

MISMATCH BETWEEN STUDENTS' EXPECTED LEARNING OUTCOMES AND ACTUAL LEARNING OUTCOMES: AN ANALYSIS OF ORAL COMMUNICATION SKILLS

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ABSTRACT

Oral communication skills are considered as a core component in learning English as second language (ESL) and many students find it hard to attain excellence and fluency while using it. This study aims to investigate the mismatch between students' expected learning outcomes which are outlined in ESL textbooks and the actual oral communication skills they demonstrate. The source of data is English PCTB Textbook for Class VIII, the research assesses its effectiveness in building oral proficiency, identifies instructional gaps, and suggests pedagogical improvements. A mixed-methods approach was used, combining quantitative data (oral proficiency assessment) with qualitative insights (textbook analysis). The study involved 120 students from public and private schools in Sialkot, Pakistan. Anderson and Krathwohl's (2001) Revised Bloom's Taxonomy guided the textbook evaluation, particularly in terms of cognitive engagement and communicative task design. Results show that while the textbook aligns with curriculum standards, it offers diverse activities that are helpful in improving communication skills but grammar-heavy assessments and rote memorization dominate classroom practices, undermining the development of practical communication skills. Furthermore, teacher training programs should incorporate communicative assessment methods to support a student-centered approach to ESL instruction. The findings aim to exhilarate curriculum reform, improve assessment practices, and promote more effective oral communication pedagogy in ESL contexts.

Keywords: *Oral communication skills, students' expected learning outcomes, actual learning outcomes.*

INTRODUCTION

In the field of English education, the degree to which expected learning outcomes mentioned in textbooks align with actual learning outcomes is a critical factor that influences student performance. After considering the circumstances of a specific English subject matter in Pakistan, this study employs a mixed-methods approach to analyze the disparity between students' declared expected outcomes and their achieved outcomes. In the context of ESL instruction and education, this alignment is especially noteworthy because it is generally acknowledged that proficiency in ESL is essential for progress in school, the workplace, and society at large. Nonetheless, disparities between the declared and expected learning goals of students and the actual results of ESL instruction continue to exist, requiring careful examination. To address this significant issue, this study measures the oral communication skills and cognitive levels of students, which are crucial components of speaking ESL.

This research examines the educational gap between language skills stated in English as a Second Language textbooks and actual student achievements regarding spoken language proficiency. ESL student success depends heavily on mastering essential

oral skills, as they form the basis for interpersonal exchanges, academic discussions, and professional work activities. ESL curricular declarations of expected outcomes show significant differences from students' actual performance outcomes. Generalized instructional practices, assessment methodologies, and learning resources come under scrutiny due to these identified learning irregularities.

This work utilizes the expanded taxonomy of learning, teaching, and assessment developed by Anderson and Krathwohl (2001), which extends Benjamin Bloom's original framework. The taxonomy functions as an organized listing of mental processes that guide objective creation and evaluation for learning assessment purposes. Anderson and Krathwohl's (2001) taxonomy introduce two dimensions: the Knowledge Dimension, which categorizes knowledge from basic facts to advanced metacognition, including factual, procedural, and conceptual knowledge, and the Cognitive Process Dimension, which encompasses steps from simple memory recall to advanced creation skills, such as remembering, understanding, and applying. The research uses this model to evaluate how well ESL textbook oral instruction aligns with the mental processes that enable efficient language use in authentic situations.

Pakistan's education system, with its typical dependence on rote memorization and exam-oriented teaching methods, makes the taxonomy of Anderson and Krathwohl particularly important for analysis (Rahman, 2004; Shamim, 2008). This study evaluates whether expected outcomes effectively promote oral communication competencies that go beyond basic recall and comprehension toward application, analysis, and evaluation capabilities. Studies demonstrate that Pakistani ESL students face obstacles in reaching measurable educational outcomes at higher levels due to inadequate teaching strategies (Farooq, 2012). The research examines the degree of measurable learning outcome achievement based on student performance data while reviewing objective translation processes in textbooks.

Oral communication skills represent an essential priority for the English as a Second Language (ESL) learning system (Richards, 2008). English language proficiency includes mastering word delivery for effective idea expression while participating in conversations and understanding spoken discourse in multiple fields of society, including academic pursuits and career environments (Nation & Newton, 2009). The development of oral communication skills in the ESL context encompasses more than just word precision; it teaches students to become fluent, grow confident, and prepare for real-world interactions (Celce-Murcia, Brinton, & Snow, 2013). Within the English-centered educational landscape of Pakistan, which serves both as an international communication tool and a professional development path, success requires effective English language communication abilities (Rahman, 2002). The social and cultural absorption of ESL learners depend significantly on their ability to communicate orally (Nunan, 2015). Pakistan, as a multilingual and multicultural society, relies heavily on effective oral communication in English for its students to access global opportunities while participating in diverse perspectives and collaborative learning (Mansoor, 2005). The restricted focus of ESL education on oral communication continues to generate social disparities, as students from persistently advantaged groups who see and hear more English obtain substantial linguistic benefits compared to their counterparts from disadvantaged settings (Shamim, 2008). The results indicate that textbooks must align their educational targets with the key mental skills identified in Anderson and Krathwohl's cognitive map for oral communication (Anderson & Krathwohl, 2001). ESL instruction enhances student performance for expected oral communication outcomes through teaching activities

that develop higher order thinking abilities, including open-ended discussions, role plays, and problem-solving assignments (Richards, 2008). An ESL curriculum needs to address this gap, as it determines students' ability to succeed academically, professionally, and socially (Nation & Newton, 2009) and this will be analyzed in this research.

English as a Second Language (ESL) education requires expected learning outcomes to match students' actual learning outcomes to achieve effective language acquisition. A vast difference emerges in Pakistan between the stated expected outcomes found in ESL textbooks versus the practical communication abilities students acquire. Students show weak speaking and listening competence after completing ESL courses despite oral communication being a fundamental classroom objective. The research investigates misalignment factors to develop evidence-driven solutions which enhance both instruction and assessment systems to improve ESL educational quality and essential skills training in Pakistan's classrooms.

Objectives of the Study

The research holds the following concentrated objectives:

- I. To analyze the specific disparities between students' actual learning outcomes and the expected learning outcomes in terms of oral communication skills listed in the 8th grade PCTB English textbook.
- II. To highlight the factors of the observed mismatch between actual learning outcomes and the expected outcomes in oral communication skills.

Research Questions

- I. What specific disparities do exist between the expected learning outcomes and actual learning outcomes attained by students in terms of oral communication skills in the 8th grade PCTB English textbook?
- II. How do various factors contribute to the observed mismatch between actual learning outcomes and expected learning outcomes in oral communication skills?

The study holds significance for Pakistani educational system as it looks into the discrepancy that exists between the expected learning goals and actual results attained by students in classroom instruction in English to identify the underlying reasons of this misalignment.

The study holds significance for the highlighted expected outcomes in the textbooks that are listed there to be achieved, and the expected outcomes also follow the lessons for the ease of the student, but still there is no productivity why? The study focuses on the factors and explores that why there is no productivity even after these curricula activities. Improving instructional methodologies, polishing assessment techniques, and raising the overall standard ESL training all depend on addressing this issue.

LITERATURE REVIEW

There are many critical aspects to consider when learning English as a Second Language (ESL), particularly oral proficiency, which is closely linked to competence in speaking and listening (Goh & Burns, 2012; Richards, 2019). Speaking and listening skills are fundamental in ESL education since proficiency in these areas significantly influences academic success, career advancement, and social integration (Derwing & Munro, 2015; Lightbown & Spada, 2020). Research suggests that students with strong oral communication abilities perform better in classroom discussions, presentations, and professional interviews (Celce-Murcia et al., 2010; Rao, 2019). Additionally, enhancing fluency builds confidence and self-efficacy, while reducing language anxiety, which is a common challenge among ESL learners

(Horwitz, 2013; Dewaele & MacIntyre, 2014). Given these high stakes, ensuring that oral communication skills are effectively taught in ESL programs remains an urgent priority in language education (Littlewood, 2014; Nation & Newton, 2009). However, empirical research indicates that many traditional ESL programs fail to prioritize oral skills, resulting in persistent challenges in speaking proficiency (Nguyen, 2021; Habib & Umar, 2017). In many ESL classrooms, grammar-focused drills and written exercises dominate, limiting opportunities for interactive speaking practice (Richards, 2019; Ellis, 2005). Additionally, curricula and textbooks tend to emphasize reading and writing skills, offering minimal real-life speaking engagement (Tomlinson, 2013; Panezai & Channa, 2017). This mismatch between curriculum goals and real-world language needs creates a gap where students can understand vocabulary and grammar but struggle in spontaneous conversations (Goh & Burns, 2012; Syed et al., 2019). Studies have consistently reported that ESL learners often lack adequate exposure to spoken English, leading to limited confidence and fluency (Baig et al., 2021; Rahmawati, 2018). Several barriers contribute to this issue, including a lack of speaking practice outside the classroom, fear of making mistakes, and insufficient pronunciation feedback from teachers (Ellis, 2005; Derwing & Munro, 2015; Horwitz, 2013). Research by Ahmed and Javed (2023) confirms that students in rigid, textbook-driven ESL environments have significantly lower fluency levels than those exposed to communicative learning approaches. Similarly, studies in Iran, Vietnam, and Pakistan indicate that traditional ESL textbooks focus on passive learning, offering few opportunities for spontaneous speech development (Akbari & Razavi, 2016; Nguyen, 2021; Syed et al., 2019). Furthermore, a study conducted by Rahmawati (2018) found that students learning English through grammar-heavy curricula lacked the ability to initiate and sustain conversations, reinforcing concerns about the effectiveness of current ESL pedagogies.

This literature review critically examines these issues, particularly the gap between expected learning outcomes and students' actual speaking skills (Habib & Umar, 2017). Specifically, it addresses the question: Do ESL textbooks and curricula genuinely improve students' oral communication abilities? This issue is particularly relevant in Pakistan, where government-prescribed ESL textbooks serve as the primary instructional tool (Baig et al., 2021). By reviewing theoretical perspectives and empirical studies, this research aims to identify the causes of misalignment in ESL instruction and propose effective strategies for improving oral communication skills among learners.

Bloom's Revised Taxonomy classifies cognitive processes into six levels: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating (Anderson & Krathwohl, 2001). In ESL education, this taxonomy guides the design of Expected outcomes and activities at varying complexity. Lower-order levels (remembering and understanding) involve recall of vocabulary or basic comprehension, while higher-order levels (applying through creating) require using language in more complex, original ways. Oral communication typically requires higher-order thinking – for example, formulating thoughts in real time and evaluating how to express them clearly – which corresponds to the applying, analyzing, evaluating, and creating levels of the taxonomy.

Many ESL textbooks focus heavily on lower-order skills, such as memorizing words or understanding simple grammar patterns, but do not adequately address the higher-order skills needed for true communicative competence. Houghton (2004) noted that textbook exercises rarely push learners beyond understanding and applying rules,

even though real-life conversation demands on-the-fly analysis and creation of language. If Expected outcomes remain at the lower levels of Bloom's Taxonomy, students may excel in controlled written exercises yet struggle to speak spontaneously. Thus, Bloom's framework highlights the importance of including objectives, outcomes and activities that target higher-order skills. An effective ESL curriculum for oral communication should incorporate tasks that ask students to evaluate information (e.g., give opinions on a topic) or create with language (e.g., role-play an original dialogue), thereby aligning learning activities with the demands of real-world communication.

One crucial factor for the importance of textbooks in ESL education is their ability to provide structure and coherence (Cunnings worth, 1995; Nation & Newton, 2009). Textbooks serve as a pre-planned syllabus, covering essential linguistic components such as grammar, vocabulary, reading, writing, and, in some cases, listening and speaking activities (Richards, 2001; McGrath, 2016). Well-designed textbooks help streamline the learning process by sequencing content logically and providing a standardized learning experience, particularly for less-experienced teachers (Harwood, 2010; Tomlinson, 2013). In resource-limited settings or large classrooms, textbooks become even more critical in ensuring instructional quality and maintaining uniform pacing across different groups of learners (Rahmawati, 2018; Baig et al., 2021). However, while textbooks serve as a foundation for language learning, their role in developing oral communication skills remains contested. Research suggests that many ESL textbooks fail to adequately support spontaneous speaking practice, instead focusing on mechanical exercises such as reading dialogues, pronunciation drills, and structured grammar activities (Littlewood, 2014; Richards, 2013). These limitations arise because textbooks are often designed with assessment feasibility in mind, making grammar-based and written activities easier to evaluate than conversational fluency (Tomlinson, 2013; Nation & Newton, 2009). Studies by Akbari & Razavi (2016) and Nguyen (2021) indicate that traditional ESL textbooks tend to emphasize content that is easy to test—such as multiple-choice grammar exercises and fill-in-the-blank questions—rather than interactive speaking activities, leading to a gap between theoretical learning and real-world communication needs. This imbalance between accuracy (written grammar skills) and fluency (speaking proficiency) can lead to students appearing to learn the material without actually being able to use English in spontaneous situations (McDonough, Shaw, & Masuhara, 2013; Panezai & Channa, 2017). Empirical studies reveal that many ESL learners struggle to engage in natural conversations despite scoring well in grammar-based exams, suggesting that textbook-driven learning often fails to promote interactive competence (Goh & Burns, 2012; Syed et al., 2019). For instance, Ahmed & Javed (2023) examined the Grade VIII English textbook published by the Punjab Textbook Board, finding that while the book covers grammar, reading, and writing in detail, it offers minimal practice in speaking activities. As a result, students using this textbook may fulfill syllabus requirements but lack the necessary skills for real-life communication, reinforcing the gap between textbook-based instruction and actual communicative competence (Baig et al., 2021; Tomlinson, 2013). Further research supports the notion that ESL textbooks alone cannot effectively develop speaking skills unless supplemented by communicative classroom strategies (Rahmawati, 2018; Littlewood, 2014). In an Indonesian study, Rahmawati (2018) found that students exposed primarily to grammar-heavy textbooks struggled in oral fluency assessments, whereas learners in task-based communicative environments demonstrated

significantly better conversation skills. Similarly, a comparative study in Vietnam (Nguyen, 2021) concluded that students using textbooks with structured dialogues and pronunciation drills showed lower real-world speaking proficiency than those engaged in interactive, project-based learning activities.

Given these findings, language educators and curriculum designers must critically evaluate ESL textbooks, ensuring that oral skills receive equal emphasis alongside reading and writing (Harwood, 2010; Richards, 2013). The challenge remains in bridging the gap between textbook-based learning and real-life communication, which requires a more integrated approach incorporating communicative language teaching methods and contextualized speaking tasks (Panzai & Channa, 2017; Syed et al., 2019).

Many writers have highlighted a mismatch between the target expected outcomes of language courses (often described in textbooks) and actual speaking ability that the learners are able to develop. In many learning environments, curricula do assert ear training for communicative competence, but it has been shown by research that students leave the courses of English with an unsatisfactory level of speaking proficiency. Different types of research have attempted to establish what is exactly wrong with present-day ESL teaching materials, which generally have something in common: these textbooks stress techniques for reading and writing and offer scant opportunities for spoken discourse (Richards, 2013). Consequently, students will rarely attain speaking proficiency as per the requirements of the curriculum. In Pakistan, Khan et al. (2018) identified that students from primary schools were lagging behind in terms of speaking due to the strong evidence that their respective learning resources did not promote oral practice; hence, students ended up not fulfilling the expectations in terms of their oral skills. Secondary-level textbooks were reported by Habib and Umar (2017) to have almost neglected speaking and listening activities in some schools, producing graduates who understood the rules of English grammar but could not communicate in speech.

These misalignments are not new; they have been documented in other studies as well. Other analyses mention that some of the ESL textbooks' language could be beyond the students' proficiency level or could become more disengaging for the learner by being focused on decontextualized practice drills. The resultant being students who seem to fare well on written tests but, when confronted with conversing, face difficulties. This has been the observation of educators such as Short and Fitzsimmons (2007), who noted that inaccessible materials and a lack of opportunities for spoken practice posed barriers to oral skill development for non-native speakers.

It has also been shown that, when teachers align methods and materials more closely with the goals of oral communication, positive results do ensue. Ahmed and Javed (2023) found that a new Pakistani high school textbook containing a great deal of interactive and task-based exercises showed significant advancement in the students' oral communication skills. This textbook was designed with communicative outcomes in mind: for example, every unit included role-play tasks, group discussions, and presentations. Students in the experimental group had greater speaking confidence and proficiency than those instructed with the former, older, and more traditional textbook. These findings suggest that any gap between textbook learning outcomes and student production is not enough to keep learners from improving their speaking performance towards the desired goals, as long as the materials allow for genuine speaking opportunities and the teacher emphasizes their utilization.

Assessment and feedback are powerful drivers of what is taught and learned in classrooms. In the context of ESL speaking skills, researchers have noted that traditional assessment regimes often neglect speaking, which in turn can lead to less emphasis on oral practice in teaching. Conversely, when speaking is assessed and when students receive feedback on their speaking, it tends to improve their proficiency.

Many school systems do not formally test speaking skills, which leads teachers and students to give them less attention (Black & Wiliam, 1998). Fulcher (2015) argues that adding oral assessments (e.g., a speaking exam or presentation) encourages teachers to incorporate more speaking practice, thereby improving students' communicative competence. Furthermore, feedback on speaking is often limited; for example, Ulker (2017) found that teachers seldom use structured rubrics for speaking and tend to give only general feedback. Without clear feedback, students may not know how to improve. Researchers suggest using defined criteria and regular speaking tasks to ensure learners receive constructive feedback on their oral performance.

In practical terms, this means that an ESL program should include some form of speaking evaluation – whether informal (such as periodic oral presentations in class) or formal (such as an oral exam component) – and teachers should be equipped to give focused feedback on pronunciation, fluency, and content. Studies have shown that when teachers implement regular speaking assessments and feedback sessions, students' oral skills and confidence improve more rapidly (Sato & Lyster, 2012). The lack of these elements in many traditional programs is thus a significant factor in the continued gap between intended and achieved speaking outcomes. Addressing it by reforming assessment practices and teacher feedback techniques is one of the recommendations emerging from recent research in ESL pedagogy.

Despite extensive research on ESL instruction and materials, certain areas remain underexplored, especially regarding oral communication. Key gaps identified in the literature include:

- Alignment of curriculum, textbooks, and assessment: Better alignment is needed between curriculum expected outcomes, textbooks, and assessments for speaking, as these elements are often studied in isolation.
- Teacher's role in speaking development: The teacher's role in implementing speaking activities is underexplored – further research could examine how teacher training and classroom practice influence students' speaking outcomes.
- Long-term impact of interventions: There is also a lack of longitudinal studies to see if improvements in speaking (from new methods or materials) are sustained over time, pointing to a need for long-term research.

Mending these gaps in knowledge will create a bigger canvas for addressing the missing link between the intended and actual outcomes in ESL oral communication. Such lesser-researched areas will lend their voice to any future research that, in turn, will speak toward integrated solutions-such as bringing assessment in line with communicative expected outcomes or reinforcing teacher development-to avoid a situation where ESL learners practice speaking that the curriculum has in mind.

The intent of the study is to provide substantial insights into the disparity between students' expected learning outcomes and accomplished achievements in ESL learning through an integrated approach that includes qualitative and quantitative evaluations. This study aims to strengthen educational practices and policies through recognizing the underlying variables that contribute to this mismatch and proposing possibilities

for change, thereby enriching the quality of ESL instruction in Pakistan. Furthermore, the study gives an effective approach to addressing an essential aspect of ESL proficiency by concentrating exclusively on oral communication skills based on cognition level of the student, with consequences for educators and learners alike.

The research investigates practical implementations with the aim to optimize educational practices and policies through insights regarding why textbook targets differ from student achievements. The research pinpoints curriculum design deficiencies along with teaching approaches and assessment practices to create proven recommendations that have enhance the quality of ESL instruction in Pakistan. The recommendations should impact textbook development processes ensuring learning targets suit both individual learning ability and the demands of practical communication.

METHODOLOGY

The current research employs a mixed-methods research approach, integrating qualitative and quantitative methodologies to deeply investigate the mismatch between English as a Second Language (ESL) textbook expected outcomes and actual student outcomes in oral communication skills. The selection of a mixed-methods approach is strategically significant in educational research, as it combines numerical data with descriptive, qualitative insights, thus ensuring a comprehensive perspective on instructional practices, pedagogical effectiveness, and student proficiency development (Creswell & Plano Clark, 2018). This approach allows for data triangulation, reducing bias and enhancing the validity and reliability of the research findings.

The quantitative component provides structured and statistically measurable insights through the administration of oral proficiency assessment and structured questionnaires. The assessments quantitatively measure aspects such as fluency, pronunciation, grammatical accuracy, and coherence. Meanwhile, qualitative methods including rigorous textbook evaluations provide essential contextual understanding. This qualitative method illuminates the nuanced reasons behind student performance, instructional challenges, and possible gaps in the curriculum, thus giving the study depth and explanatory power (Mackey & Gass, 2015). Utilizing both methods ensures a more balanced and thorough analysis of the ESL instructional landscape within Pakistani schools.

The study adopts a descriptive and analytical research design to ensure methodological rigor. Descriptive research systematically documents and characterizes the state of a phenomenon as it naturally occurs. Within this study, it identifies patterns related to ESL textbook Expected outcomes and students' real-world oral proficiency. It maps student proficiency levels against the intended curricular expected outcomes, thus clearly defining the extent of any discrepancies (Best & Kahn, 2006).

Textbook Analysis The PCTB Class VIII English textbook was evaluated rigorously. Analysis focused on assessing the quantity and quality of oral activities such as role plays, group discussions, and question-answer sessions. Evaluative criteria included language complexity, task authenticity, communicative relevance, student engagement potential, and graded difficulty across textbook units.

Oral Proficiency Test Standardized tests were administered to students to assess their oral communication capabilities. These assessments specifically evaluated fluency, pronunciation accuracy, grammatical correctness, and conversational

coherence (Fulcher, 2003). Each student's performance was measured against clearly defined scoring rubrics, ensuring objectivity and consistency.

The analytical framework guiding this study is grounded in Anderson and Krathwohl's (2001) revised taxonomy of Bloom's cognitive domains, specifically applied to ESL instruction to evaluate and interpret students' development in oral communication skills. This framework was deliberately selected due to its effectiveness in assessing various cognitive processes involved in learning and applying language skills. Anderson and Krathwohl's taxonomy classify cognitive skills into two dimensions: the Knowledge Dimension and the Cognitive Process Dimension. These dimensions provide a structured approach to analyze ESL textbooks' effectiveness and the depth of cognitive engagement that Expected outcomes encourage among students.

This dimension includes categories of knowledge ranging from basic recall to higher-order cognitive abilities:

Factual Knowledge: The student's ability to recall specific linguistic facts, such as vocabulary and grammar rules.

Conceptual Knowledge: Understanding language concepts and communicative contexts, essential for meaningful interaction.

Procedural Knowledge: Knowledge of language use in practical, authentic speaking situations.

Metacognitive Knowledge: Students' awareness of their own language learning strategies and the ability to monitor and control their communicative effectiveness.

The taxonomy categorizes cognitive processes into six hierarchical levels, each critical for developing oral communication skills:

1. **Remembering:** Students are tested on their ability to accurately recall and recognize grammatical structures, vocabulary items, and pronunciation features necessary for clear communication.

2. **Understanding:** Assessment activities are designed to test students' comprehension of spoken language, enabling evaluators to determine if students understand meaning and conversational context effectively.

3. **Applying:** Tasks are structured to measure students' capability to apply language knowledge in authentic speaking scenarios, including conversational practice, dialogues, role-plays, and question-answer sessions present in the textbook.

4. **Analyzing:** Students' analytical skills are evaluated through tasks that require them to interpret language inputs, evaluate situations, and respond appropriately, reflecting their deeper cognitive engagement.

5. **Evaluating:** Activities include self-assessment and peer feedback, where students critically evaluate their oral proficiency, fluency, pronunciation accuracy, and overall communicative effectiveness.

6. **Creating:** Students are tasked with formulating original spoken content, requiring them to produce language spontaneously, fluently, and creatively in meaningful interactions.

The analytical framework comprehensively evaluates the textbook's effectiveness by mapping the cognitive demands of its oral communication tasks against actual student proficiency levels. By employing this framework, the study systematically identifies the cognitive domains targeted by textbook exercises and assesses whether these tasks support higher-order cognitive development crucial for effective oral communication.

This framework is particularly suitable in Pakistan's ESL context, where traditional instruction often emphasizes rote memorization and recall at the expense of higher

cognitive processes such as analysis, evaluation, and creation (Shamim, 2008; Rahman, 2004). The application of Anderson and Krathwohl's taxonomy thus provides clarity and rigor to the investigation, identifying precisely where gaps exist between Expected outcomes and students' actual achievements, guiding targeted instructional interventions.

The analytical framework additionally includes a detailed examination of the Punjab Curriculum and Textbook Board (PCTB) English textbook for Class VIII. It evaluates how effectively the textbook's content addresses each cognitive domain through structured activities such as role plays, group discussions, and question-answer sessions. Specifically, the textbook is analyzed to determine if the cognitive levels required for activities progressively advance from basic recall towards higher-order thinking skills necessary for practical oral communication proficiency.

By applying this structured cognitive evaluation approach, the study is able to provide concrete, evidence-based recommendations for enhancing ESL instruction in Pakistan, addressing not only how students learn, but also how textbooks and curricular guidelines can more effectively foster student cognitive engagement at each level of language proficiency.

Data Analysis

The data analysis and results interpretations are discussed in this chapter. The data analysis of 30 teachers is accomplished by using SPSS and Excel. In the data analysis descriptive statistics has been calculated. The frequent used descriptive statistics are mean and standard deviations. The mean of the data shows average performance of group and standard deviation shows how much spread of data from the researchers proposes the checklist has been adapted with modifications inspired by Moodie, (2008) rating scale system.

4.2 Textual Analysis

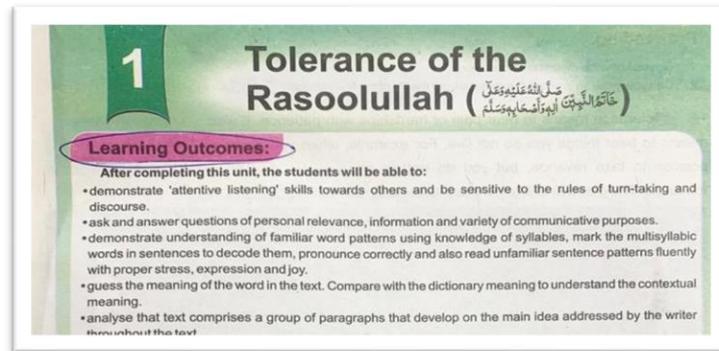


Figure 1: Tolerance of the Rasool Ullah, these learning outcomes will teach behavioural changes among students and will help to follow the Suuah of Prophet. The learning outcomes outlined in the chapter focus on attentive listening, communicative competence, vocabulary building, and analytical skills. Students are expected to demonstrate active listening, understand turn-taking in discourse, ask and answer contextually relevant questions, decode multisyllabic words, infer word meanings from context, and analyze how paragraphs contribute to a main idea. These expected outcomes suggest that the chapter aims to improve both oral and cognitive skills, with an emphasis on effective communication and tolerance in discussions. However, while these learning outcomes are well-defined, their practical application through activities needs evaluation.

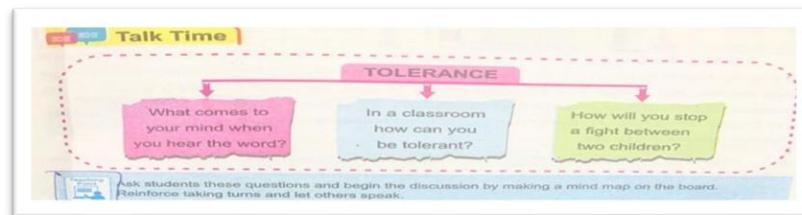


Figure 2: Activity Prompt Encouraging Role-play to Teach Tolerance and Conflict Resolution, this will enhance the personality of students practically. The Talk Time section introduces reflective questions that encourage students to think critically about tolerance. It guides them to discuss what tolerance means, how it can be applied in a classroom setting, and ways to resolve conflicts peacefully. This supports the learning outcome of analyzing texts and extracting key ideas, but it does not directly enhance spoken fluency. The work highlights that Pakistani ESL classrooms often lack structured oral assessments, and this section does not require students to demonstrate active speaking skills in a measurable way. A more effective approach would be to incorporate peer discussion, debate, or storytelling, ensuring that students practice verbal expression alongside critical thinking.

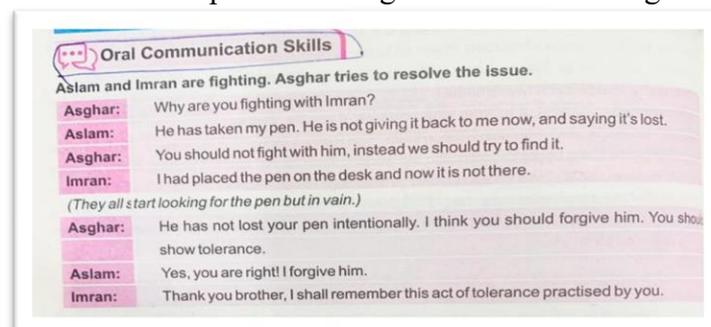


Figure 3: Dialogue Activity Demonstrating Polite Requests and Responses (Unit: Oral Communication Skills).

The dialogue between Aslam, Imran, and Asghar presents a controlled conversation where students observe a structured approach to conflict resolution. Asghar mediates a disagreement by encouraging understanding and tolerance, reinforcing positive social behavior. While this activity aligns with the outcome of discourse management and turn-taking, it remains a scripted, predetermined interaction. Your research emphasizes that real-life oral proficiency requires spontaneous responses, yet this activity does not push students beyond memorization. Additionally, the dialogue lacks phonetic focus, missing the opportunity to enhance pronunciation and fluency development—a key area identified in this work as lacking in Pakistani ESL curricula.

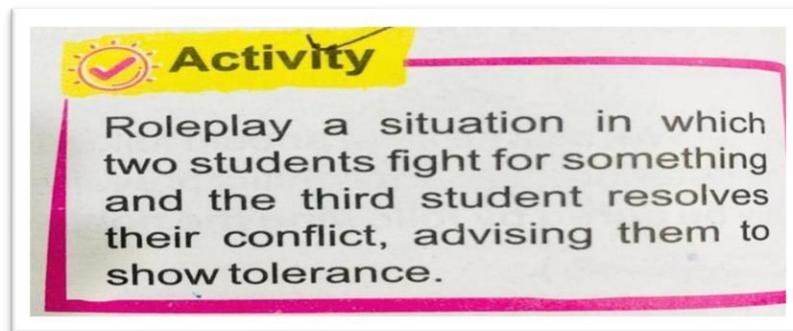


Figure 4: Activity Prompt Encouraging Role-play to Teach Tolerance and Conflict Resolution.

The role-play activity encourages students to act out a conflict and resolve it through discussion, reinforcing the concept of tolerance. This supports the outcome of asking and answering communicative questions but remains limited in scope. Because the scenario is predetermined, it does not require students to generate original responses or practice spontaneous dialogue construction. This aligns with the rote-based oral practices one criticized in the work, where students are trained to repeat rather than engage in authentic communication. The activity would be more effective if students were encouraged to create their own dialogues, making the learning experience more interactive and practice.

While the learning outcomes and activities show some level of alignment, there are critical mismatches that limit the effectiveness of oral communication skill development. The scripted nature of the dialogue and role-play prevents students from practicing spontaneous speaking, and the lack of pronunciation exercises and oral assessments means that teachers may neglect oral practice in favor of exam-oriented instruction. To fully meet the Expected outcomes, the textbook should introduce listening comprehension activities, open-ended speaking tasks, pronunciation drills, and oral assessment

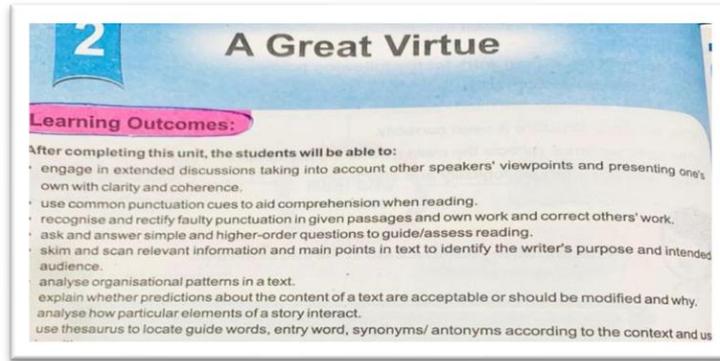


Figure 5: Learning Outcomes from Unit 2 "A Great Virtue".

The learning outcomes presented at the beginning of the chapter are notably ambitious and comprehensive. They reflect a focus on oral fluency, reading comprehension, grammatical awareness, and vocabulary development. Students are expected to engage in extended discussions, consider other speakers' viewpoints, and present their ideas with clarity and coherence. In addition, they are to use and recognize punctuation accurately, ask both simple and higher-order questions, analyze text structure, and use reference tools such as thesauruses to expand their vocabulary. These outcomes suggest an intent to equip students with both linguistic and cognitive skills required for effective communication and critical engagement with texts.

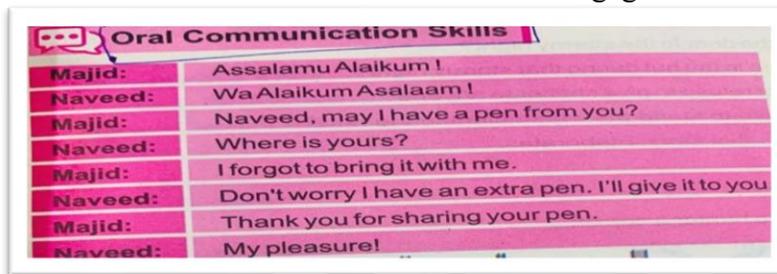


Figure 6: Dialogue Activity Demonstrating Polite Requests and Responses (Unit: Oral Communication Skills).

The first activity analyzed was a scripted dialogue between two students, Majid and Naveed, in which one asks to borrow a pen and the other responds politely. While the interaction models basic social language functions such as greetings, requests, and expressing gratitude, it is too limited in scope to fulfill the learning outcomes. It does not foster extended discussion, nor does it involve the exchange of viewpoints, critical reasoning, or collaborative meaning making. The language remains functional but lacks depth, creativity, or space for learner input. From a pedagogical standpoint, this dialogue aligns only with the lowest levels of Bloom's Taxonomy, specifically remembering and understanding. There is no progression toward application, analysis, or evaluation. Consequently, this activity represents a clear mismatch with the textbook's expected learning outcomes that are mentioned in textbook and actual outcomes that are achieved or performed by students. Based on the framework outlined in this work, such a gap indicates that the textbook content itself is insufficient and requires revision. The inclusion of such simplistic and closed-ended dialogues fails to engage learners meaningfully and does not support the communicative competence that the curriculum aims to promote. This confirms my broader research finding that textbooks in Pakistani ESL contexts often claim to develop oral skills but provide activities that do not actually support those expected outcomes in practice.

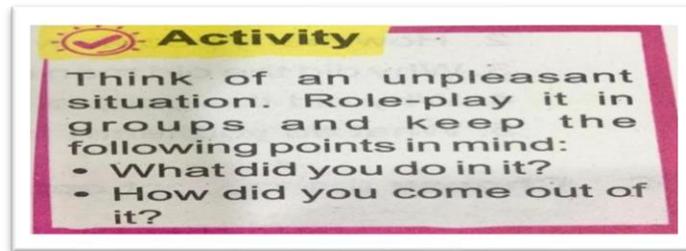


Figure 7: Activity Prompt Encouraging Group Role-play for Problem-solving and Reflective Thinking.

The second activity in the chapter instructs students to think of an unpleasant situation and role-play it in groups, while reflecting on what they did and how they overcame it. This activity, in contrast to the previous one, demonstrates strong alignment with the intended learning outcomes. It offers students the opportunity to speak in an unscripted, personal, and emotionally engaging context. Such a task promotes critical thinking, reflective language use, and collaborative dialogue, fulfilling several expected outcomes—especially those relating to extended discussion, expressing viewpoints, and organizing ideas coherently. However, as identified in my research, the success of open-ended activities like this one is heavily dependent on the teacher’s role. Without proper guidance, feedback, or classroom management strategies, these tasks can become superficial or may be skipped entirely in favor of more exam-oriented activities. Teachers who are not adequately trained in communicative or task-based instruction may not be able to effectively scaffold students’ performances or assess them meaningfully. As this work highlights, many English language teachers in public-sector schools lack professional development opportunities in CLT or TBLT frameworks, leading to weak classroom execution even when the material itself is well-designed. Therefore, while this activity is aligned with the outcomes in theory, its practical effectiveness is compromised due to insufficient teacher support, revealing another kind of mismatch—not in the syllabus but in classroom delivery.

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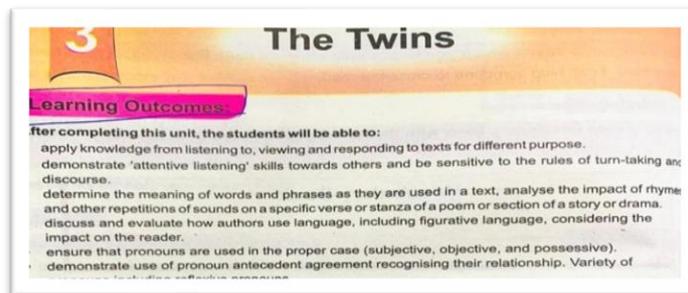


Figure 8: Learning Outcomes from Unit 3 "The Twins".

The learning outcomes for this chapter reflect a strong focus on both listening comprehension and language analysis. Students are expected to apply knowledge from listening and viewing texts, demonstrate attentive listening with awareness of discourse rules, and determine the meanings of words and phrases within specific literary contexts. Additional goals include analyzing the impact of rhyme and repetition, understanding figurative language, and using pronouns correctly—particularly reflexive and possessive forms. These outcomes point toward a curriculum that seeks to blend literary analysis with grammatical accuracy, encouraging students to interpret texts while also mastering precise language structures.

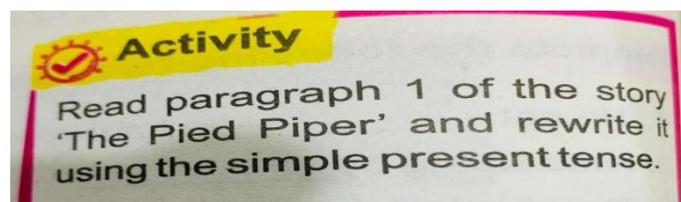


Figure 9: Activity using simple tense to write.

The main activity provided in this chapter instructs students to read the first paragraph of the story “The Pied Piper” and rewrite it using the simple present tense. On the surface, this is a grammar transformation task—a structural exercise intended to strengthen students’ understanding of verb tense. While it does support grammatical accuracy, particularly in verb usage, it does not contribute meaningfully to many of the broader outcomes stated for this chapter. There is no connection to listening comprehension, discourse skills, figurative language, or the analysis of rhyme and repetition as emphasized in the outcomes. Furthermore, it does not require students to interpret literary devices or evaluate an author’s language choices, which are crucial elements in this unit.

Based on the criteria set forth in this work, this constitutes a major mismatch between the activity and the expected outcomes that are mentioned in textbook and actual outcomes that are achieved or performed by students. The activity does not scaffold toward the cognitive or communicative goals laid out at the beginning of the unit. Instead, it remains confined to a low-order cognitive task on Bloom’s Taxonomy—focused on remembering and applying grammatical rules. There is a clear gap in which students are not given opportunities to discuss, analyze, or evaluate, as the outcomes require. Therefore, the issue here lies squarely in the design of the textbook content, not its classroom implementation. The activity itself needs to be either replaced or expanded to match the level of skill development the outcomes aim for.

In conclusion, my analysis of Chapter 3 reveals a significant disconnect between the stated learning outcomes and the activity provided to achieve them. The outcomes call for critical engagement with texts, attention to literary features, and grammatical precision, yet the activity only addresses one minor aspect—tense transformation—

while overlooking broader comprehension, interpretation, and oral communication skills. As per the framework I established in my research, such a mismatch indicates the need for textbook revision. Activities must be designed not only to reinforce grammar but also to support literary appreciation, listening comprehension, and critical thinking, which are essential to achieving real language proficiency. Additionally, it is recommended that more interactive tasks such as listening-based discussions, figurative language exploration, or peer-led literary analysis be incorporated in future textbook editions to ensure alignment between expected outcomes and classroom practices.

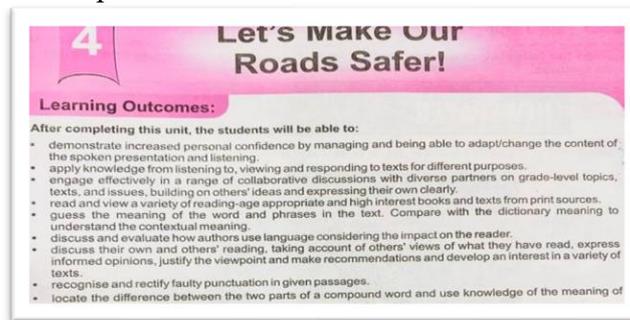


Figure 10: Learning Outcomes from Unit 4 "Let's Make Our Roads Safer!".

The learning outcomes of this unit are well-articulated and show a deliberate attempt to integrate both oral and cognitive language skills. Students are expected to demonstrate confidence in speaking, adapt oral content, and apply listening and viewing strategies across different text types. They are also required to participate in collaborative discussions, draw on contextual word meaning, and evaluate how language impacts readers. In addition, the outcomes emphasize punctuation skills, compound word understanding, and the ability to form and justify personal opinions through discussion. Overall, the outcomes are multidimensional and support the development of both language proficiency and critical literacy.

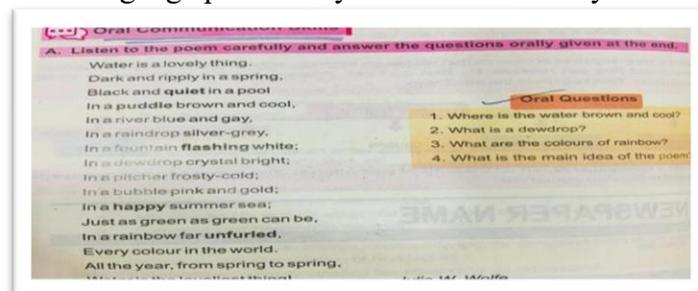


Figure 11: Group Activity Prompt for Developing Comprehension Questions (Unit: A Great Virtue).

The oral communication task for this chapter is based on the poem “*Water is a Lovely Thing*” by Julia W. Wolfe. Students are instructed to listen carefully to the poem and then answer oral comprehension questions. The poem, rich in descriptive language and imagery, offers an opportunity to engage with rhythm, vocabulary, and poetic devices. The follow-up questions—such as “Where is the water brown and cool?” and “What is the main idea of the poem?”—test basic comprehension and recognition of poetic content.

While the activity shows partial alignment with the learning outcomes—particularly in the areas of listening comprehension and identifying the main idea—it does not fully support the broader goals such as developing personal confidence in spoken expression, engaging in collaborative discussions, or expressing and justifying

opinions. The questions are closed-ended and factual, and do not prompt critical thinking or discussion. For example, students are not asked to interpret the poem's imagery, reflect on the message, or share their opinions on the value of water—all of which would have aligned better with the outcome of discussing texts and evaluating their impact on the reader. Based on the criteria developed in this work, this constitutes a partial mismatch. The activity supports listening and literal understanding but fails to address the communicative and analytical aspects of the outcomes. Furthermore, the task is not interactive or student-centered it does not allow space for open dialogue, peer exchange, or spoken reflection. Therefore, the textbook content in this case is limited in scope and requires improvement. It needs to be expanded to include follow-up speaking tasks such as pair discussions, creative responses, or opinion sharing to truly fulfill the outcome of building speaking confidence and collaborative communication.

Through the lens of this research, the researchers conclude that the activity provided in Chapter 4 only partially fulfills the intended learning outcomes. While it incorporates listening and basic comprehension, it does not encourage the kind of confident, expressive speaking or group discussion that the outcomes require. Thus, the textbook activity itself needs to be revised and enriched. To improve alignment, the poem activity should be followed by open-ended oral tasks that require students to share reflections, analyze the poem's language features, or debate the environmental message behind the imagery. Teachers must also be supported through professional development to know how to facilitate such discussions effectively and assess student responses beyond surface-level understanding. In sum, this analysis shows that achieving the outcomes of Chapter 4 requires both curriculum enhancement and stronger classroom implementation. Without these changes, students will not be able to develop the holistic language competencies that the syllabus envisions

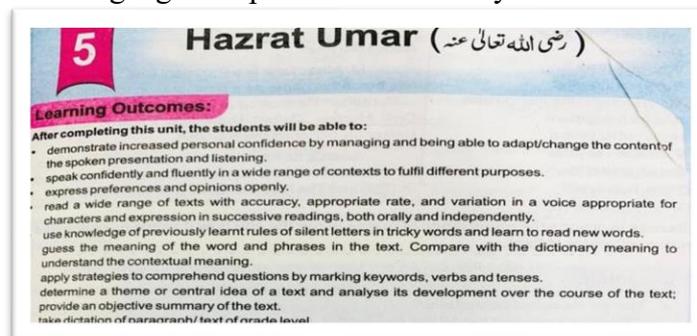


Figure 12: Learning Outcomes from Unit 5 "Hazrat Umar (R.A)".

The learning outcomes of this unit are comprehensive and well-structured. They aim to develop spoken fluency, confidence, critical reading, and interpretative skills. Students are expected to speak confidently across a range of contexts, express opinions, and read texts with accuracy and expression. Additional goals include recognizing silent letters in tricky words, inferring the meaning of vocabulary in context, identifying themes and summarizing texts, and applying comprehension strategies such as marking key verbs or phrases. These outcomes represent a shift toward communicative competence and language awareness, both of which are essential in modern ESL pedagogy.

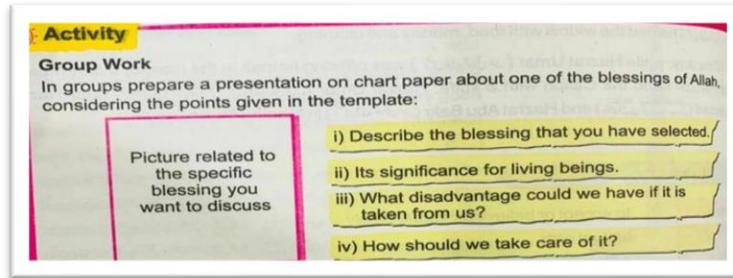


Figure 13: Group Work Activity for Developing Presentation Skills and Critical Thinking.

The central activity for this chapter is a group project that asks students to prepare a visual presentation on a selected blessing of Allah. The task involves four prompts: describing the blessing, explaining its significance, evaluating its potential loss, and proposing ways to preserve it. Students are instructed to work in groups and use a template to organize their thoughts and visuals on chart paper. This activity demonstrates clear alignment with several of the chapter’s learning outcomes, particularly those related to oral expression, idea organization, collaborative speaking, and opinion-sharing. By encouraging students to present information collectively and visually, the task promotes spoken fluency, personal expression, and group interaction—addressing outcomes such as “speak confidently,” “express opinions openly,” and “demonstrate personal confidence.” It also fosters contextual vocabulary use and theme identification, both of which are core language learning goals outlined in the outcomes. However, it is important to note that the activity’s success is highly dependent on the teacher’s role in the classroom. Without proper scaffolding—such as modeling a sample presentation, encouraging rehearsal, or guiding vocabulary use—students may simply copy content without engaging in meaningful discussion. As highlighted in this work, many ESL classrooms lack structured speaking assessments and teachers often underutilize oral tasks, especially in group settings. Therefore, while the activity is pedagogically sound, the implementation challenges can undermine its effectiveness. If teachers are not actively supporting students through feedback and interaction, the learning outcomes will remain unmet.

The group presentation activity in Chapter 5 is one of the more well-aligned tasks found in the textbook so far. It supports key outcomes such as fluency, collaboration, vocabulary application, and critical thinking. However, its success is conditional on the teacher’s facilitation and the classroom environment. Based on this work framework, I conclude that the activity aligns with the outcomes, and the mismatch, if any, lies in how the task is implemented, not in the content itself.

To enhance the impact of such activities, I recommend the following:

- Teachers should be trained to guide and evaluate oral group work using rubrics.
- Students should be encouraged to present to the class rather than just to their group, fostering confidence and clarity in expression.
- Follow-up reflection or peer feedback can help reinforce learning outcomes like expressing opinions, summarizing, and evaluating.

In essence, this chapter reflects a positive example of content-outcome alignment. However, without appropriate teacher involvement, the intended goals risk remaining theoretical rather than practical.

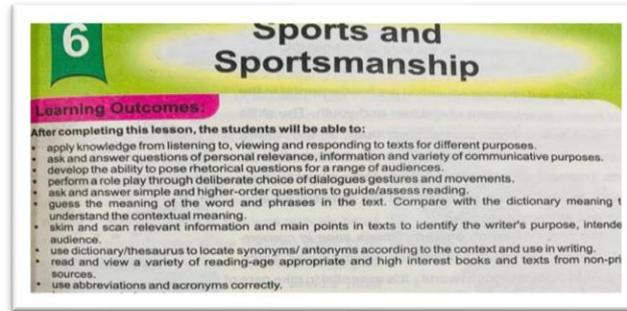


Figure 14: Learning Outcomes from Unit 6 "Sports and Sportsmanship".

The learning outcomes listed for this chapter are quite comprehensive and skill-focused. They include applying listening and viewing skills, asking and answering personal and academic questions, posing rhetorical questions, and participating in role play with deliberate use of dialogue and gestures. Additionally, students are expected to demonstrate vocabulary comprehension, use dictionaries and thesauruses effectively, recognize abbreviations and acronyms, and keep a record of new words. These outcomes are well aligned with 21st-century language learning goals, combining communication, vocabulary enrichment, critical reading, and presentation skills.

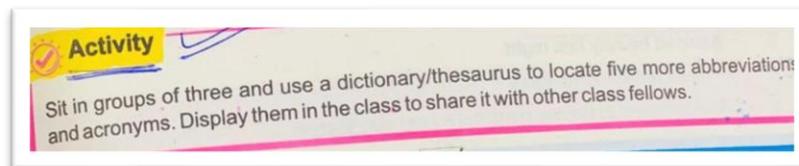


Figure 15: Activity Prompt for Developing Vocabulary Skills (Abbreviations and Acronyms).

The central activity provided in this unit instructs students to sit in groups, use dictionaries or thesauruses to find five abbreviations or acronyms, and display them for the class. This is a useful vocabulary-focused group activity and partially aligns with the outcome that requires students to “use abbreviations and acronyms correctly.” It also supports dictionary/thesaurus skills and encourages cooperative learning in small groups. From that perspective, the activity serves its function within a limited scope.

However, when evaluated holistically against all the stated learning outcomes, the activity appears to fall short of addressing the full range of competencies expected in the chapter. For instance, there is no role play, no use of rhetorical questioning, no higher-order oral questioning practice, and no performance element involving gestures or expressive dialogue. Furthermore, the task does not promote critical thinking or comprehension strategies, nor does it require students to engage in meaningful discussion or oral reflection, both of which are essential outcomes listed at the beginning of the unit. As such, this creates a partial mismatch.

According to the framework developed in this work, this mismatch suggests a limitation in textbook design. While the activity addresses one learning goal (abbreviation recognition), it neglects others that are arguably more complex and communicatively rich. In particular, the absence of oral interaction beyond listing abbreviations contradicts the stated outcomes about performing role plays, engaging in higher-order questioning, and responding to texts in varied formats. Therefore, the issue here lies not in the implementation, but in the narrow design of the activity itself, which needs expansion to reflect the diversity of the learning goals.

Based on the above analysis, I conclude that the activity in Chapter 6 only addresses a fraction of the intended learning outcomes. It supports vocabulary-building outcomes but neglects oral, collaborative, and expressive communication skills, which are clearly emphasized in the Expected outcomes. In line with findings, this represents a textbook-level shortcoming rather than a teacher-level issue.

- To enhance the effectiveness of this chapter, I recommend including additional communicative tasks such as:
- Role plays involving sportsmanship scenarios to support gesture-rich and dialogue-based performance.
- Oral Q&A sessions or debates to promote rhetorical questioning and higher-order language use.

Interactive presentations or peer teaching tasks involving contextual vocabulary in use.

Therefore, as per the central evaluative lens of this study, the activity does not support the majority of expected outcomes, creating a significant mismatch that calls for a revision in the textbook content, rather than a shift in teaching methodology. The activity must be redesigned to reflect the communicative, cognitive, and collaborative language skills the outcomes aim to develop.

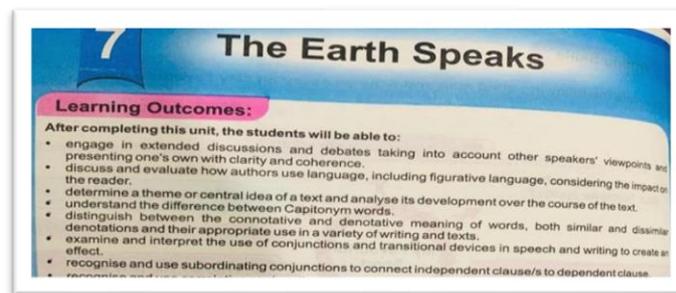


Figure 16: Learning Outcomes from Unit 7 "The Earth Speaks".

The learning outcomes listed for this chapter are rich and ambitious. They encourage students to engage in extended discussion and debate, develop the ability to express viewpoints clearly, and evaluate authors' use of figurative language. In addition, students are expected to determine central themes, distinguish denotative and connotative meanings, interpret transitional devices and conjunctions, and understand the nuanced difference between Capitonym words and their contextual use. Overall, these outcomes aim to build not only linguistic understanding but also critical literacy and oral fluency.

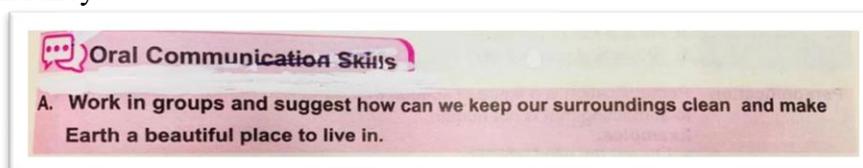


Figure 17: Group Discussion Activity for Developing Oral Communication and Environmental Awareness.

The activity provided asks students to work in groups and suggest ways to keep the surroundings clean and make Earth a better place to live in. This is a valuable prompt that encourages environmental awareness and introduces group collaboration. However, when examined against the depth and range of the outcomes, the activity appears to be too general and underdeveloped. While it offers an opportunity for group interaction, it does not explicitly require students to use figurative language,

analyze the language of a text, debate differing opinions, or apply any of the specific linguistic structures emphasized in the outcomes, such as Capitonyms, correlative conjunctions, or denotation vs. connotation.

This lack of depth suggests that the activity is only loosely connected to the learning goals. It supports the idea of collaborative discussion but does not guide students in a way that would help them achieve the more complex analytical and structural outcomes. There is also no built-in opportunity for feedback, presentation, or reflection—which are necessary to help students internalize the skills described in the Expected outcomes.

In light of this analysis, it becomes evident that the classroom activity provided in Chapter 7 does not fully support the majority of the expected learning outcomes. It remains at the surface level of topic-based discussion without incorporating the language-focused, interpretive, and analytical dimensions outlined in the syllabus. As a result, this represents a significant mismatch, one that stems from the textbook content rather than teacher delivery.

Therefore, as per the central evaluative lens of this study, the activity does not support the majority of expected outcomes, creating a significant mismatch that calls for a revision in textbook content, rather than a shift in teaching methodology. It is recommended that the activity be expanded to include structured discussion using literary texts about nature, practice of conjunctions in environmental argument writing, or a mini debate where students distinguish between fact and persuasive language using denotative and connotative cues.

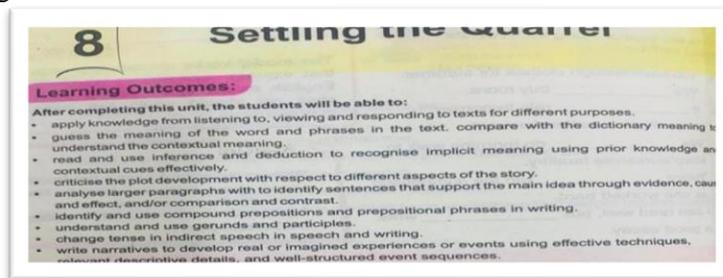


Figure 18: Learning Outcomes from Unit 8 "Settling the Quarrel".

The learning outcomes of this chapter aim to develop both receptive and productive skills across multiple linguistic domains. These include contextual vocabulary comprehension, inference and deduction, plot analysis, and textual interpretation through evidence-based reading. Students are also expected to write narrative texts, use compound prepositions, gerunds and participles, and demonstrate tense control in indirect speech. This unit integrates reading, writing, and grammar outcomes in a way that is holistic and cognitively rich.

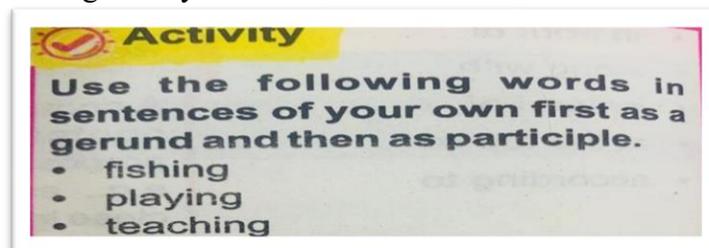


Figure 19: Activity Prompt for Grammar Practice (Gerunds and Participles).

The activity asks students to use the words *fishing*, *playing*, and *teaching* in sentences of their own, first as gerunds and then as participles. This task is a direct match with one of the explicitly stated outcomes: “understand and use gerunds and participles.”

From a linguistic focus, the activity provides a targeted opportunity for students to distinguish between verbal functioning as nouns (gerunds) and those functioning as adjectives (participles)—an area known to be challenging for learners.

However, the critical limitation of this activity lies in its narrow scope. It does not address the wider range of outcomes such as inference, contextual vocabulary comprehension, text analysis, or narrative writing. It is purely grammatical and does not require students to apply these forms in authentic, meaningful communication—such as writing a short story or interpreting a scene from a text using both forms. Moreover, the activity is isolated from the narrative and analytical expectations of the unit, and there is no visible integration with reading comprehension or creative tasks, which diminishes its relevance.

There is also no built-in mechanism for feedback, explanation, or peer correction, which would be necessary for students to internalize the grammatical difference. The task also misses an opportunity to integrate this grammar point with narrative writing or textual analysis, both of which are emphasized in the outcomes. This reflects a missed pedagogical opportunity.

Although the activity is technically aligned with one of the learning outcomes (gerunds and participles), it falls short in addressing the majority of the expected outcomes outlined in this chapter. There is no integration of the grammar focus with broader communicative, analytical, or narrative goals, resulting in a partial mismatch between activity and expected learning. Therefore, as per the central evaluative lens of this study, the activity does not support the majority of expected outcomes, creating a significant mismatch that calls for a revision in textbook content, rather than a shift in teaching methodology. To better serve the intended outcomes, I recommend expanding this activity to include:

- A short creative writing task using both gerunds and participles within a narrative context.
- An analytical grammar-in-context task where students extract gerunds and participles from the main story.
- A peer review session to collaboratively assess each other’s sentence accuracy and contextual use.

By embedding grammar practice within meaningful communication, students can develop deeper structural awareness while also meeting the broader academic and literacy goals of the syllabus.

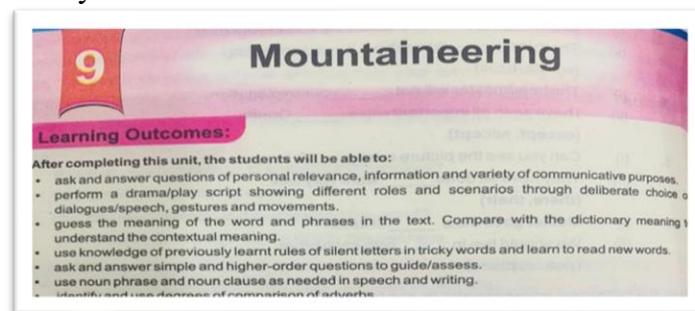


Figure 20: Learning Outcomes from Unit 9 "Mountaineering".

Upon evaluating Chapter 9, titled **“Mountaineering,”** I analyzed the extent to which the provided activity supports the unit’s stated learning outcomes. The outcomes outlined for this chapter aim to develop a well-rounded set of skills, including questioning for personal and academic purposes, drama performance, vocabulary development, silent letter recognition, higher-order questioning, noun clause/phrase

application, and comparative adverb use. These expected outcomes reflect both functional language use and critical linguistic awareness, which implies a need for diverse and engaging activities that allow students to apply multiple skills across reading, writing, and speaking tasks.

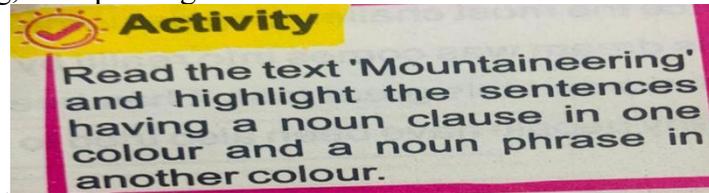


Figure 21: Activity

The activity asks students to read a passage and highlight sentences that include noun clauses and noun phrases, using different colors for each. This is a grammar-focused task that aligns directly with the learning outcome: “*use noun phrases and noun clauses as needed in speech and writing.*” It is a structured way to reinforce grammatical awareness and syntactic recognition, particularly for differentiating between phrase-level and clause-level noun units. In that sense, the activity partially addresses one core outcome.

However, the scope of the activity is too limited to fulfill the range of learning goals set out in the chapter. It does not require any performance of a drama or play script, nor does it engage students in questioning strategies, vocabulary analysis, or comparative structures with adverbs. There is no oral, creative, or collaborative element, which weakens the communicative focus of the unit. Most notably, the outcome related to drama and performance — one of the most interactive and expressive goals — is entirely ignored. This makes the activity feel disconnected from the larger pedagogical intent of the unit.

Moreover, there is no scaffolding provided to support students who may struggle to identify noun phrases and clauses independently. Without modeling, examples, or peer discussion, the grammar rule may be memorized rather than internalized and transferred into authentic usage. Thus, although the activity does technically fulfill one outcome, it leaves several others completely unaddressed, creating an overall imbalance in learning support.

In conclusion, the activity provided for Chapter 9 is partially aligned with the learning outcomes — it targets the use of noun clauses and noun phrases but fails to address most of the other stated goals. It does not integrate performance, contextual vocabulary practice, questioning skills, or adverbial comparisons, all of which are essential to this unit. Therefore, as per the central evaluative lens of this study, the activity does not support most expected outcomes, creating a significant mismatch that calls for a revision in textbook content, rather than a shift in teaching methodology.

To make the activity more effective, I recommend expanding it into a multi-step task that begins with grammar identification and culminates in either:

- A short scriptwriting activity using both noun clauses and phrases,
- A mini-play performance that incorporates expressions from the text and relevant grammar structures, or
- An oral presentation where students explain how these structures function within their highlighted sentences.

Such changes would bring the task into fuller alignment with the rich and communicative learning outcomes of the chapter.

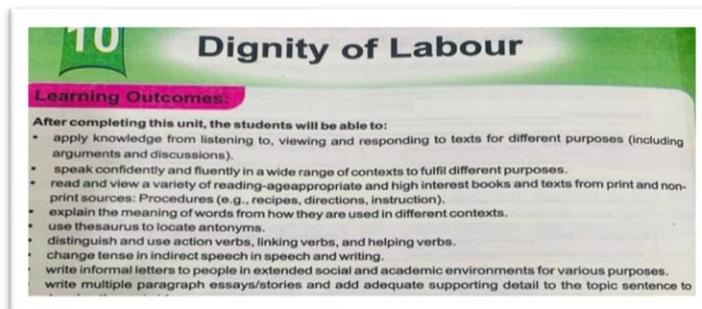


Figure 22: Learning Outcomes from Unit 10 "Dignity of Labour".

Upon analyzing Chapter 10, titled “*Dignity of Labour*,” I critically examined the alignment between the stated learning outcomes and the provided activity. The outcomes for this chapter are expansive, aiming to develop multiple competencies in students. These include applying listening and viewing skills for varied purposes such as arguments and discussions, speaking fluently and confidently in multiple contexts, reading procedural texts, using thesauruses and vocabulary in context, distinguishing between various verb types, and mastering indirect speech and writing skills through narrative and letter writing. It is evident that the chapter intends to foster both functional grammar and expressive communication abilities.

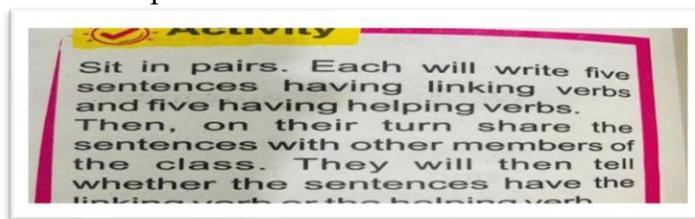


Figure 23: Pair Activity for Identifying and Practicing Linking and Helping Verbs.

The classroom activity provided for this chapter instructs students to sit in pairs, write five sentences each containing linking verbs and five with helping verbs, and then share those sentences with the class to identify and discuss the verb type. This activity does align with one of the specified outcomes: “*distinguish and use action verbs, linking verbs, and helping verbs.*” In fact, the collaborative element of sharing with peers adds an interactive layer that encourages oral communication and peer correction — indirectly supporting fluency and confidence in speaking. However, upon deeper analysis, the alignment between this single activity and the full breadth of the learning outcomes remains partial and limited.

While the activity serves the grammatical outcome well, it completely overlooks other important Expected outcomes such as writing informal letters, understanding procedural texts, vocabulary development using thesauruses, and changing tense in indirect speech. These elements are entirely absent, indicating a clear disconnect between what is expected and what is delivered. The task, although valuable for grammar practice, does not encourage argumentative discussion, narrative structuring, or procedural understanding — all central to the thematic and linguistic focus of this unit.

In conclusion, the activity in Chapter 10 only partially supports the learning outcomes, focusing solely on one grammatical objective. While it effectively promotes the identification and use of linking and helping verbs in a peer-based environment, it fails to address a majority of the chapter’s intended outcomes such as fluency in oral argumentation, procedural text comprehension, informal writing,

vocabulary building, and narrative writing. Therefore, this represents a curriculum-activity mismatch, and the responsibility lies not with the teachers but rather with the textbook design itself. To ensure full alignment, the chapter should include supplementary activities such as informal letter writing tasks, role-plays involving argument or procedural instructions, and thesaurus-based vocabulary games. These would holistically fulfill the chapter's outcomes and better support students in meeting the curricular goals

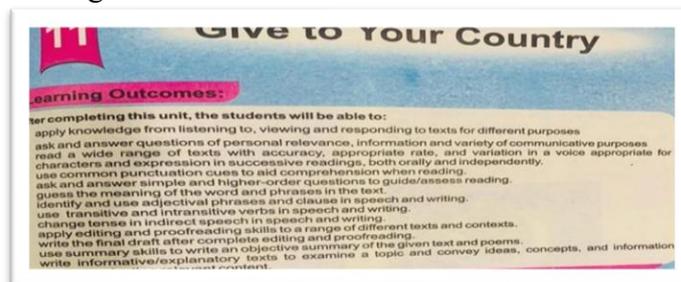


Figure 24: Learning Outcomes from Unit 11 "Give to Your Country".

The learning outcomes of Chapter 11, "Give to Your Country," are rich and comprehensive, aiming to develop a range of communicative, grammatical, and compositional skills. These include applying knowledge from listening and viewing texts, engaging in oral questioning, using various grammatical structures such as adjectival phrases, transitive/intransitive verbs, and indirect speech. Additionally, the outcomes focus on enhancing reading fluency, editing and proofreading, and writing summaries and explanatory texts.



Figure 25: Vocabulary Activity for Contextual Word Usage

This activity enhances oral communication skills by engaging students in word interpretation and sentence construction using terms like *peaceful*, *unafraid*, *deserve*, *citizenship*, and *patriotic*. Understanding words in context helps build a strong vocabulary foundation essential for clear and confident speech. By creating and presenting sentences aloud, students improve fluency, pronunciation, and public speaking. The task also supports critical thinking as students make decisions about expressing meaning. However, when limited to writing only, the oral communication benefits are lost, and speaking practice becomes inaccessible. The activity given in this chapter asks students to "write down the contextual meanings of the given words and also use them in sentences of your own." This task, although beneficial for vocabulary enhancement, only partially supports the broader scope of the stated outcomes. It aligns with the outcome related to "guessing the meaning of the word and phrases in the text" and possibly with "using adjectival phrases and clauses," depending on how the students construct their sentences. Nevertheless, it falls short of meeting the more complex and higher-order outcomes such as "writing summaries," "changing tense in indirect speech," or "applying editing and proofreading skills." Therefore, there is a clear mismatch between the depth and range of the learning outcomes and the simplicity of the activity provided. The disconnection suggests that either the textbook activity is insufficient in addressing the full learning potential outlined in the outcomes or that these outcomes are aspirational without being grounded in

supporting activities. To bridge this gap, either the textbook activities should be revised to offer more varied and complex language tasks such as group discussions, indirect speech transformations, proofreading exercises, and summary writing or teachers must actively supplement these limited activities with their own classroom strategies.

In conclusion, while the vocabulary-based activity is useful, it does not adequately support the extensive learning outcomes of Chapter 11. The mismatch indicates a need for either revising the syllabus to better align activities with outcomes or for teachers to take a proactive role in designing additional tasks that help students meet the broader goals. It is recommended that future textbook editions include multi-tiered activities that span all levels of Bloom's taxonomy — from knowledge recall to synthesis and evaluation — ensuring a holistic approach to language learning.

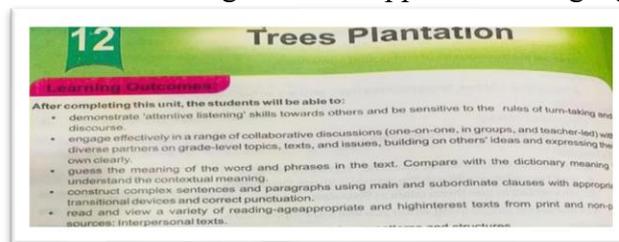


Figure 26: Learning Outcomes from Unit 12 "Trees Plantation".

The learning outcomes for this unit are broad and ambitious. They aim to develop students' listening skills, collaborative discussion abilities, vocabulary understanding, syntactic construction (particularly complex sentences and subordinate clauses), and engagement with both print and non-print texts. These outcomes are highly relevant for developing critical literacy, comprehension, and communication competencies. Notably, the unit emphasizes collaborative discussions, interpreting contextual meaning, and grammatical accuracy in writing.

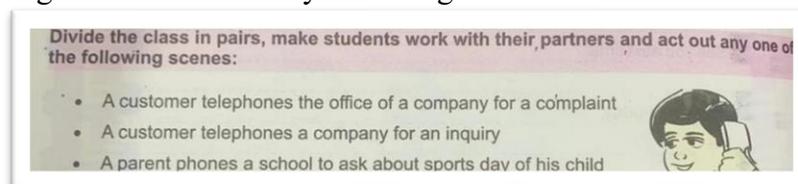


Figure 27: Role-play Activity for Practicing Real-life Telephonic Communication Skills.

The activity provided in this chapter asks students to work in pairs and role-play one of three scenarios: a customer complaint call, an inquiry to a company, or a parent asking about a school event. While these scenarios are certainly practical and engage students in real-life communication, they fall short of fully addressing the broader range of learning outcomes mentioned for the unit.

Although the pair activity allows students to practice turn-taking and listening in conversations—meeting one of the outcomes—it does not effectively cover key outcomes such as the construction of complex sentences with main and subordinate clauses, the understanding of contextual vocabulary, or the ability to read and interpret a variety of high-interest texts. Furthermore, the connection to the theme “Trees Plantation” is vague or non-existent, which creates thematic disconnection between the activity and the text content. There is a partial alignment between the activity and the intended learning outcomes. The activity supports oral communication and attentive listening, but it does not reinforce grammatical understanding, vocabulary building, or reading skills—several of which are explicitly

stated in the outcomes. This reveals a misalignment that may confuse both teachers and students about the actual expected outcomes of the unit.

Students Oral Proficiency Assessment

In students' oral proficiency assessment Moodie's framework served as a foundation, this study has incorporated necessary extensions, considering the specific work outcomes. The developed rating scale was then utilized to assess students' oral communication skills across cognitive domains, including active listening, speaking, effective writing, body language, presentation skills, and feedback. Students will communicate on the given topics and data will be analyzed through checklist given below.

No. of St.	St. Name	Active listening /5	speaking /5	Effective writing /5	Body language /5	Presentation skills /5	Asking questions /5	Feedback
1								
2								
3								

The assessment criterion has been developed after reading the article in exams for testing in ESL/EFL conversation classes. (Inspired by Moodie, 2008)

No.	Student Name	Active listening /5	Speaking /5	Effective writing /5	Body language /5	Presentation skills /5	Asking question /5	Mean Value
1	Student 1	2	3	1	3	1	1	2.33
3	Student 3	4	3	3	1	2	3	3.33
4	Student 4	4	3	4	2	1	3	3.17
5	Student 5	2	3	3	2	1	3	3.17
6	Student 6	4	1	1	4	3	4	2.83
7	Student 7	1	4	5	1	2	4	2.83
8	Student 8	4	1	1	2	5	1	2.33
9	Student 9	1	1	1	4	2	4	2.17
10	Student 10	4	2	3	1	2	2	2.33
11	Student 11	5	1	1	4	3	5	3.17
12	Student 12	3	1	4	3	4	2	2.83
13	Student 13	5	3	1	5	3	3	3.33
14	Student 14	1	4	2	2	1	4	2.33

15	Student 15	3	2	5	1	5	1	2.83
16	Student 16	4	4	4	5	1	1	3.17
17	Student 17	3	5	5	4	1	1	3.17
18	Student 18	1	5	4	2	5	4	3.5
19	Student 19	2	5	1	2	4	5	3.17
20	Student 20	1	4	4	3	5	2	3.17
21	Student 21	3	4	4	1	3	1	2.67
22	Student 22	3	5	4	3	2	3	3.33
23	Student 23	4	1	4	1	4	3	2.83
24	Student 24	2	2	5	1	1	5	2.67
25	Student 25	5	4	3	4	2	3	3.5
26	Student 26	1	2	3	4	4	3	2.83
27	Student 27	5	5	3	2	2	2	3.17
28	Student 28	2	4	4	1	5	1	2.83
29	Student 29	2	5	3	3	2	1	2.67
30	Student 30	1	5	3	3	2	5	3.17
31	Student 31	1	5	1	1	4	3	2.5
32	Student 32	2	5	1	3	3	3	2.83
33	Student 33	2	2	2	3	2	1	2
34	Student 34	5	4	2	2	5	4	3.67
35	Student 35	3	4	4	3	2	2	3
36	Student 36	1	3	2	4	4	4	3
37	Student 37	4	2	4	5	4	3	3.67
38	Student 38	4	4	3	5	4	4	4

39	Student t 39	5	3	3	1	2	1	2.5
40	Student t 40	1	1	1	5	1	2	1.83
41	Student t 41	1	4	2	4	5	2	3
42	Student t 42	5	2	2	5	4	3	3.5
43	Student t 43	5	4	5	2	2	5	3.83
44	Student t 44	5	2	4	5	5	2	3.83
45	Student t 45	1	1	5	5	1	2	2.5
46	Student t 46	1	4	3	1	4	5	3
47	Student t 47	4	4	3	4	5	5	4.17
48	Student t 48	3	4	3	1	4	4	3.17
49	Student t 49	3	4	2	2	4	3	3
50	Student t 50	5	1	2	3	1	4	2.67
51	Student t 51	5	4	1	5	5	1	3.5
52	Student t 52	2	2	3	2	1	4	2.33
53	Student t 53	3	2	1	2	2	2	2
54	Student t 54	2	4	4	1	4	2	2.83
55	Student t 55	2	3	2	3	2	3	2.5
56	Student t 56	3	5	4	2	1	3	3
57	Student t 57	1	4	3	3	4	1	2.67
58	Student t 58	2	4	5	4	5	3	3.83
59	Student t 59	1	3	5	5	4	1	3.17
60	Student t 60	2	2	1	3	5	4	2.83
61	Student t 61	5	3	1	5	4	1	3.17
62	Student t 62	4	4	2	1	1	2	2.33

63	Student 63	1	5	3	3	3	3	3
64	Student 64	3	2	2	5	1	2	2.5
65	Student 65	4	2	2	1	5	3	2.83
66	Student 66	4	2	3	4	2	3	3
67	Student 67	3	4	1	3	4	5	3.33
68	Student 68	2	1	5	3	2	3	2.67
69	Student 69	1	3	4	2	1	4	2.5
70	Student 70	4	3	4	2	1	5	3.17
71	Student 71	1	5	5	3	3	4	3.5
72	Student 72	1	5	1	4	4	3	3
73	Student 73	1	1	2	5	2	3	2.33
74	Student 74	5	2	4	4	1	4	3.33
75	Student 75	2	3	3	2	5	3	3
76	Student 76	5	2	3	3	1	1	2.5
77	Student 77	3	5	2	4	3	2	3.17
78	Student 78	3	2	2	1	3	3	2.33
79	Student 79	3	5	3	1	1	3	2.67
80	Student 80	4	1	5	4	4	5	3.83
81	Student 81	2	5	5	2	4	4	3.67
82	Student 82	3	1	5	2	2	3	2.67
83	Student 83	3	1	5	5	2	3	3.17
84	Student 84	4	1	4	5	2	5	3.5
85	Student 85	4	1	2	3	5	4	3.17
86	Student 86	4	3	2	5	2	2	3

87	Student t 87	5	1	5	2	4	4	3.5
88	Student t 88	5	5	3	5	5	1	4
89	Student t 89	4	4	3	3	2	5	3.5
90	Student t 90	4	2	5	4	3	5	3.83
91	Student t 91	3	4	1	4	5	5	3.67
92	Student t 92	3	5	1	4	1	1	2.5
93	Student t 93	1	2	2	4	4	2	2.5
94	Student t 94	1	3	3	2	5	2	2.67
95	Student t 95	3	2	2	3	4	2	2.67
96	Student t 96	5	4	1	3	3	4	3.33
97	Student t 97	3	5	5	2	4	4	3.83
98	Student t 98	1	2	4	1	4	1	2.17
99	Student t 99	1	2	2	5	3	1	2.33
100	Student t 100	3	2	1	5	3	1	2.5
101	Student t 101	3	4	5	4	1	4	3.5
102	Student t 102	4	4	2	3	2	2	2.83
103	Student t 103	2	3	3	4	3	3	3
104	Student t 104	2	5	5	5	5	3	4.17
105	Student t 105	4	1	5	4	4	3	3.5
106	Student t 106	4	1	4	1	5	2	2.83
107	Student t 107	1	1	2	4	5	1	2.33
108	Student t 108	3	4	3	4	5	2	3.5
109	Student t 109	1	3	1	4	2	2	2.17
110	Student t 110	4	1	3	1	3	4	2.67

111	Student 111	3	3	3	5	4	5	3.83
112	Student 112	4	1	3	5	3	4	3.33
113	Student 113	2	1	4	2	4	5	3
114	Student 114	3	1	1	4	5	2	2.67
115	Student 115	1	2	5	5	5	1	3.17
116	Student 116	1	3	2	1	2	2	1.83
117	Student 117	2	5	1	4	5	2	3.17
118	Student 118	1	5	3	5	1	5	3.33
119	Student 119	3	3	2	3	5	5	3.5
120	Student 120	5	4	1	2	2	4	3

Table 4.0: Evaluation of Students' Oral Proficiency Test

The data given above distinctly lead to the point that the results of the students in oral communication skills is below average despite the availability of expected learning outcomes and activities. This mismatch is the reason of flaw and hindrance in oral communication skills. Looking closer at specific domains, active listening and speaking generally show higher average scores compared to effective writing, presenting and asking questions which might suggest that students are better at recalling information than applying it in new contexts or creating new knowledge. The Analyzing domain shows a moderate spread, with some students demonstrating strong analytical skills while others find it challenging. These patterns align with educational psychology principles where lower-order cognitive skills are typically developed before higher-order ones. For this study, this data supports the importance of scaffolding cognitive development, where educators must build foundational knowledge before expecting students to engage in more complex thinking tasks. The checklist used for assessment, based on framework and Moodie's (2008) rating scale, proves effective in capturing these nuanced differences in student cognition across various domains.

Major Findings

The findings are significant for several reasons. They provide concrete evidence of a "washback effect" in our context: the content of exams is determining what is taught and learned, to the detriment of untested skills. Demonstrating this effect in the Pakistani school context fills a gap in the literature and alerts educational stakeholders to the unintended consequences of an exam-focused system. Importantly, the study shines a light on oral communication – a skill crucial for students' academic and professional futures – showing that it is currently underdeveloped. By quantifying the extent of the gap (e.g., the high percentage of students who don't practice speaking, and the consensus that exams ignore speaking), the research underscores the need for immediate attention and reform. It validates concerns raised by earlier educators that teaching in such contexts often emphasizes passing examinations over genuine skill

development. Thus, the significance lies in using empirical data to confirm a misalignment that many suspected, giving impetus to calls for aligning assessment with curricular expected outcomes and for training teachers to better integrate speaking practice in their classes.

This study has two objectives which are given ahead to analyze the specific disparities between students' actual learning outcomes and the expected learning outcomes in terms of communication skills listed in the textbooks and to highlight the factors of the observed mismatch between actual learning outcomes and the expected outcomes in oral communication. The findings of this study reveal a clear misalignment between the intended expected outcomes for oral communication skills in the Grade VIII English curriculum and the actual outcomes in students' speaking proficiency. Based on the study's findings, several practical steps are recommended to better align expected outcomes with outcomes, especially regarding oral communication skills. Students' engagement in active practice of speaking skills. Students should take initiative to practice English speaking beyond what is required in class. This can include participating in English conversation clubs, practicing dialogues with peers or family, and using language-learning media (like English videos or apps) to improve listening and speaking. By becoming active learners rather than waiting for speaking opportunities in class, students can build greater fluency and confidence. Teachers Integration in communicative activities into regular teaching. English teachers are encouraged to adopt flexible, student-centered strategies that emphasize speaking. For example, they can allocate a portion of each class to oral activities such as group discussions, role-plays, or short presentations related to the lesson content. Teachers should also provide supportive feedback to reduce student anxiety and encourage participation. Investing time in oral skills, even if not mandated by exams, will help students improve gradually and signals that speaking is valued in the learning process. Curriculum Designers & Policymakers' alignment in curriculum and assessment with oral skill development. Curriculum developers should ensure that oral communication expected outcomes in the syllabus are accompanied by adequate and engaging activities in textbooks. More importantly, examination boards and education authorities need to introduce an oral component in assessments. Including a graded speaking test or practical exam as part of final evaluations will motivate both teachers and students to focus on oral skills. Policymakers should also support this shift by providing resources and training – for instance, workshops on communicative language teaching methods for teachers, and better instructional materials (like audio-visual tools or language labs) for schools. By making these structural changes, the education system will send a clear message that speaking skills are a priority, thereby encouraging all stakeholders to work towards improving students' oral proficiency.

Implications

The outcomes of this research carry several broader implications:

Academic Implications: The study reinforces theoretical perspectives on the importance of aligning educational expected outcomes with assessments. It provides empirical support for the idea that when certain skills are not examined, students will not develop them adequately (What teachers assess and its consequences). In the context of second language acquisition, this finding underscores the concept of exam “washback” by confirming that exam content can shape learning behavior. Academically, the research contributes local evidence to global discussions on curriculum alignment and may encourage further scholarly inquiry into effective strategies for integrating speaking skills into formal education. It also highlights an

issue of cognitive alignment: oral communication tasks tend to engage higher-order cognitive skills (such as applying and creating language) (), whereas the current assessments largely target lower-order skills (remembering or understanding), thereby failing to encourage the development of those higher-order speaking competencies.

Practical Implications: For educators and schools, the findings highlight the need to balance teaching across all language skills. Teachers may take this as evidence to advocate for more time and resources for oral practice in their classrooms. The study shows that neglecting speaking can leave students with confidence issues and limited real-world communication ability – practical outcomes that school leaders should heed. The implication is that investing in regular speaking activities (and training teachers to implement them) will likely produce more well-rounded language learners who are better prepared for communicative use of English in higher education and future careers.

Policy Implications: At the policy level, the research signals to education authorities that current evaluation methods are not fully supporting the curriculum's aims. To improve language learning outcomes, policymakers should consider reforms such as incorporating oral tests in standardized exams and updating curricular guidelines to emphasize communicative competence. Additionally, the need for support systems – like teacher professional development programs and resources for oral skills practice – is evident. Strengthening students' speaking abilities can have broader social benefits as well, contributing to a workforce that is more proficient in communication and individuals who can engage confidently in a global environment.

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