

Effectiveness of English Textbooks of Oxford University Press according to Teachers' and Students' Perspectives

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Abstract:

Objectives: The current study is an attempt to examine the effectiveness of English textbook published by Oxford University Press and being taught to the students of grade 5 in many private schools. During last few years, government of Pakistan has implemented the concept of Single National Curriculum (SNC) to get it introduce and functional in every educational institution of the country. For this purpose, state-owned and private publishers brought modifications in their curricula and materials in order to ensure their alignment with the SNC.

Methods: Researcher adopted descriptive framework in this survey-based research to gather and analyze the data quantitatively. The randomly selected 200 teachers and 100 students with equal proportion of gender was determined as the sample of the study. Two different types of questionnaires were taken as data collection tools in order to obtain information from the participants.

Findings: The obtained results indicated diversity of findings regarding effectiveness and utilization of Oxford English textbooks in schools. The participants highlighted the importance of textbooks, its impressive content, logical organization, comprehensive exercises, and meticulous course learning objectives. However, it was also found that textbook is expensive, lack cultural components, ignore real life linguistic issues, and devoid of maintaining learning and teaching interest. It was also found that teachers are not given proper trainings on implementing textbook-based instructional strategies in English classrooms.

Research implications: The problems and challenges highlighted by students and teachers may benefit the school administrators, implementers and managers to devise their further policies, which may facilitate learning effectively.

Keywords: Textbook Evaluation; Oxford English Syllabus; Single National Curriculum; Learning and teaching problem.

1 Introduction

English is an essential subject at primary level in Pakistan and many students become frustrated with the language due to its weak outcomes. Despite massive efforts to enhance the education of English in Pakistan, the outcomes remain weak. This weak outcome is a result of inadequate teaching methods, lack of qualified teachers, and insufficient resources. Addressing the problems and issues in learning and teaching English in Pakistan requires a shift towards student-cantered and communicative approaches to instruction, as well as investing in qualified English teachers and adequate resources. It is also essential to recognize the importance of indigenous languages and promote their usage and preservation alongside Urdu and English. The nature of language teachers at primary level in Pakistan is a significant concern. The low quality of English language skills among learners can be attributed to several reasons (Chohan & Rana, 2016). One of the primary reasons is the lack of qualified and gifted English teachers. Many teachers lack the necessary language proficiency and pedagogical skills to teach English effectively, which negatively affects students' learning outcomes. Moreover, the lack of a supportive environment and inadequacy of physical infrastructure are other significant challenges in teaching English in Pakistan. Inappropriate course books and unacceptable assessment structures also hinder the progression and improvement of English language skills among primary school students. Ahmed et al. (2019) argued that the strict and formal classroom environment in which English is taught adds to the debilitating anxiety of learners. This anxiety further affects students' learning outcomes and creates a negative perception of the language. To enhance the situation of L2 at the primary level in Pakistan, there is a demand to highlight these dimensions of target language teaching by collecting empirical evidence. This evidence can help in identifying the areas that need improvement and inform policy decisions to improve the quality of L2 teaching in Pakistan.

1.1 Statement of the Problem

After the incorporation of Single National Curriculum (SNC) in the educational institutions of Punjab under the direction of ministry of Education Pakistan, there had been a spontaneous shift of the policy makers and educationists towards curriculum design and material development. Where govt. owned institutions offered the

textbooks published by Punjab Textbook Board, private institutions had been given the advantage to introduce other books of national and international publishers; it was on the condition that those proposed books would follow the policy guidelines of Single National Curriculum. In extension to these guidelines, large number private institutions have been offering the textbooks published by Oxford University Press (OUP). These books are well devised and drafted under standard principles of material development. However, to what extent these books are successful in meeting the program learning objectives (PLOs) and student learning outcomes (SLOs); this is matter of fundamental importance. The current study attempted to investigate the effectiveness of one English textbook published by Oxford University Press, and being taught to the students of grade 5 in numerous private schools. The lack of participation and engagement in the classroom among students and teachers when teaching the Oxford syllabus at grade 5 is due to their low level of English expertise. There is a need for specific investigation into the challenges faced during the teaching of the Oxford syllabus at this level. Understanding these challenges is crucial for developing targeted interventions and support systems to enhance instructional practices and promote language proficiency and academic success among ESL learners. Further research is required to investigate the impact of these challenges on students' language development, as well as the strategies and resources available to support both learners and teachers. The role of the school environment and instructional practices in mitigating these challenges also requires exploration. Addressing these gaps in knowledge will ultimately improve the teaching and learning experience at this grade level. Hence, the current study has addressed the issue of examining the effectiveness of English textbooks for English language learning and teaching.

1.2 Research Questions

- What are teachers' and students' perceptions regarding 'Oxford English Textbook' being taught in 5th grade English classrooms?
- What is the effectiveness of 'Oxford English Textbook' on developing English proficiency skills among 5th grade students?
- What are the challenges and difficulties faced by ESL learners during studying and learning English through 'Oxford English Textbook' at grade 5?

- What type of challenges do ESL teachers face while teaching 'Oxford English Textbook' to the students enrolled in grade 5?

2 Review of the Related Literature

Teaching of the second language is not an easy task because there are multiple challenges, which the

teacher has to face in Pakistan. It stops the teacher to teach the language in an effective manner. On the other hand, it can be rewarding and the demanding career too. In Pakistan, due to various hurdles teachers feel it difficult to produce good speakers. Some of the challenges are given below:

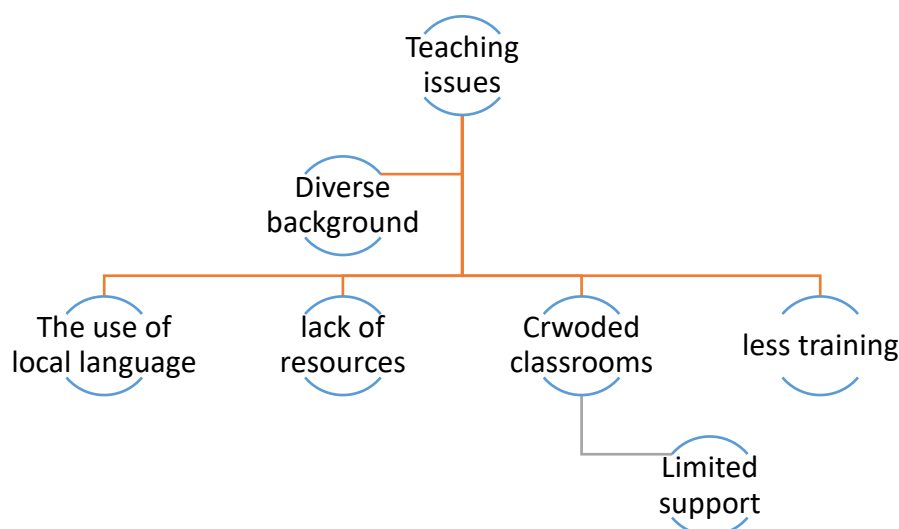


Figure 1: Teaching issues in Pakistan

According to Akram, (2017), there are overcrowded classrooms and it is very hard for the instructor to pay individual attention. The management of such a large classroom is not easy and as a result the quality of teaching effects. The duration of the period is 40-45 minutes and it is a very short time to teach the language class. The lecture and the concept are not properly explained and it is a sort of an exam for the teacher to teach the concept in such a short time. The course content is with is instructor and the pressure is to complete the syllabus rather than understanding. Similarly, the lack of adequate resources is also a hurdle for the teacher. The resources like projectors, internet, laptops, and tabs must be present in the class in order to deliver the quality of lesson. These are the upgraded resources and creates a lot of difference in the learning of the foreign language. It is easy for both the student and the teacher to learn things in a right direction. The students learn to be creative, learn to express their thoughts in a very innovative way. Moreover, they can improve their vocabulary and written expression. All these things create a good impact on the learning process of the language. Thus, overcrowded classrooms effect the quality of teaching.

Vazir & Wheeler (2004) is of the opinion that the limited support from the family and friends is also a challenge for the learner to practice the language efficiently. People around them use

native language and in this way, a learner get fewer opportunities to practice the language. The social interaction of the students in improving the language is mandatory for the students. In the classroom ESL learners gets less chance to practice the language. Similarly, the lack of variety of the teaching methodologies is also one of the major factors in teaching language effectively. The teachers are not aware of the latest vocabulary and the written expressions. Less trained teachers effect the language teaching in the classroom. There must be latest approaches for teaching English language. Therefore, the lack of the updated materials and approaches teaching methods, knowledge for teaching second language is a hindrance to ESL teachers.

In Pakistan, it has been observed that there are not proper training institutes for the teachers training. Only two types of trainings are present in Pakistan. One is termed as the preservice training that is specifically arranged for the university and the college teachers and the other is the in-service courses for the schoolteachers. There are limited seas and the opportunities in the in-service courses program. The most noticeable factor is that there is no link between the classroom methodologies and the content of the course provided to the teachers. There is a less cooperation of the government also which is highly disappointing. This is one of the reasons that teachers in Pakistan are not familiar

with the updated and the latest teaching techniques.

In addition, it has been observed that there is a favoritism in the classroom and teacher provide maximum opportunities to their favorite student. Many other students were demotivated with the teacher's attitude and this is against professionalism. This class distinction influences their learning, making students feel inferior to others. They take less interest in the learning process and feels neglected. The learning outcomes cannot be achieved in this way Bashiruddin & Qayyum (2014).

According to Alade, (2011), the students from the diverse background are also the challenge for the teacher due to their lack of ability in understanding contextual knowledge. They are habitual of communicating in their mother tongue. They feel it difficult to acquire and understand the foreign language. The influence of the mother tongue is an obstacle in the learning process of the child. Here, the cultural clash is then noticeable thing. However, by adopting various learning strategies teachers can overcome this issue in the classroom.

In addition, Farooq et al. (2013) conducted a research that highlighted the problems and difficulties that learners encounter while learning foreign language in Pakistan. The study emphasizes the need for external support to assist English teachers in the learning and teaching process, particularly at the primary level. The research suggested that developing policies and creating a reliable and flexible curriculum could support and minimize the challenges of foreign language learning in Pakistan. These policies and curriculum should be revised to overcome the issues of language learning. It is mandatory to discuss these issues to create the supportive learning environment in the classroom. Moreover, Farooq et al. (2011) studied the factors that effect on student learning. Study explored that home environment also play a vital role in students learning. Study also exposes that Socio-economic status (SES) and parent's learning affects the student-learning outcome in learning of English especially and other subjects generally. Academic performance is more influenced by socio-economic status at higher and average levels, rather than at lower levels. Additionally, it is noteworthy that parental education has influences the children's academic success. Furthermore, research has shown that female learners tend to perform better than the male counterparts do.

Arshad et al. (2012) conducted research to see the impact of the parent's socio-economic status on students learning by providing them educational resources. The study explored the effect of parent's occupation on learning of the foreign language at intermediate level in Pakistan. Various factors affect the learning of the student. It includes, academic anxiety, low social self-efficacy, financial difficulties, and inadequate guidance from family members. In addition, the home environment and the values also influence the learning of the student. It shapes their academic career and impact the learning outcomes.

Poedjastutie et.al. (2021) research highlighted the socio-cultural challenges of teaching foreign language in remote areas and the impact on educational quality due to a limited number of teachers. The study identifies several challenges that arise in the teaching and learning of the target language due to socio-cultural aspects, including the economic situation of the society, the beliefs of community about foreign language teaching, and an inappropriate curriculum that does not align with the social condition. These challenges can negatively affect the quality of education and hinder students' language learning outcomes. Therefore, to address these challenges is important because it develops the effective strategies to overcome socio-cultural barriers and create a more conducive learning environment for students in remote areas. This can be achieved by incorporating local culture and beliefs into the curriculum, providing training for teachers to better understand the socio-cultural context, and utilizing technology to enhance language instruction. Moreover, Amin (2015) conducted research to investigate some issues that are considered barriers in the learning procedure. The study reveals that learning of the foreign language can be possible in the classroom if both the local and the target language used to demonstrate the ideas and thoughts. Students will understand the vocabulary and the context in a better way. It will help them to practice the target language both inside and outside the classroom.

Yasmin et al. (2018) investigated the issues faced by foreign language learners in the institution and found some of the factors contributing hindrances in the English learning process of students in ESL classrooms. The study also revealed that several factors could negatively influence English as Second Language (ESL) learners' academic progress and cognitive development. These factors include teachers' attitudes, old practices and methodologies, approaches, and inappropriate syllabi, teaching

approaches, demotivation, lack of confidence due to linguistic competence, and previous learning experiences. ESL learners often report experiencing anxiety in the classroom due to these factors, which can further hinder their academic progress and cognitive development.

In her study, Panhwar (2018) examined the problems encountered by learners in the process of learning foreign English and identified several factors that contribute to these difficulties. These include learners' lack of proficiency in English, limited access to learning resources and facilities, overcrowded classrooms, the persistent use of learners' first language, inadequate involvement of parents in the learning process, reliance on old teaching strategies, and the differences in script, grammar, and phonetic systems between English and the learners' first languages. It must be noticed that English is the language of indo European and the local languages of Pakistan are linked to the Indo-Aryan language family

Bada et al. (2011), in their study revealed that pronunciation and syntax pose challenges for ESL learners in their speaking skills. Pronunciation plays a crucial role in effective communication, but many learners struggle to speak with correct pronunciation. Additionally, the choice of vocabulary becomes problematic for learners as they often have difficulty recalling appropriate vocabulary and using words in the right context. These difficulties can hinder the fluency and accuracy of learners' English language spoken. Therefore, it is important for educators to address these issues by providing targeted pronunciation instruction and vocabulary-building activities to enhance learners' speaking skills in English.

Al-Hosni's (2014) research focused on grade 5th students in Oman and highlighted the reasons why learners struggle with speaking English effectively. One of the main factors identified was the linguistic variation between learners and native English speakers, which creates a barrier to communication. Additionally, the study found that a lack of vocabulary and pronunciation variance further hinders the development of speaking skills. These findings emphasize the importance of addressing these issues in language instruction. Educators should provide opportunities for learners to practice speaking with native speakers or individuals proficient in English, incorporate vocabulary-building activities, and offer pronunciation exercises to improve learners' speaking abilities. By addressing these challenges, learners can enhance their speaking skills and

become more confident in using English for communication.

Guilloteaux and Dörnyei's (2008) study identified a lack of interaction both inside and outside the classroom as a significant factor that negatively affects English as a Second Language (ESL) learners' progress. The study emphasized the importance of peer-to-peer and learner-teacher interactions in enhancing language-learning abilities and boosting learners' confidence. By engaging in meaningful interactions with peers and teachers, learners can practice using the language in a natural and authentic context, which can help them develop their communicative competence. Moreover, such interactions can provide learners with opportunities to receive feedback and guidance, which can further support their language development. Therefore, it is essential for ESL teachers to create a supportive learning environment that fosters interaction among learners and between learners and teachers.

In addition, Teenvo (2011) conducted research to identify the complexities and issues faced by language teachers at primary level. The study sheds light on current issues such as teachers' weak backgrounds, problems about the syllabus, and lack of teacher training. The findings indicate that English educators encounter numerous problems that hinder effective language instruction. Specifically, the study revealed that inadequate teacher training and large class sizes have a bad effect on the teaching and learning process. Additionally, the study identifies the heavy syllabus and the tense school setting as factors that impede desired outcomes. The study offers valuable recommendations to enhance the performance of teachers at primary level.

Moreover, Chohan and Rana (2018) asserted that computer technology is not being utilized in most educational institutions in Pakistan in general and at primary level especially. It is observed that to improve the current state of English language teaching at the primary level, it is necessary to collect empirical evidence and present findings that explore the potential of technology in language instruction. By conducting research on this topic, educators can identify some useful strategies to link the technology into teaching of L2 and the learning procedure. This can help create a more engaging and interactive learning environment that enhances students' language learning experience and reduces their anxiety. Furthermore, Ahmed et al. (2019) also argued that the struggle for acquiring the English language, combined with a strict and formal classroom environment, contributes to learners'

anxiety. The authors propose that the use of technology can help alleviate these issues; however, they note a lack of technology integration in language education at the primary school level. By implementing technology in language instruction, teachers can create a more engaging and interactive learning environment that can reduce students' anxiety and enhance their language learning experience.

Similarly, Tanveer's (2007) study focused on the factors that create anxiety for students when learning to speak English as a target language at primary level and the impact of this nervousness on their language learning and performance. The study found that students' feelings of stress and uneasiness can significantly hinder their language learning and execution abilities, particularly in speaking. The research also highlighted that high levels of anxiety can lower students' speaking abilities, making it difficult for them to communicate effectively. Therefore, it is hard for the teachers to communicate these issues and facilitate the learners with approaches and tactics to manage their anxiety, such as relaxation techniques, positive self-talk. Additionally, creating a supportive and non-judgmental classroom environment can help reduce students' anxiety and promote their language learning and performance. By addressing these challenges, educators can help students overcome their anxiety and enhance their speaking abilities in English as a target language.

In addition, Yasin et al. (2014) in their research sheds light on the attitudes and perceptions of students and teachers towards the use of multimedia in language classrooms. The research indicated that both learners and teachers have a positive view of multimedia technology and appreciate its effectiveness in creating an engaging and dynamic learning environment. The study also highlighted that incorporating multimedia can enhance the teaching and learning experience, leading to successful outcomes. The use of multimedia can provide a variety of visual and auditory aids to support language learning, such as videos, audio recordings, and interactive activities. These resources can help learners to better understand and retain language concepts, the students will participate actively in the classroom. Therefore, the findings suggested that the use of multimedia technology can be an effective tool for language instruction and can contribute to positive learning outcomes for students.

Furthermore, Akram (2017) conducted a research to assess the latest situation of language learning and teaching English in Pakistan by

examined through two main lenses: learning difficulties and teaching obstacles. The research identified the language learning problems faced by students, and the findings reveal that social, academic, and administrative factors are the most significant contributors to the problems of learning L2 at the primary level. To address these challenges, the study recommended that language teachers should possess practical skills to enhance their performance in teaching language classes. By equipping themselves with these skills, teachers can create a more effective and engaging learning environment that facilitates language acquisition for students. Research also highlighted the importance of addressing the various challenges in English language education in Pakistan to enhance students' language learning outcomes.

Moreover, Khan and Khan (2016) conducted a research to portray the challenges of learning and teaching L2 in Pakistan, particularly with regards to the large class sizes. The study identified the need for a thorough revision of the syllabus, which currently lacks a needs analysis of the learners. The result of research also suggested that the syllabus should be modified to include more creative activities that can engage students and enhance their language acquisition. By addressing these issues, teachers can create a more effective and interactive learning environment that can improve students' language learning process.

According to Vietnam's (2015) research, psychological factors like hesitation for committing mistakes, anxiety, peer pressure, and low confidence significantly affect students' speaking performance. These factors are relevant to the students' overall performance and can influence their speaking in various contexts. The study also suggested that students get nervous and unable to speak properly due to these psychological factors, leading to poor speaking performance. Therefore, it is essential to address these psychological barriers and provide students with strategies to build their confidence and reduce anxiety to enhance their speaking skills at all level generally and at primary level especially.

2.1 Role of Oxford series books in English teaching

The Oxford series of books plays a pivotal role in English teaching by showing a wide array of educational resources that provide to learners of all levels and abilities. Published by Oxford University Press (OUP), a renowned academic publisher, these books are esteemed for their quality, accuracy, and relevance in language education. In the English

teaching, the Oxford series offers a diverse range of materials designed to enhance language acquisition, proficiency, and communication skills. From textbooks and workbooks to grammar guides, dictionaries, and language courses, these resources are meticulously crafted to support teachers and students in their language-learning journey (Hameed, 2012). One of the key strengths of the Oxford series in English teaching lies in its comprehensive coverage of language skills and components. These books not only focus on building vocabulary and grammar but also emphasize the development of all the four skills like reading, writing, listening, and speaking abilities. By providing a holistic approach to language learning, the Oxford series trains learners with the essential and important tools to communicate effectively in English across various contexts and situations. Additionally, the series incorporates authentic and engaging content that reflects real-world language use, making the learning experience more relevant and practical for students.

Moreover, the Oxford series of books in English teaching stands out for its attention to pedagogical principles and best practices. Language experts and educators who understand the complexities of language acquisition and effective teaching methodologies design the materials. Through innovative approaches, interactive exercises, and engaging activities, these books not only facilitate language learning but also encourages the development of the critical thinking, creativity, and cultural awareness among students. The inclusion of multimedia resources, online platforms, and digital tools further enhances the learning experience. In the realm of English as a Second Language (ESL) education, the Oxford series of books serves as a valuable resource for teachers working with diverse student populations. These materials offer differentiated instruction, scaffolding support, and assessment tools to meet the varied needs of ESL learners. With a focus on cultural sensitivity, inclusivity, and communicative competence, the Oxford series promotes language proficiency while celebrating linguistic diversity and multiculturalism in the classroom. In conclusion, the Oxford series of books plays a significant role in English teaching by providing comprehensive, engaging, and pedagogically sound resources that support language learning and proficiency development. Whether in traditional classroom settings or online learning environments, these books are the important sources for educators and students seeking to

enhance their English language skills and communication abilities. Through its commitment to excellence, innovation, and inclusivity, the Oxford series continues to be a trusted companion for learners and teachers navigating the complexities of English language education.

2.2 Teaching challenges and Oxford Syllabus

There are several problems that teachers may face while teaching English Oxford syllabus in Pakistan as a second language. According to Nariswariatmojo (2011), there are two factors affecting on process of learning. One is the internal factor and the other is the external factors that affect the learning process. Some of these challenges include:

- **Limited English proficiency among students:** Many students in Pakistan may not have a strong foundation in English, which can make it difficult for teachers to teach the Oxford syllabus effectively. Brown (2008) stated that the most noticeable challenge for the learner is the correct pronunciation of the word. It shatters the confidence level of the student and demotivates him in learning the language accurately.
- **Lack of resources:** Teachers do not have the essentials and the resources textbooks, workbooks, and audiovisual aids, to effectively teach English Oxford syllabus.
- **Large class sizes:** Teachers may have to manage overcrowded classrooms, which can make it hard for the teacher to give them individual attention and in this way; it effects the learning outcomes and the learning process.
- **Limited time for instruction:** Teachers may have limited time to cover the entire syllabus as syllabus is so much lengthy, which can make it difficult to complete and make sure that all students have a strong grip on the material.
- **Cultural differences:** The cultural differences between Pakistan and the UK, where the Oxford syllabus is designed, may make it difficult for students to relate to the material and engage with it effectively and difficult to have cultural appropriate materials and methods.
- **Lack of interest:** The environment at home and the interest of the parents in the learning of their children effects the learning process. It can play both the positive and the negative role in the life of children, If the people around the children are well educated, the students will learn efficiently and quickly. If the parents are not well educated and they are not taking interest in the growth and learning of the children, then the process

will be slow and he will not demonstrate keen interest in learning (Shamim 2008).

- **Teaching Method:** Liu (2011) is of the opinion that teachers use traditional methods of teaching and they try to control the environment of the class. As a result, students feel uncomfortable and unable to adapt new things in the classroom. Learners take time in the development of the new things in the class.
- **Socio-economic factors:** People speak more than one language in Pakistan and the national language of Pakistan is Urdu. They prefer their native language to communicate on the daily basis. The policies of the government favor the importance of Urdu and English. The policies ignore the indigenous languages that is another factor that create problem for teacher and learner while teaching and learning Oxford English syllabus (Yasmin et al., 2018). Overall, these challenges can make it difficult for teachers to effectively teach the Oxford syllabus in Pakistan as a second language. However, with proper training and support, teachers can overcome these challenges and provide high-quality English instruction to their students.

Teaching the Oxford syllabus in Pakistan presents several challenges that educators and students encounter in the classroom. One significant issue is the mismatch between the syllabus content and the local context, leading to a lack of relevance and applicability for Pakistani students. The Oxford syllabus, designed for a global audience, may not always align with the cultural, social, and educational realities of Pakistan, making it challenging teachers to effectively engage students and connect the material to their lived experiences (Amur et al., 2015). Additionally, language proficiency poses a barrier, as English may not be the primary language of instruction for many students in Pakistan. This language barrier can hinder comprehension, participation, and overall learning outcomes when implementing the Oxford syllabus. Furthermore, limited teacher training and professional development opportunities in Pakistan can influence the effective delivery of the

syllabus, as educators may struggle to adapt teaching strategies and methodologies to meet the diverse needs of students. Inadequate resources, including textbooks, teaching aids, and technology, further compound the problems faced by educators in effectively employing the Oxford syllabus in Pakistani classrooms. Addressing these issues requires a concerted effort to provide ongoing support and training for teachers, contextualize the syllabus content to make it more relevant to Pakistani students, and enhance resources and infrastructure to facilitate effective teaching and learning of the Oxford curriculum in Pakistan (Sonbatumis, 2017).

One significant issue is the discrepancy between the Oxford syllabus and the local context, leading to a lack of relevance and applicability for students. The cultural, social, and educational differences in Pakistan make it challenging educators to connect the material to students' lived experiences, hindering comprehension and engagement in the classroom. Additionally, language proficiency poses a significant barrier to learning English from the Oxford syllabus. With English not being the primary language of instruction for many students, limited proficiency affects their ability to fully grasp and engage with the content, affecting overall learning outcomes. Moreover, inadequate teacher training and professional development opportunities in Pakistan further exacerbate the challenges. Teachers may struggle to change their teaching methodologies to successfully deliver the Oxford curriculum due to a lack of training and support. Furthermore, resource constraints, including limited availability of textbooks, teaching aids, and technology, pose additional hurdles for educators in implementing the Oxford syllabus. Insufficient resources and infrastructure in Pakistani schools further compound the difficulties faced by teachers, affecting their ability to provide engaging and effective learning experiences for students. Addressing these challenges is crucial to enhance the quality of English education and ensure that students can effectively learn from the Oxford syllabus in Pakistan.

3 Research Methodology

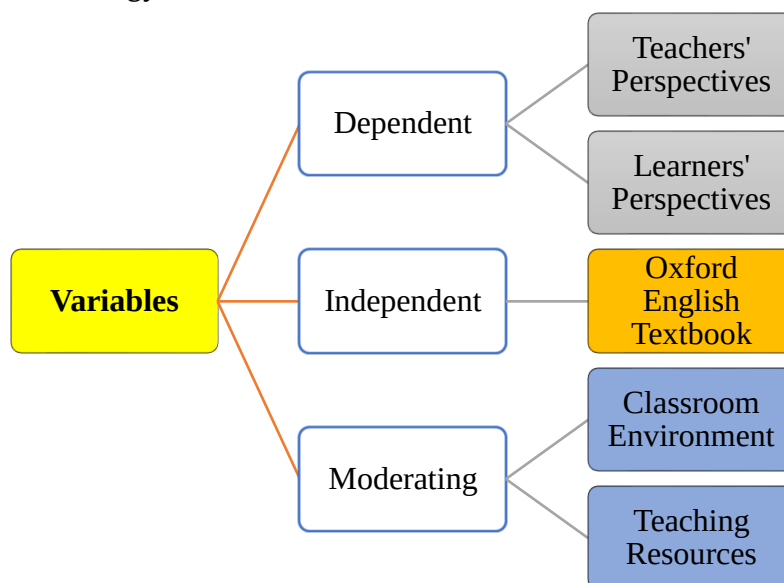


Figure 2: Concept Map of variables

The study was descriptive in nature, and the data collected by using questionnaires as research tools. Descriptive research suggests the accurate and detailed description of the specific situation and phenomenon (Siedlecki, 2020). The data collected for this study was quantitative by nature. All the items used in the questionnaires were closed ended; hence quantitative data was gathered and analyzed. The concept map shows the relationships between the variables, with the Oxford Syllabus as the independent variable, Teacher Challenges and Learner Challenges as the dependent variables, and Classroom Environment, Parental Support, and School Resources as the moderating variables that can influence the link between both independent and the dependent variables.

The study included teachers and students who were teaching and learning English at the elementary level following the Oxford syllabus in district Bahawalpur. Population parameter comprised of the private schools located in 06 different tehsils of district Bahawalpur. The students were further selected from 02 tehsils of district Bahawalpur i.e. Hasil Pur and Bahawalpur. Whereas, the accessible population framework for teachers' selection was fixed from 05 tehsils of Bahawalpur district. A sample of Grade 5 ESL learners who follow the Oxford syllabus was chosen from several schools in Bahawalpur district using the Random sampling approach for the research. ESL teachers who taught Grade 5 students using the Oxford syllabus were part of the study. The study included 200 participants, divided equally between male and female students from schools using the Oxford syllabus for Grade 5

students. On the other hand, teachers' sample size was 100 with equal proportion to male and female teachers. The sample drawn among students and teachers was selected randomly from the accessible population parameter. Written consent was sought from the school principals to secure the participation of the respondents in data collecting. Data was collected through questionnaires separately drafted for the students and teachers. The questionnaires were developed through adopt-adapt strategy, as major content was taken from Lodhi et al. (2019), and later it was modified according to study's setting. The tools were pilot tested among sample like participants before administration. Besides, Cronbach alpha test was run to measure the reliability index of the questionnaires. The alpha level of teacher's questionnaire was .79 and students questionnaire was .8, which shows significant level of reliability among questionnaire contents. The administration of questionnaires was carried through after completing the validation process.

4 Findings and Discussions

The findings of the study indicate that majority of the male and female teachers consider Oxford English textbook helpful and supportive for students during learning language. However, it is also evident from the statistical variation that few language skills are more prominently learnt in comparison to the other skills. Findings reveal that textbook facilitates grammar and vocabulary learning to great extent as the calculated mean score was 4.09 and 4.04 respectively. On the contrary, mean value of listening and speaking skills was

calculated 1.76 and 1.89 respectively, which indicates that textbook rarely helps students in developing listening and speaking skills. Likewise, mean score of punctuation was 2.08 while of communication was 2.03, which demonstrates the poor tendency of textbook support in the relevant skills. However, data affirms that teachers consider textbook helpful in developing reading and vocabulary skills among students.

Findings reveal that overall mean score 3.71 demonstrates a clear pattern of the cumulative responses by indicating that majority of the participants were significantly 'agree' in favor of the statement under discussion "The textbook is well organized into sections, sub-sections and chapters". However, it is found that majority of the participants were 'disagree' in favor of the statement under discussion that all the sections and sub-sections are logically connected with one another. As far as the visuals and white spaces of the book are concerned, The overall mean score 2.48 demonstrates a clear pattern of the cumulative responses by indicating that majority of the participants were 'disagree' in favor that "there is effective use of Visuals and white spaces in the textbook". Data further demonstrates the overall mean score 4.27 a clear pattern of the cumulative responses by indicating that majority of the participants were significantly 'strongly agree' in favor that "There is sufficient variety found in the chapter topics and content of the textbook". In addition, the overall mean score 4.05 demonstrates a clear pattern of the cumulative responses by indicating that majority of the participants were 'strongly agree' that the Graphics and visuals used in the textbook are very interesting.

The findings show that textbook contains learning objectives and they seem to be measureable according to teachers' perspectives. However, majority of the teachers reflected that, these objectives are not apparent and clear to both students and teachers. Data further illustrates that that majority of the participants were disagree in favor that the textbook raises their students' interest in further English language study. The overall mean score 3.87 demonstrates a clear pattern of the cumulative responses by indicating that majority of the participants were significantly 'agree' in favor of the statement under discussion "The textbook is very relevant to obtain the student learning outcomes (SLOs)". Meanwhile, regarding layout and design of the textbook, the data shows that 42% male respondents were strongly agree, 46% were agree, while 12% were somewhat agree. It is also evident that, among female respondents, 40% were

found strongly agree; 44% agree; 10% somewhat agree; and 06% were disagree. As far as the price of the book is concerned, the overall mean score 2.10 demonstrates a clear pattern of the cumulative responses by indicating that majority of the participants were significantly 'disagree' with the statement, which means that the price of the book is very high.

Glossaries are very helpful in developing language proficiency among learners. It was found that the textbook did not contain any vocabulary list or glossary. Data shows that The overall mean score 4.73 demonstrates a clear pattern of the cumulative responses by indicating that majority of the participants were significantly 'strongly agree' in favor of the statement under discussion "An adequate set of exercises, quizzes or testing suggestions is included". In addition, mean score 3.32 demonstrates a clear pattern of the cumulative responses by indicating that majority of the participants were significantly 'agree' that "The font size in the textbooks helps me to follow up the units easily". However, findings indicate that textbook lack sufficient authentic material. The overall mean score 3.75 demonstrates a clear pattern of the cumulative responses by indicating that majority of the participants were significantly 'agree' that the contents display wide range of diversity in accordance with students' age. Quite similarly, the overall mean score 2.10 demonstrates a clear pattern of the cumulative responses by indicating that majority of the participants were significantly 'disagree' that Sensitive topics and issues have been addressed appropriately in the textbook.

As far as the instructional manual of the textbook is concerned, the overall mean score 1.55 demonstrates a clear pattern of the cumulative responses by indicating that majority of the participants were significantly 'disagree' that There is separate instructional manual available for teaching English textbook. Furthermore, mean score 2.14 demonstrates a clear pattern of the cumulative responses by indicating that majority of the participants were strongly 'disagree' in favor of the statement "Appropriate lesson plans are available for teaching English skills from the book". The overall mean score 3.64 demonstrates a clear pattern of the cumulative responses by indicating that majority of the participants were significantly 'agree' in favor of the statement under discussion "I feel much difficulty in preparing lesson plans for teaching skills from textbook".

Data indicates that majority of the students consider textbook helpful for promoting

collaborative learning strategies. However, the textbook fails to facilitate listening competence among learners, as the overall calculated mean value was 2.5 that indicate that the phenomenon is observed on sometimes basis. Data shows that textbook comprises activities, which facilitate reading and writing skills among male and female learners. When it was asked whether textbook promotes speaking competence of students, teachers opined that textbook is not specifically designed to inculcate speaking components and competence among male and female learners.

As far as the complexities faced by teachers while teaching English skills by using Oxford English textbook is concerned, both male and female teachers provided different point of views. However, it is noteworthy that teachers from both genders indicated their reservations, concerns, difficulties and challenges, which they confronted in this regard. Findings of the study reflect that majority of the male and female teachers confront difficulties in teaching Vocabulary skills to the students when they use Oxford English textbook in ESL classroom. The overall mean score 2.31 indicates that majority of the teachers Sometimes face teaching problems during their teaching practices. It was also found that majority of the male and female teachers confront difficulties in teaching Spellings skills to the students when they use Oxford English textbook in ESL classroom. The overall mean score 3.12 indicates that majority of the teachers often face teaching problems during their teaching practices. As far as the problems faced during teaching of punctuation is concerned, the overall mean score 3.12 indicates that majority of the teachers often face teaching problems during their teaching practices. Moreover, findings reveal that majority of the male and female teachers confront difficulties in teaching Grammar skills to the students when they use Oxford English

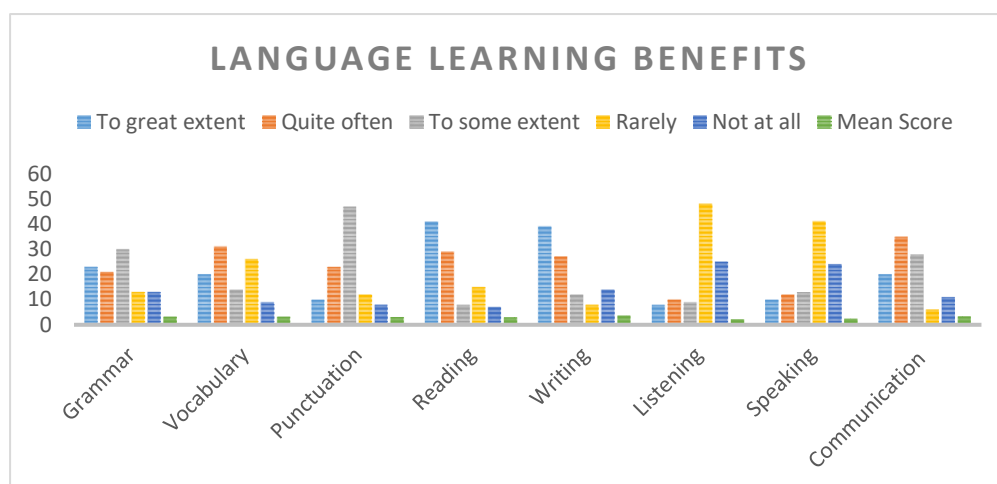
textbook in ESL classroom. The overall mean score 1.39 indicates that majority of the teachers rarely face teaching problems during their teaching practices.

It was found that teachers do not face much problems during teaching reading and writing skills. However, frequent problems were confronted during teaching speaking and listening skills. Data shows that majority of the male and female teachers confront difficulties in teaching listening skills to the students when they use Oxford English textbook in ESL classroom. The overall mean score 3.80 indicates that majority of the teachers frequently face teaching problems during their teaching practices. Data further shows that majority of the male and female teachers confront difficulties in teaching speaking skills to the students when they use Oxford English textbook in ESL classroom. The overall mean score 3.61 indicates that majority of the teachers frequently face teaching problems during their teaching practices. Moreover, Data shows that majority of the male and female teachers confront difficulties in teaching critical thinking skills to the students when they use Oxford English textbook in ESL classroom. The overall mean score 3.16 indicates that majority of the teachers often face teaching problems during their teaching practices. Findings reveal that majority of the male and female teachers confront difficulties in teaching cultural material to the students when they use Oxford English textbook in ESL classroom. The overall mean score 3.31 indicates that majority of the teachers often face teaching problems during their teaching practices. The responses of male and female teachers were found in extreme variation among each other.

4.1 Analysis of data obtained from Students' Questionnaires

Table 1: Language learning benefits

	Skills	To great extent	Quite often	To some extent	Rarely	Not at all	Mean Score
1	Grammar	23	21	30	13	13	3.28
2	Vocabulary	20	31	14	26	09	3.27
3	Punctuation	10	23	47	12	08	3.15
4	Reading	41	29	08	15	07	3.02
5	Writing	39	27	12	08	14	3.69
6	Listening	08	10	09	48	25	2.28
7	Speaking	10	12	13	41	24	2.43
8	Communication	20	35	28	06	11	3.37
Overall Mean Score					3.06		



Data indicates that students consider that textbook is very helpful for them to develop their vocabulary skills. They responded that they often benefit from textbook to learn grammar, vocabulary, writing and communication skills; however, they sometimes consider it helpful during learning punctuation and reading skills. Data shown in the above table reflects that 41% students get maximum benefit from the textbook during learning reading,

while 39% consider the same during learning writing skills. It was also evident from the data that more than 70% students rarely develop listening skills in the class. Overall, respondents gave mixed opinions towards the utilization and effectiveness of the textbook. The cumulative statistical mean score 3.06 demonstrates that they sometimes consider textbook helpful in developing English proficiency among the students of 5th grade.

Table 2: Perceptions about the textbook

Statements	SA	A	SWA	DA	SDA	Mean Score
The layout & design of the textbooks is appropriate & clear.	30	35	28	07	10	3.98
Textbook size and format of print is appropriate.	20	20	30	12	18	3.12
The price of the book is suitable.	08	10	20	13	49	2.15
The font size in the textbooks helps me to follow up the units easily.	10	12	08	54	16	2.46

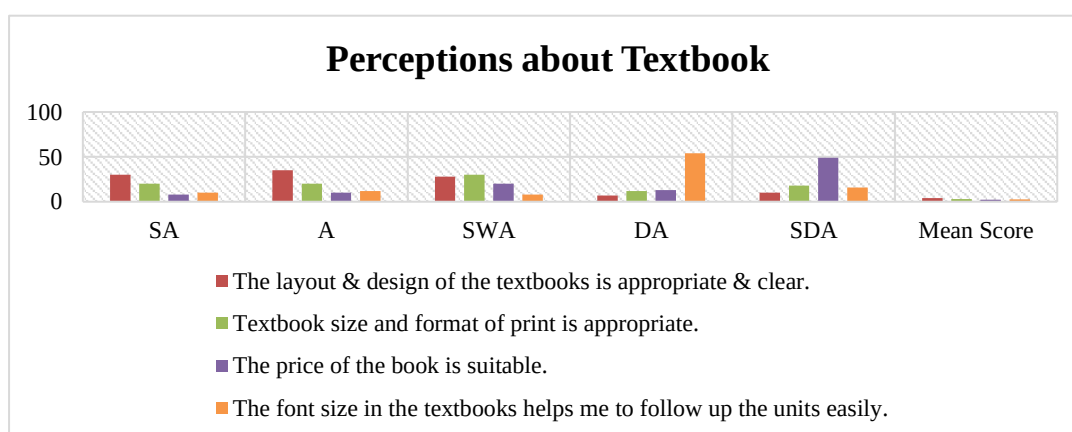


Table 2 illustrates the students' perceptions regarding English textbook they are being taught in their schools. A wide majority of the students (i.e. 30% strongly agree & 35% agree) consider that the textbook has appealing layout and appropriate design. They consider the design clear and easy to understand. However, 17% of the respondents were found disagree regarding this notion. When asked about the size and format of the textbook, students opined quite differently. 20% students

were strongly agreed, 20 % were agree, 30% were somewhat agree, 12% disagree while 18% were disagree in stating that the size and format of the textbook is appropriate. However, data indicates the increasing price of the book and students' dissatisfaction in this regard. Majority of the students raised their concerns about the textbook price and apprehended that the price is too high to bear. Another important issue highlighted by the respondents was the font size and color schemes used in the book. Both male and female students

were not much satisfied regarding the supportive font size of the textbook units.

Table 3: Exercises and activities

Statements	A	F	O	St	R	N
Exercises and quizzes of the textbook are easy for me to solve.	12	8	10	25	20	25
I take help from the glossary mentioned at the end of the book.	4	2	0	26	15	53
Listening activities and exercises in the textbook help me in developing my Listening skills.	0	0	11	8	42	39
Speaking activities and exercises in the textbook help me in developing my Speaking skills.	4	6	10	60	12	8
Reading activities and exercises in the textbook help me in developing my Reading skills.	35	40	13	6	3	3
Writing activities and exercises in the textbook help me in developing my Writing skills.	40	38	6	10	4	2
Grammar activities and exercises in the textbook help me in developing my Grammar skills.	10	18	45	12	14	11

Table 3 exhibits the students' responses regarding effectiveness and utilization of exercises and activities mentioned in the textbook. Data shows that 12% students always, and 8% students frequently found the quizzes of the textbooks easy. However, 45 students were of the opinion that exercises and quizzes were not easy for them to solve. Similarly, 68 % students rarely or never found any help from the glossary. Data shows that 80% students stated that textbook did not help them to develop listening competency. On the contrary, they sometimes took help from the textbook to develop their speaking skills. Data further shows

that almost 75% students habitually consider activities and excises helpful in developing the reading and writing skills. For grammar skills, they often consider the activities effective and useful. Hence, findings obtained from the analyzed data affirm that students bear mixed opinions towards the utilization of exercises and activities present in the book. It is obvious that majority of them showed their ignorance, reservations, or rebuttal to benefit well from the textbook. It has been found that the activities are not according to the interest or understandability level of the students.

Table 4: Difficulties faced by students

Statements	A 5	F 4	O 3	ST 2	R 1	N 0	Mean Score
I feel difficulty in learning Vocabulary skills through the Oxford English Textbook.	50	35	22	33	48	12	2.85
I feel difficulty in learning Spellings through the Oxford English Textbook.	23	32	15	38	52	40	2.08
I feel difficulty in learning Punctuation through the Oxford English Textbook.	60	58	15	42	15	10	3.38
I feel difficulty in learning Grammar through the Oxford English Textbook.	52	22	32	48	6	40	2.73
I feel difficulty in learning Reading Skills through the Oxford English Textbook.	20	84	42	30	16	8	3.19
I feel difficulty in learning Writing Skills through the Oxford English Textbook.	22	80	44	24	19	11	3.24
I feel difficulty in learning Listening Skills through the Oxford English Textbook.	80	76	24	8	12	0	4.02
I feel difficulty in learning Speaking Skills through the Oxford English Textbook.	75	71	22	10	9	13	3.77
I feel difficulty in developing Creativity while using Oxford English Textbook.	60	45	32	43	8	12	3.35
I feel difficulty in learning Cultural materials mentioned in the Oxford English Textbook.	48	47	35	46	14	10	3.20
Overall Mean Score	3.18						

Coding scheme: A= Always; F= Frequently; O= Often; ST= Sometimes; R= Rarely= N= Never

Table 4 discusses the frequency distribution of the responses obtained from 200 male and female students regarding challenges faced by them when they are taught through Oxford English textbook.

Data shows that students provided variety of information particularly to the challenges faced during learning different skills. Data shows that 25% students always faced difficulties in learning vocabulary skills, 12% during learning spellings,

30% punctuation, 26% grammar, 10% reading, 11% writing, 40% during listening, 38% speaking, 30% creativity and 24 students faced difficulties during learning cultural materials on 'always' basis. On the other side, only few students opined that they never face or rarely face any difficulties while learning different language skills. The statistical interpretation of the respondents' opinions has been calculated in mean value ranging from 1-5, where higher value indicates higher level of the difficulties faced by the students. The difficulties regarding vocabulary skills were measured 2.85 signifying that students often face difficulties in this learning domain. The calculated mean score for spelling skills was 2.08, for punctuation 3.38, for grammar 2.73, for reading 3.19, for writing 3.24, for listening 4.02, for speaking 3.77, for creativity 3.35, and for cultural materials 3.20. It further elaborates that majority of the students consider it difficult to learn English language skills. Overall mean of the mean scores was found 3.18, which demonstrates that they often confront challenges and difficulties during learning English in their schools.

5 Justification of the Research Questions

5.1 What are teachers' and students' perceptions regarding 'Oxford English Textbook' being taught in 5th grade English classrooms?

The teachers and students exhibit different perceptions regarding organization, content, structure, layout, appearance, contents, activities, assessment, and challenges regarding utilization of English textbook (Ashraf & Lodhi, 2021). Findings obtained through the analyzed data signpost that students were found agree regarding appropriateness of the layout and design of the textbook with the calculated mean score of 3.98. They were slightly agreeing with mean value 3.12 in responding about the size and format of the textbook. However, the increasing price of the book specified their concerns as the response rate mean value was found 2.15. Furthermore, the font style and the color scheme were also not much satisfactory to them as the overall mean score was found 2.46, which shows their responses to 'somewhat agree'.

5.2 What is the effectiveness of 'Oxford English Textbook' on developing English proficiency skills among 5th grade students?

According to teachers' perspectives, study highlights that majority of the male and female teachers consider Oxford English textbook helpful and supportive for students during learning

language. However, it is also evident from the statistical variation that few language skills are more prominently learnt in comparison to the other skills. Findings reveal that textbook facilitates grammar and vocabulary learning to great extent as the calculated mean score was 4.09 and 4.04 respectively. On the contrary, mean value of listening and speaking skills was calculated 1.76 and 1.89 respectively, which indicates that textbook rarely helps students in developing listening and speaking skills. Data further indicates that students consider that textbook is very helpful for them to develop their vocabulary skills. They responded that they often benefit from textbook to learn grammar, vocabulary, writing and communication skills; however, they sometimes consider it helpful during learning punctuation and reading skills. On the contrary, the respondents pointed out that textbook is not much supportive in acquiring listening and speaking skills. In addition, findings obtained from the analyzed data affirm that students bear mixed opinions towards the utilization of exercises and activities present in the book. It is obvious that majority of them showed their ignorance, reservations, or rebuttal to benefit well from the textbook. It has been found that the activities are not according to the interest or understandability level of the students. They sometimes or rarely consider those activities supportive for language learning.

5.3 What are the challenges and difficulties faced by ESL learners during studying and learning English through 'Oxford English Textbook' at grade 5?

The difficulties regarding vocabulary skills were measured 2.85 signifying that students often face difficulties in this learning domain. The calculated mean score for spelling skills was 2.08, for punctuation 3.38, for grammar 2.73, for reading 3.19, for writing 3.24, for listening 4.02, for speaking 3.77, for creativity 3.35, and for cultural materials 3.20. It further elaborates that majority of the students consider it difficult to learn English language skills. Overall mean of the mean scores was found 3.18, which demonstrates that they often confront challenges and difficulties during learning English in their schools. Findings reveal that learning spellings and grammar was the easiest skill for the students, whereas speaking and listening skills are most difficult for them to develop.

5. 4 What type of challenges do ESL teachers face while teaching 'Oxford English Textbook' to the students enrolled in grade 5?

Majority of the teachers responded that they face many difficulties during their instructional practices done through the textbook under discussions. However, the nature of the difficulties regarding different language skills were different among male and female English teachers. The obtained mean score of male teachers' responses was 2.46, while female teachers opined differently with over all mean score 2.16 regarding teaching vocabulary indicates that both male and female teachers sometimes find it challenging to teach vocabulary. However, during teaching spelling skills female teachers found difficulties on frequent basis in comparison to the male teachers who found the same quite often. The study reveals that teachers most frequently find reading and writing teaching more easy than teaching listening and speaking skills. Teaching listening skill was comparatively easier for female teachers than male teachers. The ultimate reason behind this could be insufficient material of listening and speaking skills in the textbook. The study highlighted that female teachers find it more difficult to teach punctuation skills in comparison to their male counterparts do. As, the obtained mean score of male teachers' responses was 2.54, while female teachers opined differently with over all mean score 3.70. Data obtained from the respondents affirm that textbook contents are not supportive in teaching critical thinking skills to the students at beginner level. Teachers considered the content much difficult to grasp for the 5th grade level students.

6 Conclusion

English teaching is multidimensional strategic task having no less importance of teachers or textbooks. English textbooks provide a structured and standardized approach to learning, ensuring that students receive a consistent and comprehensive education. Textbooks help students develop reading, writing, speaking, and listening skills, essential for effective communication in English. The current study was conducted to examine the effectiveness of the English textbook. As preliminary survey, it was observed that textbooks published by private publishers often create many challenges for the learning procedure, learners and teachers. Textbooks provide teachers with a framework for lesson planning, saving time and effort in preparing instructional materials, but Oxford textbook does not offer any such

opportunities. Majority of the teachers experience major problems in drafting lesson planning from the contents of the textbook. Quite similarly, they pointed out the major problems regarding inappropriate content, font and price of the book. It is also noteworthy that many publishers provide teacher handbook, resource kit, and additional resources, which could enhance the understandability and usability of the textbook. Ashraf & Lodhi (2021) highlighted the importance of textbooks in a study conducted on the accelerated learning program. Many textbooks come with additional resources, such as online materials, audio recordings, and multimedia content, enhancing the learning experience. Nevertheless, the textbook under examination does not provide any such substantial materials. The study also highlighted the difficulties faced by English language learners while using it. They frequently face difficulties in developing language proficiency through the instructional practices of this textbook. They sometimes face difficulty in understanding the outdated content and complex language of the textbook. High cost, limited accessibility, overweight, and limited interactivity are few other major challenges pointed out by the students. In addition, the textbook at times fail to coincide with the single national curriculum guidelines. The study concludes with the inevitable suggestions to bring modifications in the existing instructional practices. There should be content-based training courses offered for the teachers to maximize the instructional objectives and learning outcomes.

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Appendix I

Questionnaire for the Teachers

Dear Teachers,

The aim of this questionnaire is to evaluate English textbook of 5th grade from the perspective of students. It is essential that you express your views realistically. The data collected from you will be very valuable in recognizing the strengths and weaknesses of the textbook. The topic of the study is “**Investigating the Problems faced by ESL learners and teachers during teaching Oxford Syllabus at Grade 5**”.

Passive Consent Form

Dear Participant,

The information being taken from you will be kept anonymous and confidential; and will be used only for the study mentioned above. You have the absolute right to withdraw from this study at any time. If you do not want to become the part of this research, please return this questionnaire empty to the researcher.

Instructions

Please read each statement and tick below the alternative of your choice. Answer in terms of how well the statement describes you. Do not answer how you think you should be, or what other people do. Please take a moment to respond to these questions. Remember there is no right or wrong answers; just answer as accurately as possible. Use the scale below to answer the questions.

Demographical Information

Name (Optional)		Gender	Male ☐ Female ☐
Age		Residence	Urban ☐ Rural ☐
Teaching Experience		Mother Tongue	

Section One: Overall Learning Perspectives

To what extent the Oxford English textbook is helpful for learning English language skills.

	Skills	To great extent	Quite often	To some extent	Rarely	Not at all
1	Grammar					
2	Vocabulary					
3	Punctuation					
4	Reading					
5	Writing					
6	Listening					
7	Speaking					
8	Communication					

Section Two: The following questions aim to identify your opinions about contents, vocabulary, skills, activities which are used in the textbook. Use the scale below to answer the questions.

Coding Scheme: 1. Strongly disagree SDA; 2. Disagree DA; 3. Somewhat Agree SWA; 4. Agree A; 5. Strongly Agree SA

Organization, Content and Structure						
	Statements	SA 5	A 4	SWA 3	DA 2	SDA 1
1	The textbook is well organized into sections, sub-sections and chapters.					
2	All the sections and sub-sections are logically connected with one another.					
3	The subject and content of the textbook is interesting, challenging and motivating.					
4	There is sufficient variety found in the chapter topics and content of the textbook.					
5	There is effective use of Visuals and white spaces in the textbook.					

6	The Graphics and visuals used in the textbook are very interesting.					
Teaching Objectives and Learning Outcomes						
	Statements	SA 5	A 4	SWA 3	DA 2	SDA 1
7	The textbook fulfills the general objectives of teaching English language					
8	The objectives are related to the learners' needs and interests .					
9	The objectives described in the book seem measurable .					
10	The materials objectives are apparent to both the teacher and student.					
11	The textbook raises my (students') interest in further English language study.					
12	The textbook is very relevant to obtain the student learning outcomes (SLOs).					
Appearance of the Textbook						
	Statements	SA 5	A 4	SWA 3	DA 2	SDA 1
13	The layout & design of the textbooks is appropriate & clear.					
14	Textbook size and format of print is appropriate.					
15	The price of the book is suitable.					
16	An adequate vocabulary list or glossary is included.					
17	An adequate set of exercises, quizzes or testing suggestions is included.					
18	The font size in the textbooks helps me to follow up the units easily.					
Language Authenticity, Diversity, and Inclusive Education						
	Statements	SA 5	A 4	SWA 3	DA 2	SDA 1
19	The language samples and texts are authentic and relevant to real-life situations.					
20	The textbook reflects various genres, styles, and registers .					
21	The contents display wide range of diversity in accordance with students' age.					
22	Diverse voices , perspectives, and experiences are represented in the textbook.					
23	The textbook is mutually inclusive without any gender and racial discrimination .					
24	Sensitive topics and issues have been addressed appropriately in the textbook.					
Textbook's Instructional Manual & Teacher Training						
	Statements	SA 5	A 4	SWA 3	DA 2	SDA 1
25	The textbook consists of teacher notes , which are helpful for teaching English.					
26	There is separate instructional manual available for teaching English textbook.					
27	Appropriate lesson plans are available for teaching English skills from the book.					
28	I feel much difficulty in preparing lesson plans for teaching skills from textbook.					

29	Teacher training workshops should be arranged in perspective to textbook teaching.					
30	I have attended teacher-training workshops on effective teaching of the English textbook.					

Section Three: Explain the problems, difficulties and challenges which teachers face while teaching different language skills from the 'Oxford English Textbook' in their classrooms.

Coding Scheme: Always 5; Frequently 4; Often 3; Sometime 2; Rarely 1; Never 0

Activities and Exercises							
	Statements	Always	Frequently	Often	Sometimes	Rarely	Never
31	The activities in the textbooks sufficiently encourage collaborative work .						
32	The listening activities promote creative original and independent responses.						
33	The reading activities and exercises in the textbooks help students to improve their reading skills.						
34	The activities in the textbooks help students to improve their writing skills .						
35	The speaking activities in the textbooks encourage students to use English in their daily life.						
English Teaching Problems							
	Statements	Always	Frequently	Often	Sometimes	Rarely	Never
36	I feel difficulty in teaching Vocabulary skills through the Oxford English Textbook.						
37	I feel difficulty in teaching Spellings through the Oxford English Textbook.						
38	I feel difficulty in teaching Punctuation through the Oxford English Textbook.						
39	I feel difficulty in teaching Grammar through the Oxford English Textbook.						
40	I feel difficulty in teaching Reading Skills through the Oxford English Textbook.						
41	I feel difficulty in teaching Writing Skills through the Oxford English Textbook.						
42	I feel difficulty in teaching Listening Skills through the Oxford English Textbook.						
43	I feel difficulty in teaching Speaking Skills through the Oxford English Textbook.						
44	I feel difficulty in developing Critical Thinking Skills among my students while using Oxford English Textbook.						
45	I feel difficulty in developing Creativity among my students while using Oxford English Textbook.						
46	I feel difficulty in teaching Cultural materials mentioned in the Oxford English Textbook.						

Appendix II

Questionnaire for the Students

Dear Students,

The aim of this questionnaire is to evaluate English textbook of 5th grade from the perspective of students. It is essential that you express your views realistically. The data collected from you will be very valuable in recognizing the strengths and weaknesses of the textbook. The topic of the study is **“Investigating the Problems faced by ESL learners and teachers during teaching Oxford Syllabus at Grade 5”**.

Passive Consent Form

Dear Participant,

The information being taken from you will be kept anonymous and confidential; and will be used only for the study mentioned above. You have the absolute right to withdraw from this study at any time. If you do not want to become the part of this research, please return this questionnaire empty to the researcher.

Instructions

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Demographical Information

Name (Optional)		Gender	Male ☐ Female ☐
Age		Residence	Urban ☐ Rural ☐
Father Occupation		Mother Tongue	

Section One: Overall Learning Perspectives

To what extent the Oxford English textbook is helpful for learning English language skills.

	Skills	To great extent	Quite often	To some extent	Rarely	Not at all
1	Grammar					
2	Vocabulary					
3	Punctuation					
4	Reading					
5	Writing					
6	Listening					
7	Speaking					
8	Communication					

Section Two: The following questions aim to identify your opinions about contents, vocabulary, skills, activities which are used in the textbook. Use the scale below to answer the questions.

Coding Scheme: 1. Strongly disagree SDA; 2. Disagree DA; 3. Somewhat Agree SWA; 4. Agree A; 5. Strongly Agree SA

Appearance of the Textbook						
	Statements	SA 5	A 4	SWA 3	DA 2	SDA 1
9	The layout & design of the textbooks is appropriate & clear.					
10	Textbook size and format of print is appropriate.					
11	The price of the book is suitable.					
12	The font size in the textbooks helps me to follow up the units easily.					

Section Three: Explain the problems, difficulties and challenges which teachers face while teaching different language skills from the ‘Oxford English Textbook’ in their classrooms.

Coding Scheme: Always 5; Frequently 4; Often 3; Sometime 2; Rarely 1; Never 0

Language Learning Difficulties							
	Statements	Always	Frequently	Often	Sometimes	Rarely	Never
13	I feel difficulty in learning Vocabulary skills through the Oxford English Textbook.						
14	I feel difficulty in learning Spellings through the Oxford English Textbook.						
15	I feel difficulty in learning Punctuation through the Oxford English Textbook.						
16	I feel difficulty in learning Grammar through the Oxford English Textbook.						
17	I feel difficulty in learning Reading Skills through the Oxford English Textbook.						
18	I feel difficulty in learning Writing Skills through the Oxford English Textbook.						
19	I feel difficulty in learning Listening Skills through the Oxford English Textbook.						
20	I feel difficulty in learning Speaking Skills through the Oxford English Textbook.						
21	I feel difficulty in developing Critical Thinking Skills while using Oxford English Textbook.						
22	I feel difficulty in developing Creativity while using Oxford English Textbook.						
23	I feel difficulty in learning Cultural materials mentioned in the Oxford English Textbook.						

Activities and Exercises							
	Statements	Always	Frequently	Often	Sometimes	Rarely	Never
24	Exercises and quizzes of the textbook are easy for me to solve.						
25	I take help from the glossary mentioned at the end of the book.						
26	Listening activities and exercises in the textbook help me in developing my Listening skills.						
27	Speaking activities and exercises in the textbook help me in developing my Speaking skills.						
28	Reading activities and exercises in the textbook help me in developing my Reading skills.						
29	Writing activities and exercises in the textbook help me in developing my Writing skills.						
30	Grammar activities and exercises in the textbook help me in developing my Grammar skills.						