CRITICAL ANALYSIS OF THE SECONDARY STAGE ENGLISH BOOK ONE AND BOOK TWO FOR CLASSES IX AND X SINDH TEXTBOOK BOARD IN THE LIGHT OF HILDA TABA MODEL OF CURRICULUM

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ABSTRACT

Curriculum being the path to reach educational goals, has immense responsibility of building core competencies of the nation. The study aims to analyze the content of English Book One and Two for Classes IX and X in light of Hilda Taba Model of Curriculum. It was mixed-method research. Thematic analysis of two English Books was done for qualitative data analysis. For quantitative data a 5-point Likert scale questionnaire of twenty-nine items was constructed. Data collected from seventy respondents was analyzed using frequencies, percentages and standard deviation. The results revealed that English textbooks develop and maintain the interest of the students. The majority of teachers perceive the content as understandable and thought-provoking as revealed in thematic analysis.

However, the selection and organization of students' learning experiences, remain unanswered, indicating adoption of Hilda Taba Model of Curriculum, for sake of learners' development and teachers' involvement in the process of curriculum designing.

Keywords: Critical Analysis, English Text Books, Sindh Board, Hilda Taba Model of Curriculum.

INTRODUCTION

Curriculum being a definite plan of building the core competencies of the learners eventually plays a dynamic role in the upbringing of the nation. As observed recently, the curriculum of Pakistan has been revised with the upgradation of the English textbooks by the Sindh text board, for all grades of Sindh.

Though the lessons (content) have some visible changes, they do not fully meet the requirements of the learners, as proposed by Hilda Taba, which states that the selection of

content should fulfill the needs of the learners. The thematic bifurcation of the content of classes IX and X, though revised with contemporary trends in developing language skills such as listening, speaking, reading, and writing, yet all components involved in curriculum development needs to be analyzed in the light of Hilda Taba model, to convey a true essence of learning English as a second language with its effective applications. The purpose of the selection of the research topic lies in the effective usage of English as a second language enabling teachers to provide appropriate learning experiences for the development of core language skills such as listening, speaking, reading and writing, at the crucial stage of transition from secondary to higher secondary level of education.

Today's learner has an abundance of knowledge as all the artificial intelligence tools are programmed in the English Language, developing interest towards the English Language manifolds the responsibilities of the teachers, subject experts and curriculum developers.

General Objective

To critically analyze the secondary stage English Book One and Book Two for classes IX and X Sindh Textbook Board in the light of Hilda Taba Model of Curriculum.

1. To compare the contents of the existing Secondary Stage English Book One and Book Two for Class IX and X Sindh Textbook Board with the Hilda Taba Model of Curriculum.
2. To analyze the teachers' perception of the content of the revised books in relevance to Hilda Taba's Model.

Research Questions

Q.1. How are the Secondary Stage English Book One and Book Two for Classes IX and X Sindh Textbook Board aligned with the curriculum prescribed by Hilda Taba? Q.2. What is the teacher's perception of the content of the revised books?

Significance and Limitations

The study will help the concerned authority to create and develop conducive learning resources and experiences for classes IX & X students. It will also help the concerned subject teachers of classes IX & X to adopt appropriate teaching aids and instructional methods during teachinglearning sessions. The scope of the study was limited to the English Department of classes IX & X in the province of Sindh, and to the English Curriculum of classes IX & X in Pakistan, in terms of all resources, including human, financial, and time.

LITERATURE REVIEW

Acording to Madadlou and Gharaaini (2014) the curriculum is the dynamic, purposeful path towards objective attainment, consisting of learning experiences provided through organized methodologies and content that need evaluation and revision to progress and to be abreast with the contemporary global world (Jawabreh & Gunduz, 2021).

In particular, the 18th Amendment bill passed by former President Asif Ali Zardari, on April 15, 2010, with the insertion of new Article 25 A in the Constitution: Right to Education, stating that the State shall provide free and compulsory education to all children of the age of five to sixteen years, as determined by law, posing the responsibility of curriculum-making to provincial governments.

Consequently, English, as proposed by Shamim (2008) is essential for global progress, and it is considered to be a stepping stone towards social mobility, as English Language, being the global language, with all tools and apps easily available in the form of gadgets, are programmed in English Language. The need of English Language Skills, today, is truly a gateway to the global village (Rao, 2019). For this very reason, The English Curriculum for secondary school, classes IX & X, has been revised recently, with more emphasis on the skill development and technology usage. The English Book Stage One for class IX and Stage Two for class X, published by Sindh Text Book Board Jamshoro, was a step for the upgradation of learners understanding and application of this particular language, with introduction of latest technology and artificial intelligence (Nishanthi, 2018), aligned with objectives and implementation of 21st century skills of communication and problem solving, and henceforth to minimize the rote learning of the students and leading to the higher order thinking skills and achievement of the core competencies of speaking, listening, reading and writing skills and an improved manner of assessment and evaluation process. The content has been analyzed by categorizing based on the English Curriculum Framework 2006, (Government of Pakistan Ministry of Education Islamabad, 2006) the National Educational Policies of Pakistan, the research articles, materials presented through local newspapers, and word of mouth of the teachers and students of class IX & X of public and private schools of Karachi.

When, such is the need of betterment, the whole curriculum model needs to be revisited, and as there are numerous types of curriculum models available, the Taba model, proposed by Hilda Taba, is considered to be a highly influential method for curriculum design, as it continuously inform about every component related to teaching and learning process (Lunenburg, 2011). It helps instructors understand the needs of the learner and design objectives and activities to meet these needs. (Bhuttah, Xiaoduan, Ullah & Bibi, n.d.).

Secondly, the Taba rationale as stated by Läänemets and Kalamees-Ruubel (2013) is presented in her Curriculum Development Theory and Practice of 1962, consists of 7 steps: Diagnosis of needs, Formulation of objectives, Selection of content, Organization of content, Selection of learning experiences, Organization of learning experiences (development of methods), Determination of what and how to evaluate. It is an inductive teacher's approach, giving the teachers the task of curriculum development, implementation, and practice.

However, as proposed by Bhutto, Syed, Rajput, Shah and Chachar (2022), the English Secondary Stage textbooks of Sindh, displayed 50% grammar, 30% reading and writing skills, and only 25% speaking skills, aligned with the objectives prescribed in the National Curriculum (2006) of Pakistan in terms of reading, writing, speaking, and grammar skills, with significant disparities in English language textbooks in public and private sector schools. To enhance the 21st century skills in learners of Pakistan, a dire need of the importance, understanding and implementation of Taba model is required, as a guide for selecting course content, objectives, teaching strategies, learning experiences, and evaluative measures as it is intentionally designed to emphasize the application and relatedness of fundamental course concepts to rural practice, and in effect, to the student's future careers and interests (Portillo et al., 2020).

RESEARCH METHODOLOGY Research Strategy

A mixed-method research design was adopted. It was a blend of quantitative and qualitative research method. For quantitative data analysis a closed-ended questionnaire was constructed

and for qualitative data analysis the English textbooks for classes IX & X were selected. The rationale for the adoption of this particular method was due to numerical and qualitative data.

Population and Sampling

All teachers of classes IX and X of Sindh, and Sindh Textbook Board English Books stages one and two of classes IX and X, were the population of the study. The sample drawn through a purposive sampling design for the quantitative data analysis

comprised seventy private and public school teachers of classes IX and X, selected from the six districts of Karachi. For the thematic analysis the sample was Secondary Stage English Book One and Book Two for Classes IX and X Sindh Textbook Board, drawn through purposive sampling design. Data was categorized and coded, as a means of the qualitative research method. **Research Instruments** The quantitative research instrument was a questionnaire designed by the researcher. It comprised of two sections. Section 1 of the questionnaire comprised of demographic questions, such as respondents' gender, district, academic qualification, professional qualification, work experience, the type of school, subjects, and awareness of Hilda Taba Model of curriculum.

Section II was the instrumental a 5-point Likert scale (strongly disagree = 1 to strongly agree = 5), consisting of 29 questions pertaining to the Hilda Taba Model of curriculum 1) Diagnosis of students' needs. 2) Formulation of Objectives. 3) Selection of Content. 4) Organization of the Content. 5) Selection of Learning Experiences. 6) Organizing Learning Activities. 7) Evaluation.

Data collection and Analysis

The researcher collected the data through personal visits to ensure the understanding and clarity of the questions and the authenticity of the responses. The obtained data were cleaned and analyzed using SPSS 19. Validity was ensured by the opinion of classmates and experts. Cronbach's Alpha value was calculated at 0.97 to ascertain the reliability of the questionnaires. Frequencies, Percentages, Mean, and Standard deviation were used to analyze the data quantitatively, whereas, the content data was categorized and coded, as a means of the qualitative research method.

DATA ANALYSIS Qualitative Data Analysis

Thematic Analysis: To justify that the interpretations are not subjective iterations of the researcher's belief system, it is compared with the Hilda Taba model of curriculum. In an external evaluation of the textbook, the cover, introduction, table of contents, and materials of the course books are evaluated. In the second stage of the evaluation, an in-depth internal evaluation is conducted to assess to what extent the textbooks are appropriate in the light of Hilda Taba Model of curriculum.

The content in both books display a positive approach toward learners' needs and seems to be well aligned with the standards and students' learning outcomes.

Instructions: Instructions for the students such as, Check, Skim, Scan, Infer, Deduce, Locate, Identify, Generate, Respond, Illustrate, Recognize, Edit, Relate, Differentiate, all lead towards clarity of what needs to be done. Besides, the instructions inculcate all sorts of thinking from lower order to higher order, based on Bloom's taxonomy, depicting alliance with 21st century skills.

The extremely beneficial and timely approach of Editing, Rethinking, and Rechecking, contributes towards developing a habit of self-regulation, and working with mindfulness.

The instructions also enunciate the readiness of the learner, towards the upcoming work.

It provides a relation between prior and forthcoming knowledge and skill-based tasks. **Technology:** The inclusion of technology such as Google, Modern Technology, and satellite phones is a good way of acquiring technology insight for the learners. As it is an essential source of gaining and applying knowledge. Its effective use helps develop critical thinking skills and compete with global learners.

Current Trends: The reflection over the Social media, Research, and Psychologists give thought to inclusion and the importance of other related fields of work.

Reasoning: The content allows the learner to use comparing and contrasting analytical thinking, embedded in application-based learning, giving each learner a chance to participate and learn collaborative skills, along the gaining intelligence, as training people to remember, represent information, and reason, however, greatly affects intelligence and performance. This will ultimately create the higher level of judgmental abilities (Sternberg & Sternberg, 2017).

Gender Equity: The content appropriately looks for gender equity whether in family, profession, home chores, or healthy lifestyles, in words and graphs form. Contextual information is culturally bound and motivating for the learners, guiding them to the emotional aspects of intelligence, which are as important as the cognitive aspects of intelligence. Emotional Intelligence is considered to be a strong predictor of successful adaptation to new environments and further in the chosen profession (Huffman, Dowdell & Sanderson, 2018).

Remote Circumstances: The topics, themes, and characters selected are very appealing being contextual and understandable from the learners' point of view. The places selected within geographical boundaries give a sense of ownership and proximity to the learners.

Contemporary Affairs: The lessons display contemporary affairs enlightening the learners' of global information. The topics selected for the role-play, and dialogues are thoughtprovoking, enabling the learner to initiate thinking.

Involving Each Student: All activities give ample participation opportunities to each learner to put forth ideas, discuss, relate, collaborate, and learn from one another.

Peer Learning: The activities selected, incorporate various methods of peer learning, creating a bond among students, minimizing the racial and ethnic differences and providing ample opportunities for creating a positive learning environment.

Ethical and Moral Learning: The themes and content well synchronize the hidden curriculum of aesthetical knowledge and skills, whether it be role models, or paraphrasing, etc. **Glossary**: It is a good reference source, where useful contextual and literal meanings are provided, which makes learning easy to relate and understand. It also enables learners to develop a habit of search for knowledge.

Note for the teachers: This section has terms such as reinforcing, setting the time, walking around, asking, explaining, guiding, discussing, and telling, are meaningful in the context they are offered. They also provide a guidance to the teachers for carrying out the process of teaching and learning efficiently.

Reading Comprehension: The comprehensions are contextually relevant. The content has been diligently selected with geographical information, appropriate word length and vocabulary. It takes the learner from the known towards unknown journey of knowledge, with connectivity, interest and enthusiasm.

Grammar Skills: Very reasonable and doable approaches are selected for the grammar skills development. Each exercise is a means of reinforcement for the learner, strengthening the learners' concepts and applications.

Contemporary Writing Skills: Much timely needed way of communicating through writing is provided, both in formal and informal style, by practicing email, letter, and essay writing.

Language Practice: Immaculate ways and means of language understanding and application are provided for the practice of the learners, administering the core competencies of listening, speaking, reading and writing effectively.

Vertically and Horizontally Aligned: All lessons, in both books, provide a well-balanced content, with an in-depth knowledge and skill development, by gradually moving towards higher level of understanding and usage of vocabulary in a standardized manner, transmitting a better understanding of standardized English, for the young learners of Sindh.

Not to be formally assessed: The work done in the category "Not to be formally assessed" is an interesting component of teaching learning process. It gives learner an opportunity to fully acquire and express his understanding of knowledge in English Language, through much needed exercises, such as Form Filling are extremely useful.

Exercise for fun: It is a very appropriate way of learning with amusement. The exercises and topics selected for this category truly boosts the learners' enthusiasm and makes learning English an exciting experience.

Model Paper: The model paper provided in the book, as an exam paper format, is an appropriate way of sharing the concept of exam pattern, but it would have been a better way of evaluation if it had the rubrics, for justifying the assessments scores. The absence of rubrics make the assessment more subjective not only for exams but also during preparatory period throughout the year while conducting formative assessments and assignments within schools. The same is equally voiced by the concerned parents, teachers, and student community.

Review Needed for the Underneath Issues

Eliminate Spelling/ Printing Errors: As noticed on Page Number 5, English Stage book one for class IX, the word is printed as "Bewar" instead of "Beware". This sort of typo errors need to be eliminated, as it lowers the quality of the content under study.

Pronunciation: If pronunciation is added to the word given in glossary, it would give uniformity in pronunciation of the particular word for the teacher and the learner, as wrong pronunciation may lead to other complexities.

Lengthy grammar exercises: The grammar exercises seem to be too lengthy, such as ten sentences for the reinforcement of a particular grammar skill. Instead, short exercises with various techniques would lessen the boredom of the learner and maintain their interest level.

Time allocation: Time allocation for all activities especially discussions, role plays would be helpful for the novice as well as experienced teachers.

Listening Skills: The absence of devices or tools for the listening skills, lay the responsibility much more on the teachers. There is a need of resource allocation, with alternative suggestions, specifically for inculcating the listening skills.

Oral Communication/Speaking Skills: These skills seem to remain dormant in the absence of uniform guidelines and resources provided to the teachers and learners. As no such criteria of assessment or evaluation provided in the sample model paper, henceforth, likely left undeveloped in the classrooms in the hassle of course completion, which is a much observed scenario in the province.

Writing Skill: Developing and enhancing writing skills need clear instructions, but no specific guidelines regarding the word limits, or time consumption have been displayed anywhere in the two books, much assumed to be left on the teachers competencies, schools interest and learner's creativity.

Quantitative Data Analysis TABLE 1

Reliability of the Scale

Cronbach's Alpha	No. of Items
0.968	29

A detailed description of data analysis is as under:

TABLE 2

Demographic Information of Teachers

Variables	Demographic	Frequency	Percentage
Gender			
	Male	33	
	Female	37	47.1 52.9
	Total	70	100.0

District			
	Central	17	
	Korangi	13	
	Malir	08	24.3 18.6
	East	10	11.4 14.3
	South	14	20.0
	West/Kemari	08	11.4
	Total	70	100.0
Academic Qualification		13	18.6
	Bachelors	57	81.4
	Masters Total	70	100.0
Professional Qualification		25	
	Bachelors	45	35.7 64.3
	Masters Total	70	100.0
Work Experience (years)		34	
	1-5	18	48.6 25.7
	6-10	18	25.7
	11 and Above Total	70	100.0
School			
	Public	11	
	Private	14	15.7 20.0
	Both	45	64.3
	Total	70	100.0
Teaching Subjects			
	Language	45	
	Others	25	64.3 35.7
	Total	70	100.0
Awareness of Hilda Taba Model of Curriculum	No	09	
	Yes	61	12.9 87.1
	Total	70	100.0

Table 2 shows the demographic information of selected respondents. The sample of the study had different demographic characteristics (Gender, District, Academic Qualification, Professional Qualification, Work Experience, School, Teaching subjects, and Awareness of

the Hilda Taba Model of Curriculum). The total sample of the study was 70 teachers from public and private secondary schools in Karachi.

TABLE 3

Descriptive Statistics Mean and Standard Deviation of Diagnosis of students' needs.

Statements	Mean	SD
The revised textbooks fulfill the language skills of the students of classes IX & X.	3.70	1.25
The textbooks cater to the different learning styles of grades IX & X students	3.81	1.19
The textbooks develop and maintain the interest of the students.	3.81	1.10
The textbooks enable the students to meet the timely challenges of the language application.	3.78	1.15

'The textbooks enable the students to meet the timely challenges of the language application' shows the second lowest mean score (M=3.78, SD=1.15) dictating that the textbooks do not meet the current challenges of the English Language fully in Karachi. Followed by the lowest mean score (M=3.70, SD=1.25), for the construct 'The revised textbooks fulfill the language skills of the students of classes IX & X', indicates that revised textbooks do not cater fully to all four core competencies of language development skills. Constructs 'The textbooks cater to the different learning styles of grades IX & X students (M=3.81, SD=1.19) and 'The textbooks develop and maintain the interest of the students (M=3.81, SD= 1.10) show the textbooks have diverse learning approaches and therefore is develops and maintains the learners' interest in the acquisition of a second language.

TABLE 4

Descriptive Statistics Mean and Standard Deviation of Formulation of Objectives

Statements	Mean	SD
The objectives of the lessons are aligned with the curriculum.	3.87	1.06
The objectives are approachable.	3.91	1.09
The objectives are realistic.	3.84	1.05
The teachers are well aware of the objectives.	3.91	1.08

'The teachers are well aware of the objectives', with mean score (of M=3.91, SD=1.08), and the objectives are approachable' (M=3.91, SD=1.09), show the highest mean scores, reveal

that the teachers are mostly well aware of the objectives, and believe that the objectives are approachable.

TABLE 5

Descriptive Statistics Mean and Standard Deviation of Selection of Content

Statements	Mean	SD
The content is understandable.	4.01	1.02
The content is appropriate for the students.	3.94	1.08
The content focuses on Language Development Skills.	3.70	1.27
The workbook would have been a better source of reinforcement of grammar skills.	3.94	1.20

'The content is understandable' has the highest mean score (M=4.01, SD= 1.02), indicating the entire content is understandable, with the construct 'The content focuses on Language Development Skills', the lowest mean score (M=3.70, SD=1.27), indicates the content do not fully cater to the development of English Language development skills.

TABLE 6

Descriptive Statistics Mean and Standard Deviation of Organization of the Content

Statements	Mean	SD
The content is aligned with prior knowledge.	3.92	1.08
The content develops students' knowledge.	4.02	1.03
The content comprises emerging trends and concepts.	3.92	1.06
The content fulfills the requirement of developing critical thinking skills in students.	3.82	1.15
Teachers need a guidebook for content delivery.	3.95	1.06
Comparatively, the content in revised textbooks are more student-oriented.	3.95	0.96

The highest mean score (M=4.02, SD=1.03), 'The content develops students' knowledge proposes the content of both books develops knowledge, followed by 'Teachers need a guidebook for content delivery' with (M=3.95, SD=1.06) and 'Comparatively, the content in revised textbooks are more student-oriented' (M=3.95, SD=0.96). 'The content fulfills the requirement of developing critical thinking skills in students' has the lowest mean score

(M=3.82, SD=1.15), indicating the content is majorly knowledge-based. **TABLE 7**

Descriptive Statistics Mean and Standard Deviation of Selection of Learning Experiences

Statements	Mean	SD
The textbooks enable students to think.	3.82	1.22
The teachers ask thought-provoking questions from the book.	3.61	1.14
The teacher can manage to provide learning opportunities to students.	3.71	1.03
The learning experiences are provided through technology.	3.37	1.27

The lowest mean score for the construct 'The learning experiences are provided through technology' (M=3.37, SD=1.27) indicates the learners' are deprived of electronic resources and are mostly taught through print media or available traditional teaching resources.

TABLE 8

Descriptive Statistics Mean and Standard Deviation of Organizing of Learning Activities

Statements	Mean	SD
Learning activities are priorly planned.	3.82	1.22
Learning activities include various learning styles.	3.52	1.33
Much time is needed for incorporating learning activities.	3.80	1.04
Resources are available for learning activities.	3.41	1.29

The construct with the lowest mean score 'Resources are available for learning activities' (M=3.41, SD= 1.29) shows the scarcity of available learning resources.

TABLE 9

Descriptive Statistics Mean and Standard Deviation of Evaluation

Statements	Mean	SD
The rubric would have been a fair strategy for the assessment and evaluation.	3.88	1.18
Various evaluation techniques are adopted.	3.62	1.10

Evaluation is a means of improvement.	4.08	0.98

The construct 'Evaluation is a means of improvement' (M=4.08, SD=1.18) shows the majority of the teachers believe that evaluation is not the end but the room for improvement. Whereas, 'Various evaluation techniques are adopted' with the lowest mean score (M=3.62, SD=1.10), indicates a need for the adoption of evaluation technique.

CONCLUSION AND DISCUSSION

The study aimed to critically analyze the secondary stage English Book One and Book Two for Classes IX and X Sindh Textbook Board in the light of Hilda Taba Model of Curriculum. The Hilda Taba Model of Curriculum describes the grassroots reality of what is provided and what is needed by the diverse learners of today, by beginning with the first step of 'diagnosis of the needs of learners'. This component entails all the possible needs that fall in the criteria of cognitive and affective domains, indicating not only the knowledge impartment but also the aesthetic and value recognition, being an important part of the holistic development of the learners. The revised English textbook stages one and two, spotlessly, look into this component of knowledge, feeling, and attitude development, as stipulated in the thematic analysis, also seconded by the respondents with the highest mean score for the constructs such as, 'The textbooks cater to the different learning styles of grades IX and X students' (Mean=3.81), 'The textbooks develop and maintain the interest of the students' (Mean=3.81), 'The content is understandable' (Mean=4.01), 'The content develops students' knowledge' (Mean=4.02), and, 'The textbooks enable students to think' (Mean=3.82).

All these statements strengthen the concept, that the revised English textbook stages one and two, are high contributors of knowledge. The themes selected for reading comprehension, such as Character Building, Role Models, Careers, National Pride, Healthy Lifestyle, Gender Equity, Life skills, and People and Places, depict enriched religious, and cultural norms, and the selection of local situations is the most realistic approach.

However, the question of Core Language Skill (Listening, Speaking, Reading, and Writing) development seems to need much consideration. As the content analysis proposes, much emphasis is laid on written exercises, but there seemed to be a dearth of listening and speaking skill development tools, and methodology. The required pronunciation is much left on the teachers' competencies, and available resources. The glossary also does not show the pronunciation of the words.

Henceforth, the awareness of today's learners' needs, in all aspects of Language development, and then framing objectives aligned with the awareness aims to fulfill the developmental needs of learners, solidifying directional learning.

Selection and organization of the content, leading to the appropriateness of the amount of knowledge, catering to diverse age groups of learners, in diverse environments and cultural needs, help the curriculum constructors, stay well-focused while selecting and organizing the content largely effective for vertical and horizontal alignment of the selected knowledge. The manner in which the selected and organized content will be delivered, is the component, prescribed by Taba, for the selection and organization of learning experiences. Though, academic books are loaded with knowledge, as analyzed in English Stage One and Two books,

how the knowledge will be imparted to the learners, is the teacher competency. As suggested by Rafique, Sultan, Ahmad and Imran (2018) and Sofiana, Mubarok and Yuliasri (2019), regarding teacher competency, when such is required of the teachers, of classes IX and X, teaching English, their acceptance, awareness, understanding, and willingness towards the process demands their training, and effectiveness towards the shared goal and vision of the national curriculum of Pakistan (Rafique, Sultan, Ahmad & Imran, 2018; Sofiana, Mubarok, & Yuliasri, 2019). It is also one of the major reasons for the learner's limited approach towards English Language acquisition. Hilda placed the importance on teachers, as most appropriate in the role of a curriculum developer, as they deal with the learners and best know what, when, and how of the learning environment and the learners (Bhuttah, Ullaha & Javed, 2019).

Evaluation, of the achieved objectives, along with the reflection on the whole process, for the sake of improvement, is also one of the important characteristics of the Taba model, and is well accepted by the respondents, as evident in the highest mean score, M=4.08, for the construct, 'Evaluation is a means of improvement'. The selection of the instrument from the range of available tools, proposed by Taba, gives an insight into the authenticity and reliability of the evaluation process. There is a question mark regarding the usage of rubrics and adoption of various evaluation techniques, as no such criteria have been observed in the English textbooks stages one and two, except for the model paper provided, for the assessment pattern. As learners' needs, its fulfillment and improvement of the teaching-learning process is a continuous and rigorous process, therefore, this model is considered the best representative of all times, as all the elements of the model are interactive and progressively modifiable (Muhammad, 2013).

In the absence of a guidebook or manual, the content delivery, learning experiences, and assessment and evaluation are left to the teacher's interest, understanding, competency, and available resources, which might be different throughout the year (Aydin, Belgin et al., 2017). It varies among institutions but unanimous, at the summative assessment, as for classes IX and X standardized examinations are held under Karachi Board, for all the schools irrespectively public or private in Sindh, are recognized under the specific board, authorizing the acquisition of the secondary school certificate, as a promoting pass to enter intermediate level. Considering the ASER 2015-16 report by Amir, Sharf and Khan (2020), the mean achievement score shows worse provincially comparatively, poor performance in mathematics and science in Sindh, along with a high drop and gender disparity ratio.

Following this, as proposed by Cantor et al. (2018) and Alvi, Khanam and Kalsoom (2020) in the long run in creating a civilized, mindful, patriotic nation, the education faculty is mainly looked upon, but creating such an environment with the application of theoretical information, for the development of critical thinking and problem-solving skills, is dependent on the process. Secondary level, especially classes IX & X, are considered the pillars of readiness for higher secondary education, and henceforth for their milestone towards students' ambitions and profession selection, therefore, this transitory stage, requires logical reasoning, problemsolving skills, and fine development of language skills (Alvi, Khanam & Kalsoom, 2020; Mahmood & Aziz, 2018).

Amir, Sharf and Khan (2020) stated that the comparison between public and private schools also leaves a scar on a developing country, divided into class and status systems, having elite and better learning environments at private schools at the cost of heavy fees and low level of

resources with zero technologies at public schools. This also contributes to the economically strong country which all the institutions strive for, as a mark of education effectiveness (Siddiqui, Mughal, Soomro & Dool, 2021). Being well-equipped in the English Language opens arenas of the business world and contributes to economic betterment, is seen as a strategy followed by various countries to improve the English proficiency of their population in order to propel the country into a more globally competitive position (Cronquist & Fiszbein, 2017). When such is the situation, it becomes essential to move back, revisit the path, and lead to the present situation, as a formal and quantitatively modeled approach is required (Basu, 2018). All the components of the curriculum, with the process analysis, are required. For the purpose mentioned, the Hilda model was selected as a prototype of the curriculum development process, for developing application and relatedness of the knowledge and skills of English Language (Portillo et al., 2020).
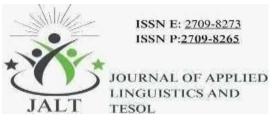
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