

USING CURRICULUM FOR THE DESCRIPTION OF STUDENTS' LANGUAGE AUTONOMY: A LINGUISTIC REVIEW OF GRADE V ENGLISH TEXTBOOK

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Abstract:

One of the most important tools for effectively communicating ideas and opinions is language. To avoid misconceptions, language instruction must be provided as part of the curriculum rather than as a subject in the classroom. Thus, for many years, linguistic autonomy has been a major problem. The purpose of this study is to use a grade V English textbook based on the Single National Curriculum 2020 to account for the linguistic autonomy of the learners by focusing only the first unit of the textbook: "Patience" by using the Autonomous Learner Model. This linguistic study of the textbook examines learning objectives and activities such as getting started, let's chat, pre-reading, title, lesson plot, while-reading, post-reading, and the exercises of unit 1 and to comment on its fourteen sections in succession. The activities listed in the textbook do not align with the paradigm as a whole. The activities, particularly those in the four sections—oral communication, reading and critical thinking, language emphasis, and writing—are the primary focus of this study. Four linguistic skills—speaking, listening, reading, and writing—have been practiced through activities after the linguistic examination of the four components indicated above. The types, teaching points, and learning outcomes of each language skill in relation to the Single National Curriculum 2020 are all comprehensively stimulated by this study.

Keywords: language autonomy, curriculum, listening, speaking, reading, writing.

1. Introduction

As language is of supreme importance, it is of such significance that if one knows, comprehends, reads, and writes well. He is considered dignified and respected in society because he can share his outlook with the world and discuss prevailing issues all around. This competency comes in handy when a learner has been the master of his own linguistic needs and challenges during its acquisition. Learners need to be autonomous learners, especially in the target language. Autonomy is quite significant in all aspects of life. It is a fundamental right to be independent and uncontrolled in the respective community. For producing competent and proficient speakers, instructors need to employ appropriate and suitable teaching strategies for creating a favorable environment for language learning. It does not incumbent only on the instructors and their teaching methods but the curriculum design too. The curriculum design lends a helping hand to the language instructors because it determines how the subject matter be delivered and learning outcomes will be achieved.

Learner autonomy also has a different impact on the learners concerning their cultural settings. Some cultures allow their individuals to learn and impart knowledge as they have been taught in their classrooms whereas some believe in making their individuals independent and autonomous in their personal as well as academic lives. Culture possesses

strong implications as it is the channel to transfer and transmit language to coming generations.

This study employs ALM to describe learner autonomy through the curriculum of the grade V English textbook. Betts and Kercher (1999) presented this model and the model's objective is to support students' development as independent, self-directed learners by helping them acquire knowledge, ideas, and constructive attitudes in the areas of cognition, emotion, social interaction, and physical fitness.

1.2. Statement of the Problem

The technique of teaching English in Pakistani educational institutions is not through the curriculum but rather through the use of grammar translation. The utilization of the curriculum as a framework for delivering the contents rather than the finer points of it by the facilitator has made it an essential component of teaching. The purpose of this study is to examine how the curriculum was created while taking the needs of students who are learning a language, particularly English, into consideration by focusing unit 1 of the textbook. Despite the fact that the exercises are intended to help students develop their linguistic skills, few students actually use them.

1.3. Objectives of the study

The main aims of the study are:

- To explain the role of curriculum design of Grade V English Textbook in fostering language autonomy by focusing unit 1.
- To analyze the kind of activities employed in the curriculum of Grade V English Textbook for promoting language autonomy by focusing unit 1.
- To explain the importance of reinforcement of four fundamental language skills in the exercises of Grade V English Textbook in developing independent learners.

1.4. Research questions

The aforementioned justifications constitute the basis for the study questions.

- 1) How does curriculum design of Grade V English Textbook help foster autonomous language learning by focusing unit 1?
- 2) What kinds of activities are employed in the curriculum of Grade V English textbook to promote language autonomy by focusing unit 1?
- 3) How does the reinforcement of four basic language skills in the exercises of Grade V English Textbook play a vital role in making independent learners by focusing unit 1?
- 4) Which dimensions of ALM do correspond to activities of the curriculum of Grade V English Textbook for describing learner's language autonomy by focusing unit 1?

2. Review of Literature

The positioning of the curriculum's components is referred to as curriculum design. All curriculum designs attempt to address four curriculum components: its initiation aim, instruction for its realization, and interconnection of target learning experiences. This is true regardless of the supporting curriculum model. What have we learned about the oral program, students, and teachers, and what steps should we take in response? Although most, if not all, curriculum designs include these four parts, the way in which they address them varies greatly depending on the philosophy and model of the curriculum.

Waheed & Gilani applauded SNC's 2020 attempt to reduce social imbalance brought on by the state's numerous curriculum. They assessed the science curriculum for fifth grade that was included in National Curriculum 2006 and SNC. To meet the seven subject areas of student learning outcomes, suggested activities, information other than textbooks, website linkages, assessments, and projects, both curriculum and textbook materials were changed. Ten chapters of the grade curriculum in SNC and eight in the previous National Curriculum 2006 were noted. The majority of the assignments in the new curriculum were doable for

both students and teachers. Information outside of textbooks was engaging and motivated learning. In order to motivate the pupils to learn eagerly and use technology for international endeavors, each chapter closes with web connections and projects. The report provides curriculum designers in Pakistan with advice (Waheed, Gilani, & Review, 2022)

In order to understand how the foreign language-focused curriculum affects fifth-graders' language learning, Yolcu & Dimici (2020) recently conducted study in Turkey that includes a trial phase for its implementation. Therefore, this study aims to develop suggestions in determining the improvements for the foreign language-oriented curriculum, which is to be exercised in Turkey's fifth grade of middle school as a pilot study during the year of 2017–2018 and planned to be practiced throughout the country in the upcoming years. This study does this by catering to the experience of the students, teachers, and school administrators in the schools where this curriculum is implemented. Simultaneous triangulation design, a mixed technique design, was used for the study. Six English language learners and 209 fifth graders made up the participants. The researchers gathered data through the survey, and two different semi-structured interview formats were employed for the interviews with teachers and administrators. The examination of the data used descriptive statistics, thematic, and content analyses. By utilizing a variety of methodologies, the data's validity and dependability were increased.

Learning outcomes are the definite statements that are intended to show students' knowledge and skills after completing a learning experience or series of learning experiences are created by curriculum developers. Learning outcomes are specifically described. They should use active verbs in the future tense since their formulation is dependent on the program's learning objectives. The program's curriculum should be consistent with the learning objectives. Learning outcomes should not be compound but rather simple. Instead of learning processes, learning outcomes should emphasize learning products.

In order to enhance student learning outcomes in many fields like engineering, architecture, and design, Francis and Shanon analyzed case studies on the introduction of blended learning. It demonstrates the academic disadvantage faced by students who choose not to participate in blended learning. Following that, the configuration of the blended method of delivery and assessment is taken into account. To increase students' satisfaction with feedback, two case studies of the implementation of integrated assessment techniques are assessed (Francis & Shannon, 2013)

(Allan, 1996) tracks the shift in learning outcomes from the creation of meaningful goals through reasonable curriculum planning, and he suggests a definition of learning outcomes that includes subject-centered, personally relatable, and particular academic outcomes. The three behavioral objective standards are assessed in light of the results of the learning process. Learning objectives may be included in outcomes, but the two are different from one another and are not constrained by behaviorism. Development outcomes refer to what is explicitly expected of and realized by the student, and they provide a starting point for a workable model for designing curricula in higher education that places more focus on celebrating student development than on input and procedure.

The textbook serves as the most important source of information in Brazil's English as a Foreign Language (EFL) classes, outlining the curriculum to be used and the teaching and learning procedures for language acquisition. For this reason, it is imperative to understand the curriculum design integrated into the textbook as well as the language learning procedures built on the communicative approach, the most modern method of teaching English in Brazil that has been approved. Typically, authors of textbooks organize their work according to the communicative framework. Therefore, the issue that exists is the lack of studies on the methods and procedures utilized in the creation of the English textbook for

EFL and the failure to acknowledge the amount to which communicative approaches inform and outline the curriculum content. The importance of comprehending how language acquisition is conceptualized in terms of curriculum design elements and language learning processes is thus brought to mind by sixth-grade textbooks. As a result, the current study examines the degree to which curriculum designers and language learning processes in foreign language textbooks incorporate elements of the communicative method. This is done for a more effective presentation of students' learning experiences (Rodrigues, 2015)

In teaching and learning, the textbook is crucial. It presents a useful tool for both professors who plan courses and students who are learning the English language. However, using a pre-written textbook has benefits and drawbacks. This seeks to investigate the benefits of utilizing a ready-made textbook, its drawbacks, and potential solutions. Textbook adaption is a method for resolving issues that arise from using just pre-made textbooks. The process of creating a course must include the adaptation of textbooks at the activity, unit, and syllabus levels in order to help the instructor fulfil the unique demands of the students in relation to their work (Gak, 2011)

Littlewood has put forward three distinguishing classifications of autonomy in his model for bringing into light teachers' attention toward learner autonomy. Autonomy as a learner means the learner must be autonomous enough to take control over his learning; Autonomy as a communicator means the learner must be competent enough to use language in unpredictable situations and Autonomy as a person refers to his sovereignty over his own life (Littlewood, 1996).

A goal-based teaching model was presented in order to examine a teaching and learning model that combines a student-centered teaching idea with web-based teaching technology. The performance of the learners in a one-year web-established English listening independent learning model was examined, compared, and examined in three exams of the learners. The students were split between three control classes that used a common autonomous learning model and three experimental classes that used a goal-oriented teaching model over the course of a year. The goal-oriented English listening learning paradigm is workable in China's college English instruction, as shown by the qualitative and quantitative statistics. Both the listening portion of the exam and the overall English proficiency test saw improved performance from the experimental group. The information was gathered through questionnaires. According to students' responses, it is evident that using a goal-oriented approach and having teachers direct and monitor their learning activities helps students not only better complete their learning tasks but also exercise self-management, self-adjustment, and self-rule, whereas the control group found it challenging. Additionally, according to the study, the new approach can enhance students' enthusiasm in language acquisition and capacity for lifelong learning (Betts et al., 2021b).

3. Research Methodology

As far as the theoretical framework of the research is concerned, it is based on the qualitative content analysis to describe and interpret language autonomy of learner of Grade V through the curriculum of English textbook. The linguistic analysis is entirely based on the Autonomous Learner Model. The English textbook contains fourteen units with exercises and review exercises. This textbook is examined and interpreted linguistically. Each unit begins with student learning outcomes. Afterwards, activities are given side by side with the contents of each unit like let's talk, getting started, pre-reading, post reading strategies, teaching point, etc. in addition to exercise activities related to four basic language skills.

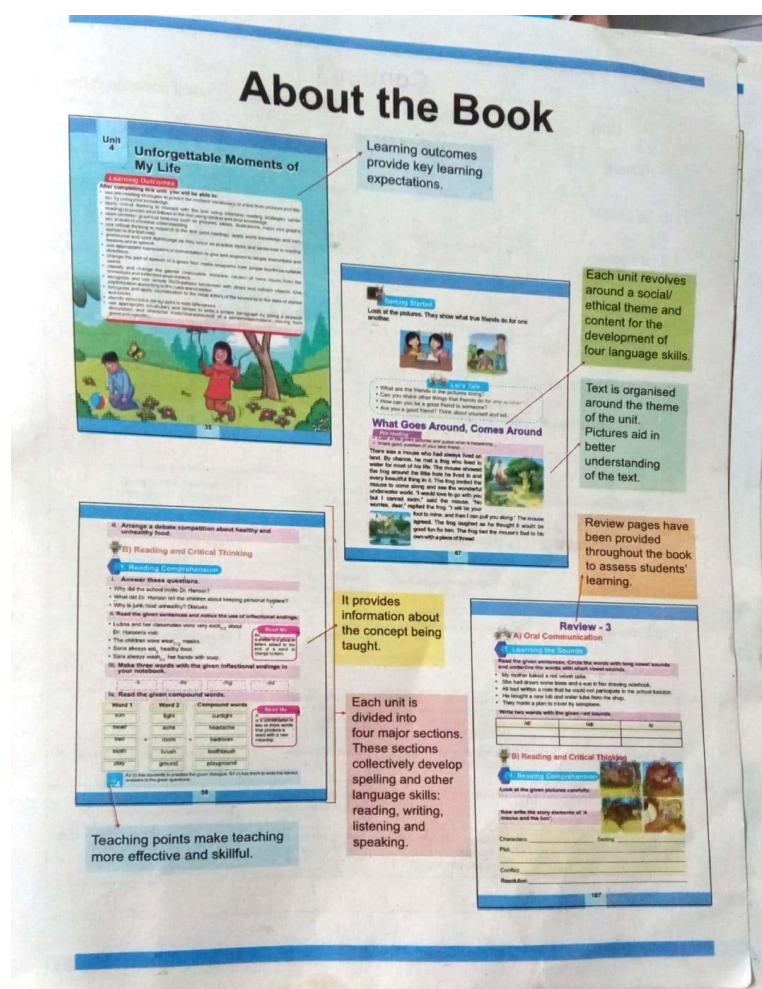
Through content analysis, each activity of the textbook will be examined like learning outcomes, getting started, let's talk, pre-reading, while reading and post reading techniques, teaching points, title, theme of the lesson, then exercise. The exercise contains four major

sections: oral communication, reading and critical thinking, language focus, grammar, and writing. These four sections will be further analyzed because they have multiple sub-activities. The linguistic analysis of these activities will be done by adding pictures of exercise through ALM to describe that curriculum design fosters language autonomy or not. These pictures will aid the analysis to be conveyed clearly.

These activities are examined with respect to five dimensions of ALM to describe the learner's language autonomy. Dimensions are orientation, individual development, enrichment, seminars and in-depth study. These dimensions have already been explained above in the chapter one "introduction".

4. Analysis

The title of each unit, Patience, is based on a social or ethical theme and has the content for the development of four language skills. Text is organized around the theme of the unit and the graphical features like pictures aid in better understanding of the text. The graphical features also give clues to guess the central idea of the lesson.



Before analyzing focused unit thoroughly, the two pages of 'Contents' have been added to enlist the names of fourteen units with their page numbers along with themes, sub-themes, oral communication, reading and critical thinking, language focus, grammar, and writing. This concept of adding themes and sub-themes of each unit unfolds the storyline or main idea of the lesson to the great extent and learners become excited to read the lesson and learn about these themes.

As far as the **oral communication** section is concerned, this section of each unit has displayed the concepts and activities for the learners. These novel concepts intrigue them to open the unit and go through the content and look at them. This section is utterly interesting in a sense that it has dialogue drills in each unit. Learners enjoy the activity of

greeting and then begin the conversation using polite expressions related to directions, instructions, turn taking, seeking attention, making requests, expressing needs, and taking leaves, etc.

In **reading and critical thinking**, question answer session, and other concepts have been introduced like topic sentences, main idea, words of different kinds, punctuation,

affixes, inflectional endings, fable, charts and tables, etc. These all activities have been introduced to expand the knowledge and iterated the concepts.

Language focus includes word meanings, nouns, verbs, adjectives, anagrams, synonyms, antonyms, homophones, homonyms, parts of speech, spelling, dictation, regular and irregular plural nouns and verb forms, etc. These all activities have been introduced and practiced to make learners aware of the language and learn them for future use.

Grammar section is quite important because it has drills of parts of speech, punctuation, subject-verb agreement, types of sentences and structures of different verb forms, etc. The reason of its integration is that it is helpful in developing and polishing speaking and writing skills in learners.

Last but not the least is the **writing** part that also contains different concepts, and drills of writing a poem, central idea, fable, invitation, complaint letter, dialogue, recipe, and expository paragraph, etc.

These all columns have been introduced and integrated to enhance learners' interest and inform them of their knowledge acquisition as shown below.

Contents				
Unit	Page	Themes	Sub theme	Oral communication
1. Patience	1	Ethics (moral character) in accordance with values of right & wrong (values of the society)	Patience	Silent letters Routine greetings and social courtesies
2. Be Grateful	12	Ethics and values	Be grateful	Vowel sounds Express and respond to opinions
3. Women as Role Models	25	Gender equality	Importance of female education	Short and long vowel sounds Offer and accept apologies
Review-1	33			
4. Unforgettable Moments of My Life	35	Nature/Environment	Hills, rivers, lakes, plains, deserts, mountains, etc.	Diphthongs Simple directions and instructions
5. Amazing Planet	45	Environmental education	Understanding and appreciation of natural environment (introduction to climate change)	Consonant clusters
6. A Fit and Healthy Life	54	Health, personal safety, drug education	Benefits of hygiene Healthy food Healthy living habits Effects of living on the surroundings	Consonant clusters Introduce themselves and others Engage in a conversation
Review-2	64			
7. What Goes Around, Comes Around	66	Avoiding social evils	Evading bullying Avoiding disparaging	Vowels and consonants Engage in a conversation
8. Do What's Rights	75	Participatory Citizenship	Effects of listening on the surroundings (speaking using basic tags)	Long and short vowel sounds Taking turns
9. Patriotism	84	Patriotism/national pride	Showings exhibiting patriotism through deeds (including memorials as well)	'e'f' sounds Seek attention
10. Eid-ul-Azha	96	Festivals and cultural events in Pakistan	Religious festivals in Pakistan	Syllables Agree and disagree politely
Review-3	107			
11. Let's Be Helpful	109	Education and employment (career/occupations) Crime awareness and management	Good study habits (Book reading) Cyber crime Internet safety	Use of a dictionary Lead and follow
12. Our National Animal	118	National pride patriotism	Love for Pakistan	Weak forms of 'will not' and 'shall not' Express needs
13. When Something Went Wrong	127	Media	Media as a source of general information	Intonation Making polite requests and taking leave
14. Together We Live	138	Peaceful coexistence/France education Avoiding social evils	Keeping promises, Resolving quarrels Respecting others Controlling anger	Rhythm, stress and intonation Seek attention Non-verbal cues tone
Review-4	149			

Learning outcomes of this unit use pre- and intensive reading strategies for the prediction of the background of a text from its topic, and pictures. Silent letters concept is introduced in it and polite greetings and courtesies based on the recipient's age, gender, and status. It also enables learners in syllabifying words that contain digraphs, trigraphs and silent letters. Recognition and introduction of a topic sentence and supporting sentences in each paragraph while considering them distinct meaningful expression unit. Application and usage of 'a' and 'an'. Identification of adjectives according to its various aspects like quality, quantity, size, shape, color, and origin. These learning outcomes have been designed for the development of autonomous learners as mentioned in the first dimension of ALM.

This begins with an activity called **getting started** which contains four members: Azlan, Ayesha, Meerab and Ali. The members were assigned the task of gathering information on personality traits of Last Messenger of Allah Almighty (PBUP). As per the number of group members, each of them had to take one trait and write on it. Everyone completed the task except Azlan and despite giving an excuse for his laziness, he misbehaved with them. So, rest of the group members helped him out in finishing his task. This activity has been integrated to highlight the value of group collaboration because it sharpens the

ability of coordinating with each other. This is in correspondence with group building activities of orientation.

Let's Talk encourages the discussion mode in the classroom and compels the facilitator to ask the questions which emphasize the values a group needs while working together, importance of patience display in group and learners' behavior if they would be in Azlan's place. This activity has been designed to develop inter/intra personal skills as these skills help in interacting with others and sharing their opinion. This activity falls in the individual development dimension.

Before unfolding the unit by reading and its translation, topic: "**Patience**", it gives a crystal clue of the subject matter of the unit and its probable themes and sub themes like moral values, ethics of a community, honesty, patience and tolerance. **Pre-reading strategies** consist of two questions stressing on the importance of moral values and asking learners about situations where they have exhibited patience. After pre-reading, learners embark on the journey of the first paragraph reading. Topic sentences make them aware of the central idea like inspiration plays a vital role in everybody's life and people do have role models for them. The holy Prophet (SAW) has been mentioned as role model as he is complete in all aspects of life and Muslims look up to him in all matters of life for true and right guidance of life. He is honest, true, patient and forgiving. He forgives everyone even the mob of Taif. **While-reading** indulges learners in discussion mode specifically in two crucial linguistic skills: listening and speaking by inquiring fifth grade learners' reaction if someone misbehave with them. **Post-reading** requires their output on the unit and their stance on being a helping hand to others. Eventually, these all reading strategies collectively enhance their listening and speaking skills. These strategies produce cognitive, emotional and social skills in the learners because they have to think over the graphical features to predict the text.

Teaching point enables the facilitator in conducting an activity in class and infers their comprehension from the responses. Teaching point also makes learners critical of their learning and relates it with life experiences. This is basically changing role of teacher to facilitator from producer of knowledge to dispenser of knowledge.

Exercise is composed of four main sections: oral communication (learning the sounds, learning to speak), reading and critical thinking (reading comprehension, analytical reading), language focus (vocabulary building, learning to spell, grammar), writing (learning to write, creative writing). Firstly, **oral communication** consists of two major activities: learning the sounds and learning to speak. **Learning the sounds** contains silent letters as explained in the read-me box. The silent words are non-pronounced letters in a word. Hence, the activity is about reading the sentences and pronounces the words correctly while keeping in mind the silent letters and second activity is the practice of first activity as to write some other examples and pronounce them. These activities develop learning skills that lead to individual development.

Second main activity is **learning to speak**. Therefore, a dialogue is given to practice speaking at first then create a role play activity in the class by using polite greeting expressions mentioned earlier. Dialogues are always proved beneficial for sharing or acquiring knowledge. These two activities enhance learners' communication power and make them confident in expressing themselves.

The second section is about **reading and critical thinking** that contains reading comprehension and analytical reading. Reading comprehension consists of question answer task. These three questions are entirely based on the substance of the unit. They do not need to add their views in them because they are purely content based question and their answers can be drawn from the text. This emphasizes on the topic and its details by having a careful reading. In its second task, two new concepts have been introduced there with a previous one.

The read-me box explains them as a sound produced by the combination of two letters called a digraph while with three letters called trigraph. Examples are wh, ch, sh, tch, igh, sch. Therefore, next activity is based on reading the given text and encircling the digraphs, trigraphs and silent letters in red, green, and blue color respectively. It gives a clear understanding of concept with its adequate practice.

The fourth activity revolves around the concept of topic sentence and supporting sentences. It is primarily designed to make learners aware of the formulation and identification of paragraph. Most of the time, first sentence of the paragraph is deemed topic sentence as it carries the main idea. Similarly, blue color sentence is topic while red is supporting. Subsequently, the fifth task holds the previous paragraph's crux or main idea for learners to read while the sixth asks to read the lesson again to fill the blanks accurately. This is recapitulating of the main facts of the lesson. All the activities under this section develop cognitive and critical thinking skills in the learners.

The section main activity is **analytical reading** that is based on reading like reading of any incident based on patience and notes it down on the notebook. This not only polishes reading skills but also hones the analytical ability of learner while reading. This involves the individual development because it includes use of technology for reading as most learners surf the internet. This also corresponds to investigation area of 'enrichment' dimension.

The third section of the poem is **language focus** that also consists of multiple sub-activities. Its first key activity is **vocabulary building** as it contains important words of the lesson with their clear and understandable meanings for learners so that they memorize them and use them later. This increases their lexis to help them read and understand if they find this word anywhere else. The second sub-activity is about nouns, verbs, and adjectives. This is about an advertisement of fruits and vegetables mall and space for two items about naming words, action words, and describing words is given below this advertisement. This activity is related to parts of speech.

The second main activity is **learning to spell** as it is about filling the missing letters of words. This sharpens the memory and builds the vocabulary. The third main activity is **grammar**. It contains activities based on types of noun. The first activity is based on common and proper nouns as learners are supposed to read the examples with common and proper nouns. The read me-box contains distinction of both types with examples. Their names refer that common noun has common factor while proper has the specificity. The second activity is a drill of the very concept whereas the third activity has information about countable, uncountable and collective nouns. These nouns also denote their concept evidently and hence the activity is about reading the paragraph with highlighted examples. The fourth activity is about repeating and memorizing the previous concepts by writing three examples of each type.

Then comes the notice and use of articles 'a' and 'an' in the given paragraph. To understand their difference, the read-me comes in action by delivering their explanation as 'a' is used before a consonant and 'an' before a vowel. Then next activity is based on their practice. After that, adjectives concept is given in detail with examples like adjective of color, quality, size, origin, shape, and quantity or number. The eighth activity is based on putting right adjective in relevant boxes. Every aspect has different color box that appeals and develops an interest in learners. All the activities of the language focus correspond to enrichment as it makes them explore new concepts and then they investigate them through drills.

Last but not the least is the **writing** part. The first activity, **learning to write**, has syllable division like word, syllable division, and number of syllables. The words used in the activity are multi-syllable because they have more than one syllable. The second activities is

about apply the same concept of dividing the words into syllables and note them in the notebook whilst the third activity is connected to the fourth activity of reading comprehension that is topic sentence and supporting details. The learners are supposed to read the first paragraph of the text and identify topic and supporting sentences and write them in the notebook with main idea too.

A) Oral Communication

1. Learning the Sounds

Silent Letters

i. Read the given sentences and pronounce the words with silent letters.

- Hamza and Azlan are my school friends.
- Please give me this knife.
- Write an essay about your best friend.
- The birds are flying high in the sky.
- Turn the switch on.

Read Me
Silent letters are spelled in a word but not pronounced.

ii. Write ten more words with silent letters in your notebook and pronounce them.

2. Learning to Speak

i. Read and practise the given dialogue.

All: Assalaamu Alaikum, Danish! How are you?
Danish: Wa Alaikum Asalaam! I am fine. Nice to see you here in the playground.
All: Thank you. I just came here to practise for a cricket match.
Danish: Oh! That's great.
All: Tomorrow my school team has its final match with another school.
Danish: Oh! That's great. Let's practise together.

ii. Arrange a role-play activity in the class and use the above routine greetings and social courtesies in your dialogues.

A1 (i) Recall the concept of silent letters for better understanding. Encourage students to say more words with silent letters. A2 (i) Share some routine greetings and social courtesies with students and ask them to use them in their daily conversation. Encourage them to practise the given dialogue with correct pronunciation.

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B) Reading and Critical Thinking

1. Reading Comprehension

i. Answer these questions.

- How did the people of Taif treat Rasoolullah (ﷺ)?
- Why was Rasoolullah (ﷺ) called Al-Sadiq and Al-Amin?
- How did Rasoolullah (ﷺ) treat his opponents?

ii. Read the given sentences and notice the use of digraphs, trigraphs and silent letters.

Digraph

- The farmer is cutting wheat.
- The children are playing in the park.
- Brush your teeth daily.

Trigraph

- The boys are playing the match.
- Do not fight with each other.
- I am going to apply for a scholarship.

Silent letters

- Sana is climbing the mountain.
- He wrapped the wrist watch.
- Do you know who knocked at the door?

Read Me
A digraph is a sound made by the combination of two letters. A trigraph is a sound made by the combination of three letters.

iii. Read the given text. Circle the digraphs in red, trigraphs in green and silent letters in blue.

It was a Wednesday morning. We all got up early. We had to gather in the ground for the cricket match. Everyone reached the playground at 8 o'clock. We were very excited and took photographs.

iv. Read the given paragraph and notice the use of the topic sentence and supporting details.

Topic sentence
Ayesha is a good friend of Azlan who helped him in his difficult time. A good friend is a blessing of Allah (ﷻ). A good friend is one who stays by your side at all times like Ayesha. Her friendship is like a precious jewel for Azlan. We should value our friends and take care of them.

Supporting sentences

B1 (i) Encourage students to share answers to the given questions orally. B1 (ii) Ask them to share some examples of digraphs, trigraphs and silent letters. B1 (iv) Explain the concept of a topic sentence and supporting details by giving more examples.

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v. Read the main idea of the paragraph given on the previous page.

A good friend is the one who helps us in times of need. Such a friend is definitely a valuable asset.

vi. Read the lesson again and fill in the blanks.

- Rasoolullah (ﷺ) was called _____ due to his truthfulness.
- The people of Taif refused to accept _____.
- Rasoolullah (ﷺ) stayed in Taif for _____.

2. Analytical Reading

Read any incident about patience and note it down in your notebook.

C) Language Focus

1. Vocabulary Building

i. Read the given words with their meanings.

inspiration	a person or thing that motivates
personality	the various aspects of a person's character
honest	always telling the truth
patience	tolerance
betterment	improvement

B1 (v) Tell students about the main idea of the paragraph. B1 (vi) Ask them to tell answers correctly. C1 (i) Ask students to learn the words with meanings.

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Naming, Action and Describing Words

ii. Read the given advertisement carefully. Find and write two naming, action and describing words each. Use them in your own sentences in your notebook.

Fruits and Vegetables Mail

get fresh, healthy fruits and vegetables delivered on your doorstep at low rates with just one call.

Call Us At 000-99-12

Naming words **Action words** **Describing words**

2. Learning to Spell

Fill in the missing letters to complete the words.

worl_ com_ let_ hon_ s_

t_ uth_ for_ iv_ d_ z_ n_

3. Grammar

Common and Proper Nouns

i. Read the given sentences and notice the use of common and proper nouns.

Common nouns

- My grandmother lives in a village.
- I made a cake for my mother.

Read Me
Common nouns are names of a class of people, places, animals or things, for example boy, school, pencil, etc. Proper nouns are names of a particular person, place, animal or thing. They always start with a capital letter. For example Azlan, Faisal Masjid, the Holy Quran, etc.

C1 (ii) Explain the concept of naming, action and describing words to students. Encourage them to share more examples. C2 (2) Ask students to complete the words, learn their meanings and use them in their daily conversation. C3 (i) Explain the concepts of common and proper nouns in detail. Ask students to share more examples.

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• There is a Masjid near my **house**.

• She likes to play with a **doll**.

• There are beautiful **mountains** in my **country**.

Proper nouns

• Allama Iqbal is our national poet.

• They went to the **Faisal Masjid**.

• Nida reads the **Holy Quran** in the morning.

• The national animal of Pakistan is **Markhor**.

• **Muhammad Ali Jinnah** is the founder of **Pakistan**.

ii. Underline the nouns in the given sentences and write whether they are common or proper nouns.

• We will go to Rawal Lake next week. _____

• My father is a hard-working man. _____

• It is a huge building. _____

• Islamabad is a beautiful city. _____

• K-2 is the highest peak of Pakistan. _____

Countable, Uncountable and Collective Nouns

iii. Read the given paragraph and notice the use of countable, uncountable and collective nouns.

Hira went to the shopping mall with her mother. There were many **shops**. They went there to buy **fruits** and **vegetables**. Hira's mother bought some **onions**, a **bunch of grapes** and a **dozen of bananas**. Hira went to the **bookstore** and bought a new **storybook** for her friend. She also bought a **bouquet of flowers** for her father. They also enjoyed **tea** with **chocolate cake** in the **cafe**. It was a good experience.

Read Me

Countable nouns are nouns which can be counted. They have plural forms. Uncountable nouns are nouns which cannot be counted. They don't have plural forms. For example: rain, weather, pain. Collective nouns are names for a group of people, things or for a collection.

C3 (iii) Explain to students the concept of countable, uncountable and collective nouns in detail. Ask students to share more examples. Show different pictures or objects to students. Ask them to name and categorise them into countable, uncountable and collective nouns.

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iv. Write three countable, uncountable and collective nouns in your notebook. Then use these nouns in your sentences.

Articles 'a' and 'an'

v. Read the given paragraph and notice the use of articles.

There were dark clouds in the sky. I took an umbrella and walked to the market. I bought an ice cream from the shop. I saw a cat near a tree outside that shop. She looked hungry. I bought a packet of biscuits and broke them into pieces. Then I gave these biscuits to her. She ate them thankfully.

Read Me

'A' is used before a noun starting with a consonant. The article 'an' is used before a word starting with a vowel.

vi. Tick (✓) the correct option.

• There is _____ book on the table. (a an)

• Sara had _____ egg for breakfast. (a an)

• Please give me _____ apple. (a an)

• I saw _____ small cat in the park. (a an)

• Maria bought _____ umbrella. (a an)

Adjectives

vii. Read the given sentences and notice the types of adjectives.

Colour
It describes the colours of a noun.
She bought a red dress.

Quality
It describes the characteristics of a noun. Azlan is an honest child.

Size
It describes the size of a noun.
They live in a big house.

Origin
It describes where someone or something comes from.
Maha is a Pakistani girl.

Shape
It describes the shape of a noun.
We have a round dining table.

Quantity/Number
It describes the quantity of a noun.
It answers the question: How much? or How many?
There were many trees in the park.

C3 (v) Explain the concept of articles 'a' and 'an' to students. C3 (vii) Explain all the types of adjectives to students by sharing more examples.

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viii. Put the following adjectives in the correct boxes.

intelligent large black few round American
Chinese oval one short truthful yellow

Adjective of Quality
Adjective of Shape
Adjective of Colour
Adjective of Origin
Adjective of Size
Adjective of Quantity

D) Writing

1. Learning to Write

Read Me

Multi-syllable words have more than one syllable.

i. Read the given words with their syllable division.

Word	Syllable Division	Number of Syllables
model	mod-el	2
tolerance	tol-er-ance	3
personality	per-son-al-i-ty	5
forgiveness	for-give-ness	3
beautiful	beau-ti-ful	3

ii. Divide the given words into their syllables and also write the number of syllables in your notebook.

vegetable project complete computer mountain

D1 (i) Recall the concept of syllables to students. Tell them that combinations of more than one unit of sound in a language are called multi-syllables.

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iii. Read the first paragraph of the lesson carefully. Write its topic sentence and supporting details in your notebook. Also write its main idea in your own words using correct capitalisation.

2. Creative Writing

Write in your notebook some good qualities which you can show in school/classroom. Also write how they would help you in becoming a better person. Use correct punctuation and spelling.

Good Qualities

D1 (ii) Guide students in writing a main idea. Ask them to use the learnt rules while writing a paragraph.

Note: While designing any formative or summative assessment, in case of question from any Islamic topic, alternate question be given for minority students.

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5. Discussion

The concerned curriculum design is devised under the vision of SNC (2020) as education for all. This is designed to put an end to social inequalities and opportunities for learners applying for the same post. They had to face problems in achieving high quality education with different curricula at different parts of a state. Thus SNC (2020) has designed the curriculum of grade I-V for bringing harmony in society and lessening the disparities. As far as the initiation aim is cleared, this curriculum design was the need of the society at large.

For the realization of the slogan “One Nation, One Curriculum”, curriculum of the Grade V English Textbook (2021-22) was constructed while catering the social and economic inequities of Pakistani society specifically. Students of private, public schools or even madrassahs will be able to go and hunt for equal opportunities. Their curricula do not restrict them to avail those opportunities. The curriculum of grade I-V also provides foundation for secondary education. While designing this curriculum, worldly changes and advances were kept in mind.

The title of the unit 1 of grade V English Textbook is: “**Patience**”, which is the focus of the study:

Sample Activities of the unit

Each unit consists of five activities for evaluating learners’ prior knowledge, developing their interest and sharing their opinions. These five activities are:

Getting started

Every unit begins with this activity “getting started”. This activity contains the portrayal of themes by some group work tasks or individual tasks. It also contains pictures to indulge learners in discussion and performing tasks. This activity reveals the contents of the lesson. This enhances the interest of learners in the unit. After performing this activity of fourteen units, learners can easily talk about these units.

Let’s Talk

Let’s talk is the second activity that evaluates the understanding and knowledge of learners about first activity “getting started”. It consists of general questions about the activity and enables learners to share their opinions and knowledge about the questions.

This activity engages learners to discuss their views

Pre-reading

Pre-reading activity consists of questions related to the contents of unit. These are mostly opinionated questions for the evaluation of their prior knowledge. Their responses show that

While-reading

While-reading activity focuses on the learners’ responses and drawing their understanding about the unit. It also contains questions regarding the contents. It is given in the midst of a unit.

Post-reading

After the completion of each unit, learners are supposed to answer questions. Learners share their viewpoints and their comprehension of the read concepts. It enhances their critical reading and thinking skills.

These above three reading activities involve in teaching reading skills among learners

Activities of the Exercise

The unit has its exercise and four review exercises after unit three, six, ten and fourteen. Each exercise has following activities:

Learning the Sounds

Learning the sounds contain activities like reading and writing silent letters, vowel sounds like short and long, diphthongs, consonant clusters, vowel and consonant, -ed sounds, syllables, use of dictionary, weak forms of will not and shall not, intonation, rhythm, and stress. These all activities are performed individually.

Learning to Speak

Speaking skills are developed through reading and practicing dialogue, role-playing activities on standard greetings and social etiquette, expressing and responding to opinions,

offering and accepting apologies, following simple instructions, introducing others, taking turns in conversation, seeking attention, agreeing and disagreeing politely, leading and following, expressing needs, politely asking for and accepting leave, and non-verbal cueing. These are pair or group-based activities. The integration of speaking abilities as described in the research on the development of speaking proficiency and confidence is supported by these task-based activities (Boonkit & sciences, 2010)

Reading Comprehension

Reading comprehension contains activities like question answer, reading digraphs, trigraphs, silent letters, topic sentence, main idea, lesson and fill in the blanks, picture description, choose the correct option, joining words, position words, direction words, affixes, inflectional endings, compound words, elements of a fable, gapped summary, alphabetical order, table of contents, glossary, map reading, charts and tables, note taking, calendar, pie chart, bar graph, summary of the poem, and inferential questions. Analytical reading involves reading and writing about incident. These are also individual learning activities.

Analytical Reading

Analytical reading activity is about reading different incidents or events for augmenting learners reading skills and comprehension skills. It is the most crucial activity of reading section given in the exercise of each unit. It helps learners in developing their reading interest and then jot it down. This is supported by research conducted by a number of academics on activities for teaching tactics like thinking aloud, identifying the most efficient techniques, preparing students for native language comprehension techniques, and interpreting texts written in a second language that contain unrecognized terms (Hosenfeld, Arnold, Kirchofer, Laciura, & Wilson, 1981)

Vocabulary Building

Vocabulary building of all units contain following activities: learning to spell and activities of word meanings, naming, action and describing words, consists of missing letters, writing a poem, expressing a view, simple directions and instructions, anagrams, synonyms, antonyms, homophones, compound words, homonyms, paired adjectives, entry word, parts of speech, spelling, dictation, plural nouns and verb forms of regular and irregular nouns and verbs, analogy and similes. As name denotes, these activities serve foundation for sharpening language skills. A study looked at several paths taken by English language learners in grades 4 to 6, who came from a variety of backgrounds, to evaluate the predictability of reading at the word level and linguistic components like vocabulary, grammar, and listening comprehension (Farnia & Geva, 2013)

Learning to Spell

Learning to spell activity involves the memorization and learning of spellings. It is composed of missing letters in words. In this way, learners learn their spellings and boost their vocabulary. It is an individual based task.

Grammar

Grammar includes common and proper nouns, countable, uncountable, and collective nouns, articles, adjectives, regular and irregular nouns, degree of regular adjectives, plurals without changing the spelling, action words, gender nouns, sentence structures, capitalization, punctuation, pronouns, pronouns used as subject, object, and possessives, subject-verb agreement, reflexive pronouns, interrogative sentences using the verbs be, do, and have, pronoun and their various types, prepositions of time and place, adverbs of manner and time, modal verbs, adverbs of place, demonstrative pronouns, apostrophes, adverbs of frequency, question words, prepositions of movement and direction, simple present tense, hyphen, joining words, statements and questions, wh- questions, present continuous tense, sentence

types, and simple future tense are all covered. This makes learners to practice and become well known of their sentence structures and parts of speech.

Learning to Write

This section comes under major language skill i.e., writing. It contains activities of reading certain concepts and writing them in the notebook like syllable, conjunction, transitional words, speech bubble, read a mind map about climate change and qualities of a good person, read a narrative paragraph, a story, letter, central idea of the poem, and write, read a recipe of a desert and write in the notebook.

Creative Writing

Creative writing include activities like writing on different topics, topic sentence, writing a paragraph, conjunctions, transitional words, writing a procedure, speech bubbles, writing a dialogue, brainstorming, writing a guided paragraph, narrative paragraph, elements of a fable, writing a fable, write a short invitation, writing the central idea of a poem, writing a poem, writing a recipe, writing a dialogue, write an expository writing, and writing a letter. These are individually performed activities that develop critical, emotional, and creative skills. Writing is a language skill, and improving it through writing is an effective technique, according to research. The effectiveness of cognitive writing strategies in improving learners' writing abilities was studied over various cycles (Yulianti, Nuraeni, & Parmawati, 2019)

Writing

Last but not the least is the writing part that contains learning to write and creative writing. These sub-sections consist of different concepts, and drills of writing a poem, central idea, fable, invitation, complaint letter, dialogue, recipe, and expository paragraph, etc. These drills help out learners to sharpen their pre-existing writing skills and evolve them. Through his research, Kellogg was able to look into how writing skills progress from a stage of knowledge telling to one of knowledge transformation (Kellogg, 2008). The above-mentioned all activities reiterate all four language skills in the textbook to promote learner's language autonomy to the great extent as they aid in honing these linguistic skills.

6. Conclusion

The present study describes the learner's language autonomy through the curriculum of grade V English textbook (2021-22), focused on unit 1, by using ALM. This textbook has been designed via SNC vision under the slogan 'One Nation, One Curriculum'. This textbook does not possess any topic or theme controversial and disputing. Every unit of the textbook portrays social and ethical theme to create a social cohesion and integration in the society. The curriculum design has truly catered the learners' needs to acquire and grasp any piece of information. The activities have been integrated so effortlessly that these are found so interesting and engrossing. These make it possible to anticipate the lesson's theme and make students eager to learn. The learners' cognitive, emotional, social, and physical growth is facilitated by these activities.

7. Recommendations and Suggestions

Following are the recommendations and suggestions:

- The textbook can be analyzed by focusing on each of the four sections of exercise individually.
- Types of each language skill can be studied and analyzed with reference to grade V English textbook.
- Teaching points can be studied separately to focus on the pedagogy of teaching a language especially English.
- Learning outcomes can be analyzed by keeping in view SNC standards and criteria.

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