FRAMEWORKS AND METHODS FOR ANALYZING ESL/ EFL TEXTBOOK CONSUMPTION: A METHODOLOGICAL REVIEW

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Abstract
Textbooks continue to play a central role in ESL and EFL classrooms, yet the concept of textbook consumption remains methodologically underdeveloped and inconsistently examined in existing research. This article presents a methodological review of the major frameworks and research methods used to analyze ESL and EFL textbook consumption, with particular attention to how these approaches conceptualize teachers' engagement with textbooks in classroom practice. Drawing on studies from applied linguistics, materials development, and teacher cognition, the review systematically discusses widely used frameworks, including textbook evaluation models, curriculum enactment perspectives, sociocultural and ecological approaches, and teacher mediated use frameworks. Each framework is critically examined in terms of its analytical focus, data requirements, and capacity to capture the dynamic, selective, and context dependent nature of textbook consumption in ESL and EFL settings. The analysis identifies key limitations in existing approaches, notably the tendency to privilege textbook content over classroom enactment and the limited integration of teacher decision making with textual analysis. In response, the article proposes a more integrative analytical framework that combines textbook features, teacher cognition, and classroom practices to provide a comprehensive account of textbook consumption. By synthesizing existing methodologies and advancing a refined analytical framework, this article offers practical guidance for researchers seeking to design more context sensitive and theoretically grounded studies of ESL and EFL textbook consumption.

1. Introduction

Textbooks continue to occupy a central position in ESL and EFL classrooms across diverse educational contexts (Akram et al., 2020). Despite increasing access to digital resources and supplementary materials, textbooks often remain the primary pedagogical tool through which curriculum objectives, language content, and assessment expectations are communicated to teachers and learners (Richards, 2001; Tomlinson, 2012). In many contexts, particularly in examination oriented and centrally regulated education systems, textbooks function not only as instructional resources but also as authoritative representations of curricular knowledge, shaping classroom practices and teaching priorities (Harwood, 2014). As a result, understanding how textbooks are engaged with in practice remains a key concern in applied linguistics and language

education research. In centrally regulated education systems such as Pakistan, textbooks often function as the primary interface between curriculum intentions and classroom practice, thereby exerting a strong influence on instructional content and assessment priorities (Karim & Harwood, 2026).

Traditionally, research on ESL and EFL textbooks has focused predominantly on textbook evaluation, emphasizing the analysis of content quality, skills coverage, cultural representation, and alignment with curricular goals (Cunningsworth, 1995; McGrath, 2016). While such evaluation frameworks have provided valuable criteria for judging textbook suitability, they often assume a linear relationship between textbook design and classroom implementation (Li & Akram, 2023, 2024). This assumption overlooks the reality that teachers rarely follow textbooks in a fixed or uniform manner. Recent research has therefore shifted attention from what textbooks contain to how they are actually used, adapted, mediated, or resisted in classroom settings, giving rise to the concept of textbook consumption (Harwood, 2017; Guerrettaz & Johnston, 2013). Recent research has therefore emphasized the need to move beyond textbook evaluation toward examining how textbooks are mediated, adapted, and enacted in classrooms, revealing gaps between intended curricular goals and actual pedagogical practice (Javed & Karim, 2024).

Within applied linguistics, textbook consumption refers to the dynamic and context dependent processes through which teachers interpret, select, modify, supplement, or omit textbook content during instruction (Akram & Abdelrady, 2023, 2025). Unlike textbook evaluation, which treats the textbook as a static artifact, textbook consumption foregrounds teacher agency, classroom interaction, and institutional constraints as central analytical dimensions (Shawer, 2017). This perspective aligns with broader developments in teacher cognition and sociocultural theory (Abdelrady et al., 2025), which conceptualize teaching as a mediated practice shaped by beliefs, experiences, policies (Akram, 2020), and local realities (Borg, 2015). Consequently, textbook consumption has emerged as a more appropriate lens for understanding the lived pedagogical role of textbooks in ESL and EFL classrooms.

Despite growing interest in this perspective, the methodological approaches used to analyze textbook consumption remain fragmented and unevenly theorized. Studies draw on diverse frameworks and methods, ranging from classroom observations and interviews to curriculum analysis and discourse based approaches, often without explicit comparison or integration (Abdelrady & Akram, 2022; Ahmad et al., 2022). This methodological diversity, while productive, has also resulted in conceptual ambiguity and limited coherence across studies. There is therefore a clear need for a focused methodological review that systematically examines existing frameworks and methods, evaluates their analytical strengths and limitations, and clarifies how they contribute to understanding textbook consumption in ESL and EFL contexts.

In response, the present article aims to critically review the major frameworks and research methods used to analyze ESL and EFL textbook consumption. It seeks to synthesize this body of work, identify key methodological gaps, and propose a more integrative framework that captures the interaction between textbook design, teacher cognition, classroom practice, and contextual constraints. Structurally, the article first conceptualizes textbook consumption within applied

linguistics, then reviews and evaluates established analytical frameworks and methods, and finally advances a refined framework to guide future research in ESL and EFL textbook consumption.

2. Conceptualizing ESL and EFL Textbook Consumption

The notion of textbook consumption has emerged in response to limitations observed in earlier concepts such as textbook use and textbook evaluation. Traditionally, textbook evaluation refers to the systematic assessment of a textbook's content, structure, and pedagogical value, often conducted before or after classroom use to judge its suitability for a particular curriculum or learner group (Cunningsworth, 1995; McGrath, 2016). Textbook use, by contrast, has generally been employed as a descriptive term to indicate whether and how teachers rely on textbooks during instruction (Amjad et al., 2021). While useful, both concepts tend to treat textbooks as relatively stable pedagogical objects and often underplay the complex interpretive work carried out by teachers and learners in real classrooms (Ramzan et al., 2025, 2023, 2020).

Textbook consumption extends beyond these perspectives by foregrounding the processes through which textbooks are engaged with, mediated, and transformed in practice (Ramzan & Khan, 2024, 2019). Rather than asking whether a textbook is good or how often it is used, textbook consumption focuses on how teachers select units, adapt tasks, skip sections, supplement content, and align textbook material with classroom goals and constraints (Harwood, 2017). In this sense, consumption is not synonymous with compliance or linear use, but refers to an active and selective engagement with textbooks that reflects pedagogical judgment and contextual realities. This conceptual shift aligns with broader developments in applied linguistics that emphasize practice, agency, and situated meaning making over static materials analysis (Guerrettaz & Johnston, 2013; Nawaz et al., 2021, 2022). This distinction aligns with alignment based studies showing that textbook quality alone does not guarantee effective classroom implementation, as instructional outcomes are shaped by mediation and contextual constraints (Karim & Harwood, 2026).

From this perspective, textbook consumption is best understood as a dynamic and mediated practice. Drawing on sociocultural theory, mediation highlights how teaching resources, including textbooks, function as tools that shape but do not determine instructional activity (Vygotsky, 1978; Johnson, 2009). Textbooks are interpreted through teachers' prior experiences, beliefs about language learning, and understandings of learners' needs. As a result, the same textbook can be consumed in markedly different ways across classrooms, institutions, and educational systems. This dynamic nature challenges evaluative models that assume a direct relationship between textbook design and classroom outcomes. Empirical evidence from ESL contexts demonstrates that teachers' engagement with textbooks is often selective and strategic rather than linear, reflecting professional judgment rather than material compliance (Karim, 2016).

Teachers play a central role in textbook consumption as key mediators between the textbook and the classroom. Research in teacher cognition has shown that teachers' beliefs, pedagogical knowledge, and professional experiences strongly influence how instructional materials are interpreted and enacted (Borg, 2015). However, consumption processes are not shaped by teachers alone. Institutions exert influence through curriculum mandates, examination requirements, pacing schedules, and accountability mechanisms, all of which constrain or enable particular forms of textbook engagement (Shawer, 2017). Learners also contribute to consumption

processes through their proficiency levels, expectations, participation patterns, and responses to textbook tasks, which often prompt teachers to modify or reframe textbook content during instruction. Studies conducted in Pakistani classrooms indicate that examination pressure and institutional accountability significantly shape teachers' textbook related decision making (Qanwal, Karim, & Haq, 2017).

Finally, context is a defining element in conceptualizing ESL and EFL textbook consumption. ESL and EFL settings differ significantly in terms of exposure to English outside the classroom, institutional goals, and sociopolitical orientations toward the language (Richards, 2001). In many EFL contexts, including examination driven systems, textbooks may function as the primary or sole source of English input, intensifying their pedagogical importance and shaping consumption patterns. Conversely, in ESL contexts where learners encounter English beyond formal instruction, textbooks may be more flexibly consumed and supplemented. Recognizing these contextual variations is essential for any analytical framework that seeks to account for textbook consumption in a meaningful and transferable way.

Taken together, conceptualizing textbook consumption as a mediated, agentive, and context sensitive practice provides a more comprehensive lens for understanding the role of textbooks in ESL and EFL classrooms. This perspective lays the foundation for examining the frameworks and methods through which textbook consumption has been analyzed in existing research, which is the focus of the subsequent sections.

3. Methodological Orientation of the Review

The present study adopts a methodological review approach to examine how ESL and EFL textbook consumption has been analyzed in applied linguistics and language education research. Unlike empirical studies that generate primary classroom data, a methodological review focuses on identifying, comparing, and critically evaluating the conceptual frameworks and research methods employed in existing studies (Grant & Booth, 2009). This approach is particularly appropriate for the current article, as the aim is not to assess the effectiveness of specific textbooks, but to clarify how textbook consumption has been conceptualized and operationalized across different research traditions. By synthesizing methodological practices, the review seeks to enhance conceptual coherence and provide guidance for future research design. Previous methodological work in the Pakistani ELT context highlights the value of critically examining research frameworks to better understand instructional alignment and pedagogical decision making (Karim & Haq, 2014).

The review is narrative and critical in orientation, rather than systematic or meta analytical. While systematic reviews prioritize exhaustive coverage and replicable search procedures, a narrative methodological review allows for deeper interpretive engagement with diverse theoretical perspectives and analytical tools (Green, Johnson, & Adams, 2006). This flexibility is essential given the interdisciplinary nature of textbook research, which spans materials development, teacher cognition, sociocultural theory, and classroom discourse analysis. The emphasis is therefore placed on analytical depth and conceptual integration rather than quantitative aggregation of findings.

Frameworks and studies included in the review were selected according to three primary criteria. First, the study had to engage explicitly with textbook use, mediation, adaptation, or consumption in ESL or EFL contexts, rather than focusing solely on textbook content evaluation. Second, the study needed to articulate a clear analytical framework or methodological approach for examining how textbooks are engaged with in classroom practice. Third, priority was given to peer reviewed journal articles, scholarly book chapters, and doctoral dissertations published in applied linguistics or closely related fields. These criteria ensured that the reviewed literature was both theoretically grounded and methodologically transparent.

The analytical procedure involved a framework based categorization of the selected studies. Initially, studies were read to identify their primary theoretical orientation and data sources. They were then grouped into broader analytical categories, such as textbook evaluation frameworks, curriculum enactment approaches, teacher cognition based frameworks, sociocultural and ecological perspectives, and classroom interaction focused approaches. Within each category, the review examined how textbook consumption was conceptualized, what data were used to capture it, and what analytical procedures were employed. This comparative process enabled identification of recurring methodological patterns as well as areas of divergence and overlap across frameworks.

While the review aims to provide a comprehensive methodological synthesis, certain limitations must be acknowledged. As a narrative review, the study does not claim exhaustive coverage of all published work on ESL and EFL textbooks. Additionally, the selection of frameworks reflects interpretive judgment regarding their relevance to textbook consumption, which may exclude studies that address textbook use indirectly. Finally, although the discussion draws implications for contexts such as Pakistan, the review does not analyze context specific empirical data. These limitations, however, are consistent with the review's purpose of offering conceptual clarity and methodological guidance rather than empirical generalization.

Overall, this methodological orientation allows the article to systematically examine existing approaches while maintaining the flexibility necessary to critique and advance frameworks for analyzing ESL and EFL textbook consumption.

4. Established Frameworks for Analyzing Textbook Consumption

Research on ESL and EFL textbook consumption draws on a range of analytical frameworks developed across applied linguistics, curriculum studies, and educational research. These frameworks differ in their theoretical assumptions, units of analysis, and methodological focus. This section reviews the most influential frameworks used to examine textbook consumption, highlighting their contributions as well as their limitations for capturing how textbooks are engaged with in classroom practice.

4.1 Textbook Evaluation Frameworks

Textbook evaluation frameworks represent the earliest and most widely used approaches to studying textbooks in ESL and EFL contexts. Prominent models distinguish between pre use, in use, and post use evaluation, focusing on textbook design, pedagogical suitability, and perceived effectiveness after implementation (Cunningsworth, 1995; Ellis, 1997). These frameworks typically assess factors such as language skills coverage, task authenticity, cultural representation,

and alignment with curricular objectives. The primary strength of textbook evaluation frameworks lies in their systematic treatment of textbook content. They offer clear criteria and checklists that allow researchers and practitioners to analyze textbooks in a structured and replicable manner (McGrath, 2016). As such, they are particularly valuable for materials selection, curriculum planning, and policy level decision making. While such frameworks offer valuable tools for assessing textbook content, alignment studies have shown that they provide limited insight into how textbooks are recontextualized during classroom instruction (Javed & Karim, 2024). However, their usefulness for examining textbook consumption is limited. Evaluation frameworks tend to conceptualize textbooks as static artifacts and often assume that well designed materials will be implemented as intended. They pay limited attention to how teachers selectively interpret, adapt, or resist textbook content in response to classroom realities. Consequently, while evaluation frameworks explain what textbooks offer, they provide little insight into how textbooks are actually consumed during instruction.

4.2 Curriculum Enactment and Mediation Frameworks

Curriculum enactment frameworks shift attention from materials themselves to the processes through which curriculum content is interpreted and implemented in classrooms. Drawing on distinctions between the intended, implemented, and attained curriculum, these frameworks emphasize the role of teachers as mediators between official curricular texts and classroom practice (Remillard, 2005). Within this perspective, textbooks are seen as curricular tools whose meaning emerges through enactment rather than mere use. These frameworks are particularly relevant for analyzing textbook consumption because they foreground teacher mediation and adaptation. Teachers are viewed as active agents who make instructional decisions based on contextual constraints, learner needs, and assessment demands. Research using this approach has demonstrated how textbook tasks are reorganized, simplified, or supplemented to fit local classroom conditions (Shawer, 2017). Nevertheless, curriculum enactment frameworks may under specify the cognitive processes underlying teachers' decisions. While they capture patterns of adaptation and mediation, they often focus more on observable practices than on the beliefs and knowledge systems that guide textbook consumption.

4.3 Teacher Cognition Based Frameworks

Teacher cognition frameworks address this limitation by focusing explicitly on teachers' beliefs, knowledge, attitudes, and decision-making processes (Borg, 2015). Within this approach, textbook consumption is understood as an outcome of teachers' pedagogical reasoning, prior experiences, and conceptions of language learning. Textbooks do not determine practice but are filtered through teachers' cognitive frameworks. Teacher cognition research further suggests that textbook consumption is closely linked to teachers' metacognitive awareness and professional beliefs rather than textbook prescriptions alone (Karim, 2016). Methodologically, studies adopting this perspective typically rely on interviews, stimulated recall, reflective journals, and surveys to explore how teachers justify their engagement with textbooks. These methods provide rich insights into why teachers follow, modify, or reject textbook content in specific instructional contexts (Harwood, 2017). Despite their strengths, teacher cognition frameworks face certain constraints. They may over rely on self-reported data and offer limited access to enacted classroom practices

unless combined with observation or discourse analysis. As a result, cognition-based approaches alone may not fully capture the interaction between beliefs and actual textbook consumption.

4.4 Sociocultural and Ecological Approaches

Sociocultural and ecological approaches conceptualize textbook consumption as a situated practice embedded within broader institutional, cultural, and policy environments. From this perspective, teaching is mediated by tools, norms, and social interactions, with textbooks functioning as one mediational resource among many (Johnson, 2009). Ecological perspectives further emphasize how multiple layers of context, including schools, examination systems, and national language policies, shape textbook engagement. These approaches are particularly valuable in ESL and EFL contexts where institutional pressures and sociopolitical orientations toward English strongly influence classroom practices. They allow researchers to examine how textbook consumption is constrained or enabled by factors beyond individual teacher choice, such as mandated syllabi or high stakes assessments. In examination oriented EFL contexts, institutional policies and assessment regimes play a decisive role in shaping how textbooks are consumed at the classroom level (Karim & Harwood, 2026). However, sociocultural and ecological approaches can be methodologically demanding. Capturing contextual complexity often requires prolonged engagement and multiple data sources, which may limit feasibility and comparability across studies.

4.5 Classroom Practice and Interaction Focused Frameworks

Classroom practice focused frameworks emphasize **enacted consumption** by analyzing what teachers and learners actually do with textbooks during instruction. These approaches rely on classroom observations, interaction analysis, and discourse based methods to examine how textbook tasks are introduced, transformed, or sidelined in real time (Seedhouse, 2004). By focusing on classroom interaction, they provide direct evidence of how textbooks function as pedagogical resources. Classroom based studies in Pakistan provide clear evidence that textbook tasks are frequently reshaped through interaction, highlighting discrepancies between intended and enacted use (Karim & Harwood, 2026). The strength of this approach lies in its ability to capture the immediacy and complexity of textbook consumption as it unfolds in practice. It moves beyond intentions and perceptions to observable behavior. At the same time, practical and ethical considerations, such as access, consent, and observer influence, pose challenges for large scale application. Taken together, these frameworks illustrate that no single approach is sufficient to capture the full complexity of ESL and EFL textbook consumption. Each framework illuminates particular dimensions while leaving others under explored. This fragmentation highlights the need for a more integrative analytical framework, which is proposed in the subsequent sections of the article.

5. Research Methods Used to Examine Textbook Consumption

Research on ESL and EFL textbook consumption employs a wide range of research methods, reflecting the multidimensional nature of how textbooks are engaged with in classroom practice. These methods vary in their ability to capture perceptions, decision making, and enacted use, and are often aligned with the theoretical frameworks discussed in the preceding section. This

section reviews the principal qualitative, quantitative, and mixed methods approaches used to examine textbook consumption, highlighting their methodological strengths and limitations.

5.1 Qualitative Methods

Qualitative methods are the most frequently used approaches for examining textbook consumption, as they allow for in depth exploration of teachers' interpretive and decision making processes. Semi structured interviews are commonly employed to investigate teachers' beliefs, rationales, and pedagogical intentions related to textbook use, adaptation, and supplementation (Borg, 2015; Harwood, 2017). Interviews provide access to teachers' perspectives on why particular textbook components are emphasized, modified, or omitted in specific contexts. Qualitative studies in Pakistani ESL contexts have demonstrated the effectiveness of interviews and classroom observation in uncovering teachers' textbook related instructional reasoning (Karim, 2016).

Classroom observations are another key qualitative method, enabling researchers to document how textbooks are actually consumed during instruction. Observational data reveal discrepancies between reported practices and enacted classroom behavior, offering direct insight into task adaptation, pacing, and interactional patterns. When combined with stimulated recall, observations can further illuminate the reasoning behind instructional decisions (Shawer, 2017).

Document analysis, including analysis of textbook units, lesson plans, worksheets, and assessment materials, complements interviews and observations by linking classroom practices to textual design. This method allows researchers to trace how specific textbook features are transformed as they move from the page to the classroom. However, qualitative approaches are often limited by small sample sizes and context specificity, which may restrict generalizability.

5.2 Quantitative Methods

Quantitative methods are used less frequently but offer valuable insights into broader patterns of textbook consumption. Survey based studies typically examine the frequency of textbook use, teachers' attitudes toward textbooks, and reported adaptation practices across larger populations (McGrath, 2016). These methods enable researchers to identify trends and compare consumption practices across institutional types, teaching experience, or educational levels. Correlational and survey based studies have been useful in identifying general patterns of textbook reliance, although they provide limited insight into classroom enactment (Karim & Haq, 2014).

Some studies employ usage mapping techniques, such as checklists or frequency logs, to quantify which textbook sections are used, skipped, or supplemented over a given period. While such approaches provide measurable indicators of textbook engagement, they often fail to capture the qualitative nature of consumption, including how and why teachers modify textbook content. As a result, quantitative methods may oversimplify complex instructional practices if used in isolation.

5.3 Mixed Methods Designs

Mixed methods design combines qualitative and quantitative approaches to provide a more comprehensive account of textbook consumption. For example, surveys may be used to identify general patterns of textbook use, followed by interviews and observations to explore these patterns

in greater depth. This sequential or concurrent integration allows researchers to balance breadth and depth, addressing both prevalence and process (Creswell & Plano Clark, 2018).

Mixed methods approaches are particularly well suited to textbook consumption research, as they allow for triangulation across data sources and analytical perspectives. However, they require careful methodological planning to ensure coherence between qualitative and quantitative components and may demand greater time and resource investment.

5.4 Methodological Strengths and Weaknesses Across Approaches

Each methodological approach offers distinct advantages and faces specific constraints. Qualitative methods excel at capturing the complexity, agency, and context sensitivity of textbook consumption but may lack scalability. Quantitative methods provide generalizable patterns but often overlook the situated and mediated nature of textbook engagement. Mixed methods designs offer the most holistic insights but increase methodological complexity. Taken together, existing research methods demonstrate that no single approach is sufficient to fully capture ESL and EFL textbook consumption. A methodologically coherent design that integrates multiple data sources and analytical lenses is therefore essential for advancing research in this area.

5.5 Critical Evaluation of Existing Frameworks and Methods

Although existing frameworks and research methods have significantly advanced understanding of ESL and EFL textbooks, their application to the analysis of textbook consumption reveals several conceptual and methodological limitations. A critical evaluation of these approaches highlights recurring issues related to analytical focus, representation of teacher agency, integration across analytical levels, and sensitivity to contextual variation.

A prominent limitation across many frameworks is the over emphasis on textbook content. Textbook evaluation models, in particular, prioritize linguistic input, task design, and skills coverage, often treating the textbook as a self-contained pedagogical artifact. While such analyses are valuable for assessing material quality, they provide limited insight into how textbook content is reinterpreted, modified, or bypassed during instruction. Even when in use evaluation is included, the focus frequently remains on alignment between textbook design and curricular objectives rather than on classroom enactment. As a result, content centered approaches tend to conflate textbook potential with actual pedagogical practice, obscuring the complex processes through which textbooks are consumed.

Closely related to this issue is the under representation of teacher agency in many analytical frameworks. Although curriculum enactment and sociocultural approaches acknowledge teachers as mediators, empirical applications often prioritize observable adaptations over the cognitive and experiential factors guiding those adaptations. In contrast, teacher cognition based frameworks foreground beliefs and decision making but are sometimes methodologically disconnected from classroom practice. This separation limits the ability of existing approaches to fully account for teachers as active agents who negotiate institutional constraints, learner needs, and pedagogical goals when consuming textbooks.

Another critical concern is the fragmentation between text, cognition, and practice. Many studies examine these dimensions in isolation, focusing either on textbook content, teacher beliefs, or classroom interaction. Such fragmentation results in partial accounts of textbook consumption

that fail to capture the interaction between what textbooks offer, how teachers interpret them, and how they are enacted in real time. Without an integrated analytical lens, it becomes difficult to trace how specific textbook features are filtered through teacher cognition and transformed within classroom interaction. Alignment based research consistently reports fragmentation between curriculum goals, textbook content, and classroom practice, underscoring the need for integrative analytical approaches (Javed & Karim, 2024; Karim & Harwood, 2026).

Finally, issues of context sensitivity and transferability limit the applicability of existing frameworks across ESL and EFL settings. Many analytical models have been developed in specific educational contexts and are often applied elsewhere without sufficient adaptation. This raises concerns about their ability to account for contextual factors such as examination driven curricula, centralized textbook selection, or limited teacher autonomy, which are common in many EFL environments. Consequently, findings derived from one context may not be readily transferable to others without careful contextual interpretation.

Taken together, these limitations underscore the need for a more integrative and context sensitive analytical framework. Addressing the over emphasis on textbook content, strengthening the representation of teacher agency, bridging text, cognition, and practice, and explicitly incorporating contextual dimensions are essential for advancing research on ESL and EFL textbook consumption.

6. Toward an Integrative Framework for Analyzing ESL and EFL Textbook Consumption in the Pakistani Context

The preceding review demonstrates that existing frameworks for analyzing ESL and EFL textbook consumption remain fragmented and insufficiently sensitive to context specific realities. In Pakistan, English textbooks are centrally prescribed and increasingly shaped by policy driven agendas such as sustainability education, citizenship, and values formation. However, recent Pakistani studies reveal a recurring gap between textbook intentions and classroom enactment, indicating that textbook consumption cannot be adequately understood through content analysis or teacher perception alone (Jamil et al., 2024a; Karim & Harwood, 2026). These findings underscore the need for an integrative analytical framework that captures mediation, adaptation, and contextual constraints.

The rationale for an integrative framework lies in recognizing textbook consumption as a multi layered and socially situated process. Analyses of English textbooks at primary, secondary, and higher secondary levels in Pakistan demonstrate that while textbooks increasingly incorporate themes aligned with education for sustainable development, these themes are unevenly realized in classroom practice (Jamil et al., 2024b) Such evidence reinforces curriculum enactment research which conceptualizes textbooks as mediated curricular tools rather than self-sufficient instructional scripts (Karim & Harwood, 2026; Remillard, 2005). An integrative framework is therefore essential to bridge the gap between policy intentions embedded in textbooks and their pedagogical realization.

The first component of the proposed framework focuses on textbook design and affordances. This dimension examines how textbooks structure language input, tasks, themes, and pedagogical guidance, as well as what instructional possibilities they enable or constrain. Content

analyses of Pakistani English textbooks at Grades V, X, and XII reveal that sustainability related content is present but often fragmented, with limited scaffolding for classroom implementation (Jamil et al., 2024a; Jamil et al., 2024b; Jamil et al., 2024c). Examining affordances rather than textbook quality alone allows researchers to assess how textbooks invite selective consumption, reinterpretation, or omission in classroom contexts.

The second component, teacher cognition and decision making, foregrounds teachers as central agents in textbook consumption. Research on teacher cognition consistently shows that instructional decisions are shaped by beliefs, prior experiences, perceptions of learner needs, and assessment pressures (Borg, 2015; Karim, 2016). In Pakistan, where high stakes examinations strongly influence instructional priorities, teachers often prioritize examinable content over policy driven textbook themes such as sustainability education (Qanwal et al., 2017; Karim & Harwood, 2026). Integrating teacher cognition into the analytical framework enables researchers to explain why certain textbook components are emphasized, modified, or marginalized during instruction.

The third component addresses classroom enactment and interaction, focusing on how textbooks are consumed in real time. Classroom based research demonstrates that textbook tasks are rarely implemented verbatim and are frequently reshaped through explanation, translation, task simplification, or omission (Seedhouse, 2004; Shawer, 2017). In Pakistani classrooms, studies suggest that although textbooks promote thematic and communicative learning, classroom interaction often remains examination oriented, leading to selective enactment of textbook content (Karim & Harwood, 2026). Capturing enacted consumption is therefore critical for understanding the pedagogical life of textbooks beyond their textual design.

The fourth component, institutional and contextual constraints, situates textbook consumption within broader educational structures. National curriculum policies, centralized textbook boards, assessment regimes, and school accountability mechanisms exert a powerful influence on how English textbooks are consumed across educational levels in Pakistan (Richards, 2001; Karim & Harwood, 2026). Sustainability focused textbook studies further demonstrate that institutional priorities shape not only textbook content but also its pedagogical uptake, often limiting teachers' ability to fully engage with non examinable themes (Jamil et al., 2024a; Jamil et al., 2024b; Jamil et al., 2024c). Incorporating this dimension ensures that textbook consumption is analyzed as an institutionally regulated practice rather than an individual instructional choice.

Analytically, the proposed framework requires systematic alignment between analytical components and data sources. Textbook design and affordances can be examined through qualitative content analysis, teacher cognition through interviews and reflective tools, classroom enactment through observation and interaction analysis, and contextual constraints through policy documents and institutional data. Iterative analysis across these dimensions allows researchers to trace how textbook intentions related to language learning and sustainability education are filtered through teacher cognition and reshaped within classroom practice. Such alignment enhances methodological rigor and explanatory depth.

Overall, this integrative framework offers a context sensitive and theoretically grounded approach to analyzing ESL and EFL textbook consumption in Pakistan. By synthesizing insights from textbook content studies, teacher cognition research, classroom interaction analysis, and

institutional perspectives, it responds directly to limitations identified in existing frameworks and provides a coherent model for future textbook consumption research in comparable ESL and EFL contexts.

7. Implications for Future Research

The integrative framework proposed in this article has several important implications for future research on ESL and EFL textbook consumption. First, it highlights the need for methodologically coherent research designs that align theoretical assumptions, analytical frameworks, and data collection methods. Future studies should avoid isolating textbook content, teacher beliefs, or classroom practices and instead adopt designs that allow these dimensions to be examined in relation to one another. Such coherence can be achieved through carefully planned qualitative or mixed methods approaches that explicitly link research questions, data sources, and analytical procedures. By doing so, researchers can generate more comprehensive and theoretically grounded accounts of textbook consumption.

Second, the framework advances ESL and EFL textbook research by shifting the focus from textbook quality to textbook functionality in practice. Future research can build on this perspective by examining how textbooks are consumed across different institutional levels, educational sectors, and learner populations. Comparative studies across ESL and EFL contexts may further illuminate how contextual variables such as assessment regimes, teacher autonomy, and access to supplementary resources shape textbook consumption. This shift encourages researchers to view textbooks not as fixed instructional products but as dynamic pedagogical resources whose meanings emerge through use.

Finally, the proposed framework has clear relevance for teacher education and materials development. For teacher education, research informed by this framework can provide insights into how teachers learn to engage critically and flexibly with textbooks, highlighting the importance of developing adaptive expertise rather than textbook dependence. For materials developers and policymakers, findings from consumption focused research can inform the design of textbooks that better accommodate classroom realities and teacher agency. Ultimately, integrating research, teacher education, and materials development can contribute to more effective and context responsive ESL and EFL instruction. Research indicates that strengthening teachers' metacognitive awareness of textbook use can support more adaptive and reflective instructional practices (Qanwal et al., 2017).

8. Conclusion

This article argued that understanding ESL and EFL textbooks requires a conceptual and methodological shift from traditional textbook evaluation toward the analysis of textbook consumption. By reviewing established frameworks and research methods, the study has shown that existing approaches have contributed valuable insights but often offer partial perspectives, either privileging textbook content, focusing narrowly on teacher beliefs, or isolating classroom practices from broader contextual influences. Such fragmentation limits the ability of researchers to capture how textbooks are engaged with and transformed in ESL and EFL classrooms. By synthesizing methodological insights from prior research, this study contributes to a more context sensitive and theoretically coherent understanding of ESL and EFL textbook consumption (Karim

& Harwood, 2026). In response, the article contributes to methodological advancement by synthesizing existing frameworks and proposing an integrative analytical framework that connects textbook design and affordances, teacher cognition and decision making, classroom enactment and interaction, and institutional and contextual constraints. This framework addresses key gaps identified in prior research by foregrounding teacher agency, linking textual analysis with classroom practice, and embedding textbook consumption within its sociocultural and institutional context. In doing so, it offers a more coherent and context sensitive approach to studying textbook consumption, particularly in examination oriented EFL settings such as Pakistan. Finally, the article points to several directions for refining future research on textbook consumption. Researchers are encouraged to adopt integrative and methodologically aligned designs, to explore textbook consumption across diverse ESL and EFL contexts, and to examine how institutional policies and assessment practices shape classroom engagement with textbooks. Further refinement of analytical tools and cross contextual comparative studies will strengthen the theoretical and empirical foundations of textbook consumption research. By advancing a more holistic understanding of how textbooks function in practice, future research can better inform teacher education, materials development, and language education policy.

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