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**RESEARCH PAPER**

## Single National Curriculum: Exploring the Integration of Vocabulary and Grammar in English Grade V Textbook

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**ABSTRACT**

The present study attempts to investigate the impact of a single national curriculum in Pakistani English textbooks. It intends to explore whether the goals of SNC have been met in the textbook understudy or not. An English textbook for grade V was chosen for meticulous evaluation. The research used a qualitative method approach in which data was collected through the evaluation of textbook by researchers. A checklist was developed in line with student learning outcomes (outlined in the Single National Curriculum, 2021). Each competency/SLO was examined individually and then each competency was separately analyzed. Overall results, reveal that vocabulary and grammar need to be added properly ensuring an equal proportion of each grammar and lexical area in the English textbook. Recommendations have been made for the inclusion of SNC competencies and learning outcomes for the improvement of the textbook.

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**KEYWORDS**

Content Analysis, Single National Curriculum (SNC), Student Learning Outcomes, Textbook Evaluation

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**Introduction**

The slogan One Nation- One Curriculum sought to be a dream to come true through the initiation and launch of Single National Curriculum (SNC). The textbooks in developing countries like Pakistan are dismal and lack quality education Baig (2022). Such a lack always has a trickle-down effect on the entire education system of Pakistan. Baig, 2020, has already unfolded many flaws in the English textbooks of Pakistan. This present study attempts to further the research in the field of English textbook reforms. This study intends to figure out the incorporation of competencies related to grammar and vocabulary in the English textbook understudy.

The English curriculum in 2006 had been under discussion even after the launch of a single national curriculum the goal of promising standardization in the English textbooks has not been achieved.

*In Pakistani context, education is incorporated with the mechanistically reutilized series of traditional pedagogical instructional actions. It is not equipped with any practical domain to combat with the current emerging needs of both national and global precedents. (Khalil, 2023: p.1)*

It is also stressed by Khalil 2023 that the education system in Pakistan is interwoven with traditional pedagogical instructions and hence equipped with impractical teaching activities that end up achieving even not a single outcome.

Baig (2019, 2020, 21) also conducted evaluations of a number of English textbook evaluations and found the similar results. Likewise, Zaidi. M (2019, 2020), also highlighted

the importance of English Language Teaching Reforms for the reform of textbooks. Since, quality teaching brings forth trickledown effect on the textbooks and learners learning.

### **Vision Single National Curriculum**

Language is a medium of communication used to convey feelings, express opinions, gain knowledge, and maximize the potential to promote inquiry. Strong literacy skills in all four language skills are indispensable for the development of producing responsible and self-motivated learners (SNC Curriculum 2021, Muzaffar, et. al., 2017).

In accordance with National Policy Education Policy Framework (MoFE&PT, 2018) a review and revision across country was carried out to devise a single national curriculum. It was strived to set up equal standards for pedagogical and learning purposes. For that it, first, it was needed to identifying common standards which are applicable in all educational settings across Pakistan (Muzaffar, 2016). It was decided in the policy that Pakistan will have a multi-lingual policy, with English to be taught as a second language.

The curriculum emphasizes innovative student-centered activities in social and academic contexts.

*‘Education for Sustainable Development (ESD)’ and ‘Global Citizenship Education (GCE)’ are the two key concepts explicitly built into the curriculum to be eventually included in textbooks. The rationale is to empower learners of all ages to become proactive contributors to a fair, peaceful, tolerant, inclusive and sustainable world. (SNC, 2021, p.2)*

The Single national Curriculum propagates a holistic approach for equipping learners with effective communication skills (Muzaffar, et. al. 2020). This would prepare them to present themselves in social and academic contexts nationally and internationally. The curriculum is multidimensional and incorporates all major components of English language, i.e., phonology, grammar, vocabulary, discourse, language functions, and skills.

### **Need for Single National Curriculum**

The prime focus of the Single National Curriculum focuses on English to be taught as a language not as a subject to make students active speakers, listeners, and writers through language competencies. These competencies are learned through collaborative and pedagogical strategies. Most importantly latest curriculum also includes a portion with guidelines for teachers about teaching and practicing language skills which were not included in the previous curriculum launched in 2006 (SNC, 2021).

The Single National Curriculum comprises of four competencies— listening and speaking skills, reading and critical thinking skills, vocabulary and grammar, and writing. But, it is expected that all have equal proportion of integrating in the textbooks (SNC, 2021).

### **Standard 1**

“Use vocabulary accurately and appropriately as well as understand how speakers and writers put words together and how they use vocabulary to communicate their meaning in familiar and unfamiliar settings”.(p. 4)

### **Student Learning Outcomes:**

“Classify words into different categories, and use more naming, action, and describing words, from pictures, signboards, advertisement labels, etc. in their immediate

and extended environment. Students must acquire how to use grade-appropriate words and phrases. Especially the use of words that predict emotional state. For example, quizzed, whined and stammered”.

### **Skills**

“Students are required to learn new words, and the difference between base and derived words, including prefixes and suffixes. They are also required to learn the use of derived words by adding or omitting affixes in different contexts according to grammar. Developing a sense of predicting synonyms with their negative and positive connotations, new word derivation, , adjective, noun, and verb varies in their meaning. That way they learn Grammar and parts of speech”.

“They are also required to learn to differentiate between homophones (words having the same meaning but different forms), similes/analogies (using words in comparison like “as” for example as bright as the moon), and metaphor (comparison by using the word “like” for example brave like a lion) that helps to identify the contextual and semantic meaning of text.

Students can also locate onomatopoeia words in text. (words of their sound like buzz and bang etc.). but above all their practice of converting a word into its units or syllables is required for vocabulary learning. (i.e. carpet into /car/ and /pet/)”. (SNC, 2022)

### **Standard 2**

“It covers the use of punctuation, syntax, grammatical functions, rules, and their application for the development of accuracy and meaning in spoken and written communication”.

### **Students Learning Outcomes**

“SNC also requires learners to recall and demonstrate the use of more complex nouns like common/ proper nouns and countable/uncountable nouns, collective, and abstract nouns. Recognize and use indefinite and relative pronouns (who, which, that, whose, where) and reciprocal pronouns (each other and one another). Formation of adjectives from nouns and verbs for example music-musical and help-helpful” etc.

### **Skills**

“In this skill, learners are required to identify relative pronouns (who, whose, whom, which, that) and their use to join relative clauses. Likewise, the use of indefinite pronouns like anyone, anybody, anything, everyone, everybody, everything, someone, somebody, something, no one, nobody, nothing and the use the common noun for both male and female (he/she)”.

“Sometimes adjective behaves like noun (i.e. the sick and the poor). Here they learn the meaning of words with respect to grammar. They will mark the difference in adjectives with the restricted positions (i.e. the cat is afraid / the afraid cat. They will be learning regular and irregular adjectives. The use of present and past participle also varies the meaning of text. With constant practice students learn to infer their meanings. For example, she is interesting/ she is interested. They will be able to mark the difference in regular (walk/walks) and irregular (drink/drank) verbs for clarity in expressions. They learn the use of transitive and intransitive verbs in the sentences (i.e. she bought a pan, the dog

barked), imperative verbs in sentences (i.e. Stay here, run fast) and infinite verbs in sentences (i.e. Teacher helped the students to complete the class project). Their knowledge enhances about the use of adverbs of manner, time, place, and frequency. Similarly, they must have the knowledge of basic grammar components to use in sentences like singular and plural verbs, correct use of helping verbs in tenses (present participle/ past participle), where to use adjectives instead of adverbs and avoiding double contractions or double negative in single sentence (I didn't have no..)".

## Materials and Methods

The qualitative method was employed based on the interpretive paradigm and it construes meaning out of the findings, is open-ended, exploratory, descriptive, and naturalistic in nature which is subjective to each individual and their varied and diverse experiences of a phenomenon under study (Nunan, 1992).

## Research Approach

Qualitative research design is followed through the inductive approach to get the final results. Inductive reasoning begins with specific observations based on some standards here the language competencies are considered as the basis for finding final results or conclusions. This study primarily evaluated grade V English textbooks through observation to evaluate the content of the textbook according to students' learning outcomes (Baig 2022).

## Checklist

The present research is delimited to the third competency which is vocabulary and grammar. Therefore, the checklist which has been used as a tool for the evaluation was also developed in line with SLO's vocabulary and grammar competency.

## Data Analysis

The checklist was adapted from the latest Single National Curriculum for English (2021). The Competencies and SLOs under each competence were examined and dissected separately and individually along with the evidence taken from the textbook. The chart was formed in which there are three columns given, the first column demonstrates the exact SLO, the second column presents the evidence from the textbook whether it is found in the textbook or not and the third column presents the evidence of whether there are teacher instructions given in the textbook for the teacher or not? A separate analysis under each competency is also presented.

## Results and Discussion

**Table 1**  
**Findings of research**

Sr. #	Student Learning	Evidence from	Instructions in
1.	Locate, identify, differentiate between, and use some simple Pair of words including Homophones.	Ch. 6. 'A Fit And Healthy Life', (p. 60). Read the given homophones and their use.	Ask them to share more examples of homophones.
2.	Demonstrate the use of more complex common and proper noun	Ch. 1. 'Patience', (p. 07). Read the given sentences and notice the use of common and proper noun.	Definitions of common and proper noun is given.

3.	Demonstrate the use of Countable and uncountable nouns.	Ch. 1. _Patience', (p. 07). Read the Given paragraph and notice the use of countable and uncountable nouns.	Definitions are given.
4.	Recognize the use of relative and indefinite pronoun	Not found	Not found
5.	Form adjectives from nouns and verbs	Not found	Not found
6.	Revise and develop understanding of plural and singular subject	Ch. 6. _A Fit And Healthy Life', (p. 63). Read the given sentences and tick the verbs that agree with the subjects.	Not found
7.	Discuss the effect of adding suffixes 's'	Not found	Not found
8.	Demonstrate the use of Collective and abstract noun.	Ch. 1. _Patience', (p. 07). Read the Given paragraph and notice the use of collective nouns. Nothing about abstract noun is mention.	Definition of only collective noun is given with exercise.
9.	Ask students to mention list of regular and irregular nouns	Ch. 2. _Be Grateful', (p. 20). Read the given regular and irregular nouns.	Explain students the concept of regular and irregular nouns.
10.	Connect and use words synonyms with positive and negative connotation.	Ch. 5. _Amazing Planet', (p. 51). Read the given words with their synonyms and antonyms.	Guide for teacher is given to ask student along the definition of synonyms.
11.	Locate the use of homophones.	Ch. 7. _What Goes Around, Comes Around', (p. 72). Read the given homonyms.	Ask students to share more examples.
	Understand and use adverbs of manner,	Not found	Not found
12.	Adverbs of time, Adverbs of place and Adverbs of frequency.	Ch. 9. _Patriotism', (p. 92). Read the given sentences and notice the use of adverbs of time and place. Not found	Definitions of adverbs of time and place is given. Not found
13.	Use of transitive and intransitive verbs in the sentence.	Not found	Not found
14.	Use of imperative verbs in a sentence.	Not Found	Not Found

## Discussion

It has been found that phonetics including vowel and consonant sounds are incorporated. A justified proportion for lexicology enlargement and usage of affixes, smaller proportions, hyponymy, antonyms, and synonymy was found. On the contrary, the syntactical part was found missing, an incomplete proportion of grammar was given, and, morphology including derivational words was also found missing.

Grammar exercises were found without guidelines and are disorganized, and non-sequential. Direct and indirect tenses are mentioned before explaining the concept of present, past, and future tense. Relative and indefinite pronouns were mentioned while possessive pronouns were found at the same time adjectives from nouns and verbs were given but a larger proportion should be given for students' practice.

Sattar 2019 highlighted the importance of improving students' syntax through developing different tasks and activities. She also found out that syntactical errors are committed due to sub-standardized textbooks and through inductive activities their syntactical errors can be rectified.

Baig (2019, 2020 & 2021) conducted evaluations of many English textbook evaluations and found similar results. Similarly, Haris, 2017 found similar results to the present research findings.

Correspondingly, digital software like EYERIS also be used for advanced teaching methods to make ESL classrooms technologically smart and updated (Baig 2014 and Javed. (2020) to motivate them to learn.

## **Conclusion**

The curriculum was designed keeping in mind to promote high standards of literacy and competency in the English language; equipping learners with the language skills they need to excel in any field, not only to achieve further education but also for future employability and becoming productive members of society. Concerning the aims of the research it is concluded that the English textbook of Grade V prescribed by the Punjab Textbook Board lacks the incorporation of vocabulary and grammar. There should be a brief explanation of different activities that the textbook writer expects the teacher to conduct in the classroom. The textbook writers may collaborate at various stages of writing so that they can avoid repetition of themes, vocabulary, and language activities.

Whereas, the English textbook understudy still necessitates improvement to help students become independent in their social and academic lives and prepare them to embrace the world with mastery in social and cognitive skills.

## **Recommendations**

The following recommendations have been put forth in the light of the current study findings:

- The tasks and activities must be developed according to learners' cognitive level
- It must be ensured that the vocabulary (used for formulaic expressions; anagrams; cognates; one, two or three syllabic words; homophones; compound words; homonyms; word families; similes etc.) used in each grade should have 30% of previously learned and 70% of new vocabulary
- Grammar and vocabulary should be taught through the integration of all skills
- Grammar must be taught deductively through activities
- The preference must be given to meaning not structure of grammar for pedagogical purposes
- A simple version of grammar with correct organization (simplest to complex) should be developed in the textbook which may include all the fundamental areas of grammar.
- Textbook material should be related to the goals of the curriculum.
- There must be a teacher guide in detail.
- The lexis and vocabulary must be designed in a way to actively involve as well as enlarge students' vocabulary
- Activities must be designed in a way that may prepare learners to learn through authentic materials

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