duration. This study is limited to the examination of only three specific aspects, namely scope, sequence and balance, as described above (NCC MOFEPT, 2020).

Definition of a textbook

A textbook is a book about a specific subject used in school, containing authentic information, illustrations, and pedagogical strategies to maximize students' capabilities and

improve their cognitive, psychomotor, and affective domains, according to various definitions (Merriam –Webster Learners' Dictionary; Reynolds (2015).

Function of the textbooks

Textbooks play a significant role in facilitating the development of reading comprehension skills in English as a second language (L2) learners in Pakistan. They serve as a valuable instructional resource employed by teachers to effectively convey knowledge and evaluate students' understanding. Additionally, textbooks serve as a crucial learning aid for readers, enabling them to access and acquire diverse knowledge, skills, and attitudes (Ministry of Education, 2006 [MoE, 2006], & MoFEPT, 2016). Textbooks are widely regarded as fundamental to academic achievements as they provide students with a diverse range of novel and possibly captivating information, hence granting access to a realm of extraordinary experiences (Chambliss & Calfee, 1998, p. 7). Textbooks play a significant role in education as they are regarded as the primary means of imparting content knowledge and exert considerable influence on classroom activities (Hummel, 1998; Lenoir et al., 2002, as cited in Shah et al., 2015). Additionally, they serve as a tool for assessing students' learning outcomes (Freeman & Porter, 1989, as cited in Shah et al., 2015). Textbooks are widely regarded by a significant proportion of educators as the primary instructional resource (Maffia, Dias, Brauna, & Cruz, 2003). Tornroos (2004), as referenced in Shah et al. (2015), employed the phrase "potentially implemented curriculum" (p. 74) within the context of curriculum creation to delineate the function of the textbook and other instructional materials within a classroom setting.

ANALYSIS AND DISCUSSION

The study incorporates documents or collections of texts as the primary source of data (Prasad, 2008). Consequently, for the purpose of comprehending the data, the researcher conducted a comprehensive study and literature review on the terminologies employed by the authors of the specific documents. This was done to ascertain the contextual significance of said terminologies within the textbook, SNC English Grade I-V 2020, and the framework. During the data analysis phase, the researcher engaged in a thorough examination of the data. This involved multiple readings of the material, highlighting key points, organizing them into distinct categories, and comparing the data from the textbook with the curriculum document. Additionally, the researcher cross-referenced the data against the criteria outlined in the adapted framework, recorded observations alongside important points in the hard copies of the original documents, and documented detailed reflections (Goddard & Cater, 2016). In the same way, the researcher employed the codebook thematic analysis technique to facilitate the analysis process. This involved utilizing a predetermined set of themes or words derived from previous literature reviews (Crosley, 2021, p. 1286) as the researcher utilized existing headings from the SNC English Grade I-V 2020, Textbook English 1, and the framework rather than generating new themes independently.

Reflection of themes in SNC 2020 and Unit 1 of the Textbook English 1

The analysis shows that the themes and sub-themes have not been included in Unit 1 of the Textbook English systematically, as per the sequence or order given in the new curriculum document 1. The analysis of data revealed that main theme which has been prioritized and included in serial no one for class I-V in SNC English Grade I-V 2020 is Ethics and values (Moral character in accordance with rules of right and wrong) (Values established ideals of life, objects, customs,

ways of acting that even members of a society regard as desirable) as their complete sequence has been cited in literature review section but the analysis indicates that no theme or sub-theme recommended in SNC English grade I-V 2020 for class 1 has been included in unit 1 (See Appendix Textbook table of content) as figure 1 indicates which indicates that no text for teaching reading has been developed or included in the beginning for readers to learn reading.

Reflection of themes in SNC 2020 and Unit 2 of the Textbook English 1

Similarly, the second main theme in the SNC document is Peaceful Co-existence/ Peace Education, but in Unit 2 of the Textbook English 1, theme 3, Self, People, Places, and Globe, with two sub-themes, Myself and My Family, have been selected. If we look at the criteria suggested in Framework 1, under the criteria scope, it is stated that curriculum designers will have to decide which topics, concepts, themes, principles, and competencies are to be covered or included at each step of a unit and level. Similarly, a textbook is an extended version of the curriculum; hence, textbook writers should apply the same principles as those adopted by curriculum developers because the contents should be prioritized and shortlisted based on their academic significance for the learner and society. Contents that contribute towards introducing and understanding basic concepts and ideas and help students achieve curriculum objectives should be accorded priority (MOFEPD, n.d, p. 25).

Reflection of themes in SNC 2020 and Unit 3 of the Textbook English 1

Consistently, the third main theme in SNC 2020 is Self, people, places, and Globe, but in unit 3 of the textbook, the theme Education and Employment (careers/ occupations) with sub-themes Education and Employment (careers/ occupations) from serial number 12 has been

incorporated for reading under the title Cobbler Cobbler. Here again, the main theme has been randomly selected again, and even such text has not been selected, which could help the readers to be exposed to the different common professions, as the sub-theme common professions from [the] surrounding shows that the purpose of teaching was to share students about the common professions from surrounding, but in the poem only one profession, cobbler, has been selected rather than expose children to other common professions. This further indicates that the content of a text or manuscript does not contain the message or information that is expected to be imparted to the reader during the teaching of reading comprehension of English in this specific context when we analyze it from a content-based reading perspective.

Reflection of themes in SNC 2020 and Unit 4 of the Textbook English 1

Likely, the 4TH main theme in SNC is Patriotism/ National Pride, but in nit 4, the main theme selected is Life Skills, Dignity of Labour, and Ethics and Values in serial numbers 18, 13, and 1, respectively, with sub-themes Helping others, Respect for elders, cleanliness, and small chores with the title Lets Have Fun. Here again, three main themes, as mentioned above, have been included, but no sub-themes under the major themes of Life Skills have been included; however, one sub-theme Respect for elders under the major theme Ethics and Values and one sub-theme "Doing small chores" under the theme of Dignity of Labour have been selected in the content page. One sub-theme, "cleanliness" is included, which has not been given in SNC as a sub-theme as such. This further indicates that carelessness is a common practice observed in the main themes and sub-themes selection from the curriculum into the textbook.

Reflection of themes in SNC 2020 and Unit 5 of the Textbook English 1

Congruently, the 5th main theme in SNC is Nature but in unit 5, the main theme is Co-existence/ Peace education from serial number 2 with sub-theme Sharing has been selected. This suggests that it was imperative to incorporate the mentioned theme in either unit one or two rather than including it in unit 5. The inclusion of Co-existence/peace education in the curriculum document aligns with the educational objectives outlined by the NCC MoFEPT (2020), which emphasize the need for imparting, inculcating, and developing students' understanding of these concepts in response to national and educational demands.

Reflection of themes in SNC 2020 and Unit 6 of the Textbook English 1

Harmoniously, the 6th main theme in SNC is Gender equality and equity, but in unit six of the textbook, the 2nd and 17th main themes, Health Education and Peaceful Co-existence/Peace education with sub-themes fruit/ vegetables, making friends, healthy food and listening to others, have been selected randomly. Here again, analysis shows that only two main themes have been included but sub-themes are not exactly incorporated as given in the SNC, like "fruit and vegetables," which is not given in the SNC as a sub-theme. Similarly, "Listening to others" is not given in NC as such under the theme of "Peaceful Co-existence". This again shows the negligence in selecting the main themes and sub-themes against them from SNC, although they've been ceaselessly randomly selected from the beginning of the textbook by the writers.

Reflection of themes in SNC 2020 and Unit 7 of the Textbook English 1

Consistently, the 7th main theme suggested for grade 1 in SNC is Festivals and cultural events but in unit seven of the textbook, the main theme included are Participatory Citizenship with the sub-theme Following classroom rule and Ethics and values with the sub-theme Making queues from serials 16 and 1, respectively. Here it is noticeable that no sub-theme has been included under the theme of "Ethics and values". This theme is included without any activity or text to promote or teach it. This shows that some themes are included in the table of contents just to fulfil the formality of showing that more than one main theme is selected, as is sometimes suggested.

CONCLUSION

In conclusion, the overall results indicate that the main themes and sub-themes from the curriculum document have not been incorporated into Textbook English 1 as per the principles of scope, sequence, continuity, and balance maintained. They are insufficient, unsystematic, lack spiral regular repetition in different grades, and lack an equal allocation of time for mastering all concepts.

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